



|   |   |  |   |  |   |   |  |   |
|---|---|--|---|--|---|---|--|---|
| <b>Biology</b>                                      |   |  | x |  |   |   |  |   |
| <b>Chemistry</b>                                    |   |  | x |  |   |   |  |   |
| <b>Computer Information Systems</b>                 |   |  | x |  |   |   |  |   |
| <b>Computer Science</b>                             |   |  | x |  |   |   |  |   |
| <b>Dramatic Arts</b>                                | x |  |   |  |   |   |  |   |
| <b>Early Childhood Education</b>                    |   |  |   |  |   | x |  |   |
| <b>English</b>                                      | x |  |   |  |   |   |  |   |
| <b>English with Teacher Certification</b>           | x |  |   |  |   |   |  |   |
| <b>English with Professional Writing Option</b>     | x |  |   |  |   |   |  |   |
| <b>Exercise Science/Wellness</b>                    |   |  |   |  |   | x |  |   |
| <b>Geology</b>                                      |   |  | x |  |   |   |  |   |
| <b>Health &amp; Physical Education</b>              |   |  |   |  |   | x |  |   |
| <b>History</b>                                      | x |  | x |  |   |   |  |   |
| <b>History with Teacher Certification</b>           |   |  | x |  |   |   |  |   |
| <b>Human Resource Management</b>                    |   |  |   |  |   | x |  |   |
| <b>Management</b>                                   |   |  |   |  |   | x |  |   |
| <b>Marketing</b>                                    |   |  |   |  |   | x |  |   |
| <b>Mathematics</b>                                  |   |  | x |  |   |   |  |   |
| <b>Mathematics w/ Industrial Mathematics Option</b> |   |  | x |  |   |   |  |   |
| <b>Mathematics with Teacher Certification</b>       |   |  | x |  |   |   |  |   |
| <b>Middle Grades Education</b>                      |   |  |   |  |   | x |  |   |
| <b>Music</b>  | x |  |   |  |   |   |  |   |
| <b>Nursing</b>                                      |   |  |   |  | x |   |  |   |
| <b>Political Science</b>                            | x |  | x |  |   |   |  |   |
| <b>Psychology</b>                                   | x |  | x |  |   |   |  |   |
| <b>Recreation</b>                                   |   |  |   |  |   | x |  |   |
| <b>Sociology</b>                                    |   |  | x |  |   |   |  |   |
| <b>Special Education</b>                            |   |  |   |  |   | x |  |   |
| <b>Technology Management</b>                        |   |  |   |  |   |   |  | x |

Georgia Southwestern State University also offers the Master of Education, Master of Business Administration, Master of Science in Computer Science, and the Specialist in Education degree. A Bachelor of Science dual degree program in cooperation with Georgia Institute of Technology and Associate of Applied Science programs in cooperation with area Technical Colleges are also available. Certificate programs are also available in the following areas: European Union Studies, Latin American Studies, Religious Studies, Web Design, and Women's Studies.

\*Students wishing to pursue teacher certification at the secondary level should meet with the advisor in their discipline to discuss the appropriate curriculum requirements.

#### **Undergraduate and Graduate course descriptions**

The descriptions of the courses offered by each school and department follow the information section and listing of degree programs for each school and department. Numbers following the description of the course indicate the number of weekly class hours, the number of weekly

laboratory or practicum hours, and the credit-hour value of the course expressed in semester hours. For example, (3-2-3) following the course description means three class hours, two laboratory or practicum hours, and three semester hours of credit. A "V" in the lab/practicum position indicates that the number of required hours for the course varies according to the individual situation.

## CALENDAR\*

### Summer Term 2005

### Fall Term 2005

### Spring Term 2006

### Summer Term 2006

### Fall Term 2006

|   |          |
|---|----------|
|   |          |
| Last Day to Apply for Graduate Admission                      | March 15 |
| Last Day to Apply for Undergraduate Admission for May Term    | April 19 |
| Last Day to Apply for Re-Admission (Maymester)                | May 7    |
| Residence Halls Open for May Term - 1:00 pm                   | May 8    |
| Last Day to Apply for Undergraduate Admission for Summer Term | May 9    |
| May Term Registration   | May 9    |
| May Term Classes Begin  | May 9    |
| eCore Classes Begin   | May 9    |
| Midterm for May Term  | May 17   |
| Last Day to Withdraw from May Term without Penalty            | May 19   |
| Last Day of Class for May Term                                | May 25   |
| Final Exams for May Term                                      | May 26   |
| Residence Halls Close for May Term - 5:00 pm                  | May 27   |
| Residence Halls Open for Regular Summer Term - 1:00 pm        | May 29   |
| Classes Will Not Meet   | May 30   |
| Registration/Orientation                                      | May 31   |
| Last Day to Apply for Re-admission (Full-Term and Summer I)   | June 1   |
| Classes Begin   | June 1   |
| No Registration or Class Change after This Date               | June 3   |
| Midterm for Summer I  | June 10  |
| Last Day to Withdraw from Summer I without Penalty            | June 14  |
| Last Day of Class for Summer I Session                        | June 22  |
| Final Exams for Summer I Session                              | June 23  |
| Midterm for Full Session                                      | June 24  |
| Last Day to Apply for Re-Admission (Summer II)                | June 25  |
| Registration for Summer II Session                            | June 27  |
| Summer Session II Classes Begin                               | June 27  |
|   |          |

|  |                        |
|--|------------------------|
| Last Day to Withdraw from Class without Penalty for Full Session           | July 1                 |
| Classes Will Not Meet  | July 4                 |
| Midterm for Summer II  | July 8                 |
| Last Day to Withdraw from Summer II without Penalty                        | July 12                |
| Fall 2005 registration (for students enrolled summer 2005)                 | July 18, 19            |
| Last Day of Class for Summer II Session and Full Session                   | July 19                |
| Final Examinations   | July 20,21,22          |
| Residence Halls Close 5pm  | July 25                |
| <b>FALL TERM 2005</b>  |                        |
| Last Day to Apply for Graduate Admission                                   | June 30                |
| Last Day to Apply for Undergraduate Admission                              | July 21                |
| Faculty Planning   | August 8-12            |
| Residence Halls Open for Upperclassmen - 1:00 pm                           | August 14              |
| Last Day to Apply for Re-Admission   | August 15              |
| Registration/Orientation   | August 15              |
| Classes Begin  | August 16              |
| No Registration or Class Change after This Date                            | August 18              |
| Classes Will Not Meet  | September 5            |
| Midterm  | October 7              |
| Last Day to Withdraw from Class without Penalty                            | October 14             |
| Fall Break   | October 21             |
| Spring 2006 registration (for students enrolled fall 2005)                 | October 24-November 18 |
| Thanksgiving Holidays  | November 24-25**       |
| Last Day of Class  | December 2             |
| Final Examinations   | December 3,5,6,7,8     |
| Residence Halls Close - 5pm  | December 10            |
| Graduation   | December 10 (Saturday) |
| **Classes will be conducted through 5:00pm on Wednesday, November 23, 2005 |                        |
| <b>SPRING TERM 2006</b>  |                        |
| Last Day to Apply for Graduate Admission                                   | October 15             |
| Last Day to Apply for Undergraduate Admission                              | December 16            |
| Residence Halls Open - 1:00 pm   | January 3              |
| Last Day to Apply for Re-admission   | January 4              |
| Registration/Orientation   | January 4              |
| Classes Begin  | January 5              |
|  |                        |

|   |                       |
|---|-----------------------|
| eCore classes begin   | January 6             |
| No Registration or Class Change after This Date                 | January 9             |
| Classes Will Not Meet   | January 16            |
| Midterm   | February 24           |
| Last Day to Withdraw from Class without Penalty                 | March 3               |
| Regents Examination   | March 18, 20          |
| Spring Break  | March 6-11            |
| Summer/Fall 2006 registration (for students enrolled spring 06) | March 27-April 21     |
| Last Day of Class   | April 27              |
| Reading Day   | April 28              |
| Final Examinations  | April 29, May 1,2,3,4 |
| Residence Halls Close - 5pm                                     | May 6                 |
| Graduation  | May 6 (Saturday)      |
| <b>SUMMER TERM 2006</b>   |                       |
| Last Day to Apply for Graduate Admission                        | March 15              |
| Last Day to Apply for Undergraduate Admission for May Term      | April 21              |
| Last Day to Apply for Undergraduate Admission for Summer Term   | April 21              |
| Last Day to Apply for Re-Admission (May Term)                   | May 8                 |
| Residence Halls Open for May Term - 1:00 pm                     | May 6                 |
| May Term Registration   | May 8                 |
| May Term Classes Begin  | May 8                 |
| eCore Classes Begin   | May 15                |
| Midterm for May Term  | May 16                |
| Last Day to Withdraw from Class without Penalty for May Term    | May 18                |
| Last Day of Class for May Term                                  | May 24                |
| Final Exams for May Term  | May 25                |
| Residence Halls Close for May Term - 5:00 pm                    | May 26                |
| Residence Halls Open for Regular Summer Term - 1:00 pm          | May 28                |
| Classes Will Not Meet   | May 29                |
| Registration/Orientation  | May 30                |
| Last Day to Apply for Re-admission (Full-Term and Summer I)     | May 31                |
| Classes Begin   | May 31                |
| No Registration or Class Change after This Date                 | June 2                |
| Midterm for Summer I  | June 9                |
| Last Day to Withdraw without Penalty for Summer I               | June 13               |
|   |                       |

|   |                        |
|---|------------------------|
| Last Day of Class for Summer I Session                                    | June 21                |
| Final Exams for Summer I Session  | June 22                |
| Midterm for Full Session  | June 23                |
| Last Day to Apply for Re-Admission (Summer II)                            | June 23                |
| Registration for Summer II Session  | June 27                |
| Summer Session II Classes Begin   | June 27                |
| Last Day to Withdraw from Class without Penalty for Full Session          | July 3                 |
| Classes Will Not Meet   | July 4                 |
| Midterm for Summer II   | July 7                 |
| Regents Examination   | July 10                |
| Last Day to Withdraw without Penalty for Summer II                        | July 11                |
| Fall 2006 registration (for students enrolled summer 2006)                | July 17, 18            |
| Last Day of Class for Summer II Session and Full Session                  | July 19                |
| Final Examinations  | July 20,21,22          |
| Residence Halls Close 5pm   | July 24                |
| <b>FALL TERM 2006</b>   |                        |
| Last Day to Apply for Graduate Admission                                  | June 30                |
| Last Day to Apply for Undergraduate Admission                             | July 21                |
| Faculty Planning  | August 7-11            |
| Residence Halls Open for Upperclassmen - 1:00 pm                          | August 13              |
| Last Day to Apply for Re-Admission  | August 14              |
| Registration/Orientation  | August 14              |
| Classes Begin   | August 15              |
| No Registration or Class Change after This Date                           | August 17              |
| Classes Will Not Meet   | September 4            |
| Midterm   | October 6              |
| Last Day to Withdraw from Class without Penalty                           | October 13             |
| Fall Break  | October 20             |
| Spring 2007 registration (for students enrolled fall 2006)                | October 23-November 17 |
| Regents Examination   | October 28, 30         |
| Thanksgiving Holidays   | November 23-24*        |
| Last Day of Class   | December 1             |
| Final Examinations  | December 2,4,5,6,7     |
| Residence Halls Close - 5pm   | December 9             |
| Graduation  | December 9 (Saturday)  |
| *Classes will be conducted through 5:00pm on Wednesday, November 22, 2006 |                        |

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\*Calendars are correct at date of printing; subject to change.

## Overview

[Mission Statement](#)

[General Education](#)

[Confidentiality of Student Records: Family Educational Rights and Privacy Act \(FERPA\)](#)

### GEORGIA SOUTHWESTERN STATE UNIVERSITY

Georgia Southwestern State University is a senior unit of the University System of Georgia. The University was founded in 1906 as the Third District Agricultural and Mechanical School. In 1926, it was granted a charter authorizing the school to offer two years of college work and to change the name to Third District Agricultural and Normal College. The name was changed to Georgia Southwestern College in 1932, at which time it was placed under the jurisdiction of the Board of Regents of the University System of Georgia. In 1964, the College became a senior unit of the University System, conferring its first baccalaureate degrees in June of 1968. Graduate work was added to the curriculum in June of 1973. In July 1996, the Board of Regents authorized state university status, and the institution became Georgia Southwestern State University.

Georgia Southwestern State University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097, telephone number 404-679-4501) to award associate, bachelor, master and specialist degrees.

The School of Education is accredited by the National Council for Accreditation of Teacher Education (2010 Massachusetts Ave NW, Suite 500, Washington, D.C. 20036, telephone number 202-466-7496) and all teacher education programs are recognized and approved by the Georgia Professional Standards Commission (<http://www.gapsc.com>).

The Bachelor of Science degree in Nursing is fully accredited by the National League for Nursing Accrediting Commission (61 Broadway 33rd Floor, New York, N.Y. 10006; 212-363-5555) and has the full approval of the Georgia Board of Nursing (237 Coliseum Drive, Macon, GA 31217-3858; 478-207-1300 or 1640).

The School of Business Administration is in its third year of Candidacy for accreditation by AACSB International - The Association to Advance Collegiate Schools of Business. AACSB International is located at 600 Emerson Road, Suite 300, St. Louis, MO. 63141-6762 USA, telephone number 314-872-8481, and fax number 314-872-8495.

The School of Business Administration has initial accreditation from the International Association of Collegiate Business Education, PO Box 25217, Overland Park, KS 66225, USA, telephone number 913-631-3009, fax number 913-613-9154. The School of Business Administration is also a member of the Association of Collegiate Business Schools and Programs (ACBSP). The Association is located at 7007 College Boulevard, Suite 420, Overland, KS 66211, USA, telephone number 913-339-9356, and fax number 913-339-6226.

The University is located on 250 acres of improved wooded land in the community of Americus, Georgia, 135 miles south of Atlanta. The attractive campus includes recreational areas, a spring-fed lake, and thirty-five buildings.

## Mission Statement

Georgia Southwestern State University is a caring community of learning on a residential campus, offering students personalized and challenging experiences in preparation for successful careers, productive citizenship, and a satisfying quality of life. The respected faculty demonstrates intense dedication to teaching and offer outstanding professional programs of study as well as programs in the arts, humanities, and sciences. Learning is strengthened by an effective student-oriented staff committed to the optimal development of each student. The location, atmosphere, and relationships of the University create a stimulating environment for intellectual inquiry in pursuit of truth and knowledge.

Georgia Southwestern State University shares with the other state universities of the University System of Georgia the following core characteristics and purposes:

- a commitment to excellence and responsiveness within a scope of influence defined by the needs of an area of the state, and by particularly outstanding programs or distinctive characteristics that have a magnet effect throughout the region or state;
- a commitment to a teaching/learning environment, both within and beyond the classroom, that sustains instructional excellence, serves a diverse and college-prepared student body, promotes high levels of student achievement, offers academic assistance, and provides developmental studies programs for a limited cohort;

- a high quality general education program supporting a variety of disciplinary, interdisciplinary, and professional academic programming at the baccalaureate level, with selected master and educational specialist degrees, and selected associate degree programs based on area need and/or interinstitutional collaborations;
- a commitment to public service, continuing education, technical assistance, cultural offerings, and economic development activities that address the needs, improve the quality of life, and raise the educational level within the University's scope of influence.
- a commitment to scholarship and creative work to enhance instructional effectiveness and to encourage faculty scholarly pursuits and a commitment to applied research in selected areas of institutional strength and area need.

Georgia Southwestern State University endorses the following mission statement for the University System of Georgia and envisions its own mission within the context of the principles adopted by the Board of Regents.

The mission for the University System of Georgia is to contribute to the educational, cultural, economic, and social advancement of Georgia by providing excellent undergraduate general education and first-rate programs leading to associate, baccalaureate, master, professional, and doctorate degrees; by pursuing leading-edge basic and applied research, scholarly inquiry, and creative endeavors; and by bringing these intellectual resources to bear on the economic development of the State and the continuing education of its citizens.

Georgia Southwestern State University shares the following characteristics with other institutions in the University System of Georgia:

- a supportive campus climate, leadership and development opportunities, and necessary services, all to meet the needs of students, faculty and staff;
- cultural, ethnic, racial, and gender diversity in the faculty, staff, and student body, supported by practices and programs that embody the ideals of an open, democratic, and global society;
- technology to advance educational purposes, including instructional technology, student support services, and distance education; and
- a commitment to sharing physical, human, information, and other resources in collaboration with other System institutions, State agencies, local schools, and technical institutes to expand and enhance programs and services available to the citizens of Georgia.

The programs and educational opportunities at Georgia Southwestern State University are characterized by the following distinctive features: As a residential, comprehensive university, Georgia Southwestern serves a diverse student body, primarily drawn from southwest Georgia, with programs leading to associate, bachelor, master, and education specialist degrees. A growing number of students from across the state as well as international and out-of-state students are also attracted by programs in a number of different areas. For example, international students are attracted to Georgia Southwestern State University's Asian Studies Center, which develops and delivers instructional programs in language and culture. In addition, mature learners are drawn from the region as well as across the nation to the Center for Elderhostel Studies, the second largest Elderhostel program in the U.S.

As a community of learning, Georgia Southwestern faculty and staff are dedicated to creating an environment, work-study appointments, and practicum experiences in a number of businesses and community agencies, including the international headquarters of Habitat For Humanity, are vital elements in creating this environment for learning.

Georgia Southwestern fulfills its commitment to research and public service through the individual efforts of an outstanding faculty and the focused activities of specific centers, which rely heavily on external funding. The Rosalynn Carter Institute serves as a regional and national focal point for research and public service in the area of care giving. The Center For Business and Economic Development conducts research on regional economic issues and facilitates development activities in the region. The program in Third World Studies has served as the guiding force in the development of a professional association and journal contributing to Georgia Southwestern's international reputation. The Center for Community Based Theater, a unique, emerging partnership with the City of Americus, provides opportunities for students, faculty, and community members to explore topics and develop dramatic productions that are drawn from the culture of the community.

Georgia Southwestern State University aspires to become recognized nationally as a state university, which is committed to learning and is responsive to the educational, social, and cultural needs of the region.

## **General Education in the University System of Georgia**

From the origins of intellectual study to the present, general education has been a key to fulfilling life of self-knowledge, self-reflection, critical awareness, and lifelong learning. General education has traditionally focused on oral and written communication, quantitative reasoning and mathematics, studies in culture and society, scientific reasoning, and aesthetic appreciation. Today, general education also assists students in their understanding of technology, information literacy, diversity, and global awareness. In meeting all of these needs, general education provides college students with their best opportunity to experience the breadth of human knowledge and the ways that knowledge in various disciplines is interrelated.



In the University System of Georgia, general education programs consist of a group of courses known as the Core Curriculum as well as other courses and co-curricular experiences specific to each institution. The attainment of general education learning outcomes prepares responsible, reflective citizens who adapt constructively to change. General education programs impart knowledge, values, skills, and behaviors related to critical thinking and logical problem solving. General education includes opportunities for interdisciplinary learning and the experiences that increase intellectual curiosity, providing the basis for advanced study in the variety of fields offered by today's colleges and universities.

@2005 Board of Regents of the University System of Georgia

## **Confidentiality of Student Records: Family Educational Rights and Privacy Act (FERPA)**

1. Georgia Southwestern State University is covered by the Family Educational Rights and Privacy Act of 1974 (FERPA), as amended, which is designed to protect students' rights in regard to education records maintained by the institution. Under the Act, students have the following rights:

- a. the right to inspect and review education records maintained by the institution that pertain to you;
- b. the right to challenge the content of records (except grades which can only be challenged through the Grade Appeal Process) on the grounds that they are inaccurate, misleading or a violation of your privacy or other rights; and
- c. the right to control disclosures from your education records with certain exceptions.

2. Any student who is or has been in attendance at Georgia Southwestern State University has the right to inspect and review his or her educational records within a reasonable period of time (not to exceed 45 days) after making a written request. However, the student shall not have access to:

- a. Financial records of parents.
- b. Confidential letters of recommendation placed in record prior to January 1, 1975.
- c. Letters of recommendation concerning admission, application for employment or honors for which the student has voluntarily signed a waiver.

3. Directory information will be treated as public information and be generally available on all students and former students, at the discretion of the university. **Directory information includes the student's name; telephone number; major field of study; dates of attendance; degrees, honors and awards received; level, and full or part time status. Participation in officially recognized sports; height, weight, age, hometown and general interest items of members of athletic teams is also included in Directory Information.**

4. Requests for Education Records should be made in writing to the Registrar, Georgia Southwestern State University. "Education Records" means generally any record maintained by or for Georgia Southwestern State University and containing information directly related to the students' academic activities.

5. Students who challenge the correctness of student educational records shall file a written request for amendment with the Registrar. The student shall also present to the Registrar copies of all available evidence relating to the data or material being challenged. The Registrar shall forward the information to the custodian of the record who will consider the request and shall notify the student in writing within 15 business days whether the request will be granted or denied. During that time, any challenge may be settled informally between the student, or the parents of a dependent student and the custodian of the records, in consultation with other appropriate University officials. If an agreement is reached it shall be in writing and signed by all parties involved. A copy of such agreement will be maintained in the student's record. If an agreement is not reached informally or, if the request for amendment is denied, the student shall have the right to challenge through the Grievance Procedure outlined in the Student Handbook.

6. Release of protected information in the student's educational record without consent will be allowed to:

- a. Institutional personnel who have a legitimate educational interest.
- b. Officials of other schools where the student seeks to enroll. Efforts will be made to notify the student of the release of such information.
- c. Representatives of Federal agencies authorized by law to have access to education records, and state education authorities.
- d. Appropriate persons in connection with a student's application for or receipt of financial aid.
- e. State and local officials to whom information must be released pursuant to a state statute adopted prior to November 19, 1974.
- f. Organizations conducting studies for the institution.
- g. Accrediting organizations.

- h. Parents of a dependent student, as determined by the Internal Revenue Code of 1954, as amended.
- i. Persons necessary in emergency situations to protect health and safety.
- j. Persons designated in subpoenas or court orders.

7. If a request for Education Records is not covered by the Annual Disclosure Statement provided by the Registrar, the written request for release of information should be submitted to the Registrar and contain the following information:

- a. Specific records to be released.
- b. Reasons for such release.
- c. To whom records are to be released.
- d. Date.
- e. Signature of the student.

8. Records will be released in compliance with a judicial order or lawfully issued subpoena. However, reasonable efforts will be made to notify the student in advance of compliance.

9. Students have the right to obtain copies of official transcripts provided all financial obligations to the University have been met. Students will be charged at the prevailing rate for each certified transcript obtained. Copies of other information in the student's education record will be provided at a cost of \$0.25 per page of copy.

10. Students who feel that their rights have been violated under the provisions of the Family Educational and Privacy Act should write to the following office: Department of Education, 330 Independence Avenue, SW, Washington, D.C. 20201.

11. Georgia has an Open Records Act. All records kept by Georgia Southwestern State University, except those protected by the Family Educational Rights and Privacy Act of 1974, are subject to public open records requests. Requests for public open records should be submitted in writing to the Director of Human Resources, Georgia Southwestern State University.

## **ADMISSIONS**

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- [ADMISSIONS GENERAL POLICIES](#)
- [APPLICATION PROCEDURES](#)
- [BEGINNING FRESHMEN](#)
- [NON-TRADITIONAL STUDENTS](#)
- [ALTERNATIVE REQUIREMENTS FOR HOME-SCHOOLED STUDENTS AND GRADUATES OF NONACCREDITED HIGH SCHOOLS](#)
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## **UNDERGRADUATE ADMISSION REQUIREMENTS UNIVERSITY SYSTEM OF GEORGIA**

### **College Preparatory Curriculum**

The following courses are required of students graduating from high school in the spring of 2000 or later who plan to enroll in regular University programs leading to the baccalaureate degree at institutions of the University System of Georgia. Students who graduated high

school from spring 1988 through spring 1999 are required to meet the College Preparatory Curriculum requirements in effect at that time.

| <b>Course (Units)</b>   | <b>Instructional Emphasis</b>  |
|---|--|
| English (4)   | -Grammar and usage   |
|   | -Literature (American & World)   |
|   | -Advanced composition skills   |
| Science (3)   | -Physical Science  |
|   | -At least two laboratory courses from Biology, Chemistry, or Physics   |
| Mathematics (4)   | -Algebra I, Algebra II, Geometry, and one course higher than Geometry  |
| Social Science (3)  | -American History  |
|   | -World History   |
|   | -Economics and Government  |
| Foreign Language (2)  | -Skill-building courses emphasizing speaking, listening, reading, and writing in the same language                                   |
| Two additional courses from the following are also recommended: | -Humanities and Literature (Mythology- Greek, Roman, Norse; oral/written communication)  |
|   | -Math-another unit higher than the fourth above  |
|   | -An additional laboratory course in science  |
|   | -A third course in a foreign language or study in a second foreign language  |
|   | -Fine Arts (art, dance, drama, music)  |
|   | -Social Science (Psychology, Anthropology, Sociology, Business Law, World Geography, Asian or Latin American or Middle East Studies) |
|   | -Advanced Placement Computer Science A or AB   |

### **ADMISSIONS GENERAL POLICIES**

Georgia Southwestern seeks to enroll students with inquiring and creative minds who will profit from advanced educational programs in an atmosphere of freedom with responsibility. Admission standards at the University are designed to identify students who have potential for success in the educational programs of the University. Acceptance is based upon the applicant's previous academic record, entrance examination scores and, when necessary, upon results of personal interviews and psychological tests or other appropriate tests which help determine general fitness for admission to the University. Applicants are considered for admission without regard to race, color, creed, age, sex, veteran status, disability, or national origin.

### **APPLICATION PROCEDURES**

Undergraduate admission forms may be obtained from high school and two-year college counseling offices, by writing directly to the Office of Admissions, Georgia Southwestern State University, Americus, Georgia 31709, or by e-mail to [gswapps@gsu.edu](mailto:gswapps@gsu.edu). The application may be obtained and completed on the Georgia Southwestern website at [www.gsu.edu](http://www.gsu.edu).

Applications should be accompanied by a \$20 application fee and submitted for consideration at least 20 days prior to the date of registration. A medical history and proof of required immunizations are mandatory for all students who are accepted to the University. Health forms are mailed to accepted students along with housing information by the Office of Student Life.

An applicant who fails to enroll in the semester for which he or she is accepted must reapply for admission if he or she wishes to enter the University at a later time.

When the application, ACT/SAT scores, and other required records of the applicant are found to be complete, the applicant will be evaluated in terms of test scores, grades, scholastic aptitude, social and psychological adjustment, and the probability of completing the requirements for the desired degree. The University reserves the right to reject any applicant whose general records, aptitude, and behavior do not indicate a probability of success in the University environment, notwithstanding the satisfaction of other requirements.

If it appears to the Director of Admissions for undergraduates that the educational needs of an applicant can best be met at some other institution within the University System of Georgia, the Director shall refer the applicant to that institution. In order that the appraisal of a student's ability and fitness for University work may be accurate as nearly as possible, officials of the University will study carefully all information that is submitted by the applicant and may require any applicant to furnish additional data. The officials of the University shall have the right to require each applicant for admission to appear for an interview before the application is finally accepted or rejected. The Director of Admissions for undergraduates will notify the applicant of the time and place at which the interview will be conducted.

The decision as to whether an applicant shall be accepted or rejected shall be made by the Director of Admissions for undergraduates. The decision is subject to the applicant's right of appeal, as provided by the bylaws of the University and the Board of Regents of the University System. The Director of Admissions for undergraduates will refer appeals to the Admissions Committee for review. The Committee will forward its recommendation to the Office of Vice President for Academic Affairs for a decision. The applicant shall be informed of the action taken upon the application from the Director of Admissions for undergraduates.

Specific requirements for admission as a beginning freshman, transient, early admission, joint enrollment, or provisional student may be found as follows.

### **BEGINNING FRESHMEN**

1. The applicant must complete and file with the Office of Admissions for undergraduates an application form accompanied by the applicant's photograph and \$20 non-refundable application fee. The application must be filed at least twenty days before the beginning of the term in which the applicant wishes to enroll. An application cannot be considered until the application form has been properly executed and filed with the Admissions Office. No application will be processed unless it is accompanied by the \$20 application fee.
2. The applicant must submit a transcript of his or her high school record. He or she should ask the guidance counselor of the high school(s) attended to send the transcript(s) directly to the Office of Admissions for undergraduates. The applicant should have a preliminary transcript submitted covering the work completed at the time the application is submitted and listing the courses in which currently enrolled. At the time of graduation, he or she should request the guidance counselor to submit to the Office of Admissions for undergraduates a final high school transcript showing the date of graduation.

High school credit in the following areas is required:

|                         | <b>Units</b> |
|-------------------------|--------------|
| <b>English</b>          | 4            |
| <b>Mathematics</b>      | 4            |
| <b>Social Science</b>   | 3            |
| <b>Natural Science</b>  | 3            |
| <b>Foreign Language</b> | 2            |
| <b>Electives</b>        | 2            |

The University reserves the right to refuse any of the credits from any high school or other institution, notwithstanding its accredited status. The judgment of the University on this question shall be final.

3. The applicant must submit an official record of minimum satisfactory scores obtained on either the ACT Assessment [English score of 17 and Math score of 17] or the College Board's SAT [Verbal score of 430 and Math score of 400]. Further information and application forms may be secured from a high school guidance counselor or the registrar of any institution in the University System of Georgia. One may also write directly to ACT Registration, P.O. Box 414, Iowa City, Iowa 52243 or to the College Board, CN6200, Princeton, New Jersey 08541-6200.
4. All new students are required to submit proof of required immunizations on the form provided by Georgia Southwestern prior to their enrollment.
5. The applicant shall be required to report to the University for freshman orientation prior to the beginning of the initial term of enrollment. Information will be mailed to the student regarding orientation by the Office of Admissions.

The following is a summary of the requirements a beginning freshman must satisfy prior to enrollment in the University:

1. Application with fee and photograph.

2. Official results of ACT or SAT.
3. Preliminary high school transcript.
4. Proof of required immunizations.
5. Personal interview (if deemed necessary by Director of Admissions for undergraduates).

## **NON-TRADITIONAL STUDENTS**

Any applicant who satisfies the following may be admitted on a non-traditional student basis:

1. Has graduated from an accredited high school or satisfied requirements for the General Educational Development (GED) Equivalency Certificate.
2. Has been out of high school or previous college five years or longer or is 25 years or older.
3. Has earned fewer than 30 transferable semester credit hours.

Any student admitted in Non-Traditional Student status will be required to complete a placement inventory at the beginning of the first semester of enrollment. The placement inventory will include placement testing (the University System-wide placement examination) to determine academic deficiencies and a conference with the academic advisor, during which a plan will be developed that will best meet the needs of the non-traditional student.

Students in this category will be required to enroll in Learning Support courses if test results on the placement examination identify a deficiency in reading, mathematics, or English. Once the student is placed in Learning Support courses, he or she will be classified as a Learning Support student and will be required to meet all Learning Support requirements for exit.

A non-traditional student may gain regular admission by meeting regular admission requirements or by completing Learning Support Program requirements, if applicable.

## **ALTERNATIVE REQUIREMENTS FOR HOME-SCHOOLED STUDENTS AND GRADUATES OF NONACCREDITED HIGH SCHOOLS**

Applicants from home schools or graduates of nonaccredited high schools may validate the CPC in an alternative way. SAT I scores and satisfactory documentation of equivalent competence in each of the CPC areas at the college preparatory level may be used in lieu of the Freshman Index and Carnegie unit requirements of the CPC. A student whose SAT I Composite (Verbal plus Mathematics) score is at or above the average SAT I score of the previous year's fall semester first-time freshman admitted to the USG institution to which he or she is applying and who has completed the equivalent of each of the CPC areas as documented by a portfolio of work and/or other evidence that substantiates CPC completion qualifies for consideration for admission. For students with ACT scores, the ACT composite score comparable (according to the tables from the joint study by ACT, ETS, and the College Board) to the average SAT I total score is required. Students in this category must also meet the minimum SAT I Verbal (or ACT English) requirement and the minimum SAT I Mathematics (or ACT Math) requirement for the sector to which they apply.

Applicants who achieve designated scores on each of the following SAT II Subject Tests in a CPC area will be considered to have demonstrated equivalent CPC competence and do not need to submit additional documentation in that area: English Writing, Literature, Math IC or Math IIC, American History & Social Studies, World History, Biology, and one of the following: Chemistry or Physics.

- **MATHEMATICS**--To show equivalence with four required CPC mathematics courses (Algebra I and II, Geometry, and one course higher than Geometry), students are required to achieve a score of 500 on the SAT II Math IC test or a score of 570 on the SAT II Math IIC test in order to satisfy the CPC mathematics requirement. A student not passing either test would have, if admitted as a Presidential Exception, four deficiencies and must be tested for placement into LS.
- **ENGLISH**--To show equivalence with four required CPC English courses, students are required to achieve a score of 520 on the SAT II English Writing test and a score of 530 on the SAT II Literature test in order to satisfy the CPC English requirement. Achievement of the indicated score on either test will provide credit for two years of CPC English, and achievement of the indicated scores on both tests will provide credit for all four years of CPC English. A student passing only one test would have, if admitted as a Presidential Exception, two deficiencies and must be tested for placement into LS.
- **SCIENCE**--To show equivalence with three required CPC Science courses (including one laboratory course from the life sciences and one laboratory course from the physical sciences), students are required to achieve a score of 520 on the SAT II Biology test and a score of 540 on the SAT Chemistry test OR a score of 590 on the SAT II Physics test in order to satisfy the CPC Science requirement. A student passing only one of the two required tests would have, if admitted as a Presidential Exception, two deficiencies.
- **SOCIAL SCIENCE**--To show equivalence with three required CPC Social Science courses (including one course focusing on United States studies, one course focusing on world studies, and a third Carnegie unit in this area), students are required to achieve a score of 560 on the SAT II American History and Social Studies test and a score of 540 on the SAT II World History test. A student passing only one of the two required tests would have, if admitted as a Presidential Exception, two deficiencies.

- FOREIGN LANGUAGE--To show equivalence with two years of high school study of a single foreign language, students will be required to demonstrate proficiency in both oral and written components. Depending on the level of proficiency, a student may have no, one, or two deficiencies.

### **JOINT ENROLLMENT/EARLY ADMISSION (ACCEL Option)**

A program of joint enrollment and early admission is available at Georgia Southwestern State University for high school students who have completed their sophomore year.

A student admitted for joint enrollment may begin course study during the junior and/or senior year and during the summer following the junior year.

A student admitted for early admission would enroll as a regular beginning freshman, thereby omitting the senior year of high school.

Residence hall and dining hall facilities are available during the summer for students who do not live within commuting distance of the University.

### **Admission Standards: Joint Enrollment and Early Admission**

1. Minimum total Scholastic Aptitude Test (SAT I) score of 970 or ACT Assessment composite score of 20;
2. Minimum score of 430 on the verbal SAT and 400 on the mathematics SAT; or on ACT-E score of 20 and ACT-M score of 18.
3. Minimum cumulative high school grade point average of 3.0 in college preparatory courses;
4. Written approval (joint enrollment) or written recommendation (early admission) of high school principal;
5. Written consent of parent or guardian (if the student is a minor);
6. Completion of the University System of Georgia College Preparatory Curriculum requirements with the following exceptions:
  1. Students with SAT verbal scores of at least 530 or ACT-E score of 23 who have not completed the final unit of high school English, Math, and/or social studies may be permitted to fulfill these high school requirements with the appropriate University courses taken through the joint enrollment or early admissions program.
  2. Students who have not completed the College Preparatory Curriculum requirements may be admitted through the joint enrollment program if they are enrolled in the necessary high school courses and scheduled to complete the requirements by the end of their senior year.

In addition, students who elect to be jointly enrolled at their high schools and at Georgia Southwestern must satisfy the following conditions:

1. Continue to be carried on the official roll of their high school.
2. Minimum University enrollment of three hours per semester.
3. May enroll for 12 semester hours during the summer term preceding their senior year provided they are enrolled for no high school credit during that term.

Credit is validated for the student after receipt of the high school diploma.

A high school student who meets all the requirements above except the test scores and/or the grade average may enroll as a personal development student (see section entitled Auditors/Personal Development). A student in this category may enroll for the same number of courses as a joint enrollee but, as a personal development student, will receive no academic credit. Study on this basis is designed primarily as an enrichment experience for the student.

### **ASSOCIATE OF APPLIED SCIENCE ADMISSION REQUIREMENTS**

Students who apply for this joint degree program must meet the admissions requirements of the approved technical college. Students must also meet the regular admissions requirements at Georgia Southwestern State University.

The SAT or ACT scores necessary for admission to GSW are required of all students who graduated from high school within the last five years. Students who did not graduate in the last five years or who are 25 years or older must provide the required SAT or ACT scores or take the Compass Placement Test for possible placement in the Learning Support Program.

The sixteen-unit distribution of College Preparatory Curriculum in high school is also required of students who graduated from high school within the last two years.

### **ADVANCED PLACEMENT**

Georgia Southwestern State University offers advanced placement for beginning students in several fields. Each academic division at the University determines how credit in that division shall be granted. Official copies of test scores must be received before credit can be awarded. Additional information about advanced placement may be obtained from the Office of the Registrar.

## **REGENTS' TEST EXEMPTIONS**

Upon admission to GSW, students with the appropriate minimum test scores listed below on nationally administered standardized tests will have satisfied the Regents Testing requirements. In order to exempt the Regents Reading Test Requirement, students must have one of the following scores:

- S.A.T. Verbal score of 510 or greater
- A.C.T. Reading score of 23 or greater

In order to exempt the Regents Essay Test Requirement, students must have one of the following scores:

- Advanced Placement English score of 3 or greater
- International Baccalaureate higher-level English score of 4 or greater
- S.A.T. II English Writing score of 650 or greater
- S.A.T. Verbal score of 530 or greater and an earned grade of "A" in English 1101
- S.A.T. Verbal score of 590 or greater and an earned grade of "B" in English 1101
- A.C.T. English score of 23 or greater and an earned grade of "A" in English 1101
- A.C.T. English score of 26 or greater and an earned grade of "B" in English 1101

Students are not permitted to re-test after the point of admission. If a student exempts one part of the Regents Test Requirements, the student must satisfy the remaining part. Students can review their status on the GSW transcript that is available on RAIN. Students who were admitted to GSW through an Institutional administration of the S.A.T. exam will not be eligible for this exemption.

If a student is unsure of which test administration they attended, they should contact the Registrars Office, located in Sanford Hall.

Transfer students entering GSW from a University System of Georgia institution will have their Regents Test Requirements updated based on the information from the official transcript of the prior school.

Transfer students from private institutions or out-of-state schools will be required to produce one of the following types of documents in order to exempt Regents:

- Official S.A.T. or A.C.T. scores
- Official letter from the Registrar of the prior institution, including the school seal, verifying test scores were from a nationally administered test.

## **TRANSFER STUDENTS**

All regulations applying to newly admitted freshmen are applicable to students transferring from other colleges.

A student transferring from another college must have official transcripts from all colleges previously attended sent to the Office of Admissions for undergraduates of Georgia Southwestern State University. The Office of Admissions for undergraduates will determine the applicant's academic qualifications for admission on the basis of these college transcripts.

The Office of Admissions for undergraduates of Georgia Southwestern State University reserves the right to reject the application and all or any part of previously earned credits if there is reason to believe that the quality of the educational program of the institution that the applicant last attended is unsatisfactory.

### **Transfer Admission Requirements and Standards**

- Transfer students from another college must have official transcripts from all colleges previously attended sent to the Office of Admissions for undergraduates of Georgia Southwestern State University.
- Transfer students should be in good standing at the last institution attended, having a cumulative grade point average of 2.0 or higher on a 4.0 scale.
- Transfer students with fewer than 30 semester hours of acceptable academic credit must submit an official record of scores obtained on the College Entrance Examination Board's Scholastic Aptitude Test (SAT) or the American College Test (ACT) and an official copy of the high school transcript.
- Transfer students with fewer than 30 total semester hours of transfer credit must meet the admissions requirement for beginning students, and therefore, may be required to enroll in the Learning Support Program. The Office of Undergraduate Admissions should be contacted for details concerning Learning Support requirements.
- Transfer students who have participated in and have successfully completed the Learning Support Program at another college in the University System of Georgia may be admitted as regular students provided all other entrance requirements are met. Students enrolled in Learning Support at another college in the University System of Georgia are required to exit the program before transferring to Georgia Southwestern.

Students who have completed a transferable associate degree at an accredited college or university will be admitted as regular students without any referral to Learning Support. Students who have completed an associate degree at a technical college accredited by the Commission on Colleges (COC) will also be admitted as a regular student without any referral to Learning Support.

**Following are the requirements which the transfer student must satisfy prior to enrollment:**

1. Application with \$20 fee and photograph.
2. Official transcripts from each college attended.
3. SAT/ACT scores and high school transcript if fewer than 30 semester hours of acceptable academic credit are transferred.
4. Completed pre-entrance medical report and proof of required immunizations.
5. Personal interview (if deemed necessary by Director of Admissions).
6. Students who have registered in other colleges may not disregard their records at these institutions. Failure to report previous college attendance at the time of application is sufficient cause for cancellation of the student's enrollment and of any credit earned.
7. An applicant will not be considered for admission unless the transcript of the college or university last attended shows honorable discharge or unless the officials of the institution last attended recommend the applicant's admission. However, if two or more calendar years have elapsed since the applicant's dismissal from the last college or university attended, the admitting institution may review the application through established procedures to determine whether or not admission should be granted. (BR Minutes, 1983-84, p. 35)

**TRANSFER CREDIT POLICY**

Transfer credit is normally awarded for all college work earned through any college or university approved by its regional accrediting association, provided the courses presented reasonably parallel the curriculum of Georgia Southwestern State University. The following stipulations on the transfer of credit are upheld:

1. Transfer of D credit:

Only courses completed at accredited institutions will be accepted in transfer.

- All credit earned in 1000 and 2000 level courses used to satisfy Core Curriculum requirements will be accepted, except for English 1101 and English 1102, which require minimum grades of C.
- Credit earned in upper level undergraduate courses requires a minimum grade of C.

2. Students who have only partially completed Core requirements at another unit of the University System of Georgia will receive credit in courses completed. Students who have completed one or more Core Area requirements at another unit of the University System of Georgia will receive full transfer credit for those Core Areas. Students who change their major upon transferring may be required to complete requirements in Areas D and F for the new major.

3. Course work taken in two-year college technical programs is generally non-transferable. Technical courses may be considered as a component of a portfolio by the Prior Learning Portfolio Committee.

4. Course work taken at two-year Technical Colleges which are accredited through the Commission on Colleges will be considered in transfer if the course numbering is 190 or above. Courses taken at Technical Colleges accredited through an agency other than the Commission on Colleges will not be accepted in transfer, regardless of the course numbering.

5. Students requesting credit for prior learning experiences in the Bachelor of Applied Science in Technology Management must submit the following documents to the BAS in Technology Management Advisor for consideration:

- A narrative explaining how prior learning is related to technology management. The narrative must describe relative experience and evidence identifying the learning the student acquired and how the learning can be used to solve problems or generalized for use in other situations.
- Documentation that the student has actually acquired the learning related to technology.
- Documentation to show that the prior learning experience is equivalent to the number of credit hours requested.

6. Transfer students must meet residency requirements outlined in the Degree Requirements section of this catalog.

7. Credit earned through correspondence, credit by examination and extension work is accepted, but limited to 30 semester hours.

8. Credits accepted in transfer by Georgia Southwestern State University do not necessarily apply as hours toward graduation.

9. Credit hours only are transferred; grades are not.

A student transferring to GSW with a transferable Associate of Arts or Associate of Science degree from a college or university within the



University System of Georgia will have met the GSW core requirements as long as the student does not change majors. Core courses required by GSW but not by the student's previous institution might have to be taken to prepare the student for upper division course work. However, the student will not be required to complete more than a total of 120 semester credit hours, excluding physical education and orientation, to earn the degree. Students in this category who change majors may have additional core courses to complete, particularly in Core Areas D and F.

A student transferring to GSW with an Associate of Applied Science or an Associate of Science in Nursing degree from a college or university within the University System of Georgia will be required to meet GSW core requirements. Core courses already completed at the previous institution will be considered on a course-by-course basis.

### TRANSIENT STUDENTS

A student who has taken work in another college or university may apply for the privilege of temporary enrollment in Georgia Southwestern State University. Such a student will ordinarily be one who expects to return to the college or university in which previously enrolled.

The following policies shall govern the admission of students under transient status:

1. An applicant for admission as a transient student must present from the registrar of the institution last attended a statement recommending admission as a transient student. The statement should include the courses in which the student will be permitted to enroll.
2. The Director of Admissions for undergraduates at Georgia Southwestern State University must have evidence that the institution in which the student previously attended is an accredited or approved institution.
3. Even though the institution that the student last attended is an accredited institution, the Director of Admissions for undergraduates at Georgia Southwestern State University may reject the application if there is reason to believe that the quality of the educational program of that institution is unsatisfactory.
4. An applicant will be accepted as a transient student only when the applicant's previous academic work appears satisfactory. The Director of Admissions for undergraduates shall have the right to require the applicant to submit a transcript of previous college work.
5. Since the University is primarily obligated to its regularly enrolled students, Georgia Southwestern State University will consider the acceptance of transient students only when their acceptance will cause no hardship to the University or its regularly enrolled students.
6. Transient students must present proof of required immunizations prior to enrollment.

### INTERNATIONAL STUDENTS

**No application will be considered until all items below are received.** Allow at least eight (8) weeks for processing.

Submit **application** with **\$20** check or money order, a recent photograph and immunization form (provided by the University) of the applicant. To expedite the process, you may submit your application on line by visiting our website <http://www.qsw.edu> and also our international student website <http://qsw.edu/Admissions/Who/International/index>

1. Submit **official** copies of **secondary school transcripts** and all **college transcripts**. You must submit certified English translations of original transcripts from each institution attended. In addition, you **must** submit your transcripts to an **Evaluation Service and have an original evaluation sent directly to us**. We accept evaluations from Josef Silny & Associates, Inc. <http://www.isilny.com/fcehtml.htm> and American Association of Collegiate Registrars and Admission Officers (AACRAO) [www.aacrao.org/credential/individual.htm](http://www.aacrao.org/credential/individual.htm).
2. **Submit official Test of English as Foreign Language (TOEFL) score report.** The minimum requirement for admission to Georgia Southwestern State University is 523/193.
  1. TOEFL 193 and above
    - required to write the compass math placement test for possible placement in Learning Support
    - may enroll in regular credit English core course
    - exempt from CPC
  2. SAT/ACT scores without TOEFL
    - with SAT/ACT English and math scores above cut-off for regular university admission, exempt from compass placement testing, ELL, CPC
    - with SAT/ACT math score below cut-off for regular university admission, must write math placement test for possible placement in Learning Support
    - with SAT/ACT English score below cut-off for regular university admission, must write placement English tests for possible

placement in ELI

3. No TOEFL score or TOEFL less than 193: Admission to the English Language Institute
  - required to enroll in ELI (institutional credit)
  - required to write the compass math placement test when accepted into the regular university program by the Office of Admissions
  - exempt from CPC
4. International graduate students are CPC and placement testing exempt.
5. International Rotary students are CPC and placement testing exempt.

**NOTE:** If international students do not meet TOEFL test requirements for admission to Georgia Southwestern State University, they may review Admission criteria for the English Language Institute program at the following web address: <http://gsw.edu/Academics/International-Student-Programs/ELI/index>

Once these items are received, the Admissions Office will evaluate the applicant's credentials and make an admission decision. If the applicant is accepted to the University, he/she will be notified, and should submit the following item before the SEVIS I-20 will be issued and registration permitted.

1. **A deposit for the first semester's tuition and fees, room and board, (\$8,625 U.S. currency) must be sent.** Checks or money orders should be made payable to Georgia Southwestern State University. The deposit should be mailed directly to the Business Office, Georgia Southwestern State University, 800 Georgia Southwestern State University Drive, Americus, GA 31709. (This deposit is refundable should the student decide not to attend.)

Each international student **must obtain and maintain health/accident insurance.** Proof of coverage must be presented before registration. Otherwise, the University offers a comprehensive insurance plan designed to meet the needs of international student coverage, available for purchase at the time of registration.

Upon receipt of the tuition deposit, the SEVIS I-20 will be mailed to the student. Each international student should be aware that they are responsible for locating their own housing during vacation periods and breaks between academic terms. One residence hall is open during these periods.

**PLEASE NOTE:** All international students enrolling for the first time to Georgia Southwestern State University are required to have a Tuberculosis screening testing & questionnaire within 10 days of arrival to the GSW campus. Positive PPD test are required to have a follow-up chest X-ray within 2 weeks.

**NOTE:** If international students are enrolled in a four-year degree program, they are required to meet the Regents' Test requirements at the local level (departmental Regents' Test or the Standard Regents' Test) after they have earned 30 academic hours. If international students fail to pass the Regents' Test or its equivalent test, they will be required to enroll in a Regents' remediation course.

#### **F-1 International Students**

Georgia Southwestern State University is part of the Department of Homeland Security's Student Exchange and Visitor Information System (SEVIS). Through this system, the university has become a liaison between GSW international students and a number of government agencies. To meet federal obligations imposed by these agencies, Georgia Southwestern State University is required to report certain personal, academic, and employment related data on international students and scholars to the United States Citizenship and Immigration Services (USCIS).

Georgia Southwestern State University is dedicated to enabling international students to accomplish their educational goals on our campus so long as the student maintains visa status and abides by the policies of the university. In an effort to assist students with immigration matters, each international student has been assigned a Designated School Official (DSO). All F-1 international students must consult a DSO before making any changes that will affect their immigration status. These changes include, but are not limited to, a change of schedule, a change of major, a change of degree program, a change of address, a change of school, etc.

| <b>Classification</b> | <b>Designated School Official(DSO)</b>  | <b>Assistant Designated School Official(ADSO)</b> |
|-----------------------|---|---|
| Undergraduate Student | Mrs. Gaye Hayes, Director of admissions | Mrs. Sundai Tanner, Admissions Specialist         |
| Graduate Students     | Mrs. Lois Oliver, Graduate Admissions   |   |

Beginning Fall 2003, F-1 international students will be required to attend an international student orientation session at the beginning of each semester. The orientation session will inform and remind students of general international regulations that may affect their stay in the United States. As part of the orientation, students will be issued an International Student Handbook to use as a reference for international questions and concerns.

### **MAINTAINING F-1 VISA STATUS**

In order for international students to maintain a valid F-1 Visa status, the following conditions must be met:

1. Maintain a valid passport at all times.
2. Attend the University that the United States Citizenship and Immigration Services (USCIS) has authorized you to attend by stamping your I-20 when you entered the U.S., or by being notified of your transfer to another school.
3. Continue to carry a full course of study (12 hours for undergraduate students, including English Language Institute students, 9 hours for graduate students) each regular semester (fall and spring).
4. Apply with your Designated School Official promptly for an extension of stay if you are unable to complete your program of study by the ending date on your I-20.
5. Apply with your Designated School Official for proper documentation to notify USCIS of a change of education level and/or a change in major.
6. Do not change schools without first contacting your Designated School Official for proper documentation.
7. Do not engage in any employment without proper authorization.
8. Limit on-campus employment to 20 hours per week while school is in session.
9. Report a change of address to the ADSO or DSO and the Registrar's Office within 10 days of the change.
10. Carry approved health insurance coverage.
11. Request travel documents from your ADSO or DSO in advance of leaving the U.S.
12. Complete the proper U.S. tax forms by April 15 of each year. This is required of all non-resident aliens present in the U.S. for more than 90 days of the preceding year.

\*Additional requirements can be found on the F-1 student web site at: <http://gsw.edu/Admissions/Who/International/index>

### **AUDITORS/PERSONAL DEVELOPMENT STUDENTS**

Applicants wishing only to audit courses or take them for personal development are exempt from taking the ACT/SAT. Although no credit is earned, certain admission requirements must be met and regular fees paid. Auditors and Personal Development students will be required to submit the following items:

1. Application with \$20 non-refundable fee.
2. A recent photograph.
3. Proof of high school graduation or equivalency (GED).
4. Proof of required immunizations.

### **POST BACCALAUREATE**

An applicant in this category must have a baccalaureate (undergraduate) degree from an accredited college or university. This type of admission allows one to take undergraduate courses for credit without pursuing an undergraduate degree, i.e. satisfying undergraduate level prerequisite course requirements, or pursuing an undergraduate level certificate of less than 1 year which is not part of a degree program. Students who wish to have certificate courses apply toward a degree program must meet admission requirements.

### **STUDENTS AGE 62 OR OLDER**

Georgia citizens who have reached the age of 62 may enroll at Georgia Southwestern State University under a special program authorized by the University System of Georgia. To be eligible for enrollment in this program such persons must meet the following requirements:

1. Must be residents of Georgia, 62 years of age or older at the time of registration, and present a birth certificate or other comparable written documentation of age to enable the registrar to determine eligibility.
2. May enroll as regular or auditing students in courses offered for resident credit on a "space available" basis without payment of fees, except for supplies, laboratory, or shop fees.
3. Must in general meet all System and institution undergraduate or graduate admission requirements to include high school graduation, ACT/SAT scores, and Learning Support, if enrolling for credit. In exceptional cases where circumstances indicate that certain requirements such as high school graduation and SAT/ACT scores requirements are inappropriate, the University may waive one or more of these requirements. The University may provide diagnostic methods to determine whether or not participation in Learning Support will be required prior to enrollment in regular credit.

4. Will have all usual student and institutional records maintained.
5. Must meet all System, institution, and legislated degree requirements such as Regents' Test and History and Constitution Instruction or Exams, if they are degree-seeking students.
6. Must submit proof of required immunizations.

## **READMISSION OF FORMER STUDENTS**

Former students who have not been in attendance for one calendar year or more must reapply through the Registrar's Office. Students who were on academic suspension at the time of their withdrawal are required to obtain the approval of the Vice President for Academic Affairs for readmission.

Students who have attended another college since last attending Georgia Southwestern must submit an official transcript from that institution.

**Students readmitted or reinstated will be evaluated for graduation from the catalog in effect at the time of readmission or reinstatement or any catalog in effect during subsequent periods of continuous enrollment.**

## **ACADEMIC RENEWAL**

The Academic Renewal policy allows University System of Georgia degree-seeking students who have experienced academic difficulty at an institution to have one opportunity to make a fresh start at that same institution after an absence of five calendar years from any and all colleges or universities. Please refer to page 60 of the [GSW Weathervane](#) for more specific information concerning this policy. See the Registrar for complete details.

## **UNDERGRADUATE ENROLLMENT IN GRADUATE COURSES**

A student with senior standing at Georgia Southwestern State University with an overall academic grade point average of 3.0 or better may register for graduate courses during the final two terms of undergraduate work subject to the following regulations.

1. (1) No more than nine hours of graduate credit may be earned.
2. (2) The maximum course load when enrolled in one or more graduate courses is 15 hours per semester.
3. (3) Courses taken for graduate credit cannot be counted toward meeting undergraduate degree requirements.
4. (4) Permission to register for graduate courses must be granted by the Vice President for Academic Affairs prior to registration.

Permission forms are available in the Registrar's Office as well as on [RAIN](#).

## **GRADUATE STUDENTS**

Students seeking admission to Graduate Studies should consult the Graduate Studies section of the Georgia Southwestern State University Bulletin for admission requirements.

## **FINANCIAL INFORMATION**

- [BUSINESS REGULATIONS](#)
- [SEMESTER FEES](#)
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**In accordance with regulations of the Board of Regents of the University System of Georgia, all matriculation charges, board, room rent,**

or other charges are subject to change at the end of any semester.

**BUSINESS REGULATIONS**

Georgia Southwestern State University, as a unit of the University System of Georgia, receives the major portion of its operating funds from the State of Georgia through appropriations.

The academic year is divided into two semesters of approximately fifteen weeks and a summer term.

Certain regulations must be observed to conform with the policies of the Board of Regents. Fees and charges are due and payable at the beginning of each term at the time of registration. Registration is not complete until all fees have been paid. Students should not begin the registration process without having sufficient funds to pay all fees.

A student, who is delinquent in his or her financial obligations to the University, or to any facet of the University community, will not be allowed to register for the next term, to transfer credits to another school, to receive academic transcripts, or to graduate from the University. In some instances the financially delinquent student may be enjoined by the appropriate University official from attending classes for which enrolled and/or from taking final examinations.

A student with outstanding financial obligations to the University, or any facet of the University community, must submit payment in cash for these obligations prior to the release of any refund and/or payroll check(s). Such penalties will accrue in addition to the penalties described above.

Fulfillment of financial obligations restores the student to one's prior status as a member of the University community, except for academic losses, which accrue as a normal result of the prior financial irresponsibility.

If any check is not paid on presentation to the bank on which it is drawn, a service charge of \$15 or 5 percent of the face amount of the check, whichever is greater, will be charged. When two checks have been returned by any student's bank without payment, check-cashing privileges will be suspended.

The health service fee provides for limited medical care in the University Health Center and is charged all students taking three or more semester hours of on campus classes.

The student activity fee is assessed to all students taking three or more semester hours of on campus classes. It provides financial support for a broad program of literary, dramatic, musical, and social activities and defrays most of the expenses of publishing the newspaper and other University publications.

The athletic fee is charged all students taking three or more semester hours of on campus classes. It contributes to the financial support of inter-collegiate athletic activities.

The technology fee is assessed to all students.

The postal fee provides funding of a U.S. Post Office on campus for student convenience .and is charged to all students taking three or more semester hours of on campus classes.

A student residing on campus and enrolled for one or more semester hours at any location is required to pay the health service fee, student activity fee, athletic fee and postal fee.

The tuition for eCore is \$138 per credit hour. Students will be assessed at the per credit rate determined by their enrollment status (undergraduate, graduate, in-state residency or out-of-state residency) and \$138 per credit hour for eCore classes. For example, the cost of a three credit eCore class is \$414, regardless of the per credit rate of your other courses. Students taking 12 or more hours of non-eCore courses will still have additional tuition costs for eCore courses.

FEE PAYMENT DEADLINES FOR 2005-2006

Fall - August 5, 2005

Spring - December 16, 2005

A late payment fee of \$50.00 will be assessed to students not paid in full by the deadline.

**SEMESTER FEES**

All matriculation charges, board, room rates, and other charges are subject to change. The following fees are effective Fall Semester 2005.

**Full-time Students: (12 or more hours)**

|  | Undergraduate | Graduate |
|--|---------------|----------|
|  |               |          |

|                            |            |            |
|----------------------------|------------|------------|
| Matriculation              | \$1,219.00 | \$1,463.00 |
| Matriculation Non Resident | \$4,877.00 | \$5,852.00 |
| Health Service Fee         | \$61.00    | \$61.00    |
| Activity Fee               | \$60.00    | \$60.00    |
| Athletic Fee               | \$110.00   | \$110.00   |
| Postal Fee                 | \$8.00     | \$8.00     |
| Computer Technology Fee    | \$40.00    | \$40.00    |
| Student Success Center Fee | \$10.00    | \$10.00    |

**Part-time Students: (11 hours or less)**

Students enrolled in eleven (11) hours or less will pay \$102 per undergraduate semester hour (Georgia residents) or \$407 per undergraduate semester hour (out-of-state) plus additional fees. Students enrolled in three (3) or more hours of on campus (Campus A) classes will pay the full Health Service Fee, Activity Fee, Athletic Fee, and Postal Fee. NOTE: All students, regardless of number of hours, are required to pay the \$40 Technology Fee.

NOTE: All Students, regardless of number of hours, are required to pay the \$38 Technology Fee.

A student registered for less than three semester hours has the option to pay the health service fee, or a co-pay for each visit.

**Food Service: (Three meal plans available)**

|   |            |
|---|------------|
| 21 Meals per week (Monday thru Sunday)              | \$1,095.00 |
| 15 Meals per week (Monday thru Sunday)              | \$1,063.00 |
| 10 Meals per week (Any 10 meals Monday thru Sunday) | \$953.00   |

All students housed on campus with less than 60 credit hours will purchase one of the above meal plans. No refund will be made on any meal plan purchases unless the student withdraws from the University. Off-campus students may purchase a meal ticket if desired.

**Residence Hall Rates**

|                                |            |
|--------------------------------|------------|
| Double Occupancy               | \$1,310.00 |
| Single Occupancy               | \$1,835.00 |
| Double Occupancy, twelve month | \$1,540.00 |

**Parking Fees: (All students who plan to operate a vehicle on campus)**

|                                       |         |
|---------------------------------------|---------|
| Annual: Fall-Summer                   | \$18.00 |
| (\$11 Spring-Summer, \$7 Summer only) |         |

**Other Fees:**

|  |          |
|--|----------|
| Application Fee  | \$25.00  |
| Applied Music Fee - 1 hour per week instruction          | \$120.00 |
| Science Lab Fee (for select Chemistry & Biology Courses) | \$20.00  |

**Matriculation Fee and Deposit**

Each application for admission, graduate and undergraduate, must be accompanied by a \$25 non-refundable application fee. Undergraduate students are required to pay an additional \$25 deposit after they have been notified of their acceptance. This deposit may be refunded if an applicant cancels his/her application prior to twenty days before registration. The deposit will be credited toward matriculation fees at the time the student enrolls.

A seventy-five dollar (\$75) residence hall deposit must be submitted with the student-housing contract. The deposit, less any charges, which may accrue due to damage, improper checkout, etc., will be refunded after the termination of the final housing contract.

## REFUND OF FEES

Students who formally withdraw from the University prior to passing the 60% point in time during the term are eligible for a partial refund of fees. Refunds are made only when a student completely withdraws from the University, and no refunds are made when a student of his or her own volition reduces the course load after the add/drop period. Students may receive a refund resulting from a reduction of their course load during the add/drop period. No refunds for withdrawals will be made after passing the 60% point in time during the semester. It is the student's responsibility to withdraw officially in accordance with University regulations.

Forms for withdrawal from the University are available in the Counseling Services Office located in the Administration Building. A refund of tuition and fees, in accordance with federal, state, and institutional policies, will be issued within 30 days of receipt of completed withdrawal forms by the Business Office.

Students who formally withdraw from the institution on or before the first day of class are entitled to a refund of 100% of the tuition and fees paid for that period of enrollment. (First day of class is defined as "classes begin" date published in the GSW Bulletin.)

Students who formally withdraw from the institution after the first day of class but before the 60% point in time during the term are subject to guidelines established by the Board of Regents of the University System of Georgia. This policy states:

*The refund amount for students withdrawing from the institution shall be based on a pro rata percentage determined by dividing the number of calendar days in the semester that the student completed by the total calendar days in the semester. The total calendar days in a semester includes weekends, but excludes scheduled breaks of five or more days and days that a student was on an approved leave of absence. The unearned portion shall be refunded up to the point in time that the amount equals 60%.*

*Students that withdraw from the institution when the calculated percentage of completion is greater than 60%, are not entitled to a refund of any portion of institutional charges.*

*A refund of all matriculation fees, and other mandatory fees shall be made in the event of the death of a student at any time during the academic session. (BR Minutes, 1979-80, p.61; 1986-87 pp. 24-25; 1995, p.246)*

The University is required to determine how much student financial aid was earned by students who withdraw during the term. If students have 'unearned aid' because they were disbursed more than they earned, it may be necessary for the unearned portion to be returned to the appropriate student financial aid fund. If the students have 'earned aid' that they have not received, they may be eligible to receive those funds.

## TEXTBOOKS AND SUPPLIES

Textbooks and school supplies, as well as other student needs, are available in the Campus Bookstore. The cost of books and supplies will vary with the courses selected by the individual student. A fair estimate of this cost is from \$250 to \$450 per semester.

Refunds for textbooks will not be given without the following:

1. Cash register receipt dated within current term.
2. Valid student I.D.

## AUDIT (NON-CREDIT) FEE

Fees for attending class on an audit or non-credit basis are calculated on the same schedule as regular academic fees.

## OTHER FEES AND CHARGES

### LATE PAYMENT FEE:

|   |         |
|---|---------|
| Failure to pay fees by 5:00pm on the specified date |         |
| Undergraduate (non-refundable)                      | \$50.00 |
| Graduate (non-refundable)                           | \$50.00 |

### RETURNED CHECK FEE:

|   |         |
|---|---------|
| For each check  | \$15.00 |
| OR 5 percent of the face amount of the check, whichever is greater. |         |

### TRANSCRIPT FEE:

|  |  |
|--|--|
|  |  |
|--|--|

|                                  |           |
|----------------------------------|-----------|
| Initial Request (One Copy)       | No Charge |
| Each Official Request Thereafter | \$5.00    |

**GRADUATION FEE:**

|   |         |
|---|---------|
| Certificate Only (not in conjunction with a degree) | \$15.00 |
| Associate Degree                                    | \$30.00 |
| Bachelor's Degree                                   | \$30.00 |
| Master's Degree                                     | \$50.00 |
| Specialist Degree                                   | \$50.00 |

**TESTING FEES:**

|                               |         |
|-------------------------------|---------|
| eCore Testing Fee - per exam  | \$15.00 |
| Independent Study Testing Fee | \$30.00 |
| GMAT Testing Fee              | \$50.00 |

**CLASSIFICATION OF STUDENTS AS RESIDENTS AND NON-RESIDENTS**

A student is responsible for registering under the proper residency classification. A student classified as a non-resident who believes that he/she is entitled to be reclassified as a legal resident may petition the Registrar for a change of status. The petition must be filed no later than ten (10) days before the term begins in order for the student to be considered for reclassification for that term. If the petition is granted, reclassification will not be retroactive to prior terms. The necessary forms for this purpose are available in the Registrar/Es Office and on RAIN.

To register as a legal resident of Georgia at an institution of the University System, a student must establish the following facts to the satisfaction of the Registrar:

1. 1. If a person is 18 years of age or older, he or she may register as an in-state student only upon showing that he or she has been a legal resident of Georgia for a period of at least 12 months immediately preceding the date of registration.  
 Exceptions:
  1. 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.
  2. A student who previously held residency status in the State of Georgia but moved from the state and then returned to the state in 12 or fewer months.
  3. Students who are transferred to Georgia by employer are not subject to the durational residency requirement.
2. 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 in fact established legal residence in this state.
3. 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.
4. 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 a 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.
5. 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. Academic Common Market. Students selected to participate in a program offered through the Academic Common Market.
2. International and Superior Out-of-State Students. International students and superior out-of-state students selected by the institutional president or an authorized representative, provided that the number of such waivers in effect does not exceed 2% of the equivalent full-time students enrolled at the institution in the fall term immediately preceding the term for which the out-of-state



tuition is to be waived.

3. University System Employees and Dependents. Full-time employees of the University System, their spouses, and their dependent children.
4. 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).
5. 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).
6. 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.
7. Military Personnel. Military personnel, their spouses, and their dependent children stationed in or assigned to Georgia and on active duty. The waiver can be retained by military personnel, their spouses, and their dependent children if the military sponsor is reassigned outside of Georgia, as long as the student(s) remain(s) continuously enrolled and the military sponsor remains on active military status (BR Minutes, May 2003).
8. Research University Graduate Students. Graduate students attending the University of Georgia, the Georgia Institute of Technology, Georgia State University, and the Medical College of Georgia, which shall be authorized to waive the out-of-state tuition differential for a limited number of graduate students each year, with the understanding that the number of students at each of these institutions to whom such waivers are granted shall not exceed the number assigned below at any point in time:  
University of Georgia - 80  
Georgia Institute of Technology - 60  
Georgia State University - 80  
Medical College of Georgia - 20
9. 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.
10. National Guard Members. Full-time members of the Georgia National Guard, their spouses, and their dependent children (BR Minutes, April, 1998, pp.16-17).
11. Students enrolled in University System institutions as part of Competitive Economic Development Projects. Students who are certified by the Commissioner of the Georgia Department of Industry, Trade & Tourism as being part of a competitive economic development project.
12. Students in Georgia-Based Corporations. Students who are employees of Georgia-based corporations or organizations that have contracted with the Board of Regents through University System institutions to provide out-of-state tuition differential waivers.
13. Students in Pilot Programs. Students enrolled in special pilot programs approved by the Chancellor. The Chancellor shall evaluate institutional requests for such programs in light of good public policy and the best interest of students. If a pilot program is successful, the tuition program shall be presented to the Board for consideration.
14. Students in ICAPP« Advantage programs. Any student participating in an ICAPP« Advantage program.
15. 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.
16. 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.
17. Recently Separated Military Service Personnel. Members of a uniformed military service of the United States who, within 12 months of separation from such service, enroll in an academic program and demonstrate an intent to become a permanent resident of Georgia. This waiver may be granted for not more than one year.

## **FINANCIAL AID TO STUDENTS**

The University provides a variety of programs to assist students who have financial need. Scholarships, grants, loans, and part-time work constitute the types of financial aid. It is preferable that financial aid applications for the next academic year be filed by April 1. Detailed information and appropriate forms may be secured by writing to the Financial Aid Office, Georgia Southwestern State University. All awards are contingent on funds being available.

Most types of financial aid are awarded on the basis of a student's academic progress and proven financial need. As used in relation to financial aid, the term financial need means the monetary difference between the total cost of attending the University and the computed

amount of financial resources, which the student and the family can contribute toward the total cost. The total cost of attending the University includes tuition and all fees, room and board, books and supplies, personal expenses, and allowable transportation costs.

Financial need is computed by a standard need analysis system using confidential information submitted by the parents or the independent student. The need analysis system used by Georgia Southwestern State University is the Free Application for Federal Student Aid (FAFSA) administered by the Federal Government. The analysis of a family's financial resources includes consideration of current family income, assets, family size, and number in college. Federal aid programs, state aid programs and many college programs do not permit aid awards that exceed the computed financial need. Thus, the information on all sources of aid must be provided to the Financial Aid Director. The amount of a student's computed financial need is the total cost of attending Georgia Southwestern State University minus the computed family resources.

Each applicant for the Federal Pell Grant, Federal Work Study Program, Federal Supplemental Educational Opportunity Grant Program, Federal Perkins Loan, and the Stafford Loan is required to provide an analysis of the family income using the FAFSA mentioned above. These forms are available from many secondary school counselors or from the Financial Aid Office at Georgia Southwestern State University. The completed FAFSA must be sent to the address on the form. Students should remember to list Georgia Southwestern State University, Americus, Georgia (GSW code 001573), as one of the institutions to receive a copy of the FAFSA.

### **Procedures For Applying For Financial Aid**

Students should complete financial aid applications as soon as possible after January 1. Application for financial aid at Georgia Southwestern State University includes the following steps:

1. Make application for admission to the University. Applicants for financial aid need not be accepted for enrollment before an award is packaged but must be accepted in an eligible academic program before aid is disbursed. Transfer students from other colleges must have a transcript and an admissions application on file at the time of application for financial assistance.
2. Complete the FAFSA either on-line ([www.fafsa.ed.gov](http://www.fafsa.ed.gov)) or in paper form, list GSW Code 001573, and send the completed application to the address on the form, for processing. The paper application for financial aid is available from high school counselors and from the Financial Aid Office, Georgia Southwestern State University. The application for financial aid also serves as the application for the Federal Pell Grant. The information provided on the application for financial aid is used to calculate the eligibility index number for the Federal Pell Grant.
3. If the institution code number is entered on the FAFSA, the institution will receive the student's financial information electronically. Until this information is received by the institution electronically, the student's file cannot be processed.

Financial aid is not automatically renewed. Continuing students must reapply for financial aid each year, as soon after January 1 as possible. All application information received after April 1 will be processed, but awards will be made as funds permit.

### **GRANTS**

Grants are monetary gifts, which are awarded to the students who have financial need and have maintained satisfactory progress toward earning a degree.

#### **Federal Pell Grant**

The Federal Pell Grant is an aid program designed to provide financial assistance to those who have established need and who are enrolled in an eligible undergraduate program. It is designed to be the floor of the financial aid award and should meet approximately one-half of the student's need. The amount of the Federal Pell Grant is determined on the basis of the family's resources and the cost of the University. The amount of a grant is based on the family contribution and two factors: (1) the amount of funds actually available for the program for the current year; and (2) the educational cost. The amount of the grant would decrease as the family contribution increases.

#### **Federal Supplemental Educational Opportunity Grants (FSEOG)**

This program has the single purpose of making a college education available to high school graduates of exceptional financial need who, without the grant, would be unable to attend University. Recipient must be Pell eligible.

Grants ranging from \$200 to \$600 are available to students for each of the four years of undergraduate study as long as funds are available.

### **LOANS**

This type of financial aid and any corresponding amount of accumulated interest must be repaid within a specific time period.

#### **Larry and Jane Comer Music Loan Fund**

The Larry and Jane Comer Music Loan Fund was established to support the development of the music program at Georgia Southwestern State University and to increase the opportunities for deserving music students to earn their musical education. The recipients of the loan will be

required to maintain good academic standing at the University and to repay the loan beginning 90 days after the semester in which the loan was awarded.

### **Federal Perkins Loan (National Direct Student Loan)**

The Perkins Loan (or NDSL) program allows a student with financial need to borrow up to \$9000 during his/her undergraduate study. The maximum loan per semester at Georgia Southwestern is \$1125 or the amount of need, whichever is less. The student must be enrolled on at least a half-time basis. No interest is charged while the student is in school. Repayment of the loan at 5 percent interest begins nine months after the student leaves school. The minimum monthly payment is \$40 and the entire loan must be paid within a ten-year period.

Cancellation provisions are available to individuals who

1. teach in a public or non-profit school which has been designed as eligible by DOE as enrolling a high concentration of students from low income families;
2. teach handicapped children; or
3. serve as full-time staff members in a head start program;
4. work as a nurse in a public or non-profit organization.

### **Jackson Loan Fund**

The primary purpose of this money is to provide an individual with a temporary/short term emergency source of funding. The full amount of the loan and interest must be repaid by midterm of each semester. Students desiring this aid should schedule a conference with a Financial Aid Counselor at Georgia Southwestern State University prior to registration day.

### **Federal Subsidized Stafford Loan**

The Stafford Subsidized Loan is a low-interest, need-based loan authorized by the federal and state governments to help students pay the costs of education beyond high school. Loans to students are made primarily by commercial lending institutions whose participation in the program is voluntary and not required by law. Repayment of any Stafford Loan that is obtained, within the limits of the law, will be "guaranteed" to the lender on the student's behalf by the guarantee agency. The actual amount available to the borrower is based upon financial need (as calculated by the FAFSA) which is not filled by other types of financial aid. The student must repay this loan.

### **Federal Unsubsidized Stafford Loan**

The Unsubsidized Loan has the same terms and situations as the Stafford Loan, except the borrower is responsible for the interest that accrues during deferment periods (not need-based). The program is open to students who may not qualify for the subsidized Federal Stafford Loan. The student may have a combination of subsidized and unsubsidized, but the combined total cannot exceed the program maximum. Check with the Financial Aid Counselor for further details. The student must repay this loan.

### **Federal Plus Loans**

Parent Loan for Undergraduate Students (PLUS Loan) is an educational loan for eligible students, authorized by federal and state government to help parents and students pay the costs of education beyond high school. This loan is not based on financial need as calculated by the FAFSA. Repayment begins when the loan is disbursed. Minimum payments are \$50 per month. Please see a Financial Aid Counselor for details. The parent must repay this loan.

## **SCHOLARSHIPS**

Scholarships are monetary gifts, which usually do not require repayment. They are awarded on the basis of academic performance and other specific criteria stipulated by the agency or person(s) funding the scholarship. The amount of the awards may vary according to the established need of the scholarship recipient. In order to remain eligible to receive most academic scholarships, a student recipient must be enrolled for at least 12 credit hours each term, earn a 3.0 cumulative grade point, and remain in good judicial standing.

### **HOPE Scholarship - Undergraduate**

To be eligible for a HOPE Scholarship, the student must

1. Be a Georgia resident.
2. Earn a B average (3.0) in high school College Prep track; 3.2 average in other track.
3. Complete the Free Application for Federal Student Aid (FAFSA).
4. Beginning with the 2004-2005 school year, a student must have a 3.0 at the end of the spring semester whether or not the student was enrolled both fall and spring semesters of that year. Otherwise, a student's checkpoint remains at 30, 60, and 90 hours.

A transfer student who feels he or she is eligible for the HOPE Scholarship must request such consideration from the Financial Aid Office. The

determination of eligibility is based on a review of all academic transcripts. It is the student's responsibility to make certain all academic transcripts have been received by the Office of Admissions before a request is made to the Financial Aid Office.

Once a student has lost HOPE eligibility, there are two chances to re-enter the HOPE Program. If that student falls below a 3.0 grade point average after attempting 30 hours and regains 3.0 at his/her own expense, at the end of the sophomore year (60 hours), the student would be given a second chance to receive the HOPE scholarship. A third chance is earned after the 90th attempted hour. At all times, a student must be making satisfactory academic progress (SAP) by Federal standards.

### **HOPE Promise Teacher Scholarship - Undergraduate**

To be eligible for a HOPE Promise Teacher Scholarship, the student must

1. Be a Georgia resident.
2. Be enrolled in a teacher education program to pursue a baccalaureate degree.
3. Have a 3.6 or higher GPA.
4. Have attempted between 60 to 90 hours.
5. Commit to teach/serve in Georgia public school to repay scholarship.

### **HOPE Teacher Scholarship (Graduate)**

To be eligible for a HOPE Teacher Scholarship, the student must:

1. Be a Georgia resident.
2. Be enrolled in a graduate program in a critical field.
3. Commit to teach/serve in his or her critical field in a Georgia public school to repay scholarship.

Critical Fields include the following (subject to change):

- Middle Grade Education (Grades 4-8) with primary concentration in one of the following:
  - Math
  - Science
  - Math and Science
- Mathematic Education (Grades 7-12)
- Education of Exceptional Children (Grades P-12)
  - Behavioral Disorder
  - Interrelated Special Education
- Foreign Language Education (Grades P-12)
  - French
  - Spanish
- Business Education (Grades 7-12)
- Industrial Arts/Technology Education (Grades 7-12)
- Trade and Industrial Education (Grades 7-12)
- Agriculture Education (Grades 7-12)
- Science Education (Grades 7-12)
  - Broad Field Science
  - Biology
  - Chemistry
  - Earth/Space
  - Physics

## **ACADEMIC SCHOLARSHIPS**

A limited number of academic scholarships are available at Georgia Southwestern State University. Awards are on a competitive basis and are generally awarded to entering students. Students who have a 3.0 high school average and who have a combined SAT score above 1000 are eligible to apply for the J.C. Roney Scholarships, the Alumni Scholarships, and the Wheatley Scholarships.

### **J.C. Roney Scholarships**

Scholarships are awarded from the J.C. Roney Fund to first or second honor graduates, National Merit Semifinalists, and STAR students. These are awarded on a competitive basis. Applications should be made prior to February 15.

### **GSW Alumni Scholarships**

The GSW Alumni Scholarships include the GSW Alumni Academic Scholarship, the Cavendar-Rich Scholarship, the E.R. Hogg Scholarship, the Mary Lou Jordan Scholarship, the Myra Lunsford Scholarship, the Alice K. Mathis Scholarship, the Henry King Scholarship, the Peggy A. Smith Tucker Scholarship, the Martha Hudson Westbrook Scholarship, and the GSW Alumni Athletic Scholarship.

### **Charles H. Wheatley Scholarships**

Scholarships are awarded to high school honor graduates, National Merit Scholars, and students with 1100 SAT and 3.0 or above high school grade point averages. Wheatley Scholarships are also awarded to continuing GSW students and to transfer students who have earned an associate degree. Contact the Office of Financial Aid or the Office of Admission for additional information.

### **Additional Academic Scholarships**

Other academic scholarships available at Georgia Southwestern State University include the Daniel D. Arden Scholarship for Geology students, the Iris Stewart Argo Scholarship and Agnes Agerton Scholarships for English majors, the James G. Deriso Scholarship for Business students, the J.H. Dorminy Music Scholarship for Music students, the Frances Bagley Jones Scholarship for students from Sumter County, Georgia, the Peterson Scholarship for Science students, the Robert Marshall Pryor Scholarship for residents of Sumter County, the L.R. Towson Scholarship for Chemistry majors, the Randy & JoAnna Williams Scholarship for Learning Support, the Biology Club Scholarship, the Chemistry Club Scholarship, the Delta Kappa Gamma Scholarship, the Tammy Lee Fortner Scholarship, the Julia Baker Isakson Scholarship, the Frances Wynn Patrick Scholarship for Nursing, the John Monroe Prance Scholarship, the John Emory Rylander Scholarship for Nursing, the Lula F. Stephens Scholarship, the Jenny Harrison Strange Scholarship, the Roy Lee and Susan Smith Free Enterprise Scholarship, the Wheatley Community University Fellowships, the Wheatley Continuing Student Scholarships, the Wheatley Leadership Scholarship, the Watson Scholarship, the Weston Scholarship, the Dudley Voice Scholarship, the Cooper Lighting Scholarship, and the Joan Smith Scholarship. For more information, contact the Financial Aid Office.

### **EMPLOYMENT OPPORTUNITIES**

Several types of part-time employment are available through Georgia Southwestern State University.

#### **Federal Work Study**

Work Study employment, a federally funded program, is available to students with established financial need (based upon the application for Financial Aid) at the time of their initial enrollment or thereafter. Family income is the primary basis for determining eligibility. Satisfactory academic progress and work performance are required.

Under present arrangements, a student may work a maximum of 20 hours per week during the regular semester. Since the student earns this amount by working, it is not repaid.

#### **Work Aid**

Work Aid, a locally funded program of part-time employment, is available on a limited basis. Students are selected for these positions on the basis of skills in certain areas as well as need. Students should report to the Career Services Office for applications.

The rate of pay is minimum wage and payment is by check each month.

#### **Graduate Assistantships**

A limited number of graduate assistantships are available in some departments. Interested students should contact the Director of Graduate Studies or the appropriate school or office. For additional information, see the section on Graduate Studies.

#### **Part-Time Employment**

The Career Services Office maintains a list of jobs available in the community. Any student interested in part-time work should file an application.

### **OTHER SOURCES OF FINANCIAL AID**

#### **The Ty Cobb Educational Foundation Scholarship**

This scholarship is available to single residents of the state of Georgia who have completed the freshman year of college with high academic standing (at least 3.3 GPA). Address inquiries to the Ty Cobb Foundation, P.O. Box 725, Forest Park, Georgia 30051. The deadline for applications is May 1.

#### **Financial Aid Policies**

Georgia Southwestern State University administers its financial aid program in compliance with all applicable Federal and State laws and

regulations. Specifically, the financial aid policies are listed below :

1. To receive any Federal financial aid, a student must maintain satisfactory progress toward a degree as determined by Federal standards. Among other requirements, Federal standards generally define "satisfactory progress toward graduation" as passing 67% of all academic work attempted during an academic year. For students who fail to meet these standards, their financial aid will be terminated. They will not be eligible to receive further aid until such time they have corrected the deficiency at their own expense.
2. To receive Federal aid, the student must not owe a refund on previous Federal grants or be in default on a Federal student loan.
3. When the student is eligible for a Federal Pell Grant, the financial aid package is built around this grant. If the student is eligible for the Supplemental Educational Opportunity Grant (SEOG), this grant is added next. Loans and/or employment are added in an attempt to fill the remaining need.
4. Refunds are made in accordance with the schedule in the current University Bulletin. Any refund from a Federal source will be returned to that fund in the appropriate order.

More information on financial aid may be obtained from the Financial Aid Office, Room 207, Sanford Hall. Office hours are from 8:00 a.m. - 12noon and 1:00 p.m. - 5:00 p.m., Monday through Friday. Summer hours may vary. Please call 229-928-1378 to determine schedule for summer hours.

## **VETERANS' BENEFITS**

Georgia Southwestern State University is approved for the educational training of veterans and certain eligible spouses and dependents of veterans. The institution serves only as a source of certification and information to the Veterans Administration as all financial transactions and eligibility determinations are handled directly between the student and the VA. Veterans and other eligible persons interested in obtaining educational benefits must meet all applicable requirements for admission as outlined in this bulletin. After being officially admitted to the University, the veteran or eligible person should contact the Veteran Certifying Official in the Registrar's Office for information concerning application procedures and educational benefits. Additional information about eligibility may be obtained by calling the Department of Veteran Affairs at 1-800- 827-1000.

## **CAMPUS SERVICES**

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## **CAMPUS BOOKSTORE**

The Campus Bookstore at Georgia Southwestern State University is institutionally owned and operated. The bookstore has been established to provide the student body with goods and services at the least possible cost. It is a part of the University that has goals directly centered on the satisfaction and success of the students and the faculty. The bookstore is self-sufficient, receiving no funding from the University System, and any profit is returned to the institution. The success of the bookstore lies with the success of the students. The bookstore carries new and used textbooks, with an emphasis on trying to obtain as many used textbooks as possible through student buybacks and various wholesale distributors. In addition to course materials, the bookstore stocks computer software, mass-market paperback books, computer books, study aids, reference materials, and school/office supplies for academic use. The bookstore also has gifts, including tee shirts, hats, coffee mugs, seasonal gift items, balloon bouquets, greeting cards, a classic collection of crystal engraved with the school seal, and many other gift items. Other goods and services offered through the bookstore include fax services, phone cards, and special ordering for any academic materials at no cost. The bookstore accepts personal checks, Mastercard, Visa, Discover, and also has a voucher system allowing students to purchase academic materials with their financial aid funds.

## **LOCATION/STORE HOURS**

The Campus Bookstore is located in the Marshall Student Center. During fall and spring semesters, the bookstore is open from 8:30am until 5:30pm Monday through Thursday, and 8:30am until 3:30pm on Friday. The bookstore closes during breaks to restock shelves for the following term. The store is also closed on holidays. Extended hours of operation are offered during the beginning of each term to accommodate the large volume of students buying books and supplies for new classes.

## **TEXTBOOKS**

The textbook buyback is conducted at the end of every semester during final exams. Books that are not changing to new editions and will be used the following term will be purchased at 50% of the price paid for the book. Books that are not being used again by the bookstore will be purchased by the buyer at established wholesale prices. The textbook carried by the bookstore is based strictly on faculty selection. Every attempt is made to have the books in stock before the beginning of the term, however, there are occasional delays due to receiving the text information late, publishers being out of stock, late or misdirected shipments, or unexpected increases in a course's enrollment.

## **REFUND POLICY**

The bookstore encourages students to attend class before purchasing textbooks. A full refund will be given during the add/drop period of the current term, which is generally the first three days of the semester. The store is simply unable to allow students to keep the materials for a longer period of time and still return them for full credit. New textbooks must be returned in a new, saleable condition with no markings whatsoever in order to be eligible for a refund. A student ID and cash register receipt is required for a refund. Any markings result in the book being reduced to a used status and only a 75% refund given. General supply, gift, and clothing merchandise may be returned for any reason for a full refund within 7 days of purchase with a receipt. Defective merchandise may be returned any time throughout the semester for an exchange. Shrink-wrapped books must be returned in the original wrapping for a full refund. Textbooks purchased after the add/drop period are non-returnable. Sale items, study guides, special-order items, mass-market paperbacks, and computer software are non-returnable.

## **CONTACTS**

Mary Ann Roper, Retail Coordinator (229) 931-2366

Leann Miller, Textbook Manager (229) 931-2373

Greg Davis, Bookstore Manager and Director of Auxiliary Services (229) 931-2042, Email: gad@gsw.edu

## **LIBRARY SERVICES**

The James Earl Carter Library was completed in 1971 and named in honor of President Jimmy Carter's father. It contains over 190,000 volumes and currently subscribes to 516 journals. As a selective United States Government Depository, the Library houses over 300,000 federal government publications in various formats. The library also has a small multimedia collection (LPs, video tapes, audio-tapes, CDs, and software). Special collections include the Dr. Harold Isaacs Third World Studies collection, ERIC collection, rare books, newspapers, and popular reading materials.

Through our participation in GALILEO (Georgia Library Learning Online), the Library provides access to over 100 databases and more than 2000 journal titles. The Library's online catalog is part of the statewide integrated online system, GIL (Galileo Interconnected Libraries). GIL provides a web-based interface with a standardized search format. The Library is a charter member of SOLINET (Southeastern Library Network), which was created to increase the availability of bibliographic resources through the use of electronic data processing and communications. More than 30 million books and other materials can be accessed through this network, which the Library fully utilizes for cataloging and its ILL (Interlibrary Loan) system.

The Library seats over 600 and provides individual and group study areas. The Library's computer lab has 20 state-of-the-art workstations.

Audiovisual equipment and facilities include microfilm and microfiche reader-printers, copying machines, an individual viewing/listening room, and headphones, tape-recorder, and a CD player, which can be checked out for in-house use.

The Library offers many services including Interlibrary Loan, reserves, bibliographic instruction, and reference assistance. The Library offers a for-credit course, LIBR 1000, and participates in UNIV 1000, the University's orientation course, and provides group and individual library instruction, tutorials, and demonstrations upon request. The Library's electronic services include email submission of ILL, renewal, hold requests, reference inquiries, and an online suggestion box.

Further information about the Library, its collections, services, and staff can be found on the Library's website: <http://www.gsw.edu/~library>.

### **STUDENT SUPPORT SERVICES**

The Student Support Services Program is a federally funded program designed to (1) improve the retention and graduation rates of students, (2) provide academic support services necessary for program participants to maintain good academic standing, (3) provide supplementary activities for program students that will enhance their personal development, (4) assist them toward the realization of their educational goals, and (5) foster an institutional climate supportive of the success of low-income and first generation college students and individuals with disabilities. The program provides in-depth academic and personal counseling; career development; tutoring; personal assistance with study skills development; cultural activities, special focus on incoming freshman, transfer students, and returning adult students; and individualized accommodation services for learning disabled/handicapped students. Tutoring is free of charge to Student Support Services participants. It is mandatory for participants on academic warning or probation.

### **UPWARD BOUND PROGRAM**

Upward Bound is a program for select high school students who have demonstrated potential for post secondary education. Participation is limited to students of Sumter, Crisp, Marion, Schley and Webster Counties of Georgia. Components of the program include the following:

**Academic Year:** Saturday sessions designed to assist students with basic skills instruction, standardized testing, study skills, counseling, career and cultural activities.

**Summer Residential Program:** Housing and classes on GSW campus for six weeks with emphasis on academic skills, personal and career awareness.

**Intensive Experience:** Stress is placed on reading, writing, science, mathematics, computer science, study skills, foreign language, speech and drama, art, sporting activities, and cultural/recreational activities.

**Bridge Year for Graduating Seniors:** Assistance with standardized tests, study skills, admissions selection, financial aid process, college search trips, and college enrollment.

### **MULTICULTURAL AND MINORITY AFFAIRS**

The Office of Multicultural & Minority Affairs (OMMA) is committed to assisting in the overall development of minority students at Georgia Southwestern State University. OMMA is the liaison between international and minority students and the university community at-large and provides an environment which offers support services to foster student learning, encouragement, and support.

As society becomes more culturally and ethnically diverse, it is our goal to challenge students to positively grow with these changes by promoting the idea of cultural pluralism and its effects on all people. In addition, it is our objective, through cross cultural exchange and interaction, to enhance student life by diminishing acts of intolerance and ignorance.

### **CAREER SERVICES**

Planning for a future career is an important fact of every student's day-to-day college experience. Career Services provides a wide range of services for students throughout their years at Georgia Southwestern State University including

- Career Counseling
- Employment Counseling
- Classroom seminars on resume writing and interviewing
- Regional and statewide Career Fairs
- Career Resource Lab, utilizing computer technology
- Current employer information and employment opportunities via Internet
- GeorgiaHire and NACELINK
- Listing of local part-time job opportunities for students
- Operation of JLD (Job Location Development)



Career Counseling is available to help students discover satisfactory solutions to academic and career concerns. This process is assisted by the use of various personality and interest inventories. Employment counseling aids students with resume development, interviewing skills and the job search process.

The Career Resource Lab provides students with a centralized location to explore specific career and occupational information, including educational requirements, potential employers, work environments, opportunities for advancement and a financial outlook. Information about professional programs and graduate schools is also available.

### **COUNSELING SERVICES**

The goal of personal counseling is to help students discover satisfactory alternatives to social, academic, and personal concerns, including substance abuse and other health related issues. Counseling sessions take place in a private office and confidentiality is respected. When another person, office, community agency or medical professional can provide better information or assistance, the counselor will make referrals and help the student make an appointment. Counselors are available through the Office of Student Life, the Counseling Services Office, the Financial Aid Office, the Academic Skills Center, the Student Support Services Program, and the Residence Halls.

### **THE ROSALYNN CARTER INSTITUTE FOR HUMAN DEVELOPMENT**

The Rosalynn Carter Institute (RCI) was established in 1987 on the campus of Georgia Southwestern State University. The RCI was formed in honor of former First Lady Rosalynn Carter, an alumna of Georgia Southwestern, to enhance her long-standing commitments to human development and mental health. The RCI facilitates collaborative relationships among citizen consumers, community human service providers, faculty and students to achieve shared goals.

The Rosalynn Carter Institute for Human Development was formed in honor of First Lady Rosalynn Carter in 1987. Through research, education, and training, the RCI promotes the mental health and well-being of individuals, families, and professional caregivers; promulgates effective care giving practices; builds public awareness of care giving needs; and advances public and social policies that enhance caring communities.

The care giving mission of the Institute is implemented through two major projects. The West Central Georgia Caregivers' Network (CARE-NET) assists informal and formal caregivers in a 16-county region. A second project, the National Quality Caregiving Coalition (NQCC), brings together associations and organizations in America that wish to improve the care giving process.

The RCI provides clinical training, research, and public administration opportunities for students. The John and Betty Pope Fellowship Program provides financial assistance for students committed to study and work in the care giving professions. The Pope Eminent Scholar on campus offers students and faculty the opportunity to work with a professional who is nationally recognized in the care giving field. Conferences and workshops offer students an opportunity to learn from nationally recognized figures in the human development and mental health fields.

For more information, email the Rosalynn Carter Institute at [rci@rci.gsw.edu](mailto:rci@rci.gsw.edu) or access the RCI homepage at <http://www.rosalynncarter.org>.

### **ORIENTATION PROGRAM**

Prior to the beginning of the student's first semester at Georgia Southwestern, the new student participates in an orientation program. The GSW O'Team, a specially selected and trained group of undergraduate students, and UNIV 1000 instructors, design an orientation program which makes transition into college life at GSW easier and more enjoyable. Areas given special attention include academic advisement and class schedule planning, University services and facilities, academic policies and procedures, rights and responsibilities of students, issues about which students need to make personal choices, skills necessary for academic success, and opportunities for involvement in student activities. Such topics are explored in more depth in UNIV 1000, The GSW Experience, a 1 semester hour course requirement of all first-time entering students.

New students will be notified well in advance of the date and time for orientation for the semester in which they plan to enroll. These sessions provide opportunities for them to meet GSW faculty and administrators as well as to become familiar with University policies and to ask any questions they may have about the University.

### **STUDENT LOCATOR SERVICE**

In emergency situations, students may be located by calling the Office of Student Life at 229/928-1387 or the Public Safety Office at 229/928-1390 (8 a.m. to 5 p.m. weekdays) or 229/931-2244 (nights and weekends). Communication with the students will be made from these offices. These offices will not provide directory information to non-GSW personnel.

### **HOUSING/RESIDENCE LIFE**

Residence Life at Georgia Southwestern State University offers students the opportunity to meet new people and make life-long friends, to

feel a sense of independence, yet belong to a community, and to be in close contact with people who have values, attitudes, desires, and academic interests different from their own. They will be challenged to question, to think, and to grow as individuals. Students living on campus are more involved in leadership roles than their off-campus peers, including Student Government, sororities and fraternities, campus honorary organizations, the Campus Activities Board, the Orientation Team, the Residence Hall Association, and Hosts and Marshals. Living on campus can be a real PLUS if the student wants to become involved in campus life.

There are four residence halls on the GSW campus ranging in size from less than 100 to approximately 275 students. The halls are staffed with professional and student staff members whose primary objective is to insure a comfortable, congenial, and secure place for students to live and learn.

### **HOUSING ELIGIBILITY AND REGULATION**

GSW has the following on-campus living requirement: All full-time students under the age of 21, who have earned less than 60 semester hours are required to reside on campus unless they have lived on campus for four (4) full term semesters, they are married, have a dependent child, have a documented medical condition, or they are living in the legal residence of a family member. For this purpose family member is defined as parent(s), guardian(s), grandparent(s), son/daughter, uncle/aunt, or brother/sister who is not a student at GSW.

In order to provide on campus housing at the lowest possible rate, the University operates its residence halls on a contract basis for the full Academic Year beginning with the Fall Semester and continuing through the end of Spring Semester. A separate contract is signed for the Summer Term. Since the ANNUAL HOUSING CONTRACT is a binding agreement between the student and the University, applicants are advised to read this document before signing.

Failure to submit the ANNUAL HOUSING CONTRACT will not cancel the obligation to live on campus. Students who wish to commute to campus from their legal residence or live with a family member who is not a GSW student may request an exemption from this policy by submitting the REQUEST FOR HOUSING EXEMPTION form available from the Office of Student Life.

### **CANCELLATIONS**

(A) New and continuing applicants for campus housing who decide not to enroll at Georgia Southwestern must cancel their contract in writing no later than thirty (30) working days prior to the first official day of classes for the affected term. Cancellation after this date will result in forfeiture of the deposit.

(B) Students who have signed contracts and will enroll at Georgia Southwestern may petition to cancel their contract by submitting the Request for Release petition (obtained in the Residence Life Office) to the Department of Residence Life, Georgia Southwestern State University, Americus, Georgia 31709 thirty (30) days prior to the beginning of the affected term. Notification submitted to other University offices will not insure requested action. Upon approval of housing cancellation, a contract buyout will be required.

### **CONTRACT BUY OUT**

(A) A student who is obligated to the 2005-2006 contract may buy out the contract by paying an assessment of thirty percent (30%) of the value of the contract. Contract buyouts must be completed by 5:00 PM on the first official day of classes for the affected term. Detailed procedures that must be followed to buy out the contract are available at the Department of Residence Life.

(B) The student who buys out his/her contract will forfeit the housing deposit upon release from that contract.

### **DEPOSITS AND RENT PAYMENTS**

(A) The \$75.00 deposit must accompany the housing contract and is nontransferable to another person. The deposit is refunded according to the following conditions: 1) the University is unable to provide campus housing, 2) the terms of the contract are fulfilled, the student has been officially checked out of the room by a residence hall staff member, and the student is cleared of responsibility for damage to the room or building. The deposit will be forfeited, wholly or in part, when the student 1) is responsible for damage to the room or building, 2) fails to follow departmental check out procedures, 3) terminates the contract after the established deadlines or before the terms are completed, or 4) owes the University any debt, fine, or other obligation owed by the student.

(B) Housing fees are due and payable in advance at the prescribed rate per academic term. If payment is not made by the stipulated deadline, the student's registration can be canceled.

### **REFUNDS**

Students who officially withdraw from the University qualify for a prorated refund of room fees as determined by the date of the official checkout of the residence hall. Refunds will be prorated by the formula set by the Business Office. Students who vacate their assigned room during the semester without an official withdrawal or official residency release and students who withdraw and fail to officially check out of the

room with the Residence Life Staff or students who are evicted for disciplinary reasons will receive no refund of either housing fees or deposit.

## **FOOD SERVICES**

The dining service at GSW provides students with a quality and variety of food choices at an economical cost. A student who has earned less than 60 semester credit hours and who lives in a residence hall is required to purchase a meal plan. The three available meal plans, which include unlimited seconds, are 10 meals per week, 15 meals per week and 21 meals per week. Included with each meal plan is an additional dollar amount available on a declining balance for purchase of items in the Canes Den and/or any additional meals in the Dining Hall.

After purchasing a meal plan the student I.D. is used to gain entrance into the dining hall or the Canes Den, both located in the Marshall Student Center. The Canes Den features a Pizza Hut Express along with other fast food menu items.

Special diets can be provided if prescribed by a physician. The student should discuss any special needs with the food service director by calling 229-924-2732.

Commuting students are also invited to use the University dining service. Options include purchasing any of the available semester meal plans, applying dollars to a declining balance card for use in the Canes Den or Dining Hall, and, of course, purchases may be made with cash.

For any questions concerning the dining services offered at GSW please feel free to call the Food Service Director at 229-924-2732.

## **HEALTH SERVICES**

The Student Health Center at Georgia Southwestern State University is a primary care medical clinic with a specialty in college health providing a broad range of affordable health care to eligible students. Staffed by a physician, nurse practitioners, registered nurses, and support staff, our mission is to assist students with preventive health care and consultations, as well as evaluating, diagnosing and treating health concerns, illnesses and injuries, thereby minimizing their impact on academic progress.

Georgia Southwestern State University provides on campus health services at the Herschel A. Smith Health Center. The Health Center staff provides assistance to students with minor illnesses or injuries and promotes positive physical and mental health by providing health awareness information to students. A women's comprehensive health program staffed by nurse practitioners and registered nurses is available by appointment every Wednesday of each month while the university is in session.

The Health Center staff includes a physician, a family nurse practitioner who serves as Director of the Health Center, and registered nurses. The Health Center hours are 8:00 a.m.- 5:00 p.m. Monday through Friday. The Health Center is closed for lunch from 12-1pm. The Health Center services are available by appointment or on a walk-in basis during operating hours while classes are in session. Hours are subject to change to reflect the needs of the University. The Student Health Center is closed on university holidays and weekends. On weekends, students should notify the Residence Life staff member on duty or Public Safety for medical emergencies. The Health Center can handle minor emergencies, but we cannot deal with life- or-limb threatening emergencies. For true emergencies, please dial 911 for an ambulance and then call the Campus Police for assistance, at 229-931-2245. If a student becomes ill, the Health Center will notify family members and faculty if the student so requests.

A student who utilizes Health Center medical services is expected to visit the Health Center at times that do not conflict with academic responsibilities. After a student has been assessed in the Health Center, we will provide a written recommendation to excuse from class only if we feel there is justification. By Georgia Southwestern State University policy, an excuse from class can only be granted by the professor of that class.

The Health Center provides care for all currently registered students and currently employed faculty and staff (who must pay the co-pay health fee whenever using the health center). A mandatory health fee is assessed to students currently enrolled in five or more credits on GSW's campus. A student registered for less than five credit hours has the option to pay the semester health fee, or a co-pay for each visit. The semester health fee entitles the student to consultation services with the professional Health Center staff. There are free over the counter medications available as well as first aid supplies, without charge. Students are assessed fees for prescription medications dispensed at the center, equipment, lab tests and special procedures.

All students are urged to have adequate health coverage for illnesses or emergency visits to the local hospital or a physician/Es office when the Health Center is closed. Insurance coverage is also recommended for medical care that is not available at the Health Center, including treatment of major injuries, surgery, and hospitalization. The university has a student health insurance plan available to all Georgia Southwestern State University students. Applications for enrollment are available in the Health Center.

Laboratory and x-ray services, inpatient hospital services, hospital emergency room treatment, ambulance transportation to a hospital, and professional services of a non-university medical specialist are not included in the semester health service fee. The Health Center staff, however, will assist the student in making arrangements with medical specialist.

The university physician is available for student visits at the Health Center at designated hours. As a part of your visit to the Health Center, the physician/nurse practitioner can dispense prescription medication at discounted prices-antibiotics, allergy and cold medicines, ear and eye drops, dermatological creams, and more (the clinic does not perform pharmaceutical services for prescriptions written off campus). Medications not stocked by the Health Center are the financial responsibility of the student for whom they are prescribed.

A student accepted for admission will receive a health history and immunization form, which is to be completed and returned to the Health Center once accepted for admission to the University. All new students (freshmen, transfers, and others) attending regularly scheduled classes or receiving resident credit will be required to submit a certificate of immunization prior to attending such classes. Students will not be permitted to attend classes or reside in campus housing until the required immunization record is on file with the Health Center.

Measles (Rubeola) required for students born in 1957 or later. Two doses of live measles vaccine (combined measles-mumps rubella or MMR meets this requirement), with first dose at 12 months of age or later and second dose at least 28 days after the first dose, or documented laboratory/serologic evidence of immunity.

Mumps required for students born in 1957 or later. One dose at 12 months of age or later (MMR meets this requirement), or documented laboratory/serologic evidence of immunity.

Rubella (German measles) required for students born in 1957 or later. (Because rubella can occur in some persons born before 1957 and because congenital rubella syndrome can occur in the offspring of women infected with rubella during pregnancy, women born prior to 1957 who may become pregnant are strongly encouraged to ensure that they are immune to rubella). One dose at 12 months of age or later (MMR meets this requirement), or documented laboratory/serologic evidence of immunity.

Varicella is required for all students. One dose given at 12 months of age or later but before the students 13th birthday, or If first dose given after the students 13th birthday: Two doses at least 4 weeks apart, or reliable history of varicella disease (chicken pox), or documented laboratory/serologic evidence of immunity.

Proof of one Td booster dose within 10 years prior to matriculation. (Students who are unable to document a primary series of 3 doses of tetanus-containing vaccine (DtaP, DTP, or Td) are strongly advised to complete a 3-dose primary series with Td.

Hepatitis B required for all students who will be 18 years of age or less at matriculation. Three doses hepatitis B series (0, 1-2, and 4-6 months), or 3 dose combined hepatitis A and hepatitis B series (0, 1-2, and 6-12 months), or 2 dose hepatitisB series of Recombivax. (0 and 4-6 months, given at 11-15 years of age), or documented laboratory/serologic evidence of immunity or prior infection.

Meningococcal quadrivalent polysaccharide vaccine required for newly admitted freshmen or matriculated students planning to reside in university managed campus housing. One dose within 5 years prior to matriculation, or signed documentation that student (or parent or guardian if student <18 years old) has received and reviewed information about the disease as required by House Bill 521.

International students must meet the above requirements and the following: A PPD tuberculin skin test is required within 10 days of arrival to campus. If positive, the students must have a chest X-ray within 2 weeks of arrival to campus. No X-ray films will be accepted. A Severe Acute Respiratory (SARS) Questionnaire form must be completed upon arrival to campus and completion of the tuberculosis screening questionnaire. All reports and documentation must be in English. All immunization forms and reports must have signature of health care provider, address and contact phone number in English.

It is recommended that each student discuss with his/her health care provider the need for additional immunizations such as, pertussis, hepatitis A, and influenza.

### **OPTIONAL STUDENT HEALTH INSURANCE**

An optional sickness and accident insurance plan is available to students through a private company. Information and applications are available at the Health Center or in Auxiliary Services Office. Students are invited to investigate the program, especially those students who are not covered by any other health and accident insurance plan. For those students who participate in the optional health plan, all claims will be filed directly with the insurance company.

International students are required to maintain student health insurance while enrolled in school. International students who are not covered by any other health and accident insurance plan will be automatically enrolled and billed for medical insurance coverage by the university comptroller.

### **STUDENT RIGHTS AND RESPONSIBILITIES**

In order to help create an environment conducive to the furthering of educational pursuits and personal development, the University has established minimum behavioral expectations of students. These expectations, as well as student rights, are published in the Rights and

Responsibilities section of the GSWeathervane. Also included in this publication is the University policy statement relative to implementation of the Family Educational Rights and Privacy Act of 1974.

Each student is responsible for reading and observing the policies stated in the student handbook. The GSWeathervane is revised annually and is made available to students via the GSW website at <http://gsw.edu/Campus-Life/ResourcesInformation/StudentHandbook/index>

### **GEORGIA SOUTHWESTERN STATE UNIVERSITY DRUG FREE CAMPUS POLICY**

Georgia Southwestern State University is committed to support and comply with the Drug Free Schools and Communities Act Amendments of 1989 (Public Law 101-226, Section 22, subpart B) as an Institution of Higher Education. The law under this act now covers both drugs and alcohol and relates to faculty, staff, and students. Therefore, the entire campus community of Georgia Southwestern State University is under the mandate to comply.

The Task Force on Alcohol, Tobacco and Other Drugs Committee is a committee appointed by the President of Georgia Southwestern State University.

The Task Force shall focus on alcohol, tobacco, and other drug education, prevention and intervention for the GSW campus community. The Task Force shall:

- provide continual guidance and support to ensure that the 1989 amendments (Part 86) to the "Drug-Free Schools and Campuses Act" regulations are being followed.
- develop a strategic plan for GSW on ATOD issues. This will include the assignment of sub-committees to accomplish strategic plan tasks.
- forward any recommendations or modifications in any current GSW drug/alcohol/tobacco policies to the President.
- establish and assess the Student Assistance Program to educate and provide interventions to students who violate current GSW alcohol, tobacco, and other drug policies as well as any federal, state, or local laws.
- oversee the general education of the campus community in relation to policies, laws, and risks associated with ATOD use including programming, classes, seminars, and workshops.
- collaborate with GSW's chapter of the BACCHUS Peer Educators to provide quality educational programming in the areas of alcohol, tobacco, and other drugs for the campus community.
- provide training for task force members and peer educators on ATOD issues.
- provide financial support for GSW education and prevention programs.
- assess the university environment surrounding perceptions and use of ATOD using a variety of instruments such as the CORE survey.
- collaborate with members of the community to ensure a community approach to ATOD education.

To achieve the maximum benefit under this program, Georgia Southwestern State University expects faculty, staff, and students to meet appropriate standards of performance, to observe basic rules of good conduct, to comply with Institutional personnel policies and procedures as contained in the Personnel Policy Manual, the Faculty Handbook (as amended), and the GSWeathervane: A Student Handbook (as amended).

As an institution of higher education, the primary focus of the University is on the health and safety of all faculty, staff, and students. It is well substantiated that the health risks in using illicit drugs and abusing alcohol are enormous to the individual, as well as devastating to family, friends, and the community.

Georgia Southwestern provides a confidential counseling and referral program and encourages faculty, staff, and students who feel they have a potential alcohol or other drug-related problem to utilize these services. An important part of this program includes the Student Assistant Program (SAP) which is a coordinated effort by the Office of Student Life, Counseling Center, and the Task Force on Alcohol, Tobacco and Other Drugs.

In the discharge of its responsibilities as an employer and an institution of higher education, Georgia Southwestern State University aggressively promotes and requires a drug free campus among its faculty, staff, and student body. The unlawful manufacture, distribution, dispensation, possession, or use of illegal drugs, tobacco or alcohol by Georgia Southwestern State University employees and students is prohibited by Institutional policy. Violations of this policy, including felony and/or misdemeanor drug or alcohol convictions during the course of employment or enrollment in any academic program at Georgia Southwestern State University, may result in appropriate disciplinary penalties being imposed by the University, up to and including termination of employment or expulsion and referral for prosecution.

This policy shall be communicated to new faculty and classified faculty by the Department of Human Resources to all new entering students and all other students by the Office of Student Life. Each contractor engaged in the performance of federal contract or grant will be provided with a copy of this policy. The institutional Personnel Policy Manual, Faculty Handbook, and GSWeathervane are amended to incorporate this policy.

## **STUDENT ASSISTANCE PROGRAM (SAP)**

The "On Campus Talking about Alcohol" (OCTAA) curriculum serves as the educational portion of the SAP. OCTAA is designed to help students and professionals understand the Lifestyle Risk Model for alcohol/drug prevention and intervention. The risk reduction information is sequential, which makes it essential to attend the entire program.

The curriculum is presented in three two-hour sessions. OCTAA is required for those found guilty of violating GSW alcohol and other drug policies. Further sanctions may be applied if the governing bodies believe it is necessary based on the circumstances. The program is also available for any individual seeking help for alcohol or other drug issues. If a student who is mandated to attend OCTAA fails to attend ALL sessions of OCTAA, a hold will be placed upon their record, making them ineligible to register for classes the following term.

**First offense:** The student will be sent a letter stating that he/she is required to sign up for and successfully complete the OCTAA program at the next available offering. The Student will sign up for the OCTAA program through the Continuing Education Center and will be required to pay a \$35 fee for the program. Successful completion of OCTAA requires a knowledge test score of 75 percent or above. The exam will be given at the completion of the OCTAA sessions. In addition, the student may be required to provide up to 40 hours of community service to the campus and/or may be suspended from the residence hall for a minimum of one semester. This will be determined through the Office of Student Life. Upon completion of OCTAA, the student is required to conduct a SAP exit interview through Counseling Services before the student will receive a certificate of completion. This signifies that the student has successfully completed all steps of the SAP.

**Second offense:** The student will be subject to the following action. This will include an appointment with Counseling Services. The student will be required to sign up for and successfully complete the OCTAA program at the next available offering. The Student will sign up for the OCTAA program through the Continuing Education Center and will be required to pay a \$35 fee for the program. A clinical assessment may be necessary to determine if addiction counseling or other treatments should be recommended. In addition, the student may be required to provide 40 hours of community service to the campus and/or may be suspended from the residence hall for a minimum of one semester. This will be determined through the Office of Student Life. Upon completion of OCTAA, the student is required to conduct a SAP exit interview through Counseling Services before the student will receive a certificate of completion. This signifies that the student has successfully completed all steps of the SAP.

**Third offense:** The student will be suspended from school for a minimum of one semester. In addition, he or she will be referred to Alcohol/Drug addiction counseling such as Middle Flint Behavioral Services, for proper evaluation and must complete his or her addiction education program. Only after showing completion of the educational program, may the student return to school.

## **POLICY STATEMENT ON SEXUAL HARASSMENT**

### **(The following is compliance with Federal law and Board of Regents Policy)**

It has always been our policy to maintain the best possible working environment for all faculty, staff, and students. All employees and students have the right to be free from sexual and all other forms of unlawful harassment of any kind in the workplace, including harassment because of race, color, religion, gender, national origin, age, disability, or any other characteristic protected by applicable federal, state or local law. GSW will not tolerate such harassment.

### **What is Sexual Harassment?**

Sexual harassment is an unwelcome advance, request for sexual favors, and other verbal or physical conduct of a sexual nature when...

1. submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or,
2. submission to or rejection of such conduct by an individual is used as a basis for employment decisions affecting that individual or,
3. such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile, or offensive work environment.

### **Sexual Harassment can take many forms including:**

- Remarks of a sexual nature concerning a person's body or clothing.
- Sexually explicit slurs or words which are used to describe a person.
- Unnecessary and unwelcome touching, patting, pinching or fondling.
- Unwelcome propositions or requests for social dates or sexual activity.
- The circulation or displaying of sexually oriented cartoons, pictures, or other potentially offensive materials while on campus.
- Remarks exchanged by two consenting adults that may be offensive to other individuals.

### **What should you do if you think you're being subjected to Sexual Harassment at Georgia Southwestern State University?**

If you feel you are a victim of sexual harassment, you should bring your concerns to University's Affirmative Action Office or the Vice President

of Student Affairs. The earlier the incident is reported, the sooner University officials can investigate concerns. Any complaint under this policy will be handled confidentially and fairly. No reprisal or retaliation will occur because of the report of an incident of sexual harassment. A formal grievance can also be filed when reporting an incident of sexual harassment.

#### **POLICY AND PROCEDURES FOR STUDENTS WITH DISABILITIES**

Georgia Southwestern State University's goal is to ensure equal access to all programs and makes reasonable accommodations for the needs of students with disabilities. Students should contact the Student Support Services office to request academic accommodations or address accessibility issues. Please note that it is the student's responsibility to self-identify. Please visit the Student Support Services web page at: <http://gsw.edu/Academics/Academic-Resources/Student-Support-Services/index> or call us at (229) 931-2294 for more information.

Faculty and staff are encouraged to direct all students inquiring about services for students with disabilities to the Student Support Services program, 1st floor, Sanford Hall.

#### **SERVICES TO STUDENTS WITH LEARNING DISABILITIES**

The Student Support Services Program is a federally funded program designed to (1) improve the retention and graduation rates of students, (2) provide academic support services necessary for program participants to maintain good academic standing, (3) provide supplementary activities for program students that will enhance their personal development, (4) assist them toward the realization of their educational goals, and (5) foster an institutional climate supportive of the success of low-income and first generation college students and individuals with disabilities.

The program provides in-depth academic and personal counseling, career development, tutoring, personal assistance with study skills development, cultural activities, special focus on incoming freshmen, transfer students, and returning adult students. Tutoring is free of charge to Student Support Services participants and is mandatory for participants on academic warning or probation. To complete an application or to obtain more information on the Student Support Services program, please visit the web page at: <http://gsw.edu/Academics/Academic-Resources/Student-Support-Services/index>

#### **ADMINISTRATIVE MEDICAL WITHDRAWALS**

For the provision of an academic learning environment and the protection of students and the total University community, the University has adopted a policy for the administrative medical withdrawal of students. A student may be administratively withdrawn from the University when, in the judgment of the Vice President for Student Affairs in consultation with the Director of Counseling Services, the University physician, the student's parents or spouse, the student's physician, and appropriate health professionals, 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 members of the University community 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 or 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 the final decision concerning his or her continued enrollment at the University.

#### **STUDENT LIFE**

The Division of Student Affairs exists to plan, coordinate, and implement co-curricular programs and services which support students while they learn. The goal of the Division of Student Affairs is to identify non-academic needs of GSW students and to put its staff and resources to work in order to meet those needs. The staff of Student Affairs is particularly interested in fostering the development of the student as a whole person. Providing opportunities for students to interact effectively with each other and with faculty, to expand their leadership and communication skills, and to achieve their goals are the underlying objectives of the programs and services of the Division of Student Affairs.

Under the leadership of the Vice President for Student Affairs, the Division of Student Affairs includes counseling, career planning and placement, admissions, financial aid, judiciaries, Greek life, multicultural and minority affairs, orientation, residence life, student activities, intramural sports and recreation, and the student center. For complete information concerning these programs and services, see the GSWeathervane, which is made available to all students by the Division of Student Affairs.

#### **STUDENT IDENTIFICATION CARDS**

The student ID card is the official means of identification for currently enrolled students. GSW student identification cards are made during the registration process at the beginning of each term and also 8:00 am to 5:00 pm in the Office of Student Life. A student must present the ID card in order to receive services at the University and at the request of a University faculty or staff member. Each semester the student must

have his/her card updated with a current validation label in the Student Accounts Office. A \$5.00 fee is charged for replacing a lost or stolen student ID card and is paid in the Office of Student Life.

## ACADEMIC REGULATIONS

- [THE SEMESTER SYSTEM](#)
- [SEMESTER HOURS OF CREDIT](#)
- [NUMBERING OF COURSES](#)
- [STUDENT ACADEMIC LOAD](#)
- [PART-TIME STUDENTS](#)
- [AUDIT](#)
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- [POLICY ON ACADEMIC INTEGRITY](#)
- [REGENTS' TESTING PROGRAM](#)
- [GEORGIA SOUTHWESTERN STATE UNIVERSITY POLICY FOR THE REGENTS' TESTING PROGRAM](#)
- [RAIN \(Registration and Academic Information Network\)](#)

### THE SEMESTER SYSTEM

The academic year is divided into two semesters (terms) of 15 weeks each and a summer term. New courses are begun each semester; hence, it is possible for students to enter the University at the beginning of any term.

### SEMESTER HOURS OF CREDIT

Credit in courses is expressed in semester hours. Normally, a semester hour of credit represents one class hour of work per week for one semester, or an equivalent amount of work in other forms of instruction such as laboratory, studio, or fieldwork. Most of the courses offered by the University meet three times per week for one semester and therefore carry three semester hours of credit.

### NUMBERING OF COURSES

Each academic course is designated by numerals. Courses are numbered according to the following plan:

|   |           |
|---|-----------|
| Freshman and Sophomore  | 1000-2999 |
| Junior and Senior   | 3000-4999 |
| Graduate  | 5000-8999 |
| Courses numbered 0001 to 0999 are institutional credit courses. |           |

### STUDENT ACADEMIC LOAD

The normal course load for students is fifteen semester hours credit in academic subjects (five three-hour courses). A student is considered to be carrying a full load if enrolled for twelve or more semester hours of academic credit. A student is considered to be registered for an overload if enrolled in more than eighteen course credit hours.

A student must have the approval of the Office of the Vice President for Academic Affairs to register for an overload. The following cases usually qualify: (1) Students on the Dean's List or President's List for the preceding term may register for as much as twenty-one hours credit. (2) A student enrolled in certain curricula which require an overload for given semester may register for the specified hours of credit.



Non-resident aliens studying on an F-1 student visa are required by the United States Citizenship and Immigration Services (USCIS) to maintain enrollment as a full-time student for spring and fall semesters\*. In special circumstances, a student may request authorization from his/her Designated School Official (DSO) to reduce the course load based on specific exemptions as outlined by the USCIS.

\*Only one on-line/distance learning or independent study course (3 credit hours) may be counted towards meeting the full-time enrollment requirement each semester.

#### **PART-TIME STUDENTS**

Students who are enrolled for less than a full load are classified as part-time students. These students may be working toward college degrees or they may be taking courses for self-improvement. Part-time students are required to satisfy the minimum academic standards.

#### **AUDIT**

A student must have permission from the Office of the Vice President for Academic Affairs to audit a course. Auditors are expected to attend classes, but they are not required to take examinations or meet course requirements. No credit is given for audits. In the event of overloaded classes, students enrolled for credit will be given preference. Fees for attending class on an audit basis are calculated on the same schedule as regular academic fees.

#### **CREDIT BY EXAMINATION**

Credit by examination is offered for a number of courses at the University, e.g. CLEP and Advanced Placement. Credit by examination is listed as such on the transcript along with the course number, title, and hours of credit; however, no grade is assigned and the credit is not included in computing the grade point average. Credit by examination is limited to ten hours in a discipline and thirty hours in the University. Credit by examination is usually earned at the time the student enters the University. See the Registrar for more information.

#### **GRADING SYSTEM AND QUALITY POINTS**

| <b>Grade</b> | <b>Achievement</b>                           | <b>Quality Points</b> |
|--------------|--|-----------------------|
| A            | Superior                                     | 4                     |
| B            | Above Average                                | 3                     |
| C            | Average                                      | 2                     |
| D            | Poor   | 1                     |
| F            | Failing                                      | 0                     |
| P            | Pass   | 0                     |
| S            | Satisfactory Performance                     | 0                     |
| U            | Unsatisfactory Performance                   | 0                     |
| V            | Audit  | 0                     |
| I            | Incomplete                                   | 0                     |
| IP           | In Progress (used only for Learning Support) | 0                     |
| K            | Credit by Exam                               | 0                     |
| W            | Withdrawn                                    | 0                     |
| WF           | Withdrawn Failing                            | 0                     |
| WM           | Withdrawn for Military Purposes              | 0                     |
| NR           | No grade reported by instructor              | 0                     |

A grade of "I" indicates that the student was doing satisfactory work but, for non-academic reasons beyond his/her control, was unable to meet the full requirements of the course during the term scheduled. The individual faculty member assigning the "I" has the responsibility for documenting the work to be completed. This documentation is to be filed with the Academic Dean or Department Chair at the time grades are submitted. An incomplete grade must be removed before the end of the following term (including summer term); otherwise, the grade will be recorded as F.

Students who for non-academic reasons stop attending class prior to midterm should withdraw from the course. A grade of "I" cannot be assigned in this situation.

### **GRADE POINT AVERAGE**

The grade point average is the ratio of quality points earned to the number of credit hours for which the student is accountable. The grade point average will be calculated for each student at the end of each term and will be printed on the transcript as follows:

1. The Semester Grade Point Average is the ratio of quality points earned to credit hours attempted that semester in courses numbered 1000 or above.
2. The Cumulative/Institution Grade Point Average is the ratio of quality points earned to credit hours attempted in courses numbered 1000 or above for which a final grade has been earned. Normally, a course is counted only once for credit hours. For this type of course, the latest grade earned replaces all previous grades and determines the quality points assigned.

A grade of WF is treated as an F in calculating grade point averages.

### **POLICY ON REPEATING COURSES**

Normally, a course is counted only one time for credit hours. If a student wants to repeat a course that falls into this category, he/she may do so with the understanding that the latest grade earned replaces all previous grades. The number of quality points awarded and credit hours earned is determined by this final grade.

### **CLASS RANK**

Students are classified once each year, and class rank is based on semester hours of credit earned. Minimum semester hours of academic credit for the different class ranks are as follows:

- Sophomore-30 hours
- Junior-60 hours
- Senior-90 hours

### **ACADEMIC STATUS: GOOD STANDING, WARNING, PROBATION, SUSPENSION**

A grade point average of 2.00 (C average) is required for graduation from Georgia Southwestern State University. (Some curricula may require a higher average.) A student whose performance is below this level exhibits academic deficiencies. The University uses the cumulative/institution grade point average. This grade point average is used in determining academic standing. The following table shows the minimal cumulative/institution grade point average a student must achieve to make acceptable progress toward the 2.00 average and graduation.

| <b>Total Hours Earned (including hours accepted in transfer)</b> | <b>Required Minimum Cumulative/Institution G.P.A.</b> |
|--|---|
| 0-15   | 1.50  |
| 16-30  | 1.65  |
| 31-60  | 1.75  |
| 61 and above   | 2.00  |

The grade point average is calculated each term and appears on the academic transcript to inform the student of his/her progress, along with the academic status of the student. The categories used by the University are Good Standing, Academic Warning, Academic Probation, Academic Suspension, Restricted Enrollment, and Learning Support.

#### **Good Standing**

A student will be placed in Good Standing if the cumulative/institution GPA is equal to or above the Required Minimum GPA for the total number of hours the student has earned.

#### **Academic Warning**

A student will be placed on Academic Warning at the end of any term in which the cumulative/institutional GPA falls below the required minimum for the total hours earned. The student will have only one semester in which to raise the GPA to the required minimum and return to Good Standing. If not, the student is placed on Academic Probation. Students on Academic Warning are encouraged to take advantage of supplemental instruction resources.

#### **Academic Probation**

A student will be placed on Academic Probation if the student fails to return to Good Standing at the end of the semester in which the academic standing of the student was Academic Warning. The student will have only one term to raise the GPA to the required minimum and return to Good Standing. If not, the student is placed on Academic Suspension. Students on Academic Probation are strongly encouraged to take advantage of Academic Assistance resources.

### **Academic Suspension**

A student will be placed on Academic Suspension if the student fails to achieve Good Standing while on Probation. The student must stay out of school for one semester or choose to remain in school with Restricted Enrollment status (see below). To return to school, the student must write a letter of appeal to the Office of Academic Affairs. When the student returns, the academic status of the student is Academic Warning and the Warning-Probation-Suspension process starts over. That is, the student will have two semesters at most to raise the GPA to the Required Minimum and return to Good Standing, or the student will be suspended again. The maximum number of suspensions allowed is two. At the third suspension, the student will be suspended from GSW for a minimum of one calendar year.

Normally a student will not be reinstated after the third suspension. The student may, however, appeal this dismissal by stating his/her case in writing to the Vice President for Academic Affairs. Appeals relative to dismissal after the third suspension will be considered on a case by case basis with no guarantee of readmission.

A student on Academic Suspension will not be allowed to register for courses offered by the University, unless the student has been granted Restricted Enrollment Status.

Courses taken at other institutions while a student is on Academic Suspension from Georgia Southwestern will not be accepted in transfer.

Students returning to GSW after the first suspension are required to enroll in ACSK 1100, Academic Skills, during the first term of re-enrollment.

### **Restricted Enrollment**

As an alternative to suspension, a student may request from the Associate Dean for Academic Services to remain in school with Restricted Enrollment status. This status means that the student will stay in school but may enroll primarily in repeat courses and ACSK 1100, Academic Skills, in order to improve the student's GPA to return to Good Standing. Restricted Enrollment is the only alternative available to students who are on suspension.

Not returning to Good Standing by the end of the Restricted Enrollment term will result in an additional suspension for the student, and the student will remain out of school for a minimum of one semester. The student accepting this status will be advised by his/her assigned academic advisor. A Restricted Enrollment Agreement will be signed by the student, the advisor, and the Associate Dean for Academic Services before the student is allowed to register. A student on Restricted Enrollment may drop or add courses only with the approval of the Office of Academic Affairs.

The Restricted Enrollment status is not available to Learning Support students or transient students.

### **Readmission after Suspension**

A student on Academic Suspension who wishes to be readmitted to the University must write a letter to the Vice President for Academic Affairs requesting readmission. The letter must include all facts which the student wishes considered. Each request for readmission will be considered individually, and nothing in this section should be interpreted to mean that readmission is automatic.

Readmission may be denied if, in the professional judgment of the Vice President for Academic Affairs, the student cannot perform satisfactory college level work.

Any student requesting readmission must complete a readmission form from the Registrar's Office. Students returning from the first suspension must take ACSK 1100, Academic Skills, during their first term of enrollment.

### **Learning Support Policies**

A student who is taking one or more Learning Support courses will be given this status until the student exits all required Learning Support courses. The policies of the Board of Regents and the GSW Learning Support will have precedence over the policies of GSW concerning Academic Suspension. The Restricted Enrollment academic status is not applicable to Learning Support students.

## **ACADEMIC HONORS**

### **President's List**

During any semester, a student who completes a load of at least fifteen semester hours of credit and earns an average grade of 4.00 will be

named to the President's List.

### **Dean's List**

During any semester, a student who completes a load of at least fifteen semester hours of credit and earns an average grade of 3.50 through 3.99 will be named to the Dean's List.

### **Academic Achievement List**

During any semester, a student is on the Academic Achievement List if he/she is in Academic Good Standing, has previously earned at least 15 hours of credit at Georgia Southwestern, is enrolled in 3 to 14 hours of credit, and earns a semester GPA of 3.5 or better.

### **GRADUATION WITH HONORS**

In order to be eligible to graduate with honors from Georgia Southwestern State University, the following two requirements must be met:

A student must earn a total of at least 54 semester hours of academic credit at Georgia Southwestern State University.

The grade point average for honors will be determined by adding the points and hours from all work completed at all accredited colleges and universities to the graduating points and hours earned at GSW. The cumulative grade point average must fall into one of the following categories to be considered graduating with honors:

- Graduation cum laude requires a minimum grade point average of 3.50;
- Graduation magna cum laude requires a minimum grade point average of 3.70;
- Graduation summa cum laude requires a minimum grade point average of 3.90.

Only candidates for baccalaureate degrees are considered for academic honors at graduation.

### **FINAL EXAMINATIONS**

A student who has three final examinations scheduled for the same day may request a change of date for one final through the Office of Academic Affairs.

Times and dates for final examinations may not be changed to accommodate students' travel plans. Permission for a student to change his/her final exam time and/or date must be obtained from the Office of Academic Affairs. The final examination schedule is available in the on-line schedule of classes on RAIN.

### **RE-EXAMINATIONS FOR SENIORS**

A senior preparing for graduation within two (2) semesters who earns a final grade of F or D in a course may have the opportunity of one re-examination in that course. After reviewing the eligibility requirements for re-examination with the instructor of the course (based on the conditions listed below), the student must request permission for the re-examination in writing from the Vice President for Academic Affairs. The instructor will be informed in writing whether permission has been granted. Conditions for re-examinations include the following:

1. The original course grade earned must not be the result of a violation of the Policy on Academic Integrity or the instructor's written policy on course attendance.
2. It must be mathematically possible to achieve the necessary passing grade in the course using the result of the re-examination.
3. The course must be a non-core course numbered 2000 or above which is necessary for graduation.
4. There must be no opportunity to repeat the course before the scheduled graduation.
5. Graded assignments for which a re-exam may occur include an examination, a project, a presentation, a paper, or another assignment as defined by course requirements. The assignment to be repeated will be determined by the instructor of the course.
6. A student cannot apply this re-examination policy in more than two courses.
7. The request for the re-examination must be made within thirty (30) days of the end of the term in which the grade was received.
8. Graduating seniors who fail the tests given by the Department of History and Political Science to meet the geography, U.S. history/Georgia history, and U.S. Constitution/Georgia Constitution requirements are entitled to a single retest in the deficient area during the term immediately preceding their graduation date. Retests are limited to two areas. Students in this situation should contact the secretary of the Department of History and Political Science.
9. According to the Board of Regents procedures, this policy does not apply to the Regents' Testing Program.

### **Undergraduate Enrollment in Graduate Courses**

A student with senior standing at Georgia Southwestern State University with an overall academic grade point average of 3.0 or higher may register for graduate courses during the final two terms of undergraduate work subject to the following regulations.

1. No more than nine hours of graduate credit may be earned.

2. The maximum course load when enrolled in one or more graduate courses is 15 hours per semester.
3. Courses taken for graduate credit cannot be counted toward meeting undergraduate degree requirements.
4. Permission to register for graduate courses must be granted first by the Director of Graduate Studies and then by the Vice President for Academic Affairs prior to registration.

Permission forms are available in the Registrar's Office.

## **ATTENDANCE**

Students are expected to attend all classes. If an absence is necessary, the student is responsible for reporting the reason to the instructor; in such cases, each instructor will take whatever action he or she deems necessary. Faculty members will make their absence policies clear to the students enrolled in their classes in writing and within the first week of the semester.

Penalties for excessive absences in each course are set at the beginning of each semester by the faculty member teaching that course. Students with excessive absences in a class may receive a grade of F for the course.

## **SCHEDULE ADJUSTMENTS**

### **Adding or Dropping Courses**

Following registration for the term, students may add or drop courses during the published add/drop period.

- Students must discuss adding or dropping courses with their advisors.
- Students who enter courses after the first day of class are responsible for making up missed assignments.
- Students may add or drop a Learning Support course only with the approval of the Learning Support Coordinator. Students enrolled in both Learning Support classes and degree credit courses cannot drop the Learning Support courses without dropping the degree credit courses as well.
- Students may not drop a Regents' remediation course without the approval of the Registrar or the Learning Support Coordinator.

After the published add/drop period, students may adjust their schedules only by "withdrawal." (See below.)

Students registered for courses that have the first class meeting after the designated add/drop period will be subject to the withdrawal from class policy or the withdrawal from the university policy below. Any orientation session for online or off-campus courses is considered the first class meeting for the course.

### **Withdrawal from a Course**

After the add/drop period, a student must officially withdraw from a course by completing the "Withdrawal from Class" form available on RAIN or in the Registrar's Office. This form must be returned to the Registrar's Office upon completion. The student is fully responsible for collecting the appropriate signatures and submitting the completed form to the Registrar's Office. The effective date of the withdrawal from class is entered as the received date by the Registrar's Office.

- Withdrawal from class without penalty requires the student to complete the Withdrawal from Class form and return it to the Registrar's Office by the published no-penalty date of one week after midterm. A student following this procedure will receive a grade of W (Withdrawn).
- Withdrawal from class without penalty will not be permitted after the published 'no penalty' date except for non-academic reasons. Documentation must be provided by the student to receive a W rather than a WF (Withdrawn Failing).
- Students with Learning Support requirements who are enrolled in both Learning Support courses and degree credit courses may not withdraw from the required Learning Support courses with a "W" unless they also withdraw from the degree credit courses.

All withdrawals from class must be approved and completely processed before the last day of classes. A student who does not officially withdraw from a class will receive a grade of F in that course for the term.

### **Withdrawal from the University**

Students withdrawing from all classes and exiting the University after the first day of classes must meet with the Director of Counseling Services to initiate the official "Withdrawal from the University" process. The effective date of the withdrawal from the University is entered as the date from the Student Withdrawal from the University form.

- Withdrawal from the University prior to the no-penalty date of one week after midterm will result in grades of W (withdrawn) for all courses.
- Withdrawal from the University after the no-penalty date will result in grades of WF (withdrawn failing) except for documented non-academic reasons.

All withdrawals from the University must be approved and completely processed before the last day of classes. The student is fully responsible

for supplying all pertinent documentation to the Director of Counseling Services.

Failure to withdraw from the University following the proper procedure will result in grades of F in all courses, and no refund will be given.

### **ADMINISTRATIVE WITHDRAWAL FROM A COURSE DURING THE FIRST WEEK OF CLASSES**

Students registered for fall or spring semesters, who attend none of the class meetings during the first week of classes and do not inform the instructor of their intentions to remain in the course or do not drop the course within the published period, will be administratively withdrawn from the course. It is the responsibility of the faculty member to document such absences.

Instructors must take roll during the first week of classes, until they receive final rolls. The faculty member will inform the Registrar that the student is not attending classes by notation on the verification roll provided after the first week of class.

Students will be contacted in writing by the Registrar and informed that they will be administratively withdrawn if they do not contact that office by a specified date.

### **STUDENT ABSENCE POLICY FOR UNIVERSITY SANCTIONED EVENTS**

Faculty members will set policies for absences from class and the effect absences may have on final grades. They will make their expectations concerning absences known to their students in writing during the first week of class.

However, a student who is absent from a class as a result of representing this institution at a University-sanctioned event will not be penalized for the absence. In these cases, the student will be given an opportunity to complete any work that may have been missed as a result of the absence. It is the student's responsibility to notify the instructor in advance of an anticipated absence.

For an event to be sanctioned by the University, approval by the Office of Academic Affairs must be obtained in advance of the event.

Any exceptions to this policy must be approved by the Vice President of Academic Affairs.

### **POLICY ON ACADEMIC INTEGRITY**

Students at Georgia Southwestern State University are expected to conform to high standards of intellectual and academic integrity. The University assumes as a basic and minimum standard of conduct that students be honest and that they submit for credit only the product of their own efforts. Scholastic ideals and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from all forms of dishonorable conduct in the course of their academic careers.

Dishonest work will be treated as a serious offense by the faculty and administration of Georgia Southwestern. Multiple infractions may be cause for permanent expulsion from the University. An instructor who receives dishonest work from a student has several options. At a minimum, the work should be rejected as a basis for academic credit. At the discretion of the instructor, the student may be given a score of zero on the assignment in question, may be required to rewrite the assignment, may be given a grade of F in the course, may not be recommended for admission to Teacher Education or the Nursing programs, or may be penalized in some intermediate way. A student found guilty of submitting dishonest work will have this information and the instructor's course of action placed on file in the Office of Academic Affairs so that if future instructors receive dishonest work from that same student, the student may be penalized by the institution, resulting in possible expulsion. Given the serious nature of infractions of this policy, students have a right to know what constitutes academic dishonesty and have a right to a fair and consistent procedure before severe penalties are imposed. The examples given below are intended to clarify the standards by which academic integrity is judged. They are meant to be illustrative and are not exhaustive. There may be cases which fall outside of these examples and which are deemed unacceptable by the academic community.

#### **Definitions and Examples of Dishonest Behavior**

##### **Plagiarism**

It is a violation of academic honesty to submit plagiarized work. Plagiarism includes, but is not limited to, asking someone to write part or all of an assignment, copying someone else's work (published or unpublished), inadequately documenting research, downloading material from electronic sources without appropriate documentation, or representing others' works or ideas as the student's own.

The student is responsible for understanding the legitimate and accurate use of sources, the appropriate ways of acknowledging and citing academic, scholarly or creative indebtedness, and the consequences of violating this responsibility.

##### **Cheating on Examinations**

It is a violation of academic integrity to cheat on an examination. Cheating on an examination includes, but is not limited to, giving or receiving unauthorized help before, during, or after an in-class or out-of-class examination. Examples of unauthorized help include using unauthorized notes during an examination, viewing another student's exam, and allowing another student to view one's exam.

### **Unauthorized Collaboration**

It is a violation of academic honesty to submit for credit work, which is the result of unauthorized collaboration. It is also a violation to provide unauthorized collaboration. Unauthorized collaboration includes giving or receiving unauthorized help for work that is required to be the effort of a single student, such as the receiving or giving of unauthorized assistance in the preparation of any academic or clinical laboratory assignment.

### **Falsification**

It is a violation of academic honesty to falsify information or misrepresent material in an academic work. This includes, but is not limited to, the falsification of citations of sources, the falsification of experimental or survey results, and the falsification of computer or other data.

### **Multiple Submissions**

It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the instructor(s) to whom the work is submitted for additional credit. If a work product is to be substantially revised or updated, the student must contact the instructor in advance to discuss necessary revisions. The faculty member may require a copy of the original document for comparison purposes.

### **Obligations to Report Suspected Violations**

Members of the academic community (students, faculty, administration, and staff) are expected to report suspected violations of these standards of academic conduct to the appropriate authority: the instructor, department chair, academic dean, or Vice President for Academic Affairs.

### **Evidence and Burden of Proof**

In determining whether or not academic dishonesty has occurred, the standard which should be used is that guilt must be proven by the instructor with a preponderance of evidence. That is, it should appear to a reasonable and impartial mind that it is more likely than not that academic dishonesty has occurred.

### **Procedures for Resolving Matters of Academic Dishonesty**

When an instructor believes that academic dishonesty has occurred, the instructor will inform the student that academic dishonesty is believed to have taken place. The instructor will explain to the student what the penalties will be should the guilt be proven by a preponderance of evidence. If the student maintains that academic dishonesty did not take place, the student should discuss the matter with the instructor and present evidence (if possible) demonstrating that the work was done in an honest manner. Should the instructor and student not resolve the matter, then they will bring the matter to the Department Chair. If the matter is not resolved at this level, then the matter will be brought to the Academic Dean. If the matter is still unresolved, it will be brought to the Vice President of Academic Affairs. The decision of the Vice President may be appealed to the President, who would then refer it to the Committee on Academic Grievance for its recommendation before rendering a decision. The President's decision is final and binding.

### **REGENTS' TESTING PROGRAM**

Georgia Southwestern State University and all units of the University System of Georgia participate in the Regents' Testing Program. The policy of the Board of Regents concerning this examination of reading and writing competency is as follows:

An examination (the Regents' Test) to assess the competency level in reading and writing of all students enrolled in undergraduate degree programs leading to the baccalaureate degree in University System institutions shall be administered. The following statement shall be the policy of the Board of Regents of the University System of Georgia on this examination.

The formulation and administration of the Regents' Test shall be as determined by the Chancellor.

Each institution of the University System of Georgia shall assure the other institutions, and the System as a whole, that students obtaining a degree from that institution possess certain minimum skills of reading and writing. The Regents' Testing Program has been developed to help in the attainment of 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 attain the minimum levels of competence in the areas of reading and writing.

Students enrolled in undergraduate degree programs leading to the baccalaureate degree shall pass the Regents' Test as a requirement for graduation. Students must take the test in their first semester of enrollment after earning 30 credit hours if they have not taken it previously. (Institutions may not prohibit students who have earned at least 30 credit hours from taking the test for the first time.) At an institution's

discretion, students may be permitted to take the test during a semester in which they are not enrolled.

Each institution shall provide an appropriate program of remediation and shall require students who have not passed both parts of the test by the time they have earned 45 credit hours to take the appropriate remedial course or courses each semester of enrollment until they have passed both parts.

Students with 30 or more semester credit hours transferring from outside of the University System of Georgia or from a University System program that does not require the Regents' Test should take the test during their first semester of enrollment in a program leading to the baccalaureate degree. Those who have not passed before their third semester of enrollment are subject to the remediation requirement.

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.

### **REGENTS' TEST EXEMPTIONS**

Upon admission to GSW, students with the appropriate minimum test scores listed below on nationally administered standardized tests will have satisfied the Regents Testing requirements.

In order to exempt the Regents' Reading Test Requirement, students must have one of the following scores:

- S.A.T. Verbal score of 510 or greater
- A.C.T. Reading score of 23 or greater

In order to exempt the Regents' Essay Test Requirement, students must have one of the following scores:

- Advanced Placement English score of 3 or greater
- International Baccalaureate higher-level English score of 4 or greater
- S.A.T. II English Writing score of 650 or greater
- S.A.T. Verbal score of 530 or greater and an earned grade of "A" in English 1101
- S.A.T. Verbal score of 590 or greater and an earned grade of "B" in English 1101
- A.C.T. English score of 23 or greater and an earned grade of "A" in English 1101
- A.C.T. English score of 26 or greater and an earned grade of "B" in English 1101

Students are not permitted to re-test after the point of admission. If a student exempts one part of the Regents Test Requirements, the student must satisfy the remaining part. Students can review their status on the GSW transcript that is available on RAIN. Students who were admitted to GSW through an Institutional administration of the S.A.T. exam will not be eligible for this exemption.

If a student is unsure of which test administration they attended, they should contact the Registrar's Office, located in Sanford Hall.

Transfer students entering GSW from a University System of Georgia Institution will have their Regents' Test Requirements updated based on the information from the official transcript of the prior school.

Transfer students from private institutions or out-of-state schools will be required to produce one of the following types of documents in order to exempt Regents:

- Official S.A.T. or A.C.T. scores
- Official letter from the Registrar of the prior institution, including the school seal, verifying test scores were from a nationally administered test.

### **GEORGIA SOUTHWESTERN STATE UNIVERSITY POLICY FOR THE REGENTS' TESTING PROGRAM**

1. Students who have earned 30 or fewer hours may attempt both sections of the Regents' Test. Students are encouraged to complete ENGL 1101 and ENGL 1102 early in their college curriculum and to attempt the Regents' Test as soon as possible.
2. Unless the requirement has been met previously, it is **mandatory** for students who have earned between 30 and 44 credits to attempt the section(s) of the test not completed the next time it is offered.
3. Students who have earned 45 or more credit hours and have not passed both sections of the test **are required** to schedule remediation each semester for the section(s) not passed. Students who are in this category but do not register for the appropriate remedial course(s) or do not successfully complete the course will not be allowed to test that term. When either the essay or reading section is passed, the students' records are updated accordingly and remediation for that section is no longer required.
4. Students transferring into Georgia Southwestern State University from within the University System who have credit for ENGL1101 and ENGL1102 should attempt the Regents' Test during their first term of enrollment at GSW. Those students within the University System who have 30 or more credits transferred must attempt the Regents' Test during their first term of attendance.
5. Students transferring into Georgia Southwestern State University with 30 or more credits from outside the University System or from a System program that does not require the Regents' Test will have two semesters to complete the requirements, after which time



remediation will be required until both sections of the Regents' Test are passed. **All transfer students in this category are urged to take the Regents' Test during their first term of enrollment at GSW.**

6. Students who have earned 100 or more credit hours and have not passed both sections of the Regents' Test can enroll only in remediation classes until both sections of the Regents' Test have been passed.
7. Permission to attend another institution as a transient student will neither be authorized nor recognized if the transient term does not include Regents' remediation classes that would be required by Georgia Southwestern State University. Any exceptions to this procedure must be approved by the Regents' Testing Program Coordinator in the Registrar's Office prior to the transient term. Students desiring to attempt the Regents' Test on another campus while in transient status must obtain written permission from the Regents' Testing Program Coordinator in the Registrar's Office prior to taking the test.
8. Students who have been classified as non-native speakers of the English language by the Regents' Testing Program Coordinator are required to pass the alternative version of the Regents' Test.
9. The Regents' Test is a University System requirement. It is the student's responsibility to plan for the Regents' Test Program; to sign-up for the test; to take the test; to follow procedures outlined above for remediation and retesting if either section of the test is failed; and to enroll for only remediation classes after reaching 100 semester credit hours if either or both sections of the test have not been passed.

### **Special Categories of Students**

A student holding a baccalaureate or higher degree from a regionally accredited institution of higher education will not be required to pass RGTR 0198 or RGTE 0199 in order to receive a degree from Georgia Southwestern State University.

Students whose native language is not English are given an alternative essay test and follow special institutional procedures. Under the special procedures, students are allowed extended time and may use a translation dictionary that they supply themselves. The essay test is locally developed and uses topics not requiring knowledge specific to American culture. The essays are reviewed locally by three raters selected from Georgia Southwestern State University faculty who use scoring procedures comparable to those used for the standard test.

All other procedures for the Regents' Writing and Reading Skills requirements apply to this group of students.

Georgia Southwestern State University follows the approved procedures for special administration of the Regents' Test for students with test anxiety, learning disabilities, or other documented needs. In most cases, students with visual, hearing, or motor impairment take the Regents' Test with appropriate accommodations based on the students' needs. If any accommodations in the test administration are to be made because the student has a disability, the student must contact the Office of Student Support Services or the Regents' Testing Program Coordinator, in the Registrar's Office, as early in the semester as possible to discuss necessary arrangements.

The Regents' Writing and Reading Skills course may not be waived for students with disabilities. However, appropriate accommodations will be provided.

Students who live out of state may be permitted to have the Regents' Test administered out of state if they have fulfilled course requirements and follow procedures outlined in the Regents' Testing Administration Manual.

### **Essay Review**

A student may request a formal review of his or her failure on the essay component of the Regents' Test if that student's essay received at least one passing score among the three scores awarded. The review process is as follows:

- A student must initiate the review procedure with the English and Modern Languages Department by mid-term of his/her first semester of enrollment after the semester in which the essay was failed. If a student does not maintain continuous enrollment, the review must be initiated within one calendar year of the semester in which the essay was failed.
- Essays under review for students who have earned 45 credit hours or more are still required to enroll in the Regents' Writing Skills course.
- A panel of three faculty members designated by the institution will conduct the on-campus review. The on-campus review panel may (1) sustain, by majority opinion, the essay's failing score, thus terminating the review process, or (2) recommend, by majority opinion, the re-scoring of the essay by the Regents' Testing Program central office. The student will be notified concerning the results of the on-campus review. A decision by the on-campus review panel to terminate the review process is final.
- If the on-campus panel recommends re-scoring of the essay, that recommendation will be transmitted in writing, along with the original essay, to the office of the System Director of the Regents' Testing Program. The Director will utilize the services of three experienced Regents' essay scorers other than those involved in the original scoring of the essay to review the essay, following normal scoring procedures for the essay component of the Regents' Test. The decision of the panel on the merits of the essay will be final, thus terminating the review process. The student will be notified through the institution concerning the results of the review.

## **RAIN (Registration and Academic Information Network)**

The Registration and Academic Information Network (RAIN) allows students to access their academic and financial records on-line. Students can view holds, midterm grades, final grades, academic transcripts, registration status, class schedules, curriculum sheets, as well as their Financial Aid status, Account Summaries and Fee Assessments. RAIN provides a convenient method for students and faculty to obtain information via the web. It is a secured site which is continually expanding to provide 24 hour access to all students. Information is routinely added to RAIN, including term-specific notices and deadlines. Students must access RAIN to receive grades for all courses since grade mailers are no longer produced. Instructions for access to RAIN can be found at [www.gsw.edu](http://www.gsw.edu) or in the Registrar's Office.

## **DEGREE REQUIREMENTS**

- [GENERAL BACCALAUREATE DEGREE REQUIREMENTS](#)
- [GENERAL ASSOCIATE OF APPLIED SCIENCE DEGREE REQUIREMENTS](#)
- [PHYSICAL EDUCATION](#)
- [GRADUATION REQUIREMENTS](#)
- [ORIENTATION](#)
- [UNIVERSITY SYSTEM OF GEORGIA CORE CURRICULUM](#)
- [GEORGIA SOUTHWESTERN STATE UNIVERSITY CORE REQUIREMENTS](#)
- [DOUBLE MAJORS](#)
- [SECOND BACCALAUREATE DEGREE](#)
- [EXPERIENTIAL LEARNING](#)
- [MILITARY CREDIT](#)

### **GENERAL BACCALAUREATE DEGREE REQUIREMENTS**

In addition to specific requirements of the major and minor fields of study, the following requirements must be satisfied by all students seeking the baccalaureate degree.

1. Candidates for a baccalaureate degree must earn a minimum of 120 semester hours of academic credit and complete three specified courses in physical education. A transfer student who has completed an Associate of Arts or an Associate of Science degree in a transfer program will not be required to fulfill the physical education requirements. All fulltime freshmen baccalaureate students must complete UNIV 1000 - The GSW Experience course for graduation requirements.

**NOTE:** A student who changes major may have to complete additional hours of course work beyond those required for completion of the program.

2. All baccalaureate programs require at least 21 hours of upper division courses in the major field and at least 39 hours of upper division work overall.

3. A quality grade point average of 2.00 or higher is required for graduation. Some curricula require a higher average. Grades from transfer credit are calculated for graduation with honors purposes only.

4. A candidate must earn in residence at least twenty-seven of the forty hours of credit earned immediately preceding graduation. Candidates admitted to the University for the final year of work must be in residence for a minimum of two semesters and must complete at least thirty hours of credit including fifteen hours of upper division credit in the major field. If less than a normal load of academic credit is carried, each three-hour course counts as one fifth of a semester toward residence requirements.

5. Degree candidates may earn credit in correspondence, extension work, and credit by examination, but not more than ten hours in the major discipline and no more than thirty hours of credit earned in this manner will count toward degree requirements.

6. All candidates for baccalaureate degrees must satisfactorily complete the General Core Curriculum requirements.

7. Candidates for the B.A. degree must present credit for at least six hours of a foreign language sequence numbered 2000 or above. College Preparatory Curriculum foreign language deficiency requirements do not count as part of this sequence.

8. Candidates for the B.S. degree in some majors (See Bulletin requirements for specific major) must present semester credit for a foreign language sequence. College Preparatory Curriculum foreign language deficiency requirements do not count as part of this sequence.

9. Certain multi-lingual students may have the foreign language requirement waived if they can demonstrate proficiency in a language other than English and other than their native tongue in the case of foreign students.

10. A candidate must complete English 1101 with a grade of C or higher or must demonstrate proficiency on the CLEP test. A baccalaureate degree candidate must earn a grade of C or higher in English 1102 also.

11. Candidates are required to satisfy the provisions of the Georgia State Code 32-171 as amended by The General Assembly, which requires all candidates for a degree to pass either courses in or an appropriate examination on the history of the United States, the history of Georgia, The United States Constitution, and the Constitution of Georgia.

12. Candidates for the bachelor degree must make a satisfactory score on the Regents' Test, the University System of Georgia reading and writing skills test.

13. Students who were enrolled initially prior to the fall semester 2002 are required to pass a test of geographic knowledge or to earn a passing grade in one of the following courses: SOSC 1000, SOSC 1101, GEOG 1101, GEOG 4550, POLS 4550. Students entering fall 2002 or later do not have to meet this requirement.

14. Candidates for the B.A. degree must complete a minor field of study. The minor will consist of 15-18 semester hours in the field of study with at least nine hours at the upper division course level. The minor will be planned through consultation between the chairs of the major and minor schools/departments.

15. Students in some degree programs and majors are required to take an exit examination prior to graduation. A minimum score may be required. Students should contact their advisors for specific details.

### **GENERAL ASSOCIATE OF APPLIED SCIENCE DEGREE REQUIREMENTS**

The applicant who meets all of the requirements for admission to GSW and an approved technical college may enroll in either the technical college or GSW. However, should the applicant wish to attend both institutions concurrently, he/she would be restricted to only three (3) semester hours of academic work at GSW.

#### **Requirements for the Associate in Applied Science (Career Degree)**

1. Completion of an approved technical college requirements for the appropriate program.
2. Twenty-one semester hours of general education courses at Georgia Southwestern State University ("General Education", not necessarily core curriculum)
3. At least one course in each of the following areas:
  1. Written Communication
  2. Natural Science
  3. Mathematics
  4. Computer Literacy
  5. Social Science
4. Completion of the U.S. and Georgia history and Constitution legislative requirements.
5. A cumulative/institutional grade point average of at least 2.00 on all work attempted at GSW.
6. A maximum of 10 semester hours may be transferred from an accredited institution to meet these requirements.

### **PHYSICAL EDUCATION**

All baccalaureate students are required to take PEDS 1010, PEDS 2000 and one activity course from the PEDS activity courses. A student who fails the swimming proficiency exam in PEDS 1010 must enroll in PEDS 1100 (Beginning Swimming) to complete the physical education requirements. Students should complete all the requirements during their first two years of enrollment. A transfer student who has completed a transferable Associate of Arts or an Associate of Science degree will not be required to fulfill the physical education requirements.

Exceptions are granted to veterans with at least one year of active duty reservists with at least one year of service, students barred by a physician's recommendation, and students entering the B.S. Nursing Program. There is no requirement for veterans with at least one year of active duty or for reservists with at least one year of service. Veterans and reservists must present documentation to the Registrar/Es Office in the form of a DD214 in order to be awarded the P.E. exemption. Students barred by a physician's recommendation are required to complete PEDS 2000 and HPER 2040. For graduation, all B.S. Nursing Program students are required to have credit for PEDS 1010, Lifetime Fitness and meet the swim requirement by passing the swim exam in Lifetime Fitness.

P.E. courses taken at another institution and showing on the student's transcript will count toward this course requirement. Students awarded transfer credit for PEDS 1010 must still pass a swimming proficiency exam if they do not transfer in with an Associate of Arts or Associate of Science degree. Any exception to this policy must be approved by the Vice President for Academic Affairs or the Associate Dean for Academic Services.

Students in Associate in Applied Science programs in cooperation with approved technical colleges are not required to take courses in physical education. However, they must complete all physical education requirements if they pursue any other degree.

Students participating in intercollegiate athletics may receive credit for physical education for that semester in which they participate, but they must be carried on the appropriate class roll.

## **GRADUATION REQUIREMENTS**

### **Catalog for Graduation Evaluation**

Under the guidance of the academic advisor, a student may select to be evaluated for graduation from any catalog in effect during the time of enrollment provided the enrollment has been continuous.

Students readmitted or reinstated will be evaluated for graduation from the catalog in effect at the time of readmission or reinstatement or any catalog in effect during subsequent periods of continuous enrollment.

Students changing majors will be evaluated for graduation from the catalog in effect at the time of the change or any catalog in effect during subsequent periods of continuous enrollment.

Each student is responsible for determining the appropriate catalog to be used for academic advisement and for evaluation of graduation requirements. Catalog selection applies only to the course requirements of that catalog. All other academic procedures and graduation requirements must be satisfied according to regulations in effect at the time of graduation. Students desiring further information on the selection of an appropriate catalog may contact their major department chair/academic dean or the Registrar.

### **Application for Graduation- Undergraduate Students**

The Application for Graduation for fall semester must be completed on or before December 1 prior to the academic year in which the degree is expected. The Application for Graduation for spring semester must be completed on or before May 1 prior to the academic year in which the degree is expected. Students who plan to graduate at completion of summer term must apply on or before September 1 prior to the year in which the degree is expected. Applications for graduation are available at the Registrar's Office and on RAIN (Registration and Academic Information Network).

| <b>Graduation Term Apply no later than of the year prior</b> |             |
|--|-------------|
| Fall   | December 1  |
| Spring   | May 1       |
| Summer   | September 1 |

## **ORIENTATION**

Georgia Southwestern State University requires a one credit hour orientation course (UNIV 1000) of all new, full-time freshmen. New entering transfer students with less than nine hours of transfer credit must also enroll in UNIV 1000. This highly structured freshman orientation/advisement program has been instituted at Georgia Southwestern State University to facilitate the new student's transition to college-level work.

## **UNIVERSITY SYSTEM OF GEORGIA CORE CURRICULUM**

The Core Curriculum of the University System of Georgia was established for the general purpose of aiding and facilitating the educational progress of students as they pursue baccalaureate degrees within and among the units of the University System. It represents an effort to deal effectively with increasing curricular problems of students which result from increased enrollment at institutions of higher education, increased number and percentage of students enrolled in two-year institutions, increased mobility of the student population, increased number and complexity of major fields of studies offered by senior units, and increased problems related to transfer of credit among units of the University System.

The Core Curriculum provides for (1) sixty semester credit hours of which forty-two are in general education and eighteen are in a major area of study, (2) the assurance of acceptance of transfer of the Core Curriculum or a fractional part thereof toward a baccalaureate degree, and (3) the preservation of the maximum possible amount of institutional autonomy.

### **The Core Curriculum provides the following six areas of study:**

|    |                  |   |
|----|------------------|---|
| A. | Essential Skills | 9 |
|    |                  |   |

|    |                                  |       |
|----|----------------------------------|-------|
| B. | Institutional Options            | 4-5   |
| C. | Humanities/Fine Arts             | 6     |
| D. | Science, Mathematics, Technology | 10-11 |
| E. | Social Science                   | 12    |
| F. | Courses related to the major     | 18    |

## GEORGIA SOUTHWESTERN STATE UNIVERSITY CORE REQUIREMENTS

The specific courses which must be completed by all students working toward the baccalaureate degree are listed below. These courses are begun in the first semester of college enrollment and should be completed during the first two years. In certain programs or for transfer students, some substitutions in the core are accepted. Student should contact the appropriate academic dean or department chair for details.

A student transferring to GSW with a transferable Associate of Arts or Associate of Science degree from a college or university within the University System of Georgia will have met the GSW core requirements as long as the student does not change majors. Core courses required by GSW but not by the student's previous institution might have to be taken to prepare the student for upper division course work. However, the student will not be required to complete more than a total of 120 semester credit hours, excluding physical education and orientation, to earn the degree. Students in this category who change majors may have additional core courses to complete, particularly in Core Areas D and F.

A student transferring to GSW with an Associate of Applied Science or an Associate of Science in Nursing degree from a college or university within the University System of Georgia will be required to meet GSW core requirements. Core courses already completed at the previous institution will be considered on a course-by-course basis.

### Semester System

#### General Core Requirements

#### Area A: Essential Skills - 9 semester hours

|                              |         |
|------------------------------|---------|
| ENGL 1101 - Composition I    | 3 hours |
| ENGL 1102 - Composition II   | 3 hours |
| MATH 1111* - College Algebra | 3 hours |

\*or a course for which MATH 1111 is a prerequisite, excluding MATH 2204 (Elementary Statistics). MATH 1113 (Precalculus) or MATH 1120 (Calculus I) is required in Area A for mathematics and science degree programs. MATH 1120 (Calculus I) is required for the dual degree program.

#### Area B: GSW Institutional Options (minimum) - 4-5 semester hours

Students with 10 semester hours in Area D must complete 5 semester hours in Area B.

Students with 11 semester hours in Area D must complete 4 semester hours in Area B.

Select from the following courses:

|   |         |
|---|---------|
| CIS 1000 - Computer Literacy                                  | 2 hours |
| SOSC 1000 - Background to Current Events                      | 2 hours |
| SOSC 1101 - The World and Its People                          | 3 hours |
| ENGL 2200 - Introduction to Professional Writing              | 3 hours |
| COMM 1110** - Fundamentals of Speech                          | 3 hours |
| SOCI 2295 - American Mosaic                                   | 2 hours |
| Foreign Language*   | 3 hours |
| THEA 1110** - Performance Skills for Business and Professions | 3 hours |
| WMST 2001 - Introduction to Women's Studies                   | 3 hours |

\*must be a 2000 level or higher foreign language course.

\*\* recommended for teacher education majors.

### Area C: Humanities/Fine Arts - 6 semester hours

Select one of the following - 3 hours:

ENGL 2110 - World Literature

ENGL 2120 - British Literature

ENGL 2130 - American Literature

Select one of the following - 3 hours:

ARTC 1100 - Art Appreciation

MUSC 1100 - Music Appreciation

THEA 1100 - Theatre Appreciation

### Area D: Mathematics, Science, Technology (minimum) - 10 semester hours

Di: Non-Science Majors Only

|   |              |
|---|--------------|
| One lab science course from List A below        | 4 hours      |
| One science course from List A or List B below  | 3 hours      |
| One course from List A, List B, or List C below | 3 or 4 hours |

Dii: Science or Non Science Majors

|   |         |
|---|---------|
| Two course lab science sequence from List A below   | 8 hours |
| One course from List A, List B or List C below 3 or | 4 hours |

#### List A (4 hours each)

BIOL 1107 & BIOL 1107L - Essentials of Biology I Lecture and Lab

BIOL 1108 & BIOL 1108L - Essentials of Biology II Lecture and Lab

BIOL 2107 - Principles of Biology I

BIOL 2108 - Principles of Biology II

GEOL 1121 - Introductory Geosciences I

GEOL 1122 - Introductory Geosciences II

CHEM 1211 & CHEM1211L - Principles of Chemistry I Lecture and Lab

CHEM 1212 & CHEM1212L - Principles of Chemistry II Lecture and Lab

PHYS 1111 - Introductory Physics I

PHYS 1112 - Introductory Physics II

PHYS 2211 - Principles of Physics I

PHYS 2212 - Principles of Physics II

#### List B (3 hours each)

BIOL 1107 - Essentials of Biology I Lecture

BIOL 1108 - Essentials of Biology II Lecture

CHEM 1211 - Principles of Chemistry I Lecture

CHEM 1212 - Principles of Chemistry II Lecture

GEOL 1211 - The Earth's Evolving Environment

GEOL 1221 - Solar System Exploration

BIOL 1500 - Applied Botany

PHYS 1221 - Solar System Astronomy

PHYS 1222 - Stellar Astronomy

#### List C (3 or 4 hours each)

CIS 2000 - Desktop Publishing and Multimedia Presentations

CIS 2100 - Microcomputer Interfacing & Configuration

CIS 2300 - Business Applications Programming

CSCI 1301 - Intro to Structured Programming

CSCI 1302 - Advanced Structured Programming  
 CSCI 2100 - Assembly Language Programming  
 CSCI 2500 - Discrete Structures  
 MATH 1113 - Precalculus  
 MATH 1120 - Calculus I  
 MATH 2204 - Elementary Statistics  
 PSYC 1102 - Psychology as a Natural Science

**NOTES:**

1. BIOL 1107/1107L and 1108/1108L are not open to students with credit in BIOL 2107 or BIOL 2108.
2. PHYS 1111 and PHYS 1112 are not open to students with credit in PHYS 2211 and PHYS 2212.
3. PSYC 3301 Psychological Statistics and SOCI 3331 Sociological Statistics cannot be used to meet Core Area D requirements.

**Area E: Social Sciences - 12 semester hours**

|   |         |
|---|---------|
| POLS 1101 - American Government                                       | 3 hours |
| HIST 1111 - World Civilization I or HIST 1112 - World Civilization II | 3 hours |
| HIST 2111 - US History I or HIST 2112 - US History II                 | 3 hours |

Select one course from the following: 3 hours

ANTH 1102 - Intro to Anthropology  
 ECON2105 - Principles of Macroeconomics  
 HIST1111 - World Civilization or  
 HIST 1112 - World Civilization II(additional World History course)  
 PSYC 1101\* - Intro to Psychology  
 SOCI 1101 - Intro to Sociology

\* suggested for students pursuing certification in teaching fields.

**Area F: Courses Related to Major - 18 semester hours**

**Areas A-F of the Core Curriculum require a minimum of 60 semester credit hours.**

**DOUBLE MAJORS**

A student who wishes to meet the requirements for more than one major within the same baccalaureate degree classification is pursuing a double major. Requirements for completion of a double major follow.

1. All degree requirements must be met for both majors.
2. Once major course requirements, exclusive of elective and minor requirements, have been met for the first major, a minimum of twenty semester credit hours must be completed for the second major.
3. The twenty hours (minimum) of credit for the second major may be taken in lieu of minor and elective requirements for the first major.
4. A minimum of nine of the additional hours for the second major must be at the upper division level.

Approval to complete a double major must be granted by the appropriate department chair or academic dean and be on file in the Registrar's Office no later than the date of application for graduation.

**SECOND BACCALAUREATE DEGREE**

A student who has completed a baccalaureate degree from an accredited institution may earn a second baccalaureate degree at Georgia Southwestern State University of the same or different designation (B.S., B.A., B.B.A., B.S.Ed., B.F.A., etc.) conferred on the same or later date by meeting the following requirements:

1. All degree requirements in the second degree must be met. Courses completed for the first baccalaureate degree can be combined with courses completed after admission for the second degree to meet degree requirements for the second degree.
2. A minimum of thirty semester credit hours in addition to those required for the first baccalaureate degree must be earned at Georgia Southwestern State University.
3. The Georgia Legislative History and Constitution requirements must be met. A student whose first baccalaureate was earned at an institution in the State of Georgia should have completed that requirement prior to conferring of the first degree and will not be required to repeat that requirement.

5. The Geographic Knowledge requirement must be met by students enrolling prior to Fall 2002. A student whose first baccalaureate degree was earned at Georgia Southwestern State University will have already met this requirement and will not be required to repeat it.

## **EXPERIENTIAL LEARNING**

Credit for prior experiential learning is available in selected undergraduate degree programs. A student in one of these degree programs should notify his or her academic advisor to determine if this policy applies. If applicable, the advisor notifies the appropriate academic dean or department chair, who convenes a faculty committee to review the student's portfolio to determine if credit for prior experiential learning is warranted and if so, the number of semester credit hours to be awarded. The total number of credit hours awarded for experiential learning cannot exceed 21 semester credit hours.

## **MILITARY CREDIT**

Credit for prior military experience and training is determined on an individual basis, following the guidelines published by the American Council on Education for the Evaluation of Educational Experiences in the Armed Services. Students must submit official military transcripts for evaluation to the Registrar. Students should see the Registrar for additional information.

## **PROGRAMS OF STUDY**

- [UNDERGRADUATE PROGRAMS OF STUDY](#)
- [ASSESSMENT OF ACADEMIC PROGRAMS](#)
- [BACCALAUREATE DEGREE PROGRAMS](#)
- [DUAL DEGREE PROGRAM IN ENGINEERING](#)
- [PRE-PROFESSIONAL PROGRAMS](#)
- [GSW INTERN PROGRAMS](#)
- [GENERAL EDUCATION CURRICULUM](#)
- [CERTIFICATE PROGRAMS](#)
- [ASSOCIATE OF APPLIED SCIENCE DEGREE PROGRAMS](#)
- [CONTINUING EDUCATION](#)
- [THE CENTER FOR ASIAN STUDIES](#)
- [UNIVERSITY HONORS PROGRAM](#)
- [LEARNING SUPPORT POLICIES](#)

## **UNDERGRADUATE PROGRAMS OF STUDY**

Georgia Southwestern State University encourages the development of character through intellectual inquiry and examination of personal and professional values. Central to Georgia Southwestern's curricula is a general education experience which aims toward acquainting students with the intellectual heritage of mankind.

Georgia Southwestern State University faculty have affirmed that every student of this institution shall participate in learning experiences which will enable the graduate to

- think abstractly, analytically, and creatively;
- understand the nature of the scientific world and the impact of science and technology on the world;
- demonstrate competencies in reading, writing, speaking, and listening;
- understand people as social beings from both an historical and international perspective;
- demonstrate the ability to clarify his or her own values and understand those of other individuals and societies;
- appreciate the fine arts;
- demonstrate competencies in the use of information technology;
- understand the importance of sound physical and mental health habits;
- demonstrate an understanding that learning is a life-long process.

A major portion of this common body of knowledge is addressed in the core curriculum, an array of courses intended for completion during the first two years of college studies. Academic work in the junior and senior years is directed toward the mastery of a particular field of study.

Selection of a major field obviously depends upon the student's interests and vocational plans. The purpose of a college education, however, is not solely to provide vocational instruction, even though it lays the best foundation for the student's future vocation, but to assist the student in fulfilling responsibilities as a citizen and to develop into a cultivated and versatile individual. Regardless of vocational plans or preferred curriculum, the collegiate experience at Georgia Southwestern State University includes general education which provides each



graduate with the breadth of knowledge necessary to become a productive citizen.

### **ASSESSMENT OF ACADEMIC PROGRAMS**

To assess and improve academic programs, Georgia Southwestern State University conducts periodic studies of student achievement and satisfaction. Participation in assessment activities is expected of all students, although every student may not be selected for participation in every activity. The information obtained from these activities is used by the University to improve the quality of programs in order to better serve students.

### **BACCALAUREATE DEGREE PROGRAMS**

The University offers programs leading toward the Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Business Administration, Bachelor of Science, Bachelor of Science in Nursing, Bachelor of Science in Education, and Bachelor of Applied Science degrees. Majors are available in the areas as follows:

**Bachelor of Arts:** Art, Dramatic Arts, English, History, Music, Political Science, Psychology.

**Bachelor of Business Administration:** Accounting, Management, Human Resources Management, and Marketing.

**Bachelor of Fine Arts:** Art.

**Bachelor of Science:** Biology, Chemistry, Computer Information Systems, Computer Science, Geology, History, Mathematics, Mathematics with Industrial Mathematics concentration, Political Science, Psychology, Sociology.

#### **Bachelor of Science in Nursing**

**Bachelor of Science in Education:** Early Childhood Education, Exercise Science/Wellness, Health and Physical Education, Middle Grades Education, Recreation, Special Education.

**Bachelor's Degree with Teaching Certification:** English, History, Mathematics.

**Bachelor of Applied Science:** Technology Management.

Most bachelor's degree programs consist of a major and additional study in at least one other field of special interest. Students should determine their major fields of study prior to the fourth semester of university enrollment. Transfer students with advanced standing should determine their majors before scheduling classes.

The selection of a major should be made in consultation with the faculty advisor and the dean of the academic school which offers the major. A change of the student's major field of study must be registered with the Office of the Registrar.

### **DUAL DEGREE PROGRAM IN ENGINEERING**

Georgia Southwestern State University and Georgia Institute of Technology offer a dual degree program in all disciplines of engineering offered at Georgia Tech. The dual degree student enrolls at Georgia Southwestern State University for approximately three years. Upon acceptance to Georgia Tech, the student then enrolls there for approximately two years. When all degree requirements have been met, the student earns a bachelor's degree in science or mathematics from Georgia Southwestern and a bachelor's degree from Georgia Tech.

### **PRE-PROFESSIONAL PROGRAMS**

Students who plan to seek admission to professional schools may elect to follow appropriate pre-professional curricula. Pre-professional programs frequently chosen by students include dentistry, law, pharmacy, medicine, veterinary medicine, and many of the allied health sciences.

It is desirable that the student follows the prescribed curriculum of the professional school in which he or she intends to enroll. Students electing the professional goals of medicine, dentistry, veterinary, or pharmacy will probably enroll in a baccalaureate program with a major in either biology or chemistry. Students who plan to follow a legal career should consult with the pre-law advisor in the Department of History and Political Science (see pre-law listing in index). Students in the above listed programs should consult with the appropriate advisor early in the freshman year.

Students electing to enter professional schools in various programs of the allied health sciences will generally complete two to four years on this campus and then transfer to a program offered at such schools as the Medical College of Georgia, Georgia State University, North Georgia College and State University, Armstrong Atlantic State University, or Columbus State University. Such allied health programs include medical technology, physical therapy, physician assistants, and occupational therapy. Students must make application to the professional program and be accepted by the school offering the program. It is important that the student be competitive and meet the admissions requirements. The student should contact the institution offering the professional program for information on admission requirements early in the freshman

year.

## **GSW INTERN PROGRAMS**

Georgia Southwestern State University is a participant in several intern programs including the Georgia Intern Program and the Legislative Intern Program. Students may receive a maximum of twelve semester hours toward their degree for work as interns in public and non-profit agencies. Students from all academic areas are eligible for the program. Courses for which academic credit is to be awarded must be approved in advance by the dean of the school or chair of the department offering the courses and the Campus Coordinator of the program. Course numbers 4920-4930 in each discipline are reserved for Intern Program credit. Interested students should contact the Campus Coordinator of the GSW Intern Program in the Department of History and Political Science for additional information.

## **GENERAL EDUCATION CURRICULUM**

Students who have not decided on a particular program of study will be assigned to a General Education advisor. It is recommended that students follow the General Core Curriculum outlined in this bulletin. Unless the student has determined the major field of study prior to the fourth semester of enrollment, it is likely that financial aid will be discontinued.

## **CERTIFICATE PROGRAMS**

Georgia Southwestern State University offers certificate programs in the following areas: English as a Second Language, European Union Studies, Latin American Studies, Religious Studies, Web Design, and Women's Studies.

## **ENGLISH AS A SECOND LANGUAGE**

International students may earn a Certificate of Completion, depending on their levels of comprehension and fluency, in as little as one semester or as long as one year. The program at GSW/Es English Language Institute (ELI) is based on twenty hours of class a week for four levels of language instructions: Basic, Intermediate, Advanced, and Bridge. There is no minimum TOEFL requirement for admission. Students who place in higher levels can receive credit for lower level classes. The Certificate of Completion will entitle a student to enter GSW as a full time academic student even if he/she has less than the required 523/193 TOEFL score.

After one semester, students in advanced levels can earn a Limited Certificate, which will allow him/her to take one or two academic classes at GSW. High intermediate or advanced students can earn a Listeners Certificate, which will allow the student to sit in a regular academic class to practice listening with no extra tuition charge.

The Certificate of Completion can be expanded for special groups of students who are studying English for specific purposes by adding on two or more classes in the special interest area e.g. nursing. These expansions can be custom designed for the group.

### Requirements and Standards

#### ADMISSION REQUIREMENTS

- Completed and signed application.
- \$75.00 non-refundable application fee.
- Copies of high school and University transcript (translated to English if pursuing a degree program).
- TOEFL score if you have one.
- Bank statement from financial sponsor.
- Completed health form signed by a medical doctor.
- Purchase of major medical insurance at our school for duration of I-20, or the proof of major medical insurance, which pays in the U.S. for the same duration.

For more information, please refer to the following link: <http://gsw.edu/Academics/International-Student-Programs/ELI/index>

CURRICULUM SHEET ([Standard Level](#)) ([Advanced Level](#))

## **EUROPEAN UNION STUDIES CERTIFICATE**

The certificate in European Union Studies is a collaborative effort of University System of Georgia institutions. The program is open to all institutions and students of the University System, including students of Georgia Southwestern State University, as well as to professionals with an undergraduate degree. The program's purpose is to promote knowledge of the European Union (EU) and certify individuals as competent in the subject area of EU studies. Since the EU is one of the most important economic and political partners of the United States, this certification demonstrates valuable professional expertise to potential employers. For students in the academic track, the interdisciplinary certificate can be earned as a supplement to any conventional undergraduate degree.

### **Admission requirements**

A certificate in European Union Studies can be earned in two ways. Under the academic track, a certificate is taken as part of an undergraduate degree program. Students from all academic majors are eligible to participate so long as they possess a minimum 2.75 cumulative Grade Point Average (GPA). Under the professional track, non-degree students - such as business executives - are eligible to enroll in the program upon proof of a valid undergraduate degree from an accredited institution. The minimum GPA requirement is waived.

Under either track, an application to the program cannot be made until successful completion of the following:

1. the introductory course on the European Union (POLS 3200) with a grade of C or better
2. 30 semester hours of earned academic credit
3. completion of HIST 1111 or 1112 (World or Western Civilization)

To earn the EU Studies certificate, students must complete the certificate curriculum (18 hours) and fulfill the practicum experience requirement. Students must have a 3.0 cumulative GPA in curriculum courses upon completion of the program. An official certificate is awarded upon graduation, and the certificate is noted on the student's permanent transcripts. Students should refer to the European Union Studies curriculum sheet for individual course requirements.

### **Practicum experience**

Since it is deemed crucial that students demonstrate more than an academic knowledge of the European Union to be certified as adequately prepared in the subject, a "real-life" practicum experience pertaining to the EU must be performed either in the form of an overseas visit or an internship. The overseas option is broadly defined and can be accommodated by a wide range of activities, including study or research abroad. The same flexibility applies to the internship, which can be served domestically or internationally. A student's specific practicum experience must be approved by the program's campus representative.

### **On-line courses and Transatlantic Joint Certificate**

The EU Studies program has developed a curriculum of online courses in conjunction with European university partners. These are courses in different discipline areas that deal with various aspects of the EU and are taught jointly by University System institutions and European universities at specified times throughout the academic year. The program's campus representative maintains an updated list of these courses and a teaching schedule, as well as information about course registration.

The EU Studies program offers the option of acquiring a certificate that is jointly conferred with a European institution. This option requires students to complete - with a grade of B or better - a minimum of two online courses that are co-taught with European partner universities. Students completing this option have the EU Studies certificate awarded by both their home institution and one in Europe, thus giving them an academic credential from a respected European university.

### **Areas of Distinction**

In addition to acknowledging competence in the EU generally, the certificate also highlights special achievements by providing a notation of "distinction" in two areas:

- Foreign language proficiency (6 semester hours at or above the 2000 level)
- Composition of a thesis

The foreign language distinction must be earned in a European language approved by the program's campus representative as appropriate to the certificate's objectives. A student with prior language skills can earn a distinction by successful completion of an examination demonstrating competence equivalent to the 2000 level. The exam is administered at the student's home institution.

The thesis can be written anytime during the final year of study. It is supervised by a committee composed of three faculty members representing at least two different academic disciplines. The program's campus representative maintains a more detailed description of thesis requirements.

Click [HERE](#) for Curriculum Sheet.

### **LATIN AMERICAN STUDIES CERTIFICATE**

The undergraduate Certificate in Latin American Studies (CLAS) recognizes a student's knowledge and understanding of a region of growing importance, both economically and culturally. The course of study is designed to be interdisciplinary and complementary to existing undergraduate programs. Those who satisfy the certificate requirements of their B.A./B.S., will be awarded a Certificate in Latin American Studies. This will be noted in the student's placement materials.

The Certificate in Latin American Studies is designed to provide an interdisciplinary, coherent unit of study which "certifies" competency in a

subject area outside the traditional major. The CLAS is not designed to compete with existing programs. It offers an opportunity for University System of Georgia students to pursue an area of specialization which may not be offered by departmental curricula or may be unmet in conventional majors.

### **Admission Requirements**

(1) The certificate in Latin American Studies must be taken with a formal degree program. Course work may be undertaken at two-year institutions but must be completed at a four-year university.

(2) Students must have a minimum grade point average of 2.8 on a scale of 4.0.

(3) Students must have earned 30 semester hours of academic credit at a four-year institution OR

(4) 15 semester hours of academic credit at a two-year institution.

One three-hour interdisciplinary course which focuses on contemporary Latin America OR

A three-hour course on Latin American Culture and Civilization OR

A CD-Module based course on Latin America OR

A web-based or GSAMS course on Latin America with a grade of "C" or better.

### **Honors Option**

A student may receive an Honors Certificate in Latin American Studies if he or she maintains an overall gpa of 2.8 and a gpa of 3.5 in his/her CLAS courses. The student must also submit a Senior Honors paper on a Latin American topic to a faculty member in that field. The paper must receive a minimum grade of B+.

### **Minor Option**

Each institution of the University System of Georgia will determine if the CLAS may serve as a minor, with or without additional requirements.

Click [HERE](#) for Curriculum Sheet.

### **RELIGIOUS STUDIES CERTIFICATE**

The certificate in Religious Studies Program is an interdisciplinary, multidisciplinary effort that seeks to broaden the student's understanding of and appreciation for religion both as historical and cultural phenomenon.

Admission to the Religious Studies Program must be approved by the Religious Studies Program Coordinator. Students must complete at least 12 semester hours in courses numbered 3000 or above. A minimum grade of "C" is required in all course work counted towards the certificate.

Click [HERE](#) for Curriculum Sheet.

### **WEB DESIGN CERTIFICATE**

The certificate in Web Design is an interdisciplinary program that provides the student with expertise in a high demand area. The student will be competent at designing Web sites and will have both artistic and technical skills.

Click [HERE](#) for Curriculum Sheet.

### **WOMEN'S STUDIES CERTIFICATE**

Women's Studies is a multi-disciplinary approach to the understanding and analysis of women's history and culture. The program seeks to help students recognize and understand how their lives have been culturally constructed by notions of gender, ethnicity, sexuality, and class. An added benefit of having the Women's Studies Certificate is that prospective employers and graduate schools will appreciate the added dimension of inter-disciplinary work that goes beyond the basic degree requirements. This certificate is complementary to existing undergraduate programs.

At GSW, over fifty percent of the student body are women, many of whom are first generation college students. These students need to understand their history. The Women's Studies program seeks to redress the neglect in many disciplines of the significant contributions of women. In doing so, we hope to challenge the status quo, giving students new ways to perceive themselves, thereby empowering them to be confident, political beings.

An eighteen-hour course of study, the Women's Studies Certificate combines course offerings, seminars, and internships.

Click [HERE](#) for Curriculum Sheet.

## **ASSOCIATE OF APPLIED SCIENCE DEGREE PROGRAMS**

The Associate of Applied Science degree (A.A.S.) is designed to provide students with technical and vocational training and a broader-based higher education in the arts and sciences.

Click [HERE](#) for Curriculum Sheet.

## **CONTINUING EDUCATION**

The primary goal of the Division of Continuing Education and Economic Outreach is to serve the educational and training needs of adults, children, and organizations through credit and non-credit programming and to meet the personal and professional needs of Southwest Georgia by extending college resources throughout our service area. Continuing Education provides the bridge between the academic environment and the community through outreach efforts and public service. Various types of non-credit courses are offered and designed to appeal to the professional, cultural, and recreational interests of residents in the community. In addition, conferences, workshops, institutes, short courses, teleconferences, media/computer-assisted learning, and independent study courses are tailored to specific clientele.

A person may achieve their career goals and education with information technology focused e-learning. On-line certification training is available.

The Center for Adventure Education, another division of Continuing Education, provides high-quality, affordable educational opportunities for older adults and promotes the University nationwide as a preeminent provider in lifelong learning. Elderhostel, a non-profit educational organization, offers inexpensive, short-term academic programs.

Participants completing programs may receive Continuing Education Units (CEUs) and Staff Development Units for Teachers (SDUs) which are a nationally recognized method for measuring the non-credit work which an individual has completed.

## **THE CENTER FOR ASIAN STUDIES**

Dr. Don Chang Lee, Director

### **Our Purpose**

The Center for Asian Studies (CAS) was begun in 1988 to promote Asian language and culture programs for Georgia schools and businesses. In 1989, CAS expanded its purpose to promote cross-cultural understanding in the community, on campus, and in business environments through outreach programs and exchanges with Asian Institutions. Also in 1989, CAS established the English Language Institute (ELI) to focus on Teaching English as a Second Language (ESL).

### **Our Programs**

In The Japanese Language Teacher Training Program (JLTP), sponsored in cooperation with a Japanese intercultural exchange organization, the participants come to GSW to learn how to teach their native language as a foreign language in American schools. The participants are graduate students who teach Japanese at American colleges and universities or they are Japanese language instructors at elementary and secondary schools in America.

The English Language Institute (ELI) brings many students from foreign countries, mainly Asia, to GSW to study English prior to becoming regular students at GSW, other institutions in Georgia, or in other states. In addition GSW receives students who study English for other specific purposes: Nurses, English teachers, Japanese and Korean businessmen, government officials, and professors study English to learn American culture, society, and business practices and for professional enrichment.

### **Cross-Cultural Outreach**

The Center for Asian Studies assists students who want to study abroad in an Asian country and international students at GSW who need counsel or advice. CAS conducts seminars and conferences for the business community to have a better insight into Asian culture and its importance in doing business with Asian people. The Center also provides services to schoolteachers to provide a better understanding of Asian culture and the behavior patterns of Asian children and to share the Asian culture with American children. The Center makes arrangements to establish exchange relationships with Asian educational institutions.

FOR MORE INFORMATION ON ANY OF THESE PROGRAMS, PLEASE CALL (229) 931- 2346 OR FAX (229) 931-2335.

## **UNIVERSITY HONORS PROGRAM**

The University Honors Program (UHP) at GSW offers exceptionally talented and motivated students an enriched environment for learning. Among its objectives, the UHP aims to promote life-long learning, to assist and guide students interested in graduate studies, and to encourage a studies abroad experience. The UHP also attempts to enhance and challenge the education of regularly enrolled students-by

contact with honors students-as well as by the experience of participating faculty.

Admission: First-year students are admitted to the UHP by invitation. The Honors Program Committee will extend invitations to students based upon their SAT scores, high school GPA and rank in class, and recommendations where available. Transfer students, international students and students already at GSW may seek admission with a 3.4 GPA and referral by a faculty member. Rolling admissions apply.

The types of honors courses include 1) honors enrichment of a regular course with non-honors students enrolled; 2) special honors seminars; and 3) honors assistantships.

Participation Requirements: The UHP requires honors students to take at least two honors courses each year and maintain a minimum 3.2 overall GPA. Honors students who maintain a 3.5 or higher GPA in honors courses and a 3.5 or higher GPA over their last 60 hours and complete an honors senior thesis project will receive the distinction of "University Honors Scholar" at commencement. Other requirements include:

1. ENRICHED CORE COURSES: Students must take at least one enriched core course from each of the following areas:

Humanities (English or Fine Arts)

Social Sciences (History, Political Science, Economics, Sociology, Psychology, Anthropology)

Math/Science (Algebra, Pre-Calculus, Calculus, Biology, Chemistry, Geology, Physics)

2. ENRICHED MAJOR AREA COURSES: Students must take at least two enriched courses in their major for honors credit. (The same course cannot be counted in the enriched core courses section.)

3. HONORS SEMINARS: Students must take at least four one-hour seminars; two seminars per year will be offered.

4. SENIOR PROJECT/THESIS: The product of a senior honors seminar, this will include a written abstract of the work and an oral presentation.

5. STUDY ABROAD: The UHP will encourage students and assist students in seeking financial aid for summer and regular terms abroad.

6. SERVICE LEARNING PROJECT: Students must participate in a service activity a minimum of six hours per semester for six semesters.

## **LEARNING SUPPORT PROGRAM**

### **Placement in Learning Support**

Students are required to take courses in Learning Support based on the following criteria:

1. The Scholastic Aptitude Test (SAT) or American Collegiate Test (ACT) Scores:

Students whose SAT Verbal score is below 430 (ACT English 17) or SAT Math score is below 400 (ACT Math 17) are required to undergo further testing. Before registration for the first semester of enrollment, these students must take the Compass Placement Examination (CPE) in the appropriate area(s) of English composition, mathematics, and reading, as determined by their SAT or ACT scores. This examination is specifically designated to determine any deficiencies in these three content areas.

#### The Compass Placement Examination (CPE) Scores:

Traditional and non-traditional students who are admitted to GSW as beginning freshmen with at least one SAT or ACT score below the acceptable minimum will take the COMPASS Placement Test before enrollment in the deficient area or areas only. That is, students who present SAT-Math scores of less than 400 or ACT-Math scores of less than 17 will take the COMPASS Test for initial placement into Learning Support mathematics. Students with SAT-Verbal scores below 430 or ACT-English scores below 17 will test for initial placement in Learning Support English and reading.

Non-traditional students who do not present SAT or ACT scores will test in all three areas for possible placement.

Admitted transfer students who do not present minimum SAT or ACT scores in at least one area and have less than 30 semester hours of transferable credit will be required to test according to the above policy. However, students in this category who transfer credit for core-level mathematics or English will not have to take the corresponding section of the COMPASS Placement Test even if the SAT or ACT scores in that area are deficient.

Students who test but do not enroll within a year of testing must retest in all areas on the COMPASS Test.

New students may not be retested with COMPASS for initial placement in Learning Support Courses.

Returning students may be retested under the following conditions:

1. Students have been out of school five years or more (retest in all areas for placement, not exit).
  2. Students have BSE or CPE scores.
  3. Students who have not taken any college-level work in three years may be retested with COMPASS in any unsatisfied area and readmitted without a Learning Support requirement if they meet the institutional criteria for exemption. Students who do not exempt on the retest may be considered for readmission.
2. Students with Non-Traditional Status or Students Pursuing the AAS Degree:  
Students who are admitted with the "Non-Traditional" or AAS Degree status are required to take the CPE for the possible placement in Learning Support courses unless they provide adequate SAT or ACT scores upon admission. If they score below the cut-off in any one of the three areas (English composition, mathematics, and reading), they are required to enroll in Learning Support courses for instruction in that particular area(s).
3. International students:  
Students whose native language is not English are required to take the CPE in mathematics.
4. Students who are determined by the institution to need academic assistance even though they are eligible to be admitted without Learning Support requirements under System Policy:  
Such students may be required to participate in Learning Support courses or other program components to enhance their chances for success in Core Curriculum courses. A student who is eligible to enroll in a Core Curriculum course but fails the course could also be required to take a Learning Support course before or while retaking the Core Curriculum course.

### **Enrollment in Learning Support**

1. Courses and Credit:

Depending on the scores on the CPE, students may be required to register for one, two or three Learning Support courses. **Further, they must enroll in the required courses initially and then each following semester until they meet the requirements of each course and exit.** The students must demonstrate proficiency in the skill (course content) before they will be allowed to register for courses giving academic credit in that area. Furthermore, students in one or more Learning Support courses are not eligible to register in courses having a Learning Support prerequisite:

1. Students with required Learning Support placement must exit or exempt Learning Support Reading as a prerequisite for Social, Natural, and Physical science courses and college-level mathematics.
2. Students with required Learning Support placement must exit or exempt Learning Support English and Reading as prerequisites for university-level English.
3. Students with required Learning Support placement must exit or exempt Learning Support mathematics as a prerequisite for Physics and Chemistry (any science course with a prerequisite of university-level mathematics would also require exit or exemption from Learning Support mathematics).

However, students may enroll for regular university-level courses other than those requiring the Learning Support courses as prerequisites.

Learning Support courses in English, reading, and mathematics carry four (4) hours of institutional credit. This credit is not applicable toward a degree; it is not academic credit. However, it is credit that classifies the students as full-time or part-time (depending on the number of courses taken) and makes the students eligible to receive financial aid and to participate in extra-curricular activities, including varsity sports.

In addition to courses in English, reading, and mathematics, students with Learning Support requirements must enroll in UNIV 1000, an orientation/introduction to the university, which is a course required of all incoming students. This is a one-semester course and carries one (1) hour of academic credit. The students must pass this course in order to meet the Learning Support exit requirements. The only exceptions include part-time students and transfer students with fifteen or more hours.

2. Other enrollment requirements:

Once the students are assigned to Learning Support, they must register for the required course(s), and they must spend at least one semester working in the required course(s). The courses are offered in one or two semester sequences. The students progress through these courses at their own pace and may complete course requirements in one semester. However, they have three (3)

semesters in which to complete requirements.

### **Exit from Learning Support**

In order to exit a Learning Support course, the students must meet two criteria:

1. They must first satisfactorily complete all course requirements, that is, all of the assigned work for the entire semester, and receive a passing grade for the course.
2. They must perform satisfactorily on the exit form of the CPE for the particular area(s).

NOTE: In order to be eligible to write the exit form of the CPE in English, the students must perform satisfactorily on a qualifying essay that is administered by the Coordinator of Testing, after the students have passed all of the required work in the course. To be eligible to write the exit form of the CPE in mathematics, the students must perform satisfactorily on a Comprehensive Mathematics exam after the students have passed all of the required work for the course. In reading, students must take the Nelson-Denny test and acquire a passing score.

The students may attempt the exit CPE only after they have passed the course(s). If they fail the exam form of the CPE, they have not exited the course nor met their Learning Support requirements. But once the students have met the conditions of exit for each course in which they are required to enroll, they have exited Learning Support and will then be classified as regular freshmen students.

When the students exit a Learning Support course in a particular area, they are then eligible to register for university-level courses in that area.

### **The Exit Test**

The testing policy is as follows:

1. Students may attempt the CPE only after satisfactorily completing the requirements for the course(s) to which they have been assigned. These requirements are clearly defined and outlined at the beginning of each course.
2. The exit CPE is given only at the end of the semester. The students may attempt the CPE at the end of the first semester of enrollment if they have met and passed course exit requirements.
3. Revisions of the Retest Policy:
  1. Student may be permitted to retest on the exit Compass test if they have earned a grade of B or above in the area in which exit testing is attempted.
  2. Students who are in their final attempt in any area may be permitted to retest for exit on the CPE provided that they have (1) earned grade of B or above in the area in which exit testing is attempted, or (2) a documented learning disability.
4. Exit Scores
  1. To exit Learning Support reading, a student must score an 82 or higher on the COMPASS (CPE) Test.
  2. To exit Learning Support English, a student must score a 71 or higher on the COMPASS (CPE) Test.
  3. To exit Learning Support mathematics, a student must score a 40 or higher on the COMPASS (CPE) Test.

### **Failure to Pass the Exit CPE**

If students fail to pass the exit CPE in any course at the end of the semester, they must register for the next course(s) in the sequence the following semester and continue working on the required assignments for the course. They must complete satisfactorily (pass) the required work before they will be eligible to attempt the CPE again.

### **Suspension from Learning Support**

The students have three (3) semesters (not necessarily consecutive) in which to complete all Learning Support requirements. At the end of the third semester of enrollment, students who have not exited all Learning Support courses will be suspended from the university. If a student does not complete requirements for an area in twelve semester hours or three semesters, whichever comes first, the student will be suspended. The student may not be considered for readmission within three years of suspension.

Prior to suspending a student who has not exited a Learning Support area within the twelve semester hours or three-semester limit, Georgia Southwestern State University will allow the student to appeal for two additional courses. For each additional attempt, the student must:

- Be individually evaluated and determined to have a reasonable chance of success
- Be in an exit level course
- Have reached the limit in only one Learning Support area

During the semester of the first attempt, the student may enroll in courses other than Learning Support (subject to the 20-hour limit on the number of credit hours a student may earn before exiting Learning Support). If the student is granted the appeal for the second additional course, the student may enroll in only the Learning Support course.



## University and Departmental Policies

### 1. Change in Policy:

Any Learning Support policy, including exit requirements, may be changed at the beginning of any semester. If and when policy changes are made, they will apply to all students enrolled in Learning Support at that time. Further, students will be notified of such changes at the beginning of the semester in which the changes will occur.

### 2. Class Attendance:

Students are expected to attend class and lab as scheduled. Any class or lab missed, excused or unexcused, must be made up within one week (5 class days) after students return to class. (The instructor may request an acceptable excuse as a condition of make-up.)

More than five (5), or four (4) in a four-day week class, absences (time and work not made up) will prohibit the student from taking the CPE at the end of the semester (more than three[3] at mid-semester).

More than ten (10), or eight (8) in a four-day week class, absences (time and work not make up) cannot be made up and will result in an automatic U (F) in the course.

It is the obligation of students to contact the instructor for a time or period convenient to the instructor to make up an absence. Whether or not the students can make up a given absence will be at the discretion of the instructor.

### 3. Withdrawals:

Learning Support courses are required and pre-requisites for certain university-level courses. Therefore, **students are not allowed to withdraw from course(s) in Learning Support and remain at Georgia Southwestern State University.**

Further, students who have a total of ten (10) or more absences or who have abandoned class may be administratively withdrawn from that class or those classes. Administrative withdrawal will result in the grade of WF for the Learning Support course(s). Further, **administrative withdrawal from a Learning Support course will result in administrative withdrawal from all university-level courses in which the students are enrolled.** Students who are administratively withdrawn from two or more Learning Support courses in any one semester may be suspended from Georgia Southwestern State University for the following semester.

If students withdraw from Georgia Southwestern State University for any reason **after mid-semester in any one semester, that semester will count as one (1) of the three (3) semesters allowed for completion of Learning Support requirements.**

### 4. Discipline:

Students who engage in disruptive classroom behavior or who become verbally or physically abusive to an instructor shall be automatically dismissed from that class and shall receive a failing grade for that course. A continuance of similar behavior in another course may lead to an automatic expulsion from the University. (See GSWeatherwane.)

### 5. Policy Regarding Accumulation of Twenty Academic Hours:

Students who have accumulated a total of twenty (20) academic hours at the end of any one semester and have not completed all of the requirements for Learning Support will be required to register for only Learning Support courses until exiting.

6. Students enrolled in twelve (12) or more hours of study are considered full-time students. Therefore, each semester of enrollment will count as one of the three (3) semesters allowed for exit in all required Learning Support classes. The only exception to this policy is a situation in which the required course is not offered a particular semester. In that case, the student needs to see the Dean of Academic Services and Special Programs. Part-time students (fewer than twelve [12] hours per semester) will be allowed three (3) semesters per course.

7. No one (child or adult) who is not registered for a Learning Support course may attend a class without the expressed consent of the instructor. No child under seven years of age may sit in a Learning Support class at any time for any reason.

8. Students with documented disabilities who may need academic accommodations should discuss these with their professor during the first two weeks of class.

### 9. Policies on Student Work:

Plagiarism is prohibited. Essays, assigned papers, tests, and other similar requirements must be the work of the student submitting them. The selling, giving, lending, or otherwise sharing of required texts or examination questions and/or answers is prohibited.

For clarification and further information of the above-stated policies, students may discuss them with a Learning Support course instructor or with the Dean of Academic Services and Special Programs.

### Explanation of Grades Used:

The grades assigned in Learning Support courses are A, B, C, D, F, S, U, and WF. The meaning of these grades and conditions under which they are assigned are as follows:

1. Grades of A,B,C,D - These grades indicate passing work and exit from the course. They will be assigned at the end of the students' last semester in the particular course. The grades, therefore, mean exit from the course and also reflect the quality of work done for the entire time in which the students are enrolled in the course.
2. Grade of S - The S means Satisfactory work in progress. It is used at the end of the first or second semester to indicate that work in the course is satisfactory and needs to continue during the following semester. ALSO, it is used, along with the CPE score, to indicate that the students have passed the course but failed the CPE and, therefore, have not exited the course. They need to continue working during their next semester.
3. Grade of U - The U means unsatisfactory (failing) progress. It is used at the end of the first or second semester to indicate that course objectives have not been met and/or that the student has accumulated excessive absences.
4. Grade of F - The F means failure to exit the course in the allotted time. It is used at the end of the third or fourth semester to indicate Learning Support suspension from Georgia Southwestern State University.
5. Grade of WF - The WF is used to indicate administrative withdrawal from the course.

### Courses Offered:

ENGL 0098, ENGL 0099 - Learning Support English I and II: A two-semester sequence of courses required of those Learning Support students whose performance on the placement test in English indicates the need for at least one semester of basic instruction. These courses offer instruction in basic composition and grammar. Instruction and practice in writing personal narrative, descriptive, and expository essays comprise the content of the course. The emphasis is on prewriting and drafting, developing writing fluency, and basic sentence structure. The course may be repeated with an S (Satisfactory) grade. One hour of laboratory work is required. Four hours Institutional credit.

MATH 0098, MATH 0099 - Learning Support Math I and II: A two-semester sequence of courses required of those Learning Support students whose performance on the placement test in mathematics indicates the need for at least one semester of basic instruction. These courses offer a program of study in which a graphing calculator will be used extensively to facilitate the learning of basic algebra skills (operations with signed numbers, simplifying constant and variable expressions, solving and graphing linear equations and inequalities). One hour of laboratory work is required. Four hours Institutional credit. The second semester enrollment is by placement, satisfactory completion of MATH 0098, or by volunteering for the course. Course content includes operation on polynomials (including factoring), solving systems of equations, and solving quadratic equations. The course may be repeated with an S (Satisfactory) grade. One hour of laboratory work is required. Four hours Institutional credit.

READ 0098, READ 0099 - Learning Support Reading I and II: A two-semester sequence of courses required of those Learning Support students whose performance on the placement test in reading indicates the need for at least one semester of basic instruction. This course is an individualized diagnostic-prescriptive course designed to prepare students to read college-level materials successfully. Instruction is competency-based, and students meeting specific course objectives will be allowed to attempt exit testing for Learning Support Reading. Content consists of improving various levels of comprehension, developing vocabulary, developing critical reasoning skills, and becoming more proficient readers. Students may exit after the first course or must continue in the second course. The course may be repeated with an S (Satisfactory) grade. One hour of laboratory work is required. Four hours Institutional credit.

### Supplemental Instruction/Peer Tutoring

Supplemental Instruction/Peer Tutoring is available for all students in core courses, introductory courses, and some upper division courses. The tutors are approved by faculty teaching the courses and are trained and supervised by the Director of the Academic Skills Center.

## **SCHOOL OF ARTS AND SCIENCES**

- [SCHOOL OF ARTS AND SCIENCES](#)
- [ASSOCIATE OF APPLIED SCIENCES](#)
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- [DEPARTMENT OF CHEMISTRY](#)
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- [DEPARTMENT OF PSYCHOLOGY and SOCIOLOGY](#)

## **SCHOOL OF ARTS AND SCIENCES**

Dean: Wysochansky

The School of Arts and Sciences provides a general, liberal arts, core education at Georgia Southwestern State University. All students at Southwestern will study in this school in order to receive the broadening educational experience necessary for the academic development of all college students. Many students will choose to major in one of the curriculum which this school administers; others will declare a major in the School of Business Administration, Computer and Information Sciences, Education, or Nursing. However, the classroom educational experience common to all Southwestern students will be received within the School of Arts and Sciences.

In addition to teaching the courses required in the core curricula, the School of Arts and Sciences offers degree programs leading to the Associate of Applied Science, Bachelor of Science, the Bachelor of Arts, and the Bachelor of Fine Arts degrees in several areas. Students who plan to teach at the secondary level will also concentrate in disciplines administered by various departments in the School of Arts and Sciences and will be assigned an advisor within the department administering that discipline. The school is made up of the Departments of Biology; Chemistry; English and Modern Languages; Fine Arts; Geology and Physics; History and Political Science; Mathematics; and Psychology and Sociology. Complete descriptions of the degree programs offered in this school and the requirements for completing each program are listed within the department sections which follow.

## **ASSOCIATE OF APPLIED SCIENCES**

The Associate of Applied Science degree (A.A.S.) is designed to provide a technical and vocation trained student with a broad-based higher education in the arts and sciences. The joint degree has been approved by both the University System of Georgia Board of Regents and the Georgia Department of Education.

Through the cooperation of Georgia Southwestern State University and approved area technical colleges, this program serves to improve the student's educational and career aspirations. It meets the challenging education needs of today's students and also the changing needs of modern business and industry.

Students who meet the program requirements at both institutions will receive a diploma from the approved technical college and an Associate of Applied Science degree at Georgia Southwestern State University.

Students who apply for this joint degree program must meet the admissions requirements of the approved technical college. Students must also meet the regular admissions requirements at Georgia Southwestern State University.

The SAT or ACT scores necessary for admission to GSW are required of all students who graduated from high school within the last five years. Students who did not graduate in the last five years or who are 25 years or older must provide these SAT or ACT scores or take the Compass Placement Test for possible placement in the Learning Support Program.

The sixteen-unit distribution of College Preparatory Curriculum in high school is also required of students who graduated from high school within the last two years.

The Associate of Applied Science degree is offered in several areas including the following:

Accounting, Advanced Air Conditioning Technology, Advanced Drafting, Advanced Machine Tool Technology, Advanced Welding, Air Conditioning Technology, Aircraft Assembler, Aircraft Structural Technology, Automated Manufacturing Technology, Automotive Collision Repair, Automotive Fundamentals, Automotive Technology, Aviation Maintenance Technology, Avionics Maintenance Technology, Business and Office Technology, Certified Manufacturing Specialist, Commercial Truck Driving, Computer Information Systems, Cosmetology, Culinary Arts, Dental Assisting, Diesel Mechanics, Drafting, Early Childhood Care and Education, Electrical Construction and Maintenance, Electronics Fundamentals, Electronics Technology, Environmental Horticulture, Forestry Technology, Heavy Equipment Mechanics, Hotel/Restaurant/Travel Management, Industrial Electrical Technology, Industrial Maintenance, Industrial Maintenance Technology, Information Office Technology, Law Enforcement, Machine Tool Technology, Management and Supervisory Development, Marketing Management, Medical Assisting, Practical Nursing, Printing and Graphics Technology, Radiologic Technology, Surgical Technology and Welding and Joining Technology.

The Associate of Applied Science degree is not designed for transfer to other institutions. Courses are considered for transfer on a course by course basis. Students must earn, in residence at GSW, a minimum of 11 of the required 21 hours.

Click [HERE](#) for Curriculum Sheet and Requirements.

## **DEPARTMENT OF BIOLOGY**

Chair: Herrington

Faculty: Brown, Harvey, Herrington, Wright

The study of biology at Georgia Southwestern State University is intended to provide the student with a broad base in biological science rather than specialized expertise in one narrow discipline. It is possible to direct one's study toward an interest in some area such as botany, zoology, environment, or physiology. Study of biology not only provides the student with basic knowledge but also teaches scientific methodology that aids the thinking process of any professional activity. The insights developed through this study successfully prepare the student to enter many fields of employment in addition to traditional biology. The appreciation of the life sciences in general and the application of the usefulness of such study are the main objectives of this Department.

The biology major prepares the student for advanced study, as well as for employment in a biology related field, upon graduation. The student wishing to conclude formal education with the bachelor's degree in biology may find a career with State or Federal governments in health, natural resources and environment, agriculture, or education. Opportunities in the private sector exist in the food and beverage industry, health and pharmaceutical industry, environmental firms, nuclear power plants, and agricultural industry.

The student who wishes to continue study beyond the undergraduate degree may do so in graduate schools or in health professional schools such as medicine, dentistry, or related areas. The biology major is an ideal path for the pre-veterinary medicine student. Many opportunities exist for qualified graduates to undertake graduate level study in the biological sciences.

To earn a minor in biology, the student should complete 18 hours of upper division biology. Biology 2108 is prerequisite to upper division biology courses; however, in the case of a minor, Biology 2030 and 2040 (Anatomy and Physiology I & II) may be used as prerequisites. Biochemistry (CHEM 4410 plus CHEM 4410L) may be substituted for one of the biology courses.

It is important that students wishing to be admitted to professional programs know that these programs may include courses in addition to those required for graduation with BS degree. It is most important that these students confer with their advisor.

#### **Bachelor of Science Degree with a Major in Biology**

Click [HERE](#) for Curriculum Sheet and Requirements.

#### **Biology Minor requirements**

Click [HERE](#) for Curriculum Sheet and Requirements.

#### **Professional and Allied Health Care Programs**

Students wishing to enter one of the various health care professions, other than nursing or pharmacy, may meet the entrance requirements through the Department of Biology. Pre-Medical, Pre-Dentistry, and Pre-Veterinary Medicine students often follow the B.S. in biology program selecting courses to meet entrance requirements. Students interested in allied health programs may choose to meet entrance requirements by proper course selection under guidance from a departmental advisor. Students must meet the competitive requirements determined by the professional institutions for admission to the programs.

Allied health programs include, but are not limited to, the following: physical therapy, medical technology, physician assistant, and occupational therapy. Students desiring to enter one of these professions should become aware of necessary program admissions requirements through discussions with the allied health advisor on campus and by contacting the professional schools offering the programs. The student must gain admission to the professional program. Therefore, the student needs to work to be competitive and meet admissions requirements. University System of Georgia units offering programs in the allied health sciences include the Medical College of Georgia, Georgia State University, Armstrong Atlantic State University, Columbus State University, and North Georgia College and State University.

#### **DEPARTMENT OF CHEMISTRY**

Chair: Thomas

Faculty: Gurnack, Smith, Thomas, Wysochansky

The study of chemistry forms the basis for employment in a variety of industrial, governmental and other business positions. It is a challenging but rewarding discipline that prepares the student to continue in a life-long learning experience while working in positions that are interesting and productive. B. S. Chemistry majors may find employment in chemical manufacturing, process control, chemical analysis, in management, sales and in regulatory positions. Majors in chemistry may pursue further degrees in medicine, dentistry, pharmacy and other health-related professions. Advanced degrees in the various specialized areas of chemistry may be pursued by those with superior ability and interests. The

chemistry major at Georgia Southwestern State University is flexible. Through the choice of a minor and elective courses, the student may prepare for almost any professional goal and find that the logical and analytical skills developed will be strong assets in any chosen career.

### **Bachelor of Science Degree with a Major in Chemistry**

Click [HERE](#) for Curriculum Sheet and Requirements.

### **Chemistry Minor requirements**

Click [HERE](#) for Curriculum Sheet and Requirements.

## **DEPARTMENT OF ENGLISH AND MODERN LANGUAGES**

Chair: Davis

Faculty: Davis, Ellington, L. Jones, Kuipers, K. Lawson, Odio, Stauf, Waldrop, Willis

Good communication skills are essential for success in the modern world. It has been stated, "The limits of my language mean the limits of my world." All programs in the English and Modern Languages Department engender critical thinking, analytic writing, and advanced communication skills.

The study of literature and languages can serve as a gateway to other worlds, both literally and figuratively. By reading and discussing literature, students engage in an examination of society and the status quo: how ideas came to be; whether or not they are acceptable; and how to alter them if necessary. Studying foreign languages and world literatures is essential in the current climate of globalization. Programs in the Department offer students study in modern language as well as opportunities for Study Abroad.

The programs offered by English and Modern Languages foster the students' critical engagement with the world. Students can tailor their individual programs to enrich their academic experience and advance their career goals by choosing a minor and classes to fulfill elective requirements. Exciting opportunities include the certificate programs, professional internships, Study Abroad programs, and classes grounded in service learning. The Department's new Women's Studies Certificate will offer a multi-disciplinary study of the relationship between gender and culture.

Most professional settings require good writing and speaking skills. Graduates of programs in English and Modern Languages are in demand in such professions as teaching, law, business, social work, public relations, and international public policy programs; and are well prepared to continue matriculation in a variety of graduate programs.

### **Bachelor of Arts Degree with a Major in English**

The Bachelor of Arts in English is a literature intensive program that allows considerable flexibility for students to choose their major classes. Additionally, students have free elective hours and a minor built into the degree requirements, a benefit for those who want the freedom to tailor their education to varied interests or professional goals. The curriculum easily allows for a student to complete a certificate program to complement their major interests. This degree, as do all English programs, requires two classes of a modern language at an intermediate level.

Click [HERE](#) for Curriculum Sheet and Requirements.

### **Bachelor of Arts Degree with a Major in English with Teacher Certification**

The Bachelor of Arts in English with Teacher Certification is an education centered program that prepares students to complete secondary level teacher certification in English. The education classes in this curriculum essentially function as the minor for the degree. Students take twenty-nine hours of upper level English courses and twenty-three hours of education courses, exclusion of student teaching. This degree, as do all English programs, requires two classes of a modern language at an intermediate level.

Click [HERE](#) for Curriculum Sheet and Requirements.

### **Bachelor of Arts in English/Professional Writing Option**

A recent survey indicates that most college graduates, whatever profession they enter, can expect to spend an average of nine hours out of forty writing. Clearly, a strong background in English is appropriate to every career-oriented graduate. The Bachelor of Arts in English with a Professional Writing Option provides a strong background in literature and composition as well as a good foundation in professional writing.

Graduates from this program should be particularly well prepared for positions in advertising, technical writing, editing, public information, and other areas which require good writing skills. This degree, as do all English programs, requires two classes of a modern language at an intermediate level.

Click [HERE](#) for Curriculum Sheet and Requirements.

### **General**

A grade of C or higher is required of all students for satisfactory completion of ENGL 1101 and 1102. Satisfactory completion of both courses is a prerequisite for enrollment in ENGL 2110, ENGL 2120, OR ENGL 2130 in Core Area C. For English majors a grade of C or higher is required in each course in the major.

### **Minor Programs**

#### Minors in English and English Minor/Professional Writing

In recent years, there has been an increasing awareness of the importance of communication skills in every area of endeavor. Responding to the growing demand for effective communications, the Department has established minor fields of study in English and professional writing. These minors complement a variety of majors in business, technical, social service, and teaching fields. Moreover, by enhancing a student's communication and analytical skills, these minors give the student an added edge in career choice.

Each Department minor requires a minimum of 18 hours and each course must be completed with a grade of C or better.

#### **English Minor:**

Click [HERE](#) for Curriculum Sheet and Requirements.

#### **English Minor/Professional Writing Option:**

Click [HERE](#) for Curriculum Sheet and Requirements.

### **Minors in French and Spanish**

With increasing trade among countries, competency in a second language can be a key factor in the successful attainment of a position in business, public relations, commerce, or government. The Department offers minors in both French and Spanish, two major international languages.

Click [HERE](#) for Curriculum Sheet and Requirements (French).

Click [HERE](#) for Curriculum Sheet and Requirements (Spanish).

### **Certificate Programs associated with English and Modern Languages Department**

#### Women's Studies Certificate

This eighteen-hour course of study combining multi-disciplinary course offerings, seminars, and internships will help students recognize and understand how their lives have been culturally constructed by notions of gender, ethnicity, sexuality, and class and is complementary to existing undergraduate programs.

Click [HERE](#) for Curriculum Sheet and Requirements.

#### Latin American Studies Certificate

This certificate recognizes a student's knowledge and understanding of a region of growing importance, both economically and culturally. The course of study is designed to be interdisciplinary and complementary to existing undergraduate programs.

Click [HERE](#) for Curriculum Sheet and Requirements

### **DEPARTMENT OF FINE ARTS**

Chair: Megginson

Faculty: Beazley, Green, Lawson, Megginson, Robinson, Wells

One of the age old traditional marks of an educated person has been that person's knowledge and appreciation of the arts. Fine arts provide the ultimate in the expression of human emotion and afford enjoyable and enriching experiences for all human beings. Through the intellectual pursuit of the media of the visual arts, music and theatre, Georgia Southwestern offers the opportunity for all students to develop a better understanding of the Arts and pursue successful careers in the related areas. B.A. degrees in Art, Music, Dramatic Arts; and the B.F.A. degree in Art. Any student at the University may also minor in Art, Music and Theatre by earning 18 hours of credit within the chosen discipline. Minor requirements should be planned in conjunction with the appropriate coordinator of Art, Music or Theatre the student's academic advisor.

### **BACHELOR OF FINE ARTS IN ART**

The BFA degree provides an intensive background in the practice, theory, and history of Visual Arts. Professional level training and concentration in art are offered to the student within the content of the baccalaureate degree. The program is designed in the belief that it is sound critical thinking as well as talent or skill that form the basis of the production of art. Problem solving, frequent critiques, and student responsibility for reasoned explication of his or her work will form an important part of the educational process. After a demonstration of competence in the foundation areas of drawing and design, the student will begin to become familiar with a wide range of materials and media to eventually concentrate in a particular area (drawing, painting, printmaking, ceramics, photography, sculpture, glassblowing, and graphic/computer design) at the upper division level. Competence at this level is demonstrated by successful participation in a required senior exhibition and a written thesis.

Requirements for the BFA degree:

BFA students are to participate in a Sophomore Review and a Senior Exhibition as part of department requirements . All transfer students must submit a portfolio upon entering the program. The student will present at least one acceptable example of work for a permanent gallery collection.

Click [HERE](#) for Curriculum Sheet and Requirements.

### **BACHELOR OF ARTS DEGREE WITH A MAJOR IN ART**

The Bachelor of Arts with a major in Art in Studio and Art History is for students interested in studio, gallery, or museum work and in continuing their education in graduate school with the objectives of college teaching. Examples are a major in Art/Photo Journalism with a minor in Journalism, a major in Art/Computer Graphics with minor in Business Management or Advertising. The student may elect to concentrate in Graphic Design, Ceramics, Drawing and Painting, Glassblowing, Sculpture, Photography, and Printmaking while at the same time minor in an area of the student's choice.

Bachelor of Arts Requirements:

The BA students are to participate in a Sophomore Review and a Senior Exhibition as part of department requirements. All transfer students must submit a portfolio upon entering the program. The student will present at least one acceptable example of work for a permanent gallery collection.

Click [HERE](#) for Curriculum Sheet and Requirements (BA Arts). [Recommended four year plan.](#)

Click [HERE](#) for Curriculum Sheet and Requirements (BA Arts with Teacher Certification).

### **BACHELOR OF ARTS DEGREE WITH A MAJOR IN MUSIC**

The Bachelor of Arts with a major in music degree offers the student a humanities oriented degree with a concentration in Music. Besides stressing a liberal arts foundation, the degree will allow considerable flexibility in selecting electives, languages, and a minor.

Click [HERE](#) for Curriculum Sheet and Requirements (BA Music). [Recommended four year plan.](#)

Click [HERE](#) for Curriculum Sheet and Requirements (BA Music with Teacher Certification).

### **BACHELOR OF ARTS DEGREE WITH A MAJOR IN DRAMATIC ARTS**

The Dramatic Arts program provides students an interdisciplinary approach to the study of performance as an aesthetic act, a fundamental form of human communicative behavior, and a means to cultural understanding. With related course offerings in fields of theatre and communication arts, the distinctive characteristic of the program is an integral focus on performance as a primary means of interaction and transaction by the individuals in everyday life, and artistic expression on stage and on camera.

A premise of the program is that the study of communication and theatre as liberal arts serves as a viable foundation for entry into a wide range of professions and occupations. On the broadest level, students with this educational background have gone on to successful careers in fields as varied as banking, law, real estate, management and sales, human resources, training and development. More specifically, the entertainment industry is one of the leading exports of this country. This degree program serves as a gateway degree into that industry. In the most specific application the studio work of the program provides rigorous performance training to prepare students for admission to the best graduate programs in the country.

Click [HERE](#) for Curriculum Sheet and Requirements. [Recommended four year plan.](#)

## **COMMUNICATION AND THEATRE ARTS**

The Communication and Theatre Arts program area provides students an interdisciplinary approach to the study of performance as both an aesthetic act and a fundamental form of human communicative behavior and cultural understanding. With related course offerings in fields of theatre and communication arts, the distinctive characteristic of the program is an integral focus on performance as a primary means of interaction by individuals in everyday life and artistic expression on stage or on camera.

The premise of the program is that the study of communication and theatre as liberal arts serves as a viable foundation for entry into a wide range of professions and occupations. A basic philosophy of the program is that a broad-based education in the liberal arts is best for the development of the whole person and preferable for most students at the undergraduate level.

### **Dramatic Arts Minor requirements**

Click [HERE](#) for Curriculum Sheet and Requirements.

### **Music Minor requirements**

Click [HERE](#) for Curriculum Sheet and Requirements.

### **Art Minor requirements**

Click [HERE](#) for Curriculum Sheet and Requirements.

## **DEPARTMENT OF GEOLOGY AND PHYSICS**

Chair: Askren

Faculty: Askren, Carter, Peavy, Weiland

The scientific study of the Earth gains greater importance as resources dwindle and human population increases. The geosciences community deals with the problems of energy, mineral resources, and natural hazards, as well as the more purely intellectual subjects of Earth's origin and evolution and the development of life on this planet. To cope with the dynamic Earth, we must first understand it. Thus, the primary goal of the Department is to provide majors with a firm background in all phases of the geosciences which will prepare them for either graduate studies or individual careers.

Physics, the study of natural phenomena, is the most fundamental discipline of all the sciences. The study of this subject prepares students for science and engineering careers or any career whose interests range from classifying quarks to contemplating what lies just beyond the visible edge of the universe. The adventure begins with a thorough foundation in the heart of the physical world which includes mechanics, electromagnetism, quantum mechanics, and thermodynamics.

### **B. S. IN GEOLOGY**

Click [HERE](#) for Curriculum Sheet and Requirements.

### **GEOLOGY MINOR REQUIREMENTS**

Click [HERE](#) for Curriculum Sheet and Requirements.

17 hours total with at least 9 hours in upper division courses.

\*Denotes upper division courses.



*Admission into the Geology Minor program must be approved by the Department Chair.*

## **DUAL-DEGREE PROGRAM**

### **Career Opportunities**

Industry, private engineering consulting practice, and governmental agencies are looking for the technologically educated person who has the broad overview that the Dual Degree Program provides. Past participants in the program enthusiastically endorse the concept and are pleased that they took the fifth year to complete requirements for the two degrees (one from Georgia Southwestern State University and one from Georgia Tech).

Success in the many and diversified fields of engineering requires excellence in mathematics, science, computer technology, and verbal skills. Many students may be deficient in one or more of these areas. Students frequently need time to acclimatize to the demands of the university experience. Georgia Southwestern State University offers the advantages of time to become aware of university life, a faculty with the experience necessary to correct deficiencies which a student may encounter in preparing for study in an engineering field, and the environment to develop other important areas of one's life such as awareness of others. The curriculum at Georgia Southwestern State University is worked out individually by the Dual-Degree Program advisor, depending on the desired engineering field and the developmental stage of each student.

### Program Description

Georgia Southwestern State University offers a dual-degree program of study jointly with the Engineering School at the Georgia Institute of Technology. The Dual-Degree Program allows a student to study for three years at Georgia Southwestern State University, followed by two years of study in an engineering field of the student's choice at the Georgia Institute of Technology. The successful student in this program is awarded a Bachelor of Science degree in mathematics or a science area relevant to the chosen engineering field and a degree from Georgia Tech.

Today, the decisions of the engineer, the scientist, and the industrial manager have an important effect on the lives of all mankind. It is evident more than ever before that these professionals should acquire a full measure of general knowledge and culture. The Dual Degree Program provides its participants with the best of two university experiences. First, they have a choice of study at a liberal arts college with outstanding programs in humanities, natural sciences, philosophy, social sciences, fine arts, economics and business, modern languages, etc. Secondly, the Dual Degree students study at one of the world's leading technological institutes which has a proven record of graduating leading engineers, scientists, managers, and architects.

Dual Degree candidates from Georgia Southwestern State University are eligible to seek any of the following degrees from Georgia Tech:

#### College of Engineering:

- Bachelor of Aerospace Engineering
- Bachelor of Ceramic Engineering
- Bachelor of Civil Engineering
- Bachelor of Electrical Engineering
- Bachelor of Engineering Science and Mechanics
- Bachelor of Industrial Engineering
- Bachelor of Mechanical Engineering
- Bachelor of Nuclear Engineering
- Bachelor of Science in Textile Sciences & Engineering
- Bachelor of Science in Textiles
- Bachelor of Textile Engineering

#### College of Management:

- Bachelor of Science in Economics
- Bachelor of Science in Management Science

#### College of Sciences and Liberal Studies:

- Bachelor of Science in Applied Mathematics
- Bachelor of Science in Applied Physics
- Bachelor of Science in Physics

### **Courses Which Are to Be Part of the Study Program at Georgia Southwestern State University**

As of this date, the following amount of course credits in the specified areas must be included in the three-year study program taken at Georgia Southwestern State University. For descriptions of courses and minimum course content, refer to the current Georgia Tech catalog. If Georgia Southwestern State University cannot offer all of the required courses or if the student is unable to schedule one or two of the courses, Georgia Southwestern State University agrees to allow transfer credit applicable toward the Georgia Southwestern State University degree for such courses taken at Georgia Tech.

1. The mathematics and science courses included in the freshman and sophomore years of the curriculum for the discipline in which the student plans to major at Georgia Tech.
2. At least half of the humanities and social science/modern language credit hours required at Georgia Tech. At this time, twelve (12) semester hours of humanities and twelve (12) semester hours of social science/modern language are required for all Georgia Tech degrees.

#### **Requirements for Approval for Degree-seeking Status as a Dual Degree Student at Georgia Institute of Technology**

In order for a student to become a Dual Degree candidate at Georgia Tech he/she must have:

- Completed 90 to 96 semester hours at Georgia Southwestern State University. The student shall not be admitted to Georgia Tech with full third-year standing until this requirement is met.
- A recommendation from the designated official at Georgia Southwestern State University (dual-degree advisor).
- University grades and tests results which would indicate that he or she could satisfactorily complete the degree requirements at Georgia Tech.

#### **Hours of Course Credit to Be Required at the Georgia Institute of Technology for the Designated Bachelor's Degree**

The Dual-Degree Program student will be required to complete a Georgia Tech program of study which equals the number of credit hours required of normal juniors and seniors enrolled in the standard curriculum for the particular degree being sought.

If the official study program at Georgia Tech for the Dual Degree candidate includes free electives and the candidate has excess hours of credit at Georgia Southwestern State University, he or she may use these excess hours to reduce the hours required at Georgia Tech. Such a reduction shall not cause the total number of hours taken at Georgia Tech to be less than 60 semester hours.

#### **Student Readmission**

Students who attend Georgia Institute of Technology but do not complete degree requirements will be readmitted to GSW and given an opportunity to complete the requirements for a degree.

#### **Rejection of Students**

Any student who would not otherwise be admitted to Georgia Institute of Technology under their admissions evaluation criteria or who is projected not to complete any program contained in the Dual-Degree Program may, after suitable consideration by Georgia Tech, be declined admission to Georgia Tech. However, any student who meets Georgia Tech freshman admission criteria in effect when the student enters Georgia Southwestern State University, provided that he or she maintains an academic record that indicates a high probability for success at Georgia Tech during the three years of study at Georgia Southwestern State University and completes the courses stipulated in the agreement between Georgia Southwestern State University and Georgia Tech, will be admitted to Georgia Tech.

#### **DEPARTMENT OF HISTORY AND POLITICAL SCIENCE**

Chair: Hall

Faculty: Cooper, Galatas, Hall, Kline, Robins, Szmedra

The disciplines in the Department of History and Political Science focus on humanity in action and in thought as well as humanity's relationship to the earth and the allocation of its resources, historically, at present, and in the future. The general study of these fields provides that broad base which is essential for effective functioning in humanistic areas. Specialized study in specific social science areas may lead to careers in teaching, governmental services, public information, business, the legal profession, or simply provide the broad based liberal arts education fundamental to a fuller understanding of life, whatever the specific career choice.

The Department accepts the particular challenge of promoting awareness of our cultural heritage and the responsibilities of citizenship within a democratic society and the world community. The Department encourages self-realization, intellectual inquiry, and the examination of personal and professional values. The activities of the Department also encourage the discovery and study of those societal needs, which may be effectively addressed in an academic setting.

History and political science graduates are employed in a variety of positions in public service and the private sector. History majors find

positions with research services, in editing, legislative analysis, trend analysis for media, public relations, government agencies or non-profit groups, site interpretation and management, historic preservation, oral histories, and the development of documentaries. Political science majors find careers as legislative aides, legal assistants, lobbyists, or in government service, law, interest groups, public relations, law enforcement, teaching, community service, state department, and foreign service.

With a variety of programs, open minors, and electives, students can tailor their individual programs to fit personal career goals. The Department has an active Third World Studies program which includes enrichment seminars. It also administers the Intern Program which includes a variety of internships. These programs enable qualified students to obtain valuable work experience in addition to college credit and a possible stipend. A Pre-Law advisor helps students prepare for the law school of their choice. (See "Pre-Law Advisor" below.)

### **Bachelor of Arts Degree with a Major in History**

This program offers a strong major, opportunity for complementary work in a minor, and a foreign language requirement. It is a good background for graduate/law/divinity school or preparation for careers which require breadth of knowledge and informed perspective (as journalism, public relations, etc.), as well as those which draw more directly on the major field (as research/analysis services, historic site management, etc.). It enables students to develop writing and analytical skills useful in business and professional careers.

Click [HERE](#) for Curriculum Sheet and Requirements.

### **Bachelor of Science Degree with a Major in History**

Similar to the B.A. above, this degree also has a strong major and opportunity for a minor, but it offers wider elective choices by reduction of the foreign language requirement. Again, similarly to the B.A., the B.S. in History is an appropriate background for graduate/law/divinity school, careers that require a knowledgeable perspective (as journalism, public relations, etc.), and careers more directly related to history (as research/analysis services, historic site management, etc.). Students develop writing and analytical skills useful in business and professional careers.

Click [HERE](#) for Curriculum Sheet and Requirements.

### **Bachelor of Arts Degree with a Major in Political Science**

This degree offers a strong major, opportunity for a complementary minor, and a foreign language requirement. It is appropriate as preparation for graduate/law school or as a foundation for careers which require the breadth and perspective of a liberal arts degree (as journalism, public relations, etc.). Some careers (as legislative aide or in political action, community service, etc.) relate more directly to the major field. Students develop writing and analytical skills useful in business and professional careers.

Click [HERE](#) for Curriculum Sheet and Requirements.

### **Bachelor of Science Degree with a Major in Political Science**

Similar to the B.A., this B.S. program has a strong major, and opportunity for a minor, but it offers a wider elective option through the elimination of the foreign language requirement. It is also an appropriate preparation for graduate school and especially for law school. It provides the background for careers which need the informed perspective of a liberal arts degree (as journalism, public relations, etc.). It is a more direct preparation for career fields which draw more directly on the major field (as legislative aide, political action, community service, etc.). Students develop writing and analytical skills useful in business and professional careers.

Click [HERE](#) for Curriculum Sheet and Requirements.

### **Teacher Certification Programs**

For information on degree programs leading to secondary level teacher certification in history, see the following curriculum described also under the School of Education: B.S. in History with Teacher Certification.

Click [HERE](#) for Curriculum Sheet and Requirements.

### **Minor Programs**

The Department of History and Political Science provides excellent minor programs in history and political science. In preparation for a career in business, governmental agencies, or education, minors in the social sciences are considered an especially attractive balance to the career

major. Minor courses are selected in consultation with the student's faculty advisor.

Each minor course must be completed with a grade of C or better. Exceptions and substitutions for the required courses or types of course may be made (for example, for prior credit) with the recommendation of the advisor and the approval of the Department Chair.

Click [HERE](#) for Curriculum Sheet and Requirements (History).

Click [HERE](#) for Curriculum Sheet and Requirements (Political Science).

### **Pre-Law Advisor**

Since law schools prescribe no set curriculum as a prerequisite for admission, students may major in almost any degree program in preparation for law school. Some curricula are particularly recommended, such as political science, history, English, etc. Each of these curricula will have a separate advisor. However, the student interested in law school should also consult with the "Pre-law Advisor" within the Department of History and Political Science. The Pre-law Advisor will have information on law school admission policies, Law School Aptitude Test applications and administration dates, scholarships, law school catalogs, etc.

### **DEPARTMENT OF MATHEMATICS**

Chair: Stroyls

Faculty: Anderson, Cliett, Hodges, Mueller, Sapko, Stroyls

Georgia Southwestern offers its students three degree options in Mathematics at the undergraduate level-the Bachelor of Science in Mathematics, the Bachelor of Science in Mathematics with Certification, and the Bachelor of Science in Mathematics with option in Industrial Mathematics.

Former Georgia Southwestern students who have completed degree programs offered by the Department of Mathematics are presently pursuing careers in teaching, banking, business, computer science, industrial research, actuarial science, insurance, and civil service. The mathematics programs at Georgia Southwestern prepare students to enter these and other related fields. Graduates in mathematics are also, by program design, well equipped to enter graduate programs in these areas.

### **Bachelor of Science in Mathematics**

Click [HERE](#) for Curriculum Sheet and Requirements.

### **Bachelor of Science in Mathematics with Teacher Certification**

Click [HERE](#) for Curriculum Sheet and Requirements.

### **Bachelor of Science in Mathematics with option in Industrial Mathematics**

Click [HERE](#) for Curriculum Sheet and Requirements.

### **Mathematics Minor requirements**

Click [HERE](#) for Curriculum Sheet and Requirements.

### **DEPARTMENT OF PSYCHOLOGY and SOCIOLOGY**

Chair: Johnson

Faculty: Cotter, Fisk, Johnson, Prewett, Shapiro, Talley, Urda, Vance, Worthy

The Department of Psychology and Sociology offers course work and laboratory experience in the behavioral sciences. Its curricula are designed to prepare students for graduate work in psychology and sociology, and to provide students with skills and training for employment in various kinds of social service occupations. A balanced offering of lecture, laboratory, and field experience provides the student with a basic understanding of those variables affecting individual behavior as well as the behavior of groups.

The Department administers the following degree programs: B.A. in Psychology, B.S. in Psychology, and B.S. in Sociology. The department also offers minors in Psychology and Sociology. See the Chair of the Department of Psychology and Sociology if interested in these minor programs.

### **Bachelor of Science Degree with a Major in Psychology**

The B.S. degree in Psychology is designed to introduce the students to the scientific evaluation of psychological theory and to familiarize them with the application of fundamental principles of behavior. It will provide a broad background for those who desire to pursue an advanced degree in the behavioral sciences or those who aspire to a career in social service.

The major professional opportunities for a person in the B.S. degree program in Psychology are to be found in social service areas of the public sector. Many students with this degree find employment with the State Department of Family & Children Services, the Department of Offender Rehabilitation, Juvenile Courts, and various mental health/mental retardation agencies operated by the State Department of Human Resources. Other opportunities exist with federal agencies such as the Department of Labor and Social Security. Particular job titles with these agencies include Social Work Technician, Social Worker, Pension Counselor, Behavioral Specialist, Mental Health Technician, Counselor, and Probation Officer.

Click [HERE](#) for Curriculum Sheet and Requirements.

### **Bachelor of Arts Degree with a Major in Psychology**

This curriculum is designed to provide a research oriented background in Psychology for individuals who wish to pursue graduate study in Behavioral Science. The Southwestern student interested in pursuing a professional degree (Masters or Doctorate in Psychology, Criminology, Counseling, or Child Development) is encouraged to enroll in this degree program. A wide variety of career opportunities in social service delivery agencies are available to students holding advanced degrees in Behavioral Science. A student wishing to teach Psychology at the post-secondary level would also need an advanced degree, and this curriculum is an appropriate preparation for graduate study.

Click [HERE](#) for Curriculum Sheet and Requirements.

### **Bachelor of Science Degree with a Major in Sociology**

The Bachelor of Science Degree in Sociology is designed to familiarize the student with the structure and functioning of society, to develop greater understanding and appreciation of diverse cultural groups, to stimulate constructive analysis of sociological patterns, to encourage further research on human social behavior, and to prepare students for productive careers in a wide variety of occupations and professions. Sociology is the study of social life and the social causes and consequences of human behavior. It investigates the structure of groups, organizations, and societies, as well as their formation, development, and interactions. Since all human behavior is social, the subject matter of sociology ranges from the intimate family to the hostile mob, from crime to religion, from the divisions of race, gender, and social class to the shared beliefs of a common culture, from the sociology of work to the sociology of sport. In fact, few fields have such broad scope and relevance.

Various occupations and professions are available at the local, state and national levels to the person who majors in sociology. Many of the agencies affiliated with the Georgia Department of Human Resources, such as the Department of Family and Children Services and the Department of Mental Health and Mental Retardation, employ social service personnel. Other positions exist in state agencies dealing with juvenile and adult offenders. Local agencies and organizations requiring social service personnel include the Council on Aging, the Sumter Regional Hospital, Magnolia Manor Retirement Center, and the Rosalynn Carter Institute. While many sociologists hold positions in social service and educational fields, an increasing number hold a wide variety of jobs in such sectors as business, the health professions, the criminal justice system, and in government.

Nationally, sociologists are commonly employed by governmental agencies such as the National Science Foundation, the National Academy of Sciences, the Bureau of the Census, the National Institutes of Health, Education, and Welfare, the Departments of Agriculture, Housing and Urban Development, Defense, Commerce, and many others. Sociologists also direct, advise, and review research sponsored by foundations such as Russell Sage, Carnegie, and Ford, and likewise they work with business, technology, and industry.

Sociologists also teach at the community college, college, and university levels, as well as increasingly at high school levels across the nation. Preparation for graduate school is, of course, an integral part of the individual student's program.

And yet, career payoffs are not the only reason for studying sociology. Its subject matter holds considerable interest for its own sake. Certainly sociology offers valuable preparation for other sorts of careers. Sociology is a popular major for students planning futures in such professions as law, business, education, architecture, medicine, social work, and public administration.

Click [HERE](#) for Curriculum Sheet and Requirements.

### **Sociology Minor requirements**

Click [HERE](#) for Curriculum Sheet and Requirements.

## Psychology Minor requirements

Click [HERE](#) for Curriculum Sheet and Requirements.

## SCHOOL OF BUSINESS ADMINISTRATION

Dean: Kooti

Faculty: Chen-Lin, Fathi, Heshizer, Howell, Kooti, Madden, Parks, Talukdar, Wilson.

The School of Business Administration is in its third year of Candidacy for accreditation by AACSB International - The Association to Advance Collegiate Schools of Business. AACSB International is located at 600 Emerson Road, Suite 300, St. Louis, MO. 63141-6762 USA, telephone number 314-872-8481, and fax number 314-872-8495.

The School of Business Administration has initial accreditation from the International Association of Collegiate Business Education, PO Box 25217, Overland Park, KS 66225, USA, telephone number is: 913-631-3009, the fax number is: 913-613-9154. The School of Business Administration is also a member of the Association of Collegiate Business Schools and Programs (ACBSP). The Association is located at 7007 College Boulevard, Suite 420, Overland, KS 66211, USA, telephone number 913-339-9356, and fax number 913-339-6226.

The School of Business offers the following programs:

The **Master of Business Administration** degree program is designed to prepare future business leaders for the constantly changing world marketplace by developing their critical thinking, management and leadership skills and the global perspectives necessary for success.

The **Bachelor of Business Administration in Accounting** is designed to prepare students for the numerous types of positions available in the accounting field. The program emphasizes the broad-based learning that is required to be successful in this field. The Accounting program includes course requirements to qualify for the CPA examination.

The **Bachelor of Business Administration in Management with a concentration in Human Resource Management** has been designed to equip students with the knowledge and skills needed for successful entry into Human Resource Management positions. The program prepares students to enter into careers such as health and safety administration, recruiting and training.

The **Bachelor of Business Administration in Management** is designed to give students objective knowledge and skills development in the major functional areas of management: planning, organizing, leading and controlling. The Management concentration allows the graduate flexibility in career opportunities, and is an excellent choice for the individual who may want to start his or her own business.

The **Bachelor of Business Administration in Marketing** is designed to stress the importance of creating and maintaining successful relationships with customers. Upon completion of this program, the students will be prepared to begin careers in sales, advertising, planning or self-employment.

The **Bachelor of Applied Science (BAS) in Technology Management** is a unique program designed to prepare students for the effective management of technologies by combining courses from business and computer information science. The program intends to prepare technology entry level and mid-level managers within industry and government organizations. The program incorporates academic and applied state-of-the-art orientations by utilizing resources from the School of Business Administration and the School of Computer and Information Sciences.

- Course work taken in two-year college technical programs is generally non-transferable. Technical courses may be considered as a component of a portfolio by the Prior Learning Portfolio Committee.
- Students requesting credit for prior learning experiences in the Bachelor of Applied Science in Technology Management must submit the following documents to the BAS in Technology Management Advisor for consideration:
  1. A narrative explaining how prior learning is related to technology management. The narrative must describe relative experience and evidence identifying the learning the student acquired and how the learning can be used to solve problems or generalized for use in other situations.
  2. Documentation that the student has actually acquired the learning related to technology.
  3. Documentation to show that the prior learning experience is equivalent to the number of credit hours requested.
- Course work taken at two-year Technical Colleges which are accredited through the Commission on Colleges will be considered in

transfer if the course numbering is 190 or above. Technical Colleges accredited through an agency other than the Commission on Colleges will not be accepted in transfer, regardless of the course numbering.

## **OFF CAMPUS PROGRAMS**

The School of Business Administration offers the BBA degree program in Accounting and Management on the campus of Abraham Baldwin Agricultural College (ABAC).

## **CENTER FOR BUSINESS AND ECONOMIC DEVELOPMENT**

The Center for Business and Economic Development is the umbrella organization for all outreach and service activities in the School of Business Administration. The Center conducts data collection and dissemination activities; performs applied research; provides technical support for business, government and economic development organizations; conducts seminars and short courses; and publishes reports and commentaries. The Center coordinates Georgia Southwestern State University's participation in Students in Free Enterprise (SIFE). SIFE is a national, college-based organization in which students develop and carry out projects and programs to enhance knowledge and understanding of the free enterprise system on the university campus, in area schools, and among the general population.

## **THE SMALL BUSINESS DEVELOPMENT CENTER (SBDC)**

Georgia Southwestern State University Small Business Development Center is one of Georgia's SBDC Network of 19 Offices. As one of 19 SBDC Networks offices in the State of Georgia, the mission of the School of Business Administration Small Business Development Center is to enhance the economic well-being of Georgia citizens. Our objectives are:

- To support the objectives of the Small Business Administration and the Small Business Development efforts of the people of the state of Georgia.
- To support entrepreneurship and business expansion through the offering of direct business consulting and educational opportunities that address the human resources, management, technology, capital formation, and infrastructure needs of the business community.
- To address regional economic development needs for information by providing applied economic development research to communities and regions. This service includes the application of geographic information system technology and offers a wide range of resources for secondary research and an extensive primary research effort.
- To assist in the expansion of international trade primarily by educating new exporters who need assistance in all elements of exporting. The globalization of our economy demands that Georgia businesses take advantage of international opportunities.
- To deliver in-house managerial and employee training targeted especially to businesses which have difficulty obtaining affordable training.
- To facilitate the creation of economic development leadership groups that focus on the creation, retention, and expansion of business.
- To provide special attention to the needs of minority entrepreneurs by identifying procurement opportunities, locating sources of capital, and supporting outreach efforts of historically black colleges and universities.
- To assist existing businesses in taking advantage of state and local incentives for job creation, employee training, and other expansion efforts.

## **UNDERGRADUATE DEGREE REQUIREMENTS**

### **BACHELOR OF BUSINESS ADMINISTRATION DEGREE**

The undergraduate program of the School of Business Administration is divided into lower and upper division units of study. Freshmen, sophomores, and transfer students who are admitted to the University to pursue the BBA degree are assigned to the lower unit (Pre-business) and are advised by faculty of the School. Upon completion of the general education portion (Area A through E) of the Core curriculum and the business preparation portion (Area F), business students "declare" a major field of study and are transferred to that curriculum. Students admitted into a specific major are advised by faculty in that subject area.

Curriculum Sheet and Requirements.

[Accounting](#)

[Accounting - ABAC](#)

[Accounting - Bainbridge College](#)

[Accounting - Middle Georgia College](#)

[Human Resource Management](#)

[Management](#)

[Management - ABAC](#)

[Management - Bainbridge College](#)

[Management - Middle Georgia College](#)

[Management - Waycross College](#)

[Marketing](#)

## **BACHELOR OF APPLIED SCIENCE IN TECHNOLOGY MANAGEMENT**

[Click HERE for Curriculum Sheet and Requirements.](#)

## **MINOR FIELDS OF STUDY IN BUSINESS ADMINISTRATION**

BAS and BBA degree programs do not have minor fields of study. Minor fields of study in Business Administration may be pursued by students in other degree programs. Business Administration minors are available in accounting, management, human resource management, and marketing.

Curriculum Sheet and Requirements.

[Human Resource Management](#)

[Human Resource Management for CIS](#)

[Management](#)

[Management for CIS](#)

[Marketing](#)

[Marketing for CIS](#)

## **SCHOOL OF COMPUTER AND INFORMATION SCIENCES**

Dean: Peltsverger

Faculty: Cook, Fu, Peltsverger, Shah, Yemelyanov

The impact of the computer upon business and society has been phenomenal. One result of this continuing dynamic technological growth has been a significant demand for professionals. The use of computers has become indispensable in science, engineering, management, education and other professions. Many believe that in the near future information processing will become the nation's largest industry and that its disciplines will be centrally important to society.

The faculty of the School of Computer and Information Sciences provide a diverse spectrum of expertise and experience. Students are therefore provided a unique blend of theory, current practice, and state-of-the-art technology.

The computer laboratories house PC's, which are networked to Georgia Southwestern State University's in-house servers as well as to the University System's Computer Network. The full range of computer equipment, from PC's to large servers, is taught in the classroom and is accessed by students in the laboratory.

The **GSW-I-TECHCenter** was created based within the School of Computer and Information Sciences in Fall 2000. The primary mission of the Center is to provide students with the real-world projects and opportunities for research and internships. There were more than 15 projects completed in the last two years, among them were web based applications, database development, e-commerce application testing, etc.

More information can be found on the GSW-I-TECH Center website.

The School of Computer and Information Sciences offers Master of Science in Computer Science degree program and Bachelor of Science degree programs in computer information systems and computer science.

## **BACHELOR OF SCIENCE IN COMPUTER INFORMATION SYSTEMS**

The Bachelor of Science in Computer Information Systems provides instruction and training for persons wishing to enter the exciting world of Computer Information Systems. Today, employment opportunities abound for the man or woman who possesses the creative energy, the problem-solving ability, and the technical knowledge and skills to provide information services in a wide variety of organizational settings. The graduate of this program can expect initial employment as a network administrator, a database administrator, a Webmaster, and, with some experience, can move into such high-demanding occupations as program analyst, information systems analyst, or information systems manager. The program provides the flexibility to meet almost any career aspirations in computers and information processing.

## **BACHELOR OF SCIENCE IN COMPUTER SCIENCE**

The Computer Science curriculum, leading to the degree Bachelor of Science in Computer Science, is a liberal arts oriented curriculum intended



to prepare students for careers in programming. Computer Science is a multifaceted discipline that encompasses a broad range of topics. Computer science focuses on the theoretical and applied capabilities of computers and on the properties of various general problems and algorithms.

#### **ADMISSION GUIDELINES (for CS/CIS applicants)**

1. acceptance in good standing by the University;
2. application to the School of Computer & Information Sciences by the published deadline;
3. significant completion of the core (general education) courses;
4. an overall grade point average of at least 2.5 on a scale of 4.0 for consideration; and
5. results of validation testing, if required.

#### **PROGRESSION REQUIREMENTS**

1. an overall grade point average of 2.2 on a scale of 4.0;
2. a minimum grade of "C" in each major course;
3. a student may repeat a major course once after failure to receive a passing grade. The student must apply for readmission. Readmission is not guaranteed; and
4. the program must be completed within five years of the start of the first major course.

#### **BACHELOR OF SCIENCE in COMPUTER INFORMATION SYSTEMS (120 Hrs)**

Click [HERE](#) for Curriculum Sheet and Requirements.

#### **BACHELOR OF SCIENCE in COMPUTER SCIENCE(120 Hrs)**

Click [HERE](#) for Curriculum Sheet and Requirements.

#### **MINOR FIELDS OF STUDY**

Click [HERE](#) for Curriculum Sheet and Requirements for Computer Information Systems Minor.

Click [HERE](#) for Curriculum Sheet and Requirements for Computer Science Minor.

## **SCHOOL OF EDUCATION**

- [SCHOOL OF EDUCATION](#)
- [DEPARTMENT OF MIDDLE GRADES AND SECONDARY EDUCATION](#)
- [DEPARTMENT OF EARLY CHILDHOOD, READING, AND SPECIAL EDUCATION](#)
- [DEPARTMENT OF HEALTH AND HUMAN PERFORMANCE](#)

#### **SCHOOL OF EDUCATION**

Dean: Gendernalik-Cooper

Faculty: Barksdale, Bosak, Brown, Dorminey, Foster, Gendernalik-Cooper, Hawver, Hunter, Kaylor, Kolo, Mashburn, Mayo, McLain, McWhorter, Medders, Neale, Nichols, Rodkey, Spann, Watford.

#### **Mission Statement**

The mission of the School of Education is the preparation and continuous development of candidates from diverse populations to high levels of achievement. The School of Education is committed to:

- developing candidates who accurately assess, reflect, and make appropriate decisions about instruction resulting in achievement for all learners.
- motivating life-long learning and offering high quality programs based upon exemplary instruction and relevant research.
- collaborating with schools, businesses, communities, civic organizations, and others to improve the preparation of candidates and the effectiveness of practicing teachers.
- developing leaders in education who are skilled, reflective decision makers and view pupil learning as the focus of their work.

#### **Principles Guiding Curriculum Development**

The School of Education faculty has identified five guiding principles for curriculum development:

1. Candidate Knowledge, Skills, and Dispositions. The SOE faculty believes candidates should demonstrate content knowledge, effective

pedagogical skills, and methodologies for teaching based on national, state, and local standards. Attitudes, beliefs, and dispositions about teaching must align with these standards. Faculty will model and teach candidates to use current technology to enhance and improve content and improve methodologies of teaching, thus, fostering pupil achievement.

2. **Assessment and Reflective Evaluation.** Faculty, administrators, and candidates will continually assess courses, clinical experiences, candidates' impact on pupil learning, and overall programs through reflection and evaluation to make skilled decisions and improve the education of all candidates and the achievement of all pupils.
3. **Clinical Experiences/Field Experiences.** The SOE faculty believes collaboration with faculty in the School of Arts and Sciences, faculty and support personnel in local education agencies throughout our service area, businesses, civic organizations, and other community resources are essential for exemplary programs.
4. **Diversity.** As change agents, faculty and candidates must adapt to the evolving needs of the global society and its diverse populations to provide exemplary learning and achievement opportunities for all pupils. Curriculum will reflect the current and ever-changing issues of diverse human needs.
5. **Faculty Performance/Development.** The SOE faculty models exemplary professional practices in teaching, service, and scholarship. Faculty members incorporate the standards of national and state agencies, the Board of Regents, INTASC, NBPTS, and professional organizations to achieve high levels of exemplary teaching, professionalism, and life-long learning.

### **Education as a Career**

A career in education is multi-faceted. Teaching in public or private schools, teaching for industry, teaching abroad, human services positions in a variety of agencies, tutoring, and operating an educational clinic are some options available.

Teaching, wherever it occurs, offers challenge, personal satisfaction, interaction with individuals in diverse situations, congenial colleagues, good working conditions, opportunities for advancement, increased financial rewards, choices of location, and the professional and personal growth which accrues from advanced study in the college and university environment. The School of Education at Georgia Southwestern State University is comprised of professional educators with extensive experiences in the public schools, the community, and professional organizations.

The School of Education is nationally recognized for the quality of its preparation programs. Georgia Southwestern Teacher Education programs are fully accredited by the National Council for Accreditation of Teacher Education (2010 Massachusetts Ave NW, Suite 500, Washington, D.C. 20036; 202-466-7496), state and regional accrediting agencies, as well as by specialty accrediting groups such as the National Council for the Teaching of Mathematics, the Middle School Association, and the Council for Exceptional Children.

The mission of the School of Education is the preparation of teachers for Georgia schools. Through cooperative efforts with other schools and departments of the University, the School of Education offers Teacher Education programs for Early Childhood, Middle Grades, Secondary Education, Health and Physical Education, Special Education, and Reading. The School of Education provides leadership in professional development and extension programs for teachers within the area served by the University and collaborates with the Georgia Professional Standards Commission, school systems, professional organizations, and other groups in evaluating and improving education programs and services.

### **Programs in Education at Georgia Southwestern**

Teacher education programs represent the cooperative planning of the School of Education and the other major academic units of the University. All programs are coordinated by the School of Education and are designed to produce teachers who demonstrate:

1. the skills and central concepts of their disciplines and the ability to incorporate those concepts into an integrated curriculum to facilitate holistic learning.
2. knowledge of the growth and development characteristics of children and adolescents and a knowledge of content and critical historical, philosophical, and theoretical themes in education.
3. the ability to effectively instruct students from diverse populations who vary in rate, ability, compatibility, cultural background, and style of learning.
4. critical and reflective thinking skills and the ability to use a variety of instructional strategies to promote critical thinking, problem solving, and performance in pupils.
5. classroom management skills using various techniques including the ability to manage the physical classroom environment.
6. effective communication strategies to insure active participation of diverse learners.
7. the ability to make skilled, reflective decisions in planning, creating, and evaluating materials appropriate for effective instruction using a variety of teaching strategies and technologies.
8. effective assessment techniques for the purpose of diagnosing and prescribing teaching strategies resulting in high levels of pupil achievement.

9. professionalism and the knowledge and ability to use reflection, research, and inquiry to refine their own development and to support professional practice.
10. appropriate and effective collaboration, communication, and interpersonal skills with pupils, teachers, parents, administrators, and others in the community.
11. dispositions, including beliefs, values, and behaviors, that guide ethical practice.
12. integration of instructional technology to foster learning and high levels of pupil achievement.

The prospective student has many options. Programs leading to degrees and/or eligibility for initial certification are offered in Early Childhood Education, English, Health and Physical Education, History, Mathematics, Middle Grades Education, and Special Education. In addition, students may earn the Bachelor of Science in Education degree in Recreation and Exercise Science/Wellness, non-teaching degrees.

### **Employment Opportunities**

Highly qualified teachers are in demand in schools, business, industry, and education-related positions. Georgia and other states in the southern region offer attractive employment opportunities to teachers and graduates of education programs. Virtually every major field is open to education graduates seeking positions. Social and governmental agencies recruit education graduates. Corporations and banks seek those skilled in communications and human relations. The individual with a degree in education can select from a wide range of positions and opportunities.

The Teacher Career Fair, sponsored annually by the School, brings representatives from Georgia school systems to the campus to interview prospective graduates. Individual conferences are arranged to provide wide exposure for students to potential employment opportunities. Undergraduates participate in at least one Career Fair prior to graduation.

### **Basic Requirements for All Undergraduate Teacher Education Programs**

Teacher Education programs at Georgia Southwestern State University are approved by the Georgia Professional Standards Commission and/or national Specialty Professional Associations. Successful completion of an approved Teacher Education program leads to recommendation for a professional teaching certificate. Since these professional programs lead to licensure, students must meet requirements and responsibilities not common to other degree programs.

### **Academic Achievement**

All Teacher Education students must have a minimum GPA of 2.5 on a 4.0 scale for Admission to Teacher Education, for Admission to Student Teaching, and for graduation. In addition, students must earn grades of C or better in the professional sequence and teaching field courses for their chosen field of study. (See individual program descriptions for professional sequences and teaching field courses). Professional course credit may not be earned by correspondence.

### **Field Experiences**

The School of Education strongly believes that field experiences are essential elements in all preservice teacher education programs. Field experiences provide developmental, systematic, and authentic contact between Teacher Education students and the tasks involved in teaching P-12 pupils. Most education courses have field experience requirements as an integral part of the course requirements. Collaboration with area Professional Development Schools enables students to observe and participate in classrooms beginning with the Introduction to Education course and continuing through the capstone field experience-Student Teaching. Students are expected to complete the equivalent of one year of field experience hours including student teaching. Students must have documented a Criminal Background Check prior to beginning field experience assignments, and provide proof of educational liability insurance.

### **Admission to Teacher Education Programs**

All students following a Teacher Education program must be formally admitted to Teacher Education. The Admission to Teacher Education process is an advisement and tracking procedure designed to assist students in completion of degree requirements. Admission to Teacher Education is a prerequisite for enrollment in professional education courses. Failure to make application at the appropriate time can jeopardize timely program completion. Deadlines for submitting applications for Admission to Teacher Education are posted each semester in the School of Education and on the School of Education website.

Application for Admission to Teacher Education should be made upon completion of 50 semester hours of core curriculum credit. Transfer students with at least 50 semester hours of credit must make application for Admission to Teacher Education immediately upon entering the University. Application forms may be obtained from the School of Education office or from the School of Education website.

All applicants must submit the application and a two-page autobiography to the School of Education office. Students are notified by letter of their admission to a Teacher Education program. Admission to Teacher Education must occur at least two semesters prior to the Student

Teaching semester, and prior to enrollment in any 3000 or 4000 level program courses.

**Formal Admission to the Teacher Education program will be granted to students meeting the following requirements:**

1. Completion of EDUC 2010 (Introduction to Education), EDUC 2030 (Human Growth and Development), and EDSP 2010 (Introduction to Special Education) with a grade of C or higher.
2. Completion of a minimum of 50 semester hours of General Core Curriculum (Areas A-F) credit with a minimum grade point average of 2.50 on all work taken, whether at other colleges/universities or at Georgia Southwestern State University, that is foundational to Teacher Education. Achievement and maintenance of a core GPA of at least 2.50 is required to be admitted and to remain in the program.
3. An institution grade point average of 2.50 or higher in all program course work taken whether at other colleges/universities or at Georgia Southwestern State University is required to be admitted and to remain in the program.
4. Successful completion of the Regents Examination.
5. Successful completion of the PRAXIS I academic skills tests in Reading, Mathematics, and Writing.\*
6. Proficiency in communication skills, which is subject to review by the School of Education at any time during the program. Communication skills are measured by completion of the Humanities component of the core with a GPA of 2.25 or higher and successful demonstration of proficiency in communication skills or completion of COMM 1110 or THEA 1110 with a grade of C or higher. COMM 1110 or THEA 1110 may be taken in Area B to satisfy this requirement.
7. Recommendation by the student's academic advisor and one other professor who has recently taught the student (other than the instructor of EDUC 2010).
8. Recommendation by the appropriate program faculty, and approval by the Dean of the School of Education.

\* **NOTE:** Candidates are exempt from this requirement if they have earned qualifying scores on any of these tests:

SAT minimum score: 1000 (verbal score plus math score);

GRE minimum score: 1030 (verbal score plus quantitative score); or

ACT minimum score: 43 (English score plus math score).

**Opening School Experience**

During the academic year in which a candidate completing a degree program with certification is scheduled to student teach, she/he must complete the Opening School Experience in the placement where the student teaching is to be completed. Opening School Experiences, student teaching placements, and all other field experiences will be authorized by the Director of Field Experience/Professional Development School Network in consultation with program faculty and Professional Development School liaisons.

**Admission to Student Teaching**

Completion of Student Teaching, under the guidance of a Professional Development School master teacher and a university supervisor is required of each Teacher Education student. Student Teaching occurs during the senior year and is considered a "full time" experience. Students may not enroll for additional courses other than the seminar course while Student Teaching without special permission, nor should they engage in outside activities that divert attention and energy from Student Teaching.

Student Teaching is conducted in elementary, middle, and secondary Professional Development Schools. Each assignment is made by the School of Education after a careful study of the student's academic record and general college/university experience. The School of Education reserves the right to assign a student to any Professional Development School according to the best interests of the student and the University. Georgia Southwestern State University's Professional Development Schools are located in the following counties: Ben Hill, Crisp, Houston, Lee, Macon, and Sumter.

Application for Student Teaching must be filed with the Director of Field Experiences/Professional Development School Network. The deadline for applications for Student Teaching is March 1st preceding the academic year (fall and spring semesters) in which Student Teaching is anticipated. For Student Teaching in Fall 2006 or Spring 2007, applications will be due 1 March 2006.

**Prerequisites for Student Teaching are as follows:**

1. Admission by letter to a Teacher Education program at Georgia Southwestern State University at least two semesters prior to the Student Teaching semester;
2. Completion of fifteen semester hours of credit in residence at Georgia Southwestern, including the materials and methods course specific to the major;
3. Completion of the General Core Curriculum with a minimum grade point average of 2.5 on all core work whether taken at other colleges/universities or at Georgia Southwestern;
4. Completion of all course work required except Student Teaching with a grade of C or higher whether taken at other colleges/universities or at Georgia Southwestern;

5. An institution grade point average of 2.5 or higher in all program course work whether taken at other colleges/universities or at Georgia Southwestern;
6. Recommendation by major advisor and endorsement by the appropriate area curriculum committee.
7. Document a Criminal Background Check and proof of educational liability insurance.

### **Certification**

Teacher certification is granted by the Georgia Professional Standards Commission. Students successfully completing all requirements in a baccalaureate Teacher Education program and meeting the Praxis I and Praxis II requirements may apply to the Georgia Professional Standards Commission for a clear-renewable professional certificate. Application forms for certification may be obtained from the School of Education Office. Students should complete application forms and submit them prior to the end of the semester in which they anticipate completing certification requirements.

### **DEPARTMENT OF MIDDLE GRADES AND SECONDARY EDUCATION**

#### **Middle Grades Education**

Interim Chair: Watford

Faculty: Brown, Kolo, Neale, Watford

Middle Schools serve a student population undergoing physical, intellectual, and psychological changes. Teachers prepared to meet the developmental needs of young adolescents are at the heart of the Middle School. The School of Education's Middle Grades program prepares teachers who understand the nature of the learner, create meaningful learning environments, empower students, collaborate with other teachers, and know the value of caring. The Middle Grades program prepares students to become responsive, knowledgeable, and capable teachers of adolescents.

#### **BACHELOR OF SCIENCE IN EDUCATION WITH A MAJOR IN MIDDLE GRADES**

**Core Curriculum Requirements:** Core curriculum requirements should be completed during the first two years of college study. Students must meet the General Core Curriculum requirements as established by the University and the School of Education.

**Admission to Teacher Education.** Admission to Teacher Education is required for a student to enroll in all 3000-4000 level program courses. A grade of C or higher is required in each professional and teaching field course, and an institution grade point average of 2.50 is required for both Student Teaching and graduation.

**Professional Sequence.** The Middle Grades Education professional sequence enables students to develop understanding and competencies essential for teaching pupils in grades 4-8.

**Required Teaching Field Courses.** Teaching field requirements are established by the School of Education. Major teaching field courses should be taken during the junior and senior years and must be completed prior to Student Teaching.

**Concentration Areas:** Students in Middle Grades must complete two concentration areas each requiring a total of 15 semester hours of course work. The concentrations must be selected from the areas of Language Arts, Social Studies, Science, or Mathematics.

The following courses marked with an asterisk (\*) are required when a student chooses that specific area for Concentration I or Concentration II. A grade of C or higher is required in each teaching field course. Major teaching field courses should be taken during the junior and senior years.

**Language Arts:** EDRG 3030\*, ENGL 3210, ENGL 3220, ENGL 4010, 3 hrs English or Reading elective.

**Social Science:** EDMG 4050\*, and at least one course from each of the following areas: Regional Perspectives (HIST 3510, 3770, 3780 3810), World Perspectives (HIST 4110, 4770, 4800, POLS 3210), US Government Perspective (POLS 3110, 4460, 4470, 4570), 3 hrs. of Social Studies elective.

**Science:** EDMG 3060\*, 4-hr science elective\* (must be Chemistry or Physical Science if not taken in Core Area D), and at least two additional courses from the following:

BIOL 3300, BIOL 3600, BIOL 3710, BIOL 4050, BIOL 4350, BIOL 4500, BIOL 4800, GEOL 3111, GEOL 3121, GEOL 3311, OR GEOL 3411.

**Mathematics:** EDMG 3100\*, MATH 3001, 3002, 4490, 3 hrs Mathematics elective.

**NOTE:** Other courses in concentration may be approved where appropriate at the discretion of the advisor and the Department Chair.

Click [HERE](#) for Curriculum Sheet and Requirements.

## **Secondary Education**

Georgia Southwestern State University offers programs leading to certification in secondary education in Biology, Chemistry, English, History, and Mathematics. These programs complement a strong academic background in the teaching field with providing the knowledge, skills, and experiences that are prerequisite to effective instruction. Students who plan to teach grades 6-12 must enroll in the appropriate program. Requirements for each program are established jointly by the School of Education and the School of Arts and Sciences and respective departments. Students are assigned academic advisors from within the respective academic school or department and the School of Education. The School of Education plans and schedules courses in the professional sequence. All programs are designed to lead to eligibility for the initial teaching certificate in Georgia.

Students should be familiar with the BASIC REQUIREMENTS FOR ALL UNDERGRADUATE TEACHER EDUCATION PROGRAMS listed previously, denoting requirements specifically for Teacher Education students. Changes in major program requirements must be approved in writing by the Dean of the School of Arts and Sciences and the Dean of the School of Education.

**Core Curriculum Requirements.** Students must meet the General Core Curriculum requirements as established by the University for each Teacher Education program. A GPA of 2.5 or higher is required for courses used to meet General Core Curriculum requirements. This applies to course work taken at other institutions as well as at Georgia Southwestern State University. Transfer students must meet the same core GPA requirements. Because of the several options in Teacher Education programs, the specific courses required in Area F of the core will vary from program to program. Students should take such courses only with the approval of the appropriate academic area advisor. COMM 1110, THEA 1110 or demonstrated competence in Speech is a requirement in all Teacher Education programs. COMM 1110 or THEA 1110 may be taken in Area B to satisfy this requirement.

**Professional Sequence.** The professional sequence consists of twenty-six semester hours of professional education courses. Admission to Teacher Education is required for a student to enroll in all 3000-4000 level education courses including EDRG 3060, EDUC 3200, EDUC 3400, EDSC 4060, EDSC 4080, EDSC 4090, EDSC 4100, EDSC 4960, EDSC 4970, EDSC 4980, and EDSC 4990.

**Required Teaching Field Courses.** Teaching field requirements are established by the academic departments and the School of Education. A grade of C or higher is required in each course applied to a teaching field, and an institution grade point average of 2.5 is required for both Student Teaching and graduation. All teaching field courses in addition to required General Core Curriculum courses, Certification Core courses, and the professional sequence courses must be completed prior to Student Teaching. Specific requirements for each area can be found in Arts and Sciences departmental information.

## **DEPARTMENT OF EARLY CHILDHOOD, READING, AND SPECIAL EDUCATION**

Interim Chair: Mayo

Faculty: Dorminey, Foster, Hunter, McWhorter, Mashburn, Mayo, Medders, Nichols, Spann

### **Early Childhood**

The student who specializes in Early Childhood Education has career options in a variety of settings: public and private preschools, agencies, community programs, child care, public schools, and private enterprise. With advanced training, supervisory and administrative positions are available. Students who plan to teach in pre-kindergarten through 5th grade (P-5) must enroll in this program to obtain certification.

## **BACHELOR OF SCIENCE IN EDUCATION WITH A MAJOR IN EARLY CHILDHOOD EDUCATION**

**Core Curriculum Requirements.** Core curriculum requirements should be completed during the first two years of college study. Students must meet the General Core Curriculum requirements as established by the University and the School of Education.

**Admission to Teacher Education.** Admission to Teacher Education is required for a student to enroll in all 3000-4000 level program courses. A grade of C or higher is required in each professional and teaching field course, and an institution grade point average of 2.5 is required for both student teaching and graduation.

**Early Childhood Education Professional Sequence.** The Early Childhood Education professional sequence enables students to develop understanding and abilities that are essential for teaching young pupils.

### **Academic Concentrations:**

The Early Childhood Education program requires the completion of a concentration in **Reading**. Courses that are taken to complete this requirement include: EDRG 3020, EDRG 3040, EDRG 3280, and EDRG 4100.

The Early Childhood Education program requires the completion of a concentration in **Mathematics**. Courses that are taken to complete this requirement include: MATH 2204, EDEC 3100, MATH 3001, MATH 3002, and MATH 4490.

Click [HERE](#) for Curriculum Sheet and Requirements.

### **Special Education**

Students planning to teach individuals with disabilities should enroll in this program leading to Georgia T-4 certification in Interrelated Special Education.

A degree in Special Education qualifies an individual for professional opportunities in public schools and other settings concerned with meeting the needs of individuals with disabilities. Special Education graduates are currently in great demand in Georgia and throughout the nation.

#### **BACHELOR OF SCIENCE IN EDUCATION WITH A MAJOR IN INTERRELATED SPECIAL EDUCATION**

**Core Curriculum Requirements.** Core Curriculum requirements should be completed during the first two years of college study. Students must meet the General Core Curriculum requirements as established by the University and the School of Education.

**Admission to Teacher Education.** Admission to Teacher Education is required for a student to enroll in all 3000-4000 level program courses. A grade of C or higher is required in each professional and teaching field course, and an institution grade point average of 2.5 or higher is required for both Student Teaching and graduation.

**Professional Sequence.** The Special Education professional sequence enables students to develop understanding and competencies essential for teaching pupils with disabilities.

**Required Teaching Field Courses.** Teaching Field requirements are established by the School of Education. Major teaching field courses should be taken during the junior and senior years. Teaching field courses, including the Special Education Block, must be completed prior to Student Teaching.

**Special Education Block.** All students seeking initial certification in Special Education are required to complete the Special Education Block prior to Student Teaching. The Special Education Block is a full-time experience of course work and internship. Students spend approximately 20 hours per week as interns serving special education pupils in public schools under the supervision of master teachers. Additionally, they are enrolled in university course work on campus.

Click [HERE](#) for Curriculum Sheet and Requirements.

### **DEPARTMENT OF HEALTH AND HUMAN PERFORMANCE**

Chair: Hawver

Faculty: Barksdale, Bosak, Hawver, Kaylor, McLain, Rodkey

The Department of Health and Human Performance offers a Bachelor of Science in Education degree with a teaching major in Health and Physical Education, a Bachelor of Science in Education with a concentration in Exercise Science/Wellness, and a Bachelor of Science in Education with a major in Recreation. The growth of sports in the American culture, the increased public interest in health and physical fitness, and the emphasis on equal opportunity have resulted in expanded sports programs throughout the nation.

The purpose of the Health and Physical Education curriculum is to prepare majors for careers in teaching students at the preschool level through the secondary level and for coaching positions at the middle and secondary level. Completion of degree requirements and successful completion of the PRAXIS Exam lead to certification by the Georgia Professional Standards Commission.

The Bachelor of Science in Education degree with a concentration in Exercise Science/Wellness is designed to prepare graduates who prefer careers in corporate fitness and wellness. Completion of the program will provide the undergraduate student with the entry level skills and the knowledge base to function competently in a wide range of fitness/wellness employment opportunities.

The Bachelor of Science in Education degree with a major in Recreation is designed to prepare graduates to enter different areas of recreational service. In our society, recreation is considered to be an important counter to the stress and pressure of modern living. The purpose of the recreation field is to provide a wide variety of physical, mental, social, and cultural opportunities for all people. The leisure service field is recognized as a multi-million dollar industry with such varied branches as follows:

**School Recreation:** Intramurals, student activities director, student union director, in public and private elementary and secondary schools and colleges.

**Public Recreation:** Community recreation programs, park administration, community education, cultural programs and services.

**Commercial Recreation:** Direction of amusement centers, bowling lanes, golf courses, private gyms, movies, and sporting events.

**Armed Forces Recreation:** Special Services, USO, and Red Cross.

**Group Work Recreation:** YMCA, YWCA, Boys' Clubs, Girls' Clubs, Scouts, and other related youth groups.

**Therapeutic Medical Recreation:** Hospitals and mental institutions.

**Resort Recreation:** Hotels and auxiliary recreation services.

**Private Recreation:** Condominiums, private communities, special interest clubs, country clubs, and athletic clubs.

The emphasis at Georgia Southwestern is to provide the future recreation professionals with the administrative and technical knowledge needed for proper execution of such positions. For more information concerning these programs, students should consult the Chair of the Department of Health and Human Performance.

Students working toward a baccalaureate degree must complete the service courses in Health and Human Performance as part of the general university requirements. (See Academic Regulations for exemptions). A minimum grade point average of C (2.00) is required in the 1000 level courses.

Students enrolled in other programs offered by the University must complete physical education courses required in the specific programs.

### **BACHELOR OF SCIENCE IN EDUCATION WITH A MAJOR IN HEALTH AND PHYSICAL EDUCATION**

Students planning to teach Health and Physical Education in grades P-12 must enroll in this program leading to Georgia T-4 certification.

**Core Curriculum Requirements.** Core curriculum requirements should be completed during the first two years of college study. Students must meet the General Core Curriculum requirements as established by the University and the School of Education.

**Admission to Teacher Education.** Admission to Teacher Education is required for a student to enroll in all 3000-4000 level program courses. A grade of C or higher is required in each professional and teaching field course, and an institution grade point average of 2.5 is required for both Student Teaching and graduation.

**Professional Sequence.** The Health and Physical Education sequence enables students to develop understanding and competencies essential for teaching pupils in grades P-12.

**Required Teaching Field Courses.** Teaching field requirements are established by the School of Education. Major teaching field courses should be taken during the junior and senior years, and must be completed prior to Student Teaching.

Click [HERE](#) for Curriculum Sheet and Requirements.

### **BACHELOR OF SCIENCE IN EDUCATION WITH A MAJOR IN EXERCISE SCIENCE/WELLNESS**

This program is designed to prepare graduates who prefer careers in corporate fitness and wellness. The program does not lead to certification to teach.

Click [HERE](#) for Curriculum Sheet and Requirements.

### **BACHELOR OF SCIENCE IN EDUCATION WITH A MAJOR IN RECREATION**

This program is designed to prepare students for positions with agencies providing for the recreative use of leisure time in our society. The program does not lead to teacher certification.

Click [HERE](#) for Curriculum Sheet and Requirements.

### **MINOR IN RECREATION**

Click [HERE](#) for Curriculum Sheet and Requirements.

## **SCHOOL OF NURSING**

Dean: Warda

Faculty: Cason, Daniel, Easom, Hagins, Lumansoc, Malachowski, Mixon, Rozmus, Simmons, Taylor, Warda.



The School of Nursing (SON) offers the Bachelor of Science in Nursing (BSN) degree program. Baccalaureate graduates are prepared for a variety of beginning positions in hospitals, community health care agencies, private offices, the military, industry, and schools. A baccalaureate education also establishes the basis for further learning in graduate programs.

The BSN program accommodates students in two tracks: the basic generic track and the RN-BSN track. The basic generic track is designed for students without an earned degree in nursing. The RN/BSN track is for individuals educated at the diploma or associate degree level and already licensed as registered nurses. The SON supports the Georgia Articulation plan to facilitate educational mobility for registered nurses.

The BSN program has full approval from the Georgia Board of Nursing (237 Coliseum Drive; Macon, GA, 31217-3858; 478.207.1640). The School of Nursing is accredited by the National League for Nursing Accrediting Commission (61 Broadway, 33rd Floor; New York, NY, 10006; 212.363.5555).

### **MISSION STATEMENT OF THE SCHOOL OF NURSING**

The mission of Georgia Southwestern State University School of Nursing is to prepare professional nurses for the 21st century who can work with diverse populations in multiple practice settings. In a caring community of learning, we are preparing future leaders with our focus on helping students learn.

### **STATEMENT OF PHILOSOPHY**

The faculty of the School of Nursing at Georgia Southwestern State University (GSW) believes that nursing is a practice-oriented discipline focused on the promotion of health of human beings in interaction with their environments. Human beings are unique and individual in their responses to health and illness, and represent a variety of socio-economic and educational perspectives, ethnic backgrounds and lifestyle patterns.

We believe that health can be viewed as a personal commitment and a social commitment. We believe that health should be seen as a community and societal obligation rather than only as a personal responsibility. From this perspective, health is influenced by biological, social, cultural, spiritual, political and psychological factors.

We believe that because nurses are being challenged to care for patients who are socially, politically and economically disadvantaged, they must move beyond a psychological conceptualization of the environment into a sociopolitical-economic and cultural conceptualization. Through this reconceptualization, nurses can see that human responses to health and illness are related to the structure of the social world, the economic and political policies that govern the structure, and the human, social relationships that are produced by the structure and the policies.

We believe that nursing education should be based on critical analysis and synthesis of facts, concepts, principles, and theories from nursing, in addition to the social, educational, behavioral, humanities, natural, medical, and basic sciences. We believe that basic and applied research generated knowledge should be included throughout the nursing curriculum. We believe that the goal of baccalaureate education is to prepare persons to provide professional nursing care to all people in a variety of settings. In addition, we believe in the need to ensure that curriculum content and models, teaching-learning practices, and evaluation methods should be responsive to the actual needs of society and consistent with evolving health care and education reforms.

### **OBJECTIVES FOR THE BSN PROGRAM**

The aim of the baccalaureate curriculum is to prepare persons to provide professional nursing care in a variety of practice settings.

The curriculum has been structured to prepare graduates to do the following:

1. Practice nursing that encompasses caring within the human health experience, and focuses on a holistic conceptualization of the needs of humans. This practice is based on knowledge, clinical judgment, and perspective that includes the ability to engage in the following processes:
  - Assess the significance of a wide range of factors (physiological, social, personal, cultural, psychological, and spiritual) and their interrelationships in such a way as to identify and define common nursing problems.
  - Assess availability, accessibility, and relevance of resources for individual, family, and community problem resolution.
  - Formulate a plan for helping the individual, family, or community to mobilize and use resources appropriate to their particular problem or situation.
  - Implement the formulated plan or modification thereof.
  - Evaluate the results of interventions in relation to immediate and long-term consequences and modify future related interventions as necessary.
2. Demonstrate skills necessary for the professional practice of nursing.
3. Advance towards professionalism. Professionalism entails

- Progressive mastery of the knowledge, skills, and critical thinking needed by the profession;
- Demonstrated commitment to a nursing perspective; that is, internalization of the values, traditions, and obligations of the profession; and
- Identification with and commitment to the profession's function in the larger society.

#### Admission Guidelines (for basic generic applicants)

1. acceptance in good standing by the University;
2. application to the School of Nursing by the published deadline;
3. all general education/core classes from Areas A, D, and F completed;
4. completion of Concepts of Professional Nursing (NURS 2600), Clinical Therapeutics (NURS 2700) and Human Pathophysiology (NURS 3150). Minimum grade of "C" required;
5. both parts of Regents' Test passed;
6. no more than nine (9) hours of general education classes from Areas B, C, and/or E and PEDS 1010 (Life-time Fitness) to be completed;
7. completion of anatomy and physiology (BIOL 2030 and 2040) and microbiology (BIOL 2050) within five years of projected admission. Minimum grade of "C" required. Testing is required of those applicants who completed these courses five years ago or longer. Remediation may be required; and
8. an overall grade point average of at least a 2.8/4.0 for consideration. The grade point average is taken from the transcript of the most recently attended institution from which the student earned at least 30 semester hours of credit.

#### Admission Guidelines (for RN-BSN applicants)

1. acceptance in good standing by the University;
2. application to the School of Nursing;
3. all general education/core classes from Areas A and D completed. These courses completed from Area F: BIOL 2030, 2040, 2050 and PSYC 2103;
4. both parts of Regents' Test passed;
5. completion of Human Pathophysiology (NURS 3150). Minimum grade of "C" required;
6. no more than nine (9) hours of general education classes from Areas B, C, and/or E still to be completed;
7. an overall grade point average of at least a 2.5/4.0 for consideration. The grade point average is taken from the transcript of the most recently attended institution from which the student earned at least 30 semester hours of credit; and
8. results of validation testing and remediation, if required.

As part of the application process, students submit two letters of recommendation from employers or teachers with whom the student has had contact within the last two years and an essay on reasons for choosing nursing. Faculty review this information along with the students' SAT or ACT scores, grades in science courses, and grades in courses designated NURS taken to-date.

For students who are accepted, the following items must be addressed prior to the start of the semester:

1. the student must hold current certification in cardiopulmonary resuscitation at the minimum level of basic life support for health professionals;
2. the student must hold professional liability insurance;
3. the student must hold health insurance;
4. the student must submit a completed health form, including evidence of current status of immunizations; and
5. (for RN students), current licensure as a registered nurse in Georgia.

**IN THE ABSENCE OF ANY OF THE ABOVE ITEMS, THE STUDENT WILL NOT BE PERMITTED TO CONTINUE IN THE NURSING COURSES.**

#### Standardized Testing

As part of the SON ongoing assessment plan, students are tested throughout the program for mastery of course content. Students are responsible for the cost of the tests.

#### Curriculum

Students complete approximately 62 hours of general education classes and about 62 hours of courses specific to the major. A typical full-time sequence of upper level courses is listed below. The student may elect to attend on a part-time basis. Full-time RN-BSN students may combine Semester 1 and Semester 3 courses as well as Semester 2 and Semester 4 courses. The program must be completed within five years of taking Health Assessment.

Various facilities in Americus and the surrounding communities are used for clinical experiences. Students must provide their own

transportation.

| Semester 1   | Semester 2                           |
|--|--------------------------------------|
| Nursing of Adults I                                  | Nursing of the Family                |
| Health Assessment*                                   | Gerontological Nursing*              |
| Pharmacology   | Elective*                            |
| Health Promotion*                                    |                                      |
| Professional Nursing Practice**                      |                                      |
| Semester 3   | Semester 4                           |
| Nursing of Adults II                                 | Community and Public Health Nursing* |
| Leadership*  | Research in Nursing*                 |
| Psychiatric-Mental Health Nursing<br>Pharmacology II | Nursing Practicum in Nursing*        |

\* courses required of students in the RN/BSN program.

\*\* course required only of students in the RN/BSN program.

#### Georgia Articulation Model

The Georgia Southwestern State University School of Nursing supports the Georgia RN-BSN Articulation Model. The purpose of this model is to facilitate the educational mobility of registered nurses who elect to pursue a baccalaureate degree in nursing. RN/BSN students are awarded 32 nursing credit hours after successfully passing the Health Assessment course. [contact the SON office for details: 229.931.2275]

#### Progression Requirements

A minimum grade of C or better is required in each nursing course. The student must maintain an overall grade point average of 2.50 to progress to the next term. A failure in any nursing course numbered 3xxx or 4xxx is considered a failure in the nursing program. A student may repeat only one nursing course after failure to receive a passing grade. The failed nursing course must be repeated the following semester when possible. A grade of WF counts as one attempt.

After admission to the nursing program, the student must take all nursing courses at Georgia Southwestern State University.

A student who has been out of the program for a calendar year or more must apply for readmission. Readmission is not guaranteed. Prior to readmission the student will be tested on basic skills. Remediation may be required.

All general education requirements (AREAs A-F) must be completed prior to taking Practicum in Nursing (NURS 4900).

Because independent study courses may take over a semester to complete, such courses which are pre-or co-requisite to a particular nursing course must already be in progress at the time of enrollment in the nursing course. The independent study course must be completed at the same time as the nursing course.

The entire program must be completed within five years of successfully passing Health Assessment.

#### CLINICAL AGENCY MANDATES

Beginning with the Fall, 2004 semester, clinical agencies may require that nursing students who rotate through their facilities are subject to criminal background checks and urine drug screens. The School of Nursing will neither pay for nor offer these screens. The School of Nursing will not have access to the results of these checks/screens.

A facility may, because of the results of these screens, prohibit a student from engaging in clinical activities in that facility. The School of Nursing will attempt, but does not guarantee, to find alternative, equivalent, experiences.

Click [HERE](#) for Curriculum Sheet and Requirements (BSN).

Click [HERE](#) for Curriculum Sheet and Requirements (RN-BSN).

Click [HERE](#) for Curriculum Sheet and Requirements (Accelerated RN-BSN).

## **THE UNIVERSITY SYSTEM OF GEORGIA**

The University System of Georgia includes all state-operated institutions of higher education in Georgia—4 research universities, 2 regional universities, 13 state universities, 15 associate degree colleges. These 34 public institutions are located throughout the state.

A 15-member constitutional Board of Regents governs the University System, which has been in operation since 1932. Appointments of Board members are made by the Governor, subject to confirmation by the State Senate. Regular terms of Board members are seven years.

The Chair, Vice Chair, and other officers of the Board of Regents are elected by the members of the Board. The Chancellor, who is not a Board member, is the chief executive officer of the Board and the chief administrative officer of the University System.

The overall programs and services of the University System are offered through three major components: Instruction; Public Service/Continuing Education; Research.

INSTRUCTION consists of programs of study leading toward degrees, ranging from the associate (two-year) level to the doctoral level, and certificates.

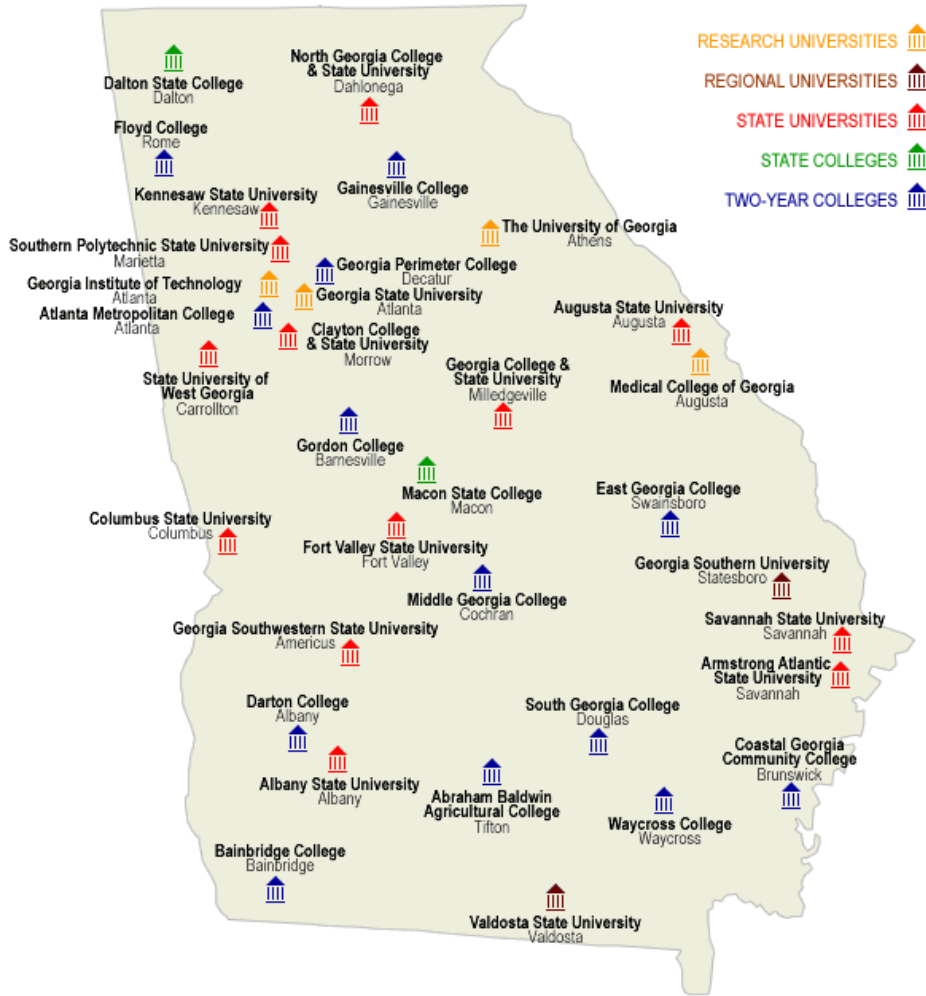
Standards for admission of students to instructional programs at each institution are determined, pursuant to policies of the Board of Regents, by the institution. The Board establishes minimum standards and leaves to each institution the prerogative to establish higher standards. Applications for admission should be addressed to the institutions.

PUBLIC SERVICE/CONTINUING EDUCATION consists of non-degree activities, primarily, and special types of college degree-credit courses. The non-degree activities include short courses, seminars, conferences, and consultative and advisory services in many areas of interest. Typical college degree-credit courses are those offered through extension center programs and teacher education consortiums.

RESEARCH encompasses scholarly investigations conducted for discovery and application of knowledge. Most of the research is conducted through the research universities; however, some of it is conducted through several of the regional and state universities. The research investigations cover matters related to the educational objectives of the institutions and to general social needs.

The policies of the Board of Regents provide a high degree of 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.

## **INSTITUTIONS OF THE UNIVERSITY SYSTEM OF GEORGIA**



## Board of Regents

### University System of Georgia

270 Washington Street, S.W., Atlanta 30334-1450

#### Members of the Board of Regents

|  | Term Expires |
|--|--------------|
| nbsp;                                    |              |
| Hugh A. Carter, Jr., Atlanta             | 2009         |
| Connie Cater, Macon                      | 2006         |
| William H. Cleveland, Atlanta            | 2009         |
| Michael J. Coles, Kennesaw               | 2008         |
| Joe Frank Harris, Cartersville           | 2006         |
| Julie Hunt, Tifton                       | 2011         |
| W. Mansfield Jennings, Jr., Hawkinsville | 2010         |
| James R. Jolly, Dalton                   | 2008         |
| Donald M. Leebern, Jr., Atlanta          | 2012         |
| Eldridge W. McMillan, Atlanta            | 2010         |
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|--|------|
| Martin W. NeSmith, Claxton               | 2006 |
| Patrick S. Pittard, Atlanta              | 2008 |
| Doreen S. Poitevint, Bainbridge          | 2011 |
| Wanda Yancey Rodwell, Stone Mountain     | 2012 |
| J. Timothy Shelnut, Augusta - Vice Chair | 2007 |
| Richard L. Tucker, Lawrenceville         | 2012 |
| Allan Vigil, Morrow                      | 2010 |
| Joel O. Wooten, Jr., Columbus - Chair    | 2006 |

## Officers and Staff Members of the Board of Regents

|   |
|---|
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| <b>Ms. Gail S. Weber</b> , Secretary to the Board   |
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| <b>Mr. Ronald B. Stark</b> , Associate Vice Chancellor, Internal Audit                                  |
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| <b>Dr. Frank A. Butler</b> , Vice Chancellor, Academics, Faculty & Student Affairs                      |
| <b>Dr. Cathie M. Hudson</b> , Associate Vice Chancellor, Strategic Research & Analysis                  |
| <b>Dr. John T. Wolfe, Jr.</b> , Associate Vice Chancellor, Faculty Affairs                              |
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| <b>Dr. Joseph J. Szutz</b> , Assistant Vice Chancellor, Planning  |
| <b>Dr. Jan Kettlewell</b> , Associate Vice Chancellor, P-16 Initiatives , Exec. Dir., USG Foundation    |
| <b>Dr. Kathleen Burk</b> , Assistant Vice Chancellor, Director of Regents' Testing                      |
| <b>Dr. Kris Biesinger</b> , Assistant Vice Chancellor, Advanced Learning Technologies                   |
| <b>Dr. Richard C. Sutton</b> , Senior Advisor for Academic Affairs and Director, International Programs |
| <b>Mr. Randall Thursby</b> , Vice Chancellor, Information & Instructional Technology/CIO                |
| <b>Mr. Jim Flowers</b> , Special Assistant to the CIO   |
| <b>Dr. Tom Maier</b> , Assistant Vice Chancellor, Policy & Planning                                     |
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| <b>Mr. Matthew Kuchinski</b> , Director, System Office Systems Support                                  |
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| <b>Mr. William Bowes</b> , Vice Chancellor, Office of Fiscal Affairs                                    |
| <b>Ms. Usha Ramachandran</b> , Assistant Vice Chancellor, Fiscal Affairs                                |

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| <b>Ms. Debra Lasher</b> , Executive Director, Business & Financial Affairs                       |
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| <b>Mr. Michael Cole</b> , Assistant Director, Financial Services & Systems                       |
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| <b>Ms. Terry Durden</b> , Director of ICAPP Operations   |
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| <b>Mr. Peter J. Hickey</b> , Assistant Vice Chancellor, Real Properties                          |
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| <b>Mr. Daryl Griswold</b> , Assistant Vice Chancellor, Legal Affairs (Contracts)                 |
| <b>Mr. William Wallace</b> , Associate Vice Chancellor, Human Resources                          |
| <b>Ms. Sherea Frazer</b> , Director of Human Resources   |
| <b>Dr. Lamar Veatch</b> , Assistant Vice Chancellor, Georgia Public Library Service              |

## HEADS OF THE INSTITUTION

- 1907-1908 W. C. Acree, Principal, Third District Agricultural and Mechanical School
- 1908-1921 John M. Collum, Principal, Third District Agricultural and Mechanical School
- 1921-1934 John Monroe Prance, Georgia Southwestern College
- 1921-1926 Principal, Third District Agricultural and Mechanical School
- 1926-1932 President, Agricultural and Normal College
- 1932-1934 President, Georgia Southwestern College
- 1934-1948 Peyton Jacob, President, Georgia Southwestern College
- 1948-1950 Henry King Stanford, President, Georgia Southwestern College
- 1950-1963 Lloyd A. Moll, President, Georgia Southwestern College
- 1963-1978 William B. King, President, Georgia Southwestern College
- 1978-1979 Harold T. Johnson, Acting President, Georgia Southwestern College
- 1979-1995 William H. Capitan, President, Georgia Southwestern College
- 1996-1996 Joan M. Lord, Acting President, Georgia Southwestern College

**OFFICERS OF ADMINISTRATION**

|                                 |  |
|---------------------------------|--|
| Michael L. Hanes                | President  |
| Cathy L. Rozmus                 | Vice President for Academic Affairs, Dean of Faculty       |
| C. Alan Parks                   | Vice President for Business and Finance                    |
| Samuel T. Miller                | Vice President for Student Affairs                         |
| A. Randolph Barksdale           | Director of Athletics                                      |
| Janet L. Siders                 | Director of Human Resources and Affirmative Action Officer |
| <b>ADMINISTRATIVE PERSONNEL</b> |  |
| Oris W. Bryant, Jr.             | Director of Public Safety                                  |
| Gaynor Cheokas                  | Director, Small Business Development Center                |
| Mr. Arthur B. Clark             | Director of Environmental Health & Safety                  |
| Lisa A. Cooper                  | Director of Institutional Research                         |
| Joshua Curtin                   | Director of Campus Life                                    |
| Sandra Daniel                   | Director of Accelerated BSN Program                        |
| Brenda Davis                    | Staff Benefits Manager, Human Resources                    |
| Gregory A. Davis                | Director of Auxiliary Services                             |
| Robyn DeVane                    | Database Administrator                                     |
| Bobbie Duncan                   | Dean of Continuing Education                               |
| Timothy Faircloth               | Systems Administrator/Web Designer                         |
| Etrat Fathi                     | Director of Career Services Center                         |
| Gregory M. Hawver               | Director of Professional Golf Management Program           |
| Gaye S. Hayes                   | Dean of Students and Admissions Services                   |
| Angela Hobbs                    | Director of Intramural and Recreational Sports             |
| Freida Jones                    | Director of Student Financial Aid                          |
| Linda P. Jones                  | Director of Academic Skills Center                         |
| Alma G. Keita                   | Director of Counseling Services                            |
| W. Cody King                    | Comptroller  |
| John G. Kooti                   | Dean, School of Business Administration                    |
| Lynn P. Larsen                  | Director of Georgia Youth Science and Technology           |
| Don C. Lee                      | Director of Asian Studies                                  |
| Terry L. Morris                 | Postal Service Supervisor                                  |
| Boris V. Peltsverger            | Dean, School of Computer and Information Sciences          |
| Lynda Lee Purvis                | Dean for Academic Services and Special Programs            |
| Nancy Rooks                     | Director of Procurement                                    |



|                        |   |
|------------------------|---|
| George L. Smith        | Director of Physical Plant  |
| John T. Spencer, Jr.   | Director of Student Support Services  |
| Wesley D. Sumner       | Director of Public Information  |
| Monica Taylor          | Director of Student Health Services   |
| R. Gene Thomas         | Director of Upward Bound  |
| Michael D. Tracy       | Associate Director Public Safety  |
| Donja H. Tripp         | Registrar   |
| Lori A. Urbani         | Registrar   |
| Maria R. Warda         | Interim Executive Director of the Rosalynn Carter Institute and Dean, School of Nursing |
| Janice Warren          | Director of Materials Management  |
| Lettie J. Watford      | Interim Dean, School of Education   |
| Vera Weisskopf         | Dean of James Earl Carter Library   |
| William J. Wysochansky | Interim Dean, School of Arts and Sciences   |

## FACULTY

|   |   |
|---|---|
| <b>Ervin Anderson</b>   | Assistant Professor, Mathematics, Learning Support              |
| BS, Savannah State College; MEd, Georgia Southwestern College   |   |
| <b>Daniel R. Askren</b>   | Professor of Geology / Chair, Department of Geology and Physics |
| BS, Beloit College; MS, PhD, University of Georgia  |   |
| <b>A. Randolph Barksdale</b>  | Instructor/Director, Athletics                                  |
| BS, North Georgia College; MEd, Georgia State University  |   |
| <b>Ernest Barnett</b>   | Assistant Professor, Early Childhood                            |
| BA, MA, University of Nebraska at Kearney; EdD, University of South Dakota                              |   |
| <b>Herschel V. Beazley</b>  | Professor, Music  |
| BMusEd, Florida State University; MMus, Georgia State University; EdD, University of Illinois at Urbana |   |
| <b>Ian M. Brown</b>   | Assistant Professor, Biology                                    |
| BS, PhD, University of Otago, Dunedin, New Zealand  |   |
| <b>Queen H. Brown</b>   | Temporary Assistant Professor, Middle Grades                    |
| B.S. and M. Ed., Georgia Southwestern State University; Ed.S., Albany State University                  |   |
| <b>Burchard D. Carter</b>   | Professor, Geology  |
| AB, West Georgia College; PhD, West Virginia University   |   |
| <b>Jacqueline L. Cason</b>  | Assistant Professor, Nursing                                    |
| AA, Georgia Southwestern College; BSN, Georgia State University; MSN, Valdosta State University         |   |
| <b>O. Jay Cliett, III</b>   | Professor, Mathematics  |
| BS, MA, EdD, University of Georgia  |   |
| <b>Karen S. Cook</b>  | Instructor, Computer and Information Sciences                   |

|   |   |
|---|---|
| BS, MS, Georgia Southwestern State University   |   |
| <b>Lisa A. Cooper</b>   | Assistant Professor and Director, Institutional Research                  |
| AB, MS, PhD, University of Georgia  |   |
| <b>Miles A. Cooper</b>  | Assistant Professor, History and Political Science                        |
| BA, Auburn University; MA, PhD, University of Florida   |   |
| <b>Ellen M. Cotter</b>  | Associate Professor, Psychology   |
| BA, University of Virginia; MA, PhD, University of Alabama-Birmingham                                     |   |
| <b>Lee Ann Dalzell</b>  | Associate Professor, Associate Librarian                                  |
| BA, Western Kentucky University; MSLS, University of Kentucky   |   |
| <b>Sandra D. Daniel</b>   | Associate Professor, Nursing  |
| BSN, Georgia Southwestern College; MSN, Valdosta State College; PhD, Medical College of Georgia           |   |
| <b>Bryan P. Davis</b>   | Associate Professor and Chair, English                                    |
| BA, University of Dayton; MA, Wright State University; PhD, Ohio State University                         |   |
| <b>Julia J. Dorminey</b>  | Associate Professor, Early Childhood Education                            |
| BS, MS, EdS, Valdosta State College; PhD, Florida State University  |   |
| <b>Timothy O. Edwards</b>   | Assistant Professor, English and Modern Languages                         |
| BA, MA, University of Alabama at Birmingham; Phd, University of Tennessee                                 |   |
| <b>Margaret A. Ellington</b>  | Associate Professor, English  |
| BS, Weber State University; MS, PhD, Utah State University  |   |
| <b>M. Michael Fathi</b>   | Professor, Management   |
| BS, University of Jundi; MBA, University of Baltimore; DBA, Nova Southeastern University                  |   |
| <b>Gary D. Fisk</b>   | Associate Professor, Psychology   |
| BA, Luther College; PhD, University of Alabama at Birmingham  |   |
| <b>Xiang Fu</b>   | Assistant Professor, Computer and Information Sciences                    |
| BS, Fudan University, China; PhD, University of California, Santa Barbara                                 |   |
| <b>Jeffrey Green</b>  | Associate Professor, Dramatic Arts  |
| BS, MFA, Ohio University  |   |
| <b>M. Elizabeth Gurnack</b>   | Assistant Professor, Chemistry  |
| AAS, William Rainey Harper College; BS, University of Illinois at Chicago; PhD, University of Minnesota   |   |
| <b>Richard C. Hall</b>  | Professor of History / Chair, Department of History and Political Science |
| BA, Vanderbilt University; MA, PhD, Ohio State University   |   |
| <b>Michael L. Hanes</b>   | President   |
| BS, MS, PhD, Indiana University   |   |
| <b>Stephanie G. Harvey</b>  | Assistant Professor, Biology  |
| BA, Wesleyan College; MS, Georgia College and State University, Ph.D., University of Tennessee, Knoxville |   |
| <b>Greg M. Hawver</b>   | Professor and Chair, Health and Human Performance                         |

BSE, Georgia Southern University; MEd, Georgia Southwestern College; EdD, University of Mississippi

**Gaye S. Hayes** Dean of Students and Admissions Services

BS, Georgia Southwestern College; MEd, University of Georgia

**Robert E. Herrington** Professor and Chair, Department of Biology

BA, University of Evansville; MS, Georgia College; PhD, Washington State University

**Brian P. Heshizer** Associate Professor, Management

B.A., Columbus State University; M.A., Florida State University; Ph. D., University of Wisconsin-Madison

**Sherian F. Hodges** Temporary Assistant Professor, Mathematics

BA, Agnes Scott College; MSA, Georgia Southwestern State University

**Curtis C. Howell** Assistant Professor, Accounting

BS, MAS, EdD, Northern Illinois University

**David J. Hunter** Assistant Professor, Special Education

BS, Bowie State University; MEd, Georgia Southwestern State University

**Tzvetelin D. Iordanov** Temporary Assistant Professor, Chemistry

BS, MS, Sofia University St. Kliment Ohridski; PhD, Pennsylvania State University

**Nedialka I. Iordanova** Assistant Professor, Chemistry

MS, Sofia University St. Kliment Ohridski; PhD, Pennsylvania State University

**Thomas R. Johnson** Professor of Sociology and Chair, Department of Psychology and Sociology

BA, MS, Kansas State College; PhD, Oklahoma State University

**Linda P. Jones** Instructor and Director, Academic Skills Center

BA, MS, Fort Valley State College

**Jaclyn E. Kaylor** Instructor and Athletic Trainer, Health and Human Performance

BS, Georgia Southern University; MS, University of Kentucky

**William G. Kline** Professor, Political Science

BA, MA, PhD, University of Texas at Austin

**Doyin C. Kolo** Associate Professor, Middle Grades

BA, University of Lagos; MEd, PhD, University of South Carolina

**John G. Kooti** Professor and Dean, Business Administration

MS, PhD, Michigan State University

**Svilen D. Kostov** Assistant Professor, Geology and Physics

MS, University of Sofia, Bulgaria; PhD, City University of New York

**Elizabeth A. Kuipers** Associate Professor, English

B.A., Wesleyan College; M.A., Ph.D., Auburn

**Charles A. Lawson** Assistant Professor, Art

BA, St Leo University; MFA, Georgia Southern University

|   |   |
|---|---|
| <b>Kristen L. Lawson</b>  | Assistant Professor, English and Reading                              |
| BS, University of Georgia; MEd, Georgia Southern University; PhD, Valdosta State University                     |   |
| <b>Robert Ledman</b>  | Associate Professor, Management                                       |
| BA, MBA, University of Maryland; PhD, Virginia Commonwealth University  |   |
| <b>Don C. Lee</b>   | Professor of Anthropology and Director, Asian Studies                 |
| BS, MA, George Peabody College; PhD, University of Georgia  |   |
| <b>Judith M. Malachowski</b>  | Associate Professor and Chair, Nursing                                |
| BSN, Duquesne University; MSN, MPA, West Virginia University; PhD, University of Virginia                       |   |
| <b>Raymond P. Mannila</b>   | Technical Coordinator, Dramatic Arts                                  |
| BS, Northern Michigan University; MA, Michigan State University   |   |
| <b>Leslie B. Mashburn</b>   | Temporary Assistant Professor, Reading                                |
| BS, MS, Georgia Southwestern State University   |   |
| <b>Bryan S. McLain</b>  | Temporary Instructor and Baseball Coach, Health and Human Performance |
| AA, South Georgia College; BBA, State University of West Georgia; MEd, Georgia Southwestern State University    |   |
| <b>J. YeVette McWhorter</b>   | Associate Professor, Reading  |
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| <b>Leigh R. Medders</b>   | Assistant Professor, Early Childhood Education                        |
| BS, Georgia Southern University; MEd, Mercer University; EdS, Troy State University                             |   |
| <b>Julie E. Megginson</b>   | Associate Professor of Music / Chair, Department of Fine Arts         |
| BME, MA, Eastern Michigan University; DMA, University of South Carolina   |   |
| <b>Samuel T. Miller</b>   | Associate Professor and Vice President of Student Affairs             |
| BA, MA, University of North Carolina at Greensboro; MEd, PhD, Mississippi State University                      |   |
| <b>Diane L. Mixon</b>   | Assistant Professor, Nursing  |
| BSN, Valdosta State College; MSN, Medical College of Georgia  |   |
| <b>Carl D. Mueller</b>  | Associate Professor, Mathematics                                      |
| BS, MS, University of Illinois; PhD, University of Wisconsin-Madison  |   |
| <b>Virgil M. Nichols</b>  | Associate Professor, Special Education                                |
| BA, University of West Florida; MS, Iowa State University; PhD, University of Southern Mississippi              |   |
| <b>Elena B. Odio</b>  | Professor, Spanish  |
| B.A., Troy State University; M.A., D.C.T., University of Miami; M.A., Ph.D., University of Arkansas             |   |
| <b>Krystal R. Oliver</b>  | Assistant Professor, Nursing  |
| BS, Valdosta State University; MSN, University of Phoenix   |   |
| <b>Sikiru A. Olusoga</b>  | Associate Professor, Marketing  |
| BS, California State University, Los Angeles; MA, San Francisco State University; PhD, Arizona State University |   |
| <b>Brian R. Parkinson</b>   | Assistant Professor, History  |
| BA, Georgia Southern University; MA and PhD, Florida State University; (PhD expected Summer 2005)               |   |

|   |   |
|---|---|
| <b>C. Alan Parks</b>  | Assistant Professor and Vice President for Business and Finance |
| B.S., University of Florida; M.P.A., M.B.A., Valdosta State College; D.B.A., Argosy University-Sarasota       |   |
| <b>Samuel T. Peavy</b>  | Associate Professor, Geology                                    |
| B.S., McNeese State University; M.Sc., Memorial University of Newfoundland; Ph.D., Virginia Tech              |   |
| <b>Boris V. Peltsverger</b>   | Associate Professor and Dean, Computer and Information Sciences |
| M.S.E.E., Ph.D., Chelyabinsk State Technical University   |   |
| <b>Amy M. Porter</b>  | Assistant Professor, History                                    |
| BA, Austin College; MA and PhD, Southern Methodist University   |   |
| <b>Lynda Lee Purvis</b>   | Dean of Academic Services and Special Programs                  |
| B.S.Ed., University of Georgia; M.A., University of Alabama   |   |
| <b>Glenn M. Robins</b>  | Assistant Professor, History                                    |
| B.A., Carson-Newman College; M.A., East Tennessee State University; Ph.D., University of Southern Mississippi |   |
| <b>Laurel J. Robinson</b>   | Professor, Art  |
| B.F.A., M.F.A., University of Cincinnati  |   |
| <b>Jennifer M. Rodkey</b>   | Instructor/Head Women's Basketball Coach                        |
| BA, Bethany College; MEd, Georgia Southwestern State University   |   |
| <b>Robin F. Rosenthal</b>   | Temporary Assistant Professor, Psychology                       |
| BA, Barnard College; MS, Georgia State University; PhD, University of Georgia                                 |   |
| <b>Cathy L. Rozmus</b>  | Professor and Vice President for Academic Affairs               |
| B.S.N., West Virginia University; M.S.N., Vanderbilt University; D.S.N., University of Alabama at Birmingham  |   |
| <b>Arvind C. Shah</b>   | Associate Professor, Computer and Information Sciences          |
| M.S., Ph.D., University of Georgia  |   |
| <b>Paul D. Shapiro</b>  | Assistant Professor, Sociology                                  |
| B.F.A., University of Michigan, Ann Arbor; M.A., PhD., University of Nevada, Las Vegas                        |   |
| <b>Bonnie J. Simmons</b>  | Assistant Professor, Nursing                                    |
| Diploma, Piedmont Hospital; B.S.N., Georgia Southwestern College; M.S.N., Valdosta State University           |   |
| <b>Michele L. Smith</b>   | Assistant Professor of Chemistry                                |
| BS, Wilson College; PhD, Auburn University  |   |
| <b>Judith W. Spann</b>  | Professor, Special Education and Reading                        |
| BS, MEd, West Georgia College; PhD, Florida State University  |   |
| <b>Gabriele U. Stauf</b>  | Associate Professor, English                                    |
| BS, Texas Lutheran College; MA, Southwest Texas State University; PhD, Florida State University               |   |
| <b>Richard A. Stoddart</b>  | Assistant Professor, James Earl Carter Library                  |
| BA, University of Montana; MLIS, University of Alabama  |   |
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|  |  |
|--|--|
| <b>John S. Stovall</b>   | Assistant Professor, Marketing   |
| BS, MBA, PhD, University of Illinois at Chicago  |  |
| <b>John J. Stroyls</b>   | Associate Professor and Chair, Department of Mathematics                     |
| AB, West Virginia University; PhD, State University of New York at Buffalo   |  |
| <b>Philip I. Szmedra</b>   | Associate Professor, Economics   |
| BA, Pennsylvania State University; MS, PhD, University of Georgia  |  |
| <b>Mohammed Y. Talukdar</b>  | Associate Professor, Accounting  |
| B Com, M Com, University of Dhaka, Bangladesh; PhD, The City University, London, UK                                |  |
| <b>Monica R. Taylor</b>  | Director, Student Health Services  |
| BSN, Valdosta State University; MSN, Albany State University   |  |
| <b>Donja H. Tripp</b>  | Registrar  |
| BS, MA, Georgia Southwestern State University  |  |
| <b>Anh-Hue Thi Tu</b>  | Assistant Professor, Biology   |
| AA, Jefferson State Community College; BS, Baylor University; PhD, Texas A & M Health Science Center               |  |
| <b>Michael A. Urda</b>   | Professor, Psychology  |
| BA, Gannon College; MA, Kent State University; PhD, George Peabody College   |  |
| <b>Dawn B. Valentine</b>   | Assistant Professor, Marketing   |
| BS, University of North Alabama; MS, University of Alabama at Huntsville; PhD, University of Alabama at Birmingham |  |
| <b>Randall C. Valentine</b>  | Assistant Professor, Finance   |
| BS, Arkansas State University; MS and PhD, Mississippi State University; (PhD expected May 2005)                   |  |
| <b>Laura L. Vance</b>  | Professor, Psychology and Sociology  |
| BA, MA, Western Washington University; PhD, Simon Fraser University  |  |
| <b>Milton Jeffrey Waldrop</b>  | Associate Professor, English   |
| BA, MA, Florida State University; PhD, University of Mississippi   |  |
| <b>Maria R. Warda</b>  | Professor and Dean, Nursing  |
| BSN, Catholic University of Puerto Rico; MS, Texas Women's University; PhD, University of California San Francisco |  |
| <b>Lettie J. Watford</b>   | Associate Professor and Interim Chair, Middle Grades and Secondary Education |
| BA, Tift College; MEd, Georgia Southwestern College; EdS, PhD, University of Georgia                               |  |
| <b>Thomas J. Weiland</b>   | Professor, Geology   |
| BS, East Carolina University; MS, PhD, University of North Carolina  |  |
| <b>Vera J. Weisskopf</b>   | Associate Professor and Director, Library                                    |
| BA, Oberlin College; MAS, University of Alabama-Huntsville; MLS, University of Alabama                             |  |
| <b>Charles R. Wells</b>  | Assistant Professor, Art   |
| AAA, Cisco Junior College; BFA, Midwestern State University; MFA, Texas Christian University                       |  |
| <b>Jacqueline Willis</b>   | Associate Professor of English, Learning Support                             |
| BSEd, Albany State College; MEd, Georgia Southwestern College  |  |

|  |   |
|--|---|
| <b>Mary E. Wilson</b>  | Professor, Management   |
| BA, MA, University of Alabama at Tuscaloosa; PhD, University of Alabama at Birmingham  |   |
| <b>Angela M. Wilson</b>  | Temporary Assistant Professor, Fine Arts                                      |
| BS, MA, Grambling State University   |   |
| <b>LaVerne G. Worthy</b>   | Associate Professor, Psychology/Sociology                                     |
| BS, Georgia Southwestern State University; MS, PhD, Auburn University  |   |
| <b>J. Thomas Wright</b>  | Professor/Russell & Margaret Thomas Chair, Biology                            |
| BS, Columbus College; PhD, Emory University  |   |
| <b>Chu Chu Wu</b>  | Temporary Assistant Professor, Early Childhood, Special Education and Reading |
| BA, Fu-Jen Catholic University; MS, Iowa State University  |   |
| <b>William J. Wysochansky</b>  | Professor and Interim Dean, Arts and Sciences                                 |
| BSC, PhD, Memphis State University   |   |
| <b>Aleksandr M. Yemelyanov</b>   | Associate Professor, Computer and Information Sciences                        |
| MS, Moscow State University; DSc, Supreme Certification Board under the Council of Ministers of the USSR; PhD, Computing Center under the Academy of Science of the USSR |   |

## FACULTY EMERITI

|  |  |
|--|--|
| <b>Millard E. Agerton</b>  | Assistant Professor Emeritus, Chemistry          |
| AB, Mercer University; MS, PhD, University of Georgia (1968-1979)                      |  |
| <b>Daniel D. Arden, Jr.</b>  | Professor Emeritus, Geology                      |
| AB, MS, Emory University; PhD, University of California (1970-1982)                    |  |
| <b>Richard L. Baringer</b>   | Professor and Interim Dean Emeritus              |
| BS, Loyola University; MA and PhD, George Peabody College for Teachers (1967-2003)     |  |
| <b>John W. Bates</b>   | Professor, Business                              |
| BCE, Georgia Institute of Technology; MBA, PhD, Georgia State University               |  |
| <b>Clifton A. Baxter</b>   | Professor Emeritus, Computer Information Systems |
| BS, MEd, Georgia Southern College; EdS, EdD, University of Georgia (1972-1991)         |  |
| <b>Mary Elizabeth Blackshear</b>   | Assistant Professor Emerita, Education           |
| BS, Albany State College; MEd, Georgia Southwestern College (1973-1995)                |  |
| <b>John B. Blount</b>  | Assistant Professor Emeritus, History            |
| BS, Georgia Southern College, MA, EdS, George Peabody College for Teachers (1964-1984) |  |
| <b>Michael E. Bohleber</b>   | Associate Professor Emeritus, Business           |
| BA, MA, University of Georgia; PhD, University of Wisconsin (1981-1996)                |  |
| <b>Fred H. Boska</b>   | Professor Emeritus, Education                    |
| BME, MME, PhD, Florida State University (1970-1993)                                    |  |
| <b>Martha S. Buhler</b>  | Professor Emerita, Nursing                       |

|   |  |
|---|--|
| BSN, Northwestern State College; MSN, University of Florida; EdD, Auburn University (1971-1997)         |  |
| <b>Frank L. Butler, Jr.</b>   | Assistant Professor Emeritus, Physics                            |
| Junior College Diploma, Georgia Southwestern College; BSEE, Georgia Institute of Technology (1962-1983) |  |
| <b>William H. Capitan</b>   | President Emeritus   |
| BA, University of Michigan; MA, PhD, University of Minnesota (1979-1995)                                |  |
| <b>A. Dickson Carroll</b>   | Professor Emeritus, Education                                    |
| BS, Georgia Southern College; MEd, EdD, Auburn University (1973-1994)                                   |  |
| <b>Sara Nell Carroll</b>  | Associate Professor Emerita, Nursing                             |
| BSN, MN, Emory University (1973-1992)   |  |
| <b>Dowe P. Carter</b>   | Professor Emerita, Chemistry                                     |
| BS, MEd, EdD, University of Georgia (1967-1989)   |  |
| <b>Jack C. Carter</b>   | Professor Emeritus, Biology                                      |
| BS, Davidson College; MEd, EdD, University of Georgia (1967-1995)                                       |  |
| <b>Bob C. Clark</b>   | Professor and Director of Athletics Emeritus, Physical Education |
| BSE, MSE, State College of Arkansas; EdD, University of Arkansas (1969-1992)                            |  |
| <b>H. E. Cofer</b>  | Professor Emeritus, Geology                                      |
| AB, MS, Emory University; PhD, University of Illinois (1966-1988)                                       |  |
| <b>Gwendolyn S. Creswell</b>  | Associate Professor Emerita, Director of Library Services        |
| BS, East Tennessee State University; MLS, Emory University (1970-1998)                                  |  |
| <b>Reginald L. Comer</b>  | Assistant Professor Emeritus, French                             |
| BS, MEd, University of Georgia (1970-2000)  |  |
| <b>Wayne B. Counts</b>  | Professor Emeritus, Chemistry                                    |
| BS, Furman University; PhD, University of North Carolina (1969-2001)                                    |  |
| <b>Thomas B. Daniel</b>   | Vice President for Business & Finance Emeritus                   |
| BBA, University of Georgia (1966-1991)  |  |
| <b>Ned R. DeJournett</b>  | Professor Emeritus, Music  |
| BA, Marshall University; MM, Northwestern University; PhD, Florida State University (1982-1996)         |  |
| <b>Rosella Deriso</b>   | Associate Professor Emerita, Nursing                             |
| BSN, Medical College of Georgia; MN, Emory University (1964-1980)                                       |  |
| <b>Barbara DeStefano</b>  | Professor, English   |
| BA, MA, PhD, University of California, Santa Barbara  |  |
| <b>William B. Dragoin</b>   | Professor Emeritus, Psychology                                   |
| BS, Troy State University; MS, Auburn University; PhD, George Peabody College (1972-1999)               |  |
| <b>Charles K. Ewing</b>   | Professor Emeritus, Biology                                      |
| BS, University of Georgia; MS, University of Massachusetts (1946-1980)                                  |  |
| <b>David L. Ewing</b>   | Professor, Physics   |



|  |   |
|--|---|
| AB, Mercer University; MEd, EdD, University of Georgia (1966-1993)   |   |
| <b>June Brooks Ewing</b>   | Professor Emerita, Education                                      |
| BS, MEd, EdD, University of Georgia (1967-1992)  |   |
| <b>James E. Faircloth</b>  | Associate Professor Emeritus, Business                            |
| B.S., M.S., Florida State University, C.P.A., Georgia. (1969-1994)   |   |
| <b>William H. Fisch</b>  | Professor Emeritus, Business                                      |
| B.B.A., Texas A&M University; M.B.A., Georgia College; C.P.A., Georgia. (1975-1997)                          |   |
| <b>Lynn H. Frisbie</b>   | Professor & Division Chair Emeritus, Education                    |
| B.S., M.S., Kansas State College; Ed.D., University of Arkansas. (1969-1994)                                 |   |
| <b>John H. Gore</b>  | Associate Professor Emeritus, English                             |
| A.B., Wayne State University; M.A., University of Denver; Ph.D., Wayne State University. (1966-1982)         |   |
| <b>J. Hubert Greene</b>  | Professor Emeritus, Business                                      |
| B.S., Berry College; M.S., Ed.D., New York University. (1950-1981)   |   |
| <b>John F. Henry</b>   | Dean Emeritus Academic, Business                                  |
| B.S., Auburn University; M.S., Georgia Institute of Technology; Ph.D., University of Alabama. (1986-1996)    |   |
| <b>Kenneth M. Huddleston</b>   | Assistant Professor Emeritus, Economics                           |
| B.S., Georgia Institute Technology; M.B.A., Georgia State University. (1970-2001)                            |   |
| <b>Duke W. Jackson, Jr.</b>  | Professor Emeritus, Music   |
| B.M., M.M., D.M., Florida State University. (1970-1999)  |   |
| <b>Harold T. Johnson</b>   | Vice President for Academic Affairs/ Dean of the Faculty Emeritus |
| B.A., Troy State; M.D.Ed., Ed.D., Auburn University. (1968-1984)   |   |
| <b>Evelyn L. Jones</b>   | Registrar Emerita   |
| B.S., M.Ed., Georgia Southwestern College. (1969-1986)   |   |
| <b>Frank B. Jones</b>  | Professor Division Chair Emeritus, Computer and Applied Sciences  |
| B.S., M.S., University of Georgia; Ph.D., Georgia Institute of Technology. (1968-1994)                       |   |
| <b>William B. King</b>   | President Emeritus  |
| B.S., Georgia Southern College; M.Ed., University of Georgia; Ph.D., New York University. (1963-1978)        |   |
| <b>William E. Kipp</b>   | Professor Emeritus, Mathematics                                   |
| BIE, Georgia Institute of Technology; MEd, University of Georgia; PhD, Florida State University. (1968-2003) |   |
| <b>Jose J. Larraz</b>  | Assistant Professor Emeritus, English                             |
| B.S., Central University; M.A., University of Miami; Dr. of Law, University of Havana. (1971-1982)           |   |
| <b>Don C. Lee</b>  | Professor Emeritus, Psychology                                    |
| B.S., M.A., George Peabody College; Ph.D., University of Georgia. (1973-1996)                                |   |
| <b>Jack R. Lewis</b>   | Professor Emeritus, Fine Arts                                     |
| BA, University of South Florida; MVA, Georgia State University   |   |
|  |   |

|  |   |
|--|---|
| <b>Shirley F. Litwhiler</b>  | Associate Professor Emerita, English                  |
| B.A., Mississippi State College for Women; M.A., University of Southern Mississippi; Ph.D., Auburn University. (1968-1998) |   |
| <b>Frank M. Lowery</b>   | Professor Emeritus, History                           |
| B.A., Birmingham-Southern College; M.A., Ph.D., University of Alabama. (1968-2001)   |   |
| <b>John P. Manker</b>  | Professor Emeritus, Geology                           |
| B.A., M.A., University of South Florida; Ph.D., Rice University (1975-1999)  |   |
| <b>Bobbye L. McCarter</b>  | Associate Professor Emerita, Associate Librarian      |
| B.A., B.S., Texas Women's University; M.A., Louisiana State University; M.A.L.S., University of Missouri. (1987-1998)      |   |
| <b>Jacqueline A. McKinney</b>  | Professor Emerita, Business                           |
| BS, Troy State College; MS, EdD, Auburn University (1967-1990)   |   |
| <b>Max T. McKinney</b>   | Professor Emeritus, Mathematics                       |
| BS, Troy State College; MEd, EdD, Auburn University (1964-1990)  |   |
| <b>Rebecca L. McNeill</b>  | Associate Professor/Director of Financial Aid Emerita |
| BSEd, MEd, University of Georgia (1967-1992)   |   |
| <b>Bruce A. Middlebrooks</b>   | Professor Emeritus, Education                         |
| BS, Centenary College; MEd, Northwestern State University; EdD, Northeast Louisiana University (1973-1994)                 |   |
| <b>H. Lamon Moates</b>   | Professor Emeritus, Psychology                        |
| BA, Furman University; BD, Southern Seminary; MEd, Furman University; EdD, Auburn University (1969-1994)                   |   |
| <b>Carl E. Niles</b>   | Associate Professor Emeritus, English                 |
| AB, MA, EdD, University of Tennessee (1965-1983)   |   |
| <b>Jack Norton</b>   | Assistant Professor Emeritus, English                 |
| BS, MA, Appalachian State University (1966-1998)   |   |
| <b>Alexander A. Palamiotis</b>   | Professor Emeritus, Political Science                 |
| BA, MA, GCIR, PhD, University of Utah (1960-1985)  |   |
| <b>Rebecca W. Parks</b>  | Assistant Professor Emerita, Business                 |
| BS, University of Georgia; MA, George Peabody College for Teachers; Professional Degree, Columbia University (1968-1984)   |   |
| <b>Joseph P. Parker</b>  | Assistant Professor Emeritus, History                 |
| BS, Clemson College; MA, University of Rhode Island (1962-1978)  |   |
| <b>Henry W. Peabody</b>  | Professor Emeritus, English                           |
| BA, Emory University; MA, University of Georgia; PhD, University of Denver (1972-1997)                                     |   |
| <b>Edgar F. Peterson</b>   | Professor Emeritus, Education                         |
| BS, EEd, Auburn University; EdD, University of Alabama (1967-1993)   |   |
| <b>Ondee Ravan</b>   | Professor Emerita, English                            |
| AB, Brenau College; MA, EdD, University of Georgia (1968-1994)   |   |
| <b>Richard P. Reese</b>  | Professor Emeritus, Education                         |

|   |   |
|---|---|
| BS, Auburn University; MEd, EdD, University of Southern Mississippi (1966-1994)                           |   |
| <b>Ruth Roland</b>  | Associate Professor Emerita, Political Science            |
| BA, Northeastern University; MA, PhD, New York University (1966-1990)                                     |   |
| <b>James W. Russell</b>   | Professor & Division Chair Emeritus, Biology              |
| BS, MEd, EdD, University of Georgia (1965-1994)   |   |
| <b>Ora Jane Sawyer</b>  | Associate Professor Emerita, Business Education           |
| BS, Georgia College at Milledgeville; MS, University of Tennessee; EdS, University of Georgia (1961-1989) |   |
| <b>Helen H. Slaughter</b>   | Associate Professor Emerita, Assistant Librarian          |
| BS, Jacksonville State College; MEd, Auburn University (1969-1999)  |   |
| <b>Kent M. Sole</b>   | Associate Professor Emeritus, Political Science           |
| BA, MA, West Virginia University (1966-2000)  |   |
| <b>Mildred C. Tietjen</b>   | Associate Professor & Associate Dean Emerita              |
| AB, Berry College; MALS, George Peabody College for Teachers (1964-1994)                                  |   |
| <b>William L. Tietjen</b>   | Professor Emeritus, Biology                               |
| BS, University of Georgia; PhD, University of Tennessee-Knoxville (1967-1998)                             |   |
| <b>Allen D. Towery</b>  | Associate Professor Emeritus, English                     |
| BA, Delta State College; MA, PhD, University of Mississippi (1970-1998)                                   |   |
| <b>J. Terrell Turner</b>  | Assistant Professor Emeritus, Mathematics                 |
| BS, Troy University; MEd, University of Georgia (1967-1991)   |   |
| <b>Sarah Anne Ulmer</b>   | Assistant Professor Emerita, Nursing                      |
| BS, East Tennessee State University; MSN, Medical College of Georgia (1970-1980)                          |   |
| <b>Raymond Westra</b>   | Professor Emeritus, Biology                               |
| BA, Calvin College; MA, University of North Carolina; PhD, University of Georgia (1968-1990)              |   |
| <b>Mary M. White</b>  | Professor Emerita, Education                              |
| BA, Newberry College; MEd, EdD, University of Georgia (1978-1992)   |   |
| <b>Mary A. Whitt</b>  | Professor Emerita, English                                |
| BS, MS, Jacksonville University; PhD, University of Alabama (1969-2000)                                   |   |
| <b>Jerry F. Williams</b>  | Professor and Vice President Emeritus of Academic Affairs |
| Emeritus of Mathematics, BS, MS, PhD, Auburn University (1970-1997)                                       |   |

## Campus Map

## Georgia Southwestern State University Campus Map

- |                                     |   |                                     |                          |
|-------------------------------------|---|-------------------------------------|--------------------------|
| 1. Wheatley Administration Building | 13. Science Building                              | 21. Marshall Student Center         | 30. Lake House           |
| 3. Crawford/Wheatley Hall           | 14. Joseph C. Roney Building                      | 22. MaryLou Jordan Hall             | 31. Fine Arts Building   |
| 4. Newman Alumni Center             | 15. Jackson Hall                                  | 23. Sanford Hall                    | 32. Education Center     |
| 5. Rosalynn Carter Institute        | 16. Nursing Building/Academic Skills Center       | 24. Morgan Hall                     | 33. Deniso Swimming Pool |
| 6. Collum Hall                      | 17. English Building                              | 25. Morgan Annex                    | 41. Southwestern Oaks I  |
| 7. Student Success Center           | 18. Business/History & Political Science Building | 27. Herschel A. Smith Health Center | 42. Southwestern Oaks II |
| 10. Storm Dom/Athletic Center       | 19. Maintenance/Warehouse                         | 28. Beth King Duncan Hall           | 43. Southwestern Pines   |
| 11. Florrie Chappell Gymnasium      | 20. James Earl Carter Library                     | 29. Complex III                     | 46. Magnolia I           |
| 12. Psychology/Sociology Building   |   |                                     | 47. Magnolia II          |



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- [Application for Graduation \(Graduate\)](#)
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## UNDERGRADUATE COURSE DESCRIPTIONS

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### Academic Assistance Math

ACAM 0999. **Intermediate Algebra.**

### Accounting

ACCT 2101. **Accounting Principles I.** A study of the underlying theory and application of financial accounting concepts. Pre-requisites: ( MATH 1111 Minimum Grade: C or MTH 110 Minimum Grade: C ) or ( MTH 108 Minimum Grade: C and MTH 109 Minimum Grade: C ) or ( MATH 1113 Minimum Grade: C or MTH 113 Minimum Grade: C )

ACCT 2102. **Accounting Principles II.** A study of the underlying theory and application of managerial accounting concepts. Pre-requisites: ACCT 2101 or ACT 205 or ACT 327

ACCT 3250. **Intermediate Accounting I.** Accounting theory and practice related to preparation and presentation of corporate financial statements in accordance with GAAP. Emphasis on acquisition of assets and services. Pre-requisites: ( ACCT 2101 Minimum Grade: C or ACT 205 Minimum Grade: C ) and ( ACCT 2102 Minimum Grade: C or ACT 206 Minimum Grade: C ) or ( ACT 327 Minimum Grade: C )

ACCT 3260. **Intermediate Accounting II.** Continuation of ACCT 3250 with emphasis on fixed assets, liabilities, stockholders' equity, and investments. Pre-requisites: ACCT 3250 or ACT 310

ACCT 3270. **Intermediate Accounting III.** Continuation of ACCT 3260 with emphasis on special issues related to income measurement, asset and liability valuation and recent developments in the accounting profession. Pre-requisites: ACCT 3250 or ACT 310

ACCT 3280. **Cost Accounting.** The basic theory and practice related to determination of cost of products and services provided by a business and providing accounting information to management. Pre-requisites: ACCT 2102 Minimum Grade: C or ACT 327 Minimum Grade: C or ACT 206 Minimum Grade: C

ACCT 4210. **Accounting Systems.** Covers the theory and design of automated procedures of accumulation and reporting information with special emphasis on internal control. Pre-requisites: ACCT 2102 or ACT 327 or ACT 206

ACCT 4230. **Income Tax Accounting.** An introduction to the income tax laws with emphasis on taxation of individuals. Pre-requisites: ACCT 2102 Minimum Grade: C or ACT 327 Minimum Grade: C or ACT 206 Minimum Grade: C

ACCT 4240. **Not-for-Profit Accounting.** Accounting theory and practice related to non-business organizations; governments and other non-profit organizations. Pre-requisites: ACCT 3260 or ACT 311 or ACCT 3270 or ACT 312

ACCT 4250. **Adv Cost Accounting.** The study of advanced cost accounting concepts to include comprehensive standard costing techniques, activity-based costing, advanced cost management, cost management in a just-in-time environment, responsibility accounting and measuring organizational performance. Pre-requisites: ( ACCT 3280 Minimum Grade: C or ACT 315 Minimum Grade: C )

ACCT 4280. **Contemp Issues in Accounting.** Study of accounting history, accounting theory, accounting institutions and contemporary issues in accounting. Pre-requisites: ( ACCT 3260 Minimum Grade: C or ACT 311 Minimum Grade: C ) or ( ACCT 3270 Minimum Grade: C or ACT 312 Minimum Grade: C )

ACCT 4280H. **Contemp Issues in Acctg-Honors.**

ACCT 4290. **Internal Controls and Auditing.** A study of systems of internal accounting control in organizations, their design and evaluation; and an introduction to the basic principles and techniques of auditing. Pre-requisites: ACCT 3260 or ACT 311 or ACCT 3270 or ACT 312

ACCT 4390. **Accounting Internship.** Professional accounting experience obtained by employment with a public accounting firm, a business, or other organization while under the supervision of a partner, manager, or other office of the sponsoring organization. Prerequisites: Junior accounting major with overall GPA of at least 3.00 and permission of the dean. (3-0-3) Pre-requisites: ( ACCT 3250 Minimum Grade: C or ACT

## Academic Skills

ACSK 1100. **Academic Skills.** An academic assistance course designed to help students develop and strengthen essential study skills necessary for college survival. Three Credit Hours. Prerequisite: None.

## Anthropology

ANTH 1102. **Introduction to Anthropology.** A survey of physical and cultural anthropology covering primate evolution, hominid origins, and an analysis of past and present cultures.

ANTH 1102H. **Intro to Anthropology-Honors.**

ANTH 1150. **World Religions.** A critical examination of major world religions. Topics include indigenous religions of Africa and North America, Hinduism, Theravada and Mahayana Buddhism, Jainism, Sikhism, Taoism, Confucianism, Shintoism, Zoroastrianism, Judaism, Christianity, and Islam. Emphasis will be on understanding religions in cultural and historical context.

ANTH 3350. **Cultural Anthropology.** A study of the nature, functions, and manifestations of culture in diverse human societies. Emphasis on selected cross-cultural case studies. Pre-requisites: ANTH 1102 or ANT 102

ANTH 3353. **Sex-Gender.** An ethnographic survey of the concepts of sex and gender as they are applied cross-culturally. Current theoretical perspectives and the significance of biological, cultural, symbolic factors in determining gender roles will be emphasized. Pre-requisites: ANTH 1102 or ANT 102 or ANTH 1102H

ANTH 4401. **American Indian.** A survey course on the cultural characteristics of the diverse native Americans. Emphasis is placed upon the North American Indians. Pre-requisites: ANTH 1102 or ANT 201 or ANTH 1102H

ANTH 4401H. **American Indian-Hnr.**

ANTH 4410. **Social Organization.** An examination of the function and structure of kinship developmental processes in band, tribal, peasant, and industrialized societies. Illustration of inter- and intra- societal variation, and data for construction of formal models of process and variation in kinship systems will be explored.

ANTH 449A. **SPECIAL TOPICS IN ANTHROPOLOGY.** A course on selected issues, problems, and literature in anthropology.

## Art History

ARHS 2061. **Art History Survey I.** This illustrated lecture course deals with ideas and images that introduce art theory, art practice and art history. The student will explore the concept "art" media and methods used by artists; how to analyze a work of art; and major movements of the Prehistoric and Medieval worlds along with ideas that relate them to history. No prerequisite. 3 semester hours. Offered Fall Semester. May be used as an elective.

ARHS 3080. **Asian Art History.** The purpose of this course is to provide a basic foundation of Asian art, religion and culture from early Neolithic times (3,500 BC) to 1900 AD. It is important to understand the religions of these areas to appreciate the art and cultural makeup of the Asian culture then and now. With this the student may obtain an understanding of these Asian cultures and appreciate them for what they are originally intended, enjoying new art forms not necessarily encountered in the western world. In addition, the great impact eastern (Asian) cultures have had on the western world will be discussed. No prerequisite. 3 semester hours. Offered Spring Semester. May be taken as an elective.

ARHS 3090. **Pre-Columbian-Mex-Meso Art.** The purpose of this course is to provide a foundation of Pre-Columbia Art, indigenous religions, cultures, Hieroglyphic writing and mathematics. Course covers pre- historic 5,000 BC to the conquest. No prerequisite. 3 semester hours. Offered Spring Semester. May be taken as an elective.

ARHS 3090H. **Pre-Columbian-Meso Art- Hnr.**

ARHS 4000. **Directed Study.** These courses are independent study courses in the more traditional academic form research such as Art History or Art Criticism. These courses require a degree of maturity, self-reliance, imagination, and technical competence for the student to complete the study. Prerequisite: Per- mission of supervising instructor. offered all semesters. 2 semester hours. May be taken 3 times for credit.

ARHS 4001. **History of 19th Cent Art.** This illustrated lecture course deals with the images and ideas relating to the history of 19th century European and American art. The student will explore the media and methods used by artists such as David, Courbet & Monet in the creation of

movements ranging from NeoClassicism to Impressionism. In addition, the student will be versed in the formal analysis of compositional elements and principles of design employed by these artists and others in the production of their work. Prerequisite: Art Survey II, or permission from instructor. 3 semester hours. Offered Fall Semester.

ARHS 4001S. **Hist of 19th C Art-Study Abrd.**

ARHS 4012H. **Hist of 20th Cent Art-Hnr.**

ARHS 4090. **Directed Study.** These courses are independent study courses in the more traditional academic form research such as Art History or Art Criticism. These courses require a degree of maturity, self-reliance, imagination, and technical competence for the student to complete the study. Pre- requisite: Permission of supervising instructor. Offered all semesters. 3 semester hours. May be taken 3 times for credit.

ARHS 4090H. **Directed Study- HONORS.**

## Art Studio

ARST 3001. **Beg Glass Blowing I.** Glassblowing I Beginning covers the three dimensional aspects of glass as a transparent to semi-opaque, fluid, hot, expressive medium. Open to majors and non-majors. The course may be taken as an elective by non-art majors. Prerequisite: 3D Design/Tools suggested. 3 semester hours. Offered all semesters. Pre-requisites:

ARST 3010. **Crafts.** The study of basic craft techniques for the recreation center and art classroom. Ceramics, jewelry and related activities will be explored. The class may be taken as an elective by non-art majors. No prerequisite. 3 semester hours.

ARST 3012. **Intermediate Glass Blowing II.** Glass Blowing and ceramics are basically sculpture courses, only specializing in a particular material; therefore any course beyond the first course must be designed for the individual student. In the area of three-dimensional art every technique will tend to generate shapes of a particular kind, which in turn will tend to fit particular concepts. Therefore when designing a course for a student, the important thing is to establish a balance between time spent working on pure technique and time spent working on concept as it may relate to technique. Prerequisite: Beginning Glassblowing. 3 semester hours. Offered all semesters. May be taken 3 times for credit. Pre-requisites: ARST 3001 Minimum Grade: C

ARST 3020. **Jewelry and Metals.** The general objectives of the course are to introduce to the student an understanding of precious and semi-precious metals and stones and their manipulation to form works generally referred to as jewelry. Emphasis will be on the proper combination of technical skill and aesthetics. No prerequisite. 3 semester hours.

ARST 3021. **Adv Drawing I.** Pre-requisites: ARTF 1021 Minimum Grade: C and ARTF 2032 Minimum Grade: C or ARST 1021 Minimum Grade: C or ARST 2032

ARST 3030. **Weaving.** This course involves the production of a variety of types of weaving of the off-loom type and two and four harness looms. No prerequisite. 3 semester hours.

ARST 3031. **Beg Printmaking I.** This course is primarily concerned with aiding students in the making of art products by existing reproductive processes. It will: (a) demonstrate and introduce the methods of printing, students, (b) offer students the opportunity to practice the methods of printing, (c) assist the students in evaluating their performance as regards process and product. No prerequisite. 3 semester hours. Offered all semesters. May be taken 3 times for credit.

ARST 3032. **Adv Drawing.**

ARST 3041. **Watercolor I Beginning.** It is the purpose of this course to introduce to the student the techniques of traditional and new methods of watercolor. In addition, this course will encourage personal conceptual development with the use of watercolor techniques to produce highly personal and exciting water- colors. Prerequisite: Drawing I or drawing proficiency. 3 semester hours.

ARST 3042. **Intermediate Printmaking II.** These courses are primarily concerned with advancing the student's mastery of printmaking and establishing a personal style in the production of the making of prints. All courses are designed for the individual student and his/her interest in printmaking. Prerequisite: Beginning Print- making. 3 semester hours. Offered all semesters. May be take 3 times for credit. Pre-requisites: ARST 3031 Minimum Grade: C

ARST 3052. **Ceramic II, Intermediate.** Pre-requisites: ARST 3041 Minimum Grade: C

ARST 3071. **Beg Sculpture I.** This course will expose the student to a wide variety of sculptural concepts and teach analysis and solution to sculptural problems. Prerequisite: 3D Design/Tools. 3 semester hours. Offered Spring Semester. Pre-requisites: ARTF 1030 Minimum Grade: C

ARST 3081. **Beg Photography I.** This course covers basic black and white photography. It is for the student who has never been exposed to photo- graphy. The student must have a functional 35 mm camera with manual controls of the aperture shutter to be able to control camera.

No prerequisite. 3 semester hours. Offered all semesters. May be used as an elective.

**ARST 3081H. Beg Photography I-Hnr.**

**ARST 3082. Intermediate Sculpture II.** Glass blowing, ceramics and sculpture are basically all sculpture courses, only specializing in a particular material; therefore any course beyond the first course must be designed for each individual student. Prerequisite: ARST 1041, ARST 1052, Beginning Sculpture, 3D Design/Tools. 3 semester hours. May be taken 3 times for credit. Pre-requisites: ARTF 1041 Minimum Grade: C and ARTF 1052 Minimum Grade: C and ARTF 3071 Minimum Grade: C

**ARST 3092. Intermediate Photo II.** This course is designed to provide the photography student a chance to explore black and white photography beyond the basic and into the intermediate level, that is, exploration and instruction into more advanced principles of photography and "good picture taking" (effective communication). Prerequisite: Beginning Photography. 3 semester hours. Offered all semesters. May be taken 3 times for credit. Pre-requisites: ARST 3081 Minimum Grade: C

**ARST 3111. Video as Art.** An introductory course in Video that deals with skill and techniques required of an artist working with digital video, in addition to working with the digital video cameras, video and audio editing, and export formats. The class is for students concentrating in graphics. It can be used as an art elective and as an elective for the general student population. Pre-requisites: ( ARTF 1020 Minimum Grade: C or ARST 3181 Minimum Grade: C )

**ARST 3141. Ceramics I Beginning.** The course is designed to teach basic techniques for the studio artist and school teacher in the areas of hand-building and wheel-throwing shape with clay. The course may be used as an elective by non-art majors. Prerequisite: none. 3 semester hours. Offered all semesters. May be taken 3 times for credit.

**ARST 3152. Ceramics II, Intermediate.** This course is intermediate study in ceramic design and technology, throwing and/or hand building, concentrated study in controlling clay, and glaze behavior. Prerequisite: Beginning Ceramics. 3 semester hours. Offered all semesters. May be taken 3 times for credit.

**ARST 3181. Beg Graphic Design I.** An introductory course in Graphic Design that deals with skill and techniques required of a professional graphic designer, in addition to working with the reproductive processes, job assembly, and mark up for reproduction. A basic course for a student who hopes to major in Graphic Design. Prerequisite: Basic computer knowledge. 3 semester hours. May be taken as an elective.

**ARST 3181H. Beg Graphic Design I-Hnr.**

**ARST 3241. Beg Painting I.** It is the purpose of this course to provide the beginning painting student with various methods involved in oil painting, as well as to initiate an imaginative approach to conceptual ideas using oils as the vehicle of expression. Students will gain the understanding that painting involves a great deal of thought. Prerequisite: Drawing I or II. 3 semester hours. Offered all semesters. a Pre-requisites: ARST 1021 Minimum Grade: C or ARTF 2032

**ARST 3252. Intermediate Painting II.** It is the purpose of these advanced courses to provide the advanced student of painting with instruction and time to develop personal conceptual direction using painting and multimedia techniques. Two main emphasis will be stressed: A) Further experimentation with oils as well as possible introduction to acrylics; experimentation with combining painting, drawing, collage, etc.; and methods and materials to enhance individual ideas and communicative impact. B) Development of personal concept. Prerequisite: Beginning Painting. 3 semester hours. Offered all semesters. May be taken 3 times for credit. Pre-requisites: ARST 3241 Minimum Grade: C

**ARST 4003. Photo Communications III.** This course is for people who have mastered the basic dark-room techniques. It is designed to introduce the student to new photographic techniques and to stimulate their creativity in the darkroom. Prerequisite: Beginning Photography. 3 semester hours. Offered all semesters. May be taken 3 times for credit. Pre-requisites: ARST 3081 Minimum Grade: C

**ARST 4004. Adv Sculpture IV.** Glass blowing, ceramics and sculpture are basically all sculpture courses, only specializing in a particular material; therefore any course beyond the first course must be designed for each individual student. Prerequisite: Intermediate Sculpture II. 3 semester hours. Offered all semesters. May be taken 3 times for credit. Pre-requisites: ARST 3082 Minimum Grade: C

**ARST 4010A. Senior Exhibition - Thesis.**

**ARST 4010B. Senior Exhibition - Thesis.**

**ARST 4010C. Senior Exhibition - Thesis.**

**ARST 4014. Photographic Illustration IV.** This course is for people who have mastered the basic dark-room techniques in black & white and color. It is designed to introduce the student to new photographic techniques and to stimulate their creativity in the darkroom. Prerequisite: Beginning Photography. 3 semester hours. Offered all semesters. May be taken 3 times for credit. Pre-requisites: ARST 3081 Minimum Grade: C

ARST 4020. **Seminar Study.**

ARST 4023. **Adv Glass Blowing III.** Glass Blowing and ceramics are basically sculpture courses, only specializing in a particular material; therefore any course beyond the first course must be designed for the individual student. In the area of three-dimensional art every technique will tend to generate shapes of a particular kind, which in turn will tend to fit particular concepts. Therefore when designing a course for a student, the important thing is to establish a balance between time spent working on pure technique and time spent working on concepts as it may relate to technique. Prerequisite: Beginning Glassblowing. 3 semester hours. Offered all semesters. May be taken 3 times for credit. Pre-requisites: ARST 3001 Minimum Grade: C

ARST 4025. **Photography V.** The course is designed to allow the advanced photography student to use all their knowledge experience to create a portfolio of quality photographs which will enable them to present a senior exhibition of photography and have their portfolio ready to present to prospective employers for employment or graduate school. Prerequisite: At least 6 hours in photography. 3 semester hours. Offered all semesters. Pre-requisites: ARST 3081 Minimum Grade: C and ARST 3092 Minimum Grade: C or ARST 4003 Minimum Grade: C or ARST 4014 Minimum Grade: C

ARST 4030. **Seminar Study.**

ARST 4032. **Adv Drawing II.** Pre-requisites: ( ARST 1021 Minimum Grade: C or ARTF 1021 Minimum Grade: C or ARTF 1010 Minimum Grade: C ) and ( ARST 2032 Minimum Grade: C or ARTF 2032 Minimum Grade: C or ARTF 1011 Minimum Grade: C )

ARST 4034. **Adv Glass Blowing IV.** Glass Blowing and ceramics are basically sculpture courses, only specializing material; therefore any course beyond the first course must be designed for the individual student. In the area of three-dimensional art every technique will tend to generate shapes of a particular kind, which in turn will tend to fit particular concepts. Therefore when designing course for a student, the important thing is to establish a balance between time spent working on pure technique and time spent working on concept as it may relate to technique. Prerequisite: Beginning Glassblowing. 3 semester hours. Offered all semesters. May be taken 3 times for credit. Pre-requisites: ARST 3001 Minimum Grade: C

ARST 4052. **Watercolor II Advanced.** Advanced watercolor is primarily concerned with advancing the student's mastery of water-based painting materials and establishing a personal style in the area of water- color. These courses are designed for the individual and his/her personal interests in the field of watercolor. Pre- requisite: Beginning Watercolor. 3 semester hours. May be taken 3 times for credit. Pre-requisites: ARST 3041 Minimum Grade: C

ARST 4053. **Adv Printmaking III.** Pre-requisites: ARST 3031 Minimum Grade: C

ARST 4060. **Senior Seminar.** This is a two hour credit course designed to give the department an opportunity to measure the achievements of its senior students and to allow the senior students, through group discussion and observation, to gain an over- view of their roles in the department as individuals and as seniors. Prerequisite: Student must be senior level. 2 semester hours. Offered Spring Semester.

ARST 4063. **Ceramic III.** Pre-requisites: ARST 3041 Minimum Grade: C

ARST 4064. **Adv Printmaking IV.** These courses are primarily concerned with advancing the student's mastery of printmaking and establishing a personal style in the production of making prints. All courses are designed for the individual student and his/her interest in printmaking. Prerequisite: Beginning Printmaking. 3 semester hours. May be taken 3 times for credit. Pre-requisites: ARST 3031 Minimum Grade: C

ARST 4074. **Ceramic IV.** Pre-requisites: ARST 3041 Minimum Grade: C

ARST 4092. **Graphic Design, Illustration.** This course has been designed to give advertising art majors the opportunity to explore various types of illustration and several techniques which are applicable in this field. It is also set up to provide students with projects that, when completed, should be of portfolio quality. The course will focus on illustration used for book covers, magazines, short stories, textbooks, and scientific drawings. Techniques used will be pen and ink, watercolor, gouache, colored pencil, scratch board, and various combinations of media, including computer graphics programs. Prerequisite: Drawing course or drawing skills. 3 semester hours. May be taken 3 times for credit. Pre-requisites: ARST 1021 Minimum Grade: C

ARST 4092H. **Graphic Des Illus- Honors.**

ARST 4093. **Adv Sculpture III.** Glass blowing, ceramics and sculpture are basically all sculpture courses, only specializing in a particular material; therefore any course beyond the first course must be designed for each individual student. Prerequisite: ARST 1041, ARST 1052, Beginning Sculpture, 3D Design/Tools. 3 semester hours. Offered all semesters. Pre-requisites: ARST 1041 Minimum Grade: C and ARST 1052 Minimum Grade: C and ARST 3071 Minimum Grade: C

ARST 4163. **Ceramics III, Advanced.** This course is advanced study in ceramic design and techno- logy, throwing and/or hand building,

concentrated study in controlling clay, and glaze behavior. Prerequisite: Beginning Ceramics. 3 semester hours. Offered all semesters. May be taken 3 times for credit.

ARST 4174. **Ceramics IV, Advanced.** The course is advanced study in ceramic design and technology, throwing and/or hand building, concentrated study in controlling clay, and glaze behavior. Prerequisite: Beginning Ceramics. 3 semester hours. Offered all semesters. May be taken 3 times for credit.

ARST 4263. **Adv Painting III.** It is the purpose of these advanced courses to provide the advanced student of painting with instruction and time to develop personal conceptual direction using painting and multimedia techniques. Two main emphasis will be stressed: A) Further experimentation with oils as well as possible introduction to acrylics; experimentation with combining painting, drawing, collage, etc.; and methods and materials to enhance individual ideas and communicative impact. B) Development of personal concept. Prerequisite: Beginning Painting. 3 semester hours. Offered all semesters. May be taken 3 times for credit. Pre-requisites: ARST 3241 Minimum Grade: C

ARST 4274. **Adv Painting IV.** It is the purpose of these advanced student of painting with instruction and time to develop personal conceptual direction using painting and multimedia techniques. Two main emphases will be stressed: A) Further experimentation with oils as well as possible introduction to acrylics; experimentation with combining painting, drawing, collage, etc.; and methods and materials to enhance individual ideas and communicative impact. B) Development of personal concept. Prerequisite: Beginning Painting. 3 semester hours. Offered all semesters. May be taken 3 times for credit. Pre-requisites: ARST 3241 Minimum Grade: C

## Art Appreciation

ARTC 1100. **Art Appreciation.** This illustrated lecture course deals with ideas and images that introduce basic art theory, art practice and art history. The student will explore the concept "art"; media and methods used by artist; and analysis of compositional elements and design principles employed by artists in the creation of their work. No prerequisite. 3 semester hours. Offered all semesters. Part of core curriculum, Area C.

ARTC 1100H. **Art Apprec-Hnr.**

ARTC 1100S. **Art Apprec-Study Abroad.**

## Art Area F

ARTF 1010. **Beg Drawing I.** It is the purpose of this course to provide the beginning student with instruction in basic skills, techniques, materials necessary for a fundamental experience in beginning drawing, as well as to initiate construction of imaginative conceptual exploration at the introductory level. No prerequisite. 3 semester hours. Offered Fall Semester. May be used as an elective.

ARTF 1011. **Beg Drawing II-Figure.** It is the purpose of this course to provide the the beginning student with instruction in basic skills, techniques, materials necessary for a fundamental experience in beginning figure drawing, as well as to initiate construction of imaginative conceptual exploration at the introductory level. Prerequisite: Beginning Drawing I or equivalent college course. 3 semester hours. Offered Spring Semester. May be used as an elective.

ARTF 1020. **2D Design Concepts and Color.** The purpose of this course is to explore the basic fundamentals of design and color theory, ideas and concepts as they relate to the producing of art. This course is designed to prepare the student for upper-level art courses. No prerequisite. 3 semester hours. Offered Spring Semester.

ARTF 1020H. **2D Design Color-Concepts-Hnr.**

ARTF 1030. **Three Dimen Design and Tools.** Three Dimensional Design/Tools gives the student a working knowledge of the basic principles of three dimensional design as they apply to functional and non-functional art form. In addition, it gives the student a practical knowledge of hand tools, power tools, and welding equipment. No prerequisite. 3 semester hours. Offered Fall Semester.

ARTF 2061. **Art History Survey I.** This illustrated lecture course deals with ideas and images that introduce art theory, art practice and art history. The student will explore the concept "art"; media and methods used by artists; how to analyze a work of art. The course will cover material from the first half of the history of Western Art. Offered fall semester. May be as an elective. (3-0-3)

ARTF 2072. **Art History Survey II.** This illustrated lecture course deals with ideas and images that introduce art theory, art practice and art history. The student will explore the concept "art"; media and methods used by artists; how to analyze a work of art. The course will cover material from the second half of Western Art through the 20th century. Offered spring semester. May be taken as an elective. (3-0-3)

ARTF 2072H. **Art History Survey II-Hnr.**

## Art Seminar Study

ARTS 4010. **Senior Exhibition.** Senior Exhibition/Thesis represents the student's art exhibition and writing of a senior thesis to fulfill senior exit requirements for the Bachelor of Fine Arts Degree, the Bachelor of Arts Degree, and the Bachelor of Science Degree in Art Education. One semester hour. Offered all semesters.

ARTS 4020. **Seminar Study.** These courses will be used for multi-disciplinary projects such as a combination of Dance, Theatre, Music, and Visual Arts. In these courses there may be an individual working on a single project, all under the instructor's supervision. Prerequisite: Permission of the supervising instructor. 2 semester hours. Offered all semesters. May be taken 3 times for credit.

ARTS 4030. **Seminar Study.** These courses will be used for multi-disciplinary projects such as a combination of Dance, Theatre, Music, and Visual Art. In these courses there may be an individual working on a single project, a group of students working on a singular project, or an entire class working on a single project, all under the instructor's supervision. Prerequisite: Permission of the supervising instructor. 3 semester hours. Offered all semesters. May be taken 3 times for credit.

## Art

ARTX 3010. **Crafts.**

ARTX 3020. **Jewelry and Metals.**

ARTX 3030. **Weaving.**

ARTX 3141. **Watercolor I Techniques.**

ARTX 4004. **Adv Sculpture IV.**

ARTX 4052. **Watercolor II Advanced.**

ARTX 4060. **Senior Seminar.**

ARTX 4071. **Drawing and Painting.** These courses are independent study courses in studio art disciplines. It implies a degree of maturity, self-reliance, imagination, and technical competence for the student to complete his/her study. Prerequisite: Permission of supervising instructor. Offered all semesters. May be taken 3 times for credit. Pre-requisites: ARST 3241 Minimum Grade: C

ARTX 4072. **Ceramics.** Pre-requisites: ARST 3141 Minimum Grade: C

ARTX 4073. **Glassblowing.** Pre-requisites: ARST 3001 Minimum Grade: C

ARTX 4074. **Sculpture.** Pre-requisites: ARST 3071 Minimum Grade: C

ARTX 4075. **Printmaking.**

ARTX 4076. **Photography.**

ARTX 4077. **Graphic Design.** Pre-requisites: ARST 3181 Minimum Grade: C

ARTX 4078. **Crafts.**

ARTX 4081. **Drawing and Painting.** Pre-requisites: ARST 3241 Minimum Grade: C

ARTX 4082. **Ceramics.** Pre-requisites: ARST 3141 Minimum Grade: C

ARTX 4083. **Glassblowing.** Pre-requisites: ARST 3001 Minimum Grade: C

ARTX 4084. **Sculpture.** Pre-requisites: ARST 3071 Minimum Grade: C

ARTX 4085. **Printmaking.**

ARTX 4086. **Photography.**

ARTX 4087. **Graphic Design.** Pre-requisites: ARST 3181 Minimum Grade: C

ARTX 4088. **Crafts.**

ARTX 4093. **Adv Sculpture III.**



## Biology

BIOL 1000. **Essentials of Biology Lab.** An introduction to the principles of modern biology through experiment and demonstration. One lab per week. Requires simultaneous enrollment in (or previous successful completion of) BIOL 1001, Essentials of Biology, to satisfy the core Area D laboratory science option.

BIOL 1001. **Essentials of Biology.** A survey of the principles of modern biology including cell structure, respiration and photosynthesis, gene structure and function, genetics, evolution, the diversity of living things, plant and animal systems, and ecology. Three lectures per week. Satisfies the core Area D non-laboratory science option unless taken concurrently with BIOL 1000.

BIOL 1107. **Essentials of Biology I.** Essentials of Biology. A two semester sequence which provides a survey of the principles of modern biology including cell structure and function, respiration and photosynthesis, gene structure and function, genetics, evolution, diversity of living things, plant and animal systems, and ecology. The course satisfies Core Area D non-laboratory science option only, unless taken concurrently with BIOL 1107L, Essentials of Biology Laboratory. Taught Fall Semester and Spring Semester.

BIOL 1107H. **Honors Essentials of Biology.** A survey of the principles of modern biology including cell structure and function, respiration and photosynthesis, gene structure and function, genetics, evolution, diversity of living things, plant and animal systems, and ecology.

BIOL 1107L. **Essentials of Biology I Lab.** An introduction to the principles of biology through experiment and demonstration. Requires simultaneous enrollment in (or previous successful completion of) BIOL 1107 to satisfy Core Area D laboratory science option. Taught Fall Semester and Spring Semester.

BIOL 1108. **Essentials of Biology II.** The second in a two semester sequence which provides a survey of the principles of modern biology including cell structure and function, respiration and photosynthesis, gene structure and function, genetics, evolution, diversity of living things, plant and animal systems, and ecology. The courses satisfy Core Area D non-laboratory science option only, unless taken concurrently with BIOL 1108L, Essentials of Biology Laboratory. Prerequisites: BIOL 1107 taught Fall Semester and Spring Semester. Pre-requisites: BIOL 1107 or BIO 110 or BIOL 1107H

BIOL 1108H. **Essentials for Biology II-Honor.** Essentials for Biology II for the Honors Program

BIOL 1108L. **Essentials of Biology II Lab.** An introduction to the principles of biology through experiment and demonstration. Requires simultaneous enrollment in (or previous successful completion of) BIOL 1107 and BIOL 1108 to satisfy Core Area D laboratory science option. Prerequisites: BIOL 1107 and BIOL 1107L which is taught Fall Semester and Spring Semester. Pre-requisites: BIOL 1107 or BIOL 1107H and BIOL 1107L or BIO 110

BIOL 1500. **Applied Botany.** This course is designed to provide the non-biology major with an introduction to vascular plant anatomy and basic life processes and with plants of the world that have horticultural interest. The emphasis is on the "why" of gardening techniques rather than "how-to" but the student should acquire much practical information. Two lectures and one demonstration per week. BIOL 1107 or permission of instructor are prerequisites. Taught Spring Semester. Pre-requisites: BIOL 1001 Minimum Grade: D or BIO 110 Minimum Grade: D or BIOL 1107 Minimum Grade: D or BIOL 1107H Minimum Grade: D

BIOL 1500H. **Applied Botany-Hnr.**

BIOL 2030. **Human Anatomy-Physiology I.** A study of the basic components of human anatomy and physiology approached from molecular, cellular, tissue, and system levels. Systems covered in this course include the integumentary, skeletal, muscular, and nervous systems. Three lectures and two labs per week. Pre-requisites:

BIOL 2040. **Human Anatomy-Physiology II.** A study of the basic components of human anatomy and physiology approached from a molecular, cellular, organ, and system levels. Systems covered in this course include the endocrine, circulatory, respiratory, digestive, excretory, and reproductive systems. Two lectures and two labs per week. Pre-requisites:

BIOL 2050. **Microbiology.** A study of elements of microbiology, giving a general knowledge of microorganisms as related to the problems of nursing and health. Two lectures and two labs per week. Pre-requisites:

BIOL 2107. **Principles of Biology I.** A two semester sequence designed to give pre-health professional students and biology majors the basic fundamentals of biological sciences. 3 lectures and a 3-hour lab per week.

BIOL 2107H. **Principles of Biology I-Honors.**

BIOL 2108. **Principles of Biology II.** A two semester sequence designed to give pre-health professional students and biology majors the basic fundamentals of biological sciences. 3 lectures and a 3-hour lab per week. Pre-requisites: ( BIOL 2107 Minimum Grade: C or BIO 220

Minimum Grade: C or BIOL 2107H Minimum Grade: C )

**BIOL 2108H. Principles of Biology II-Honor.**

**BIOL 2450. Biological Techniques I.** This course is designed to provide beginning biology students with skills that will increase success as practicing biological scientists. Skills developed include biological literature review, data analysis and presentation, and introduction to basic biological instrumentation. Course open to biology majors and by permission of Chairperson of Department of Biology.

**BIOL 2460. Biological Techniques II.** This course is designed to provide beginning biology students with skills that will increase success as practicing biological scientists. Skills developed include biological literature review, data analysis and presentation, and introduction to basic biological instrumentation. Course open to biology majors and by permission of Chairperson of Department of Biology. Pre-requisites: ( BIOL 2450 Minimum Grade: C or BIO 220 Minimum Grade: C or BIO 221 Minimum Grade: C or BIOL 2107 Minimum Grade: C or BIOL 2107H Minimum Grade: C )

**BIOL 3000. Adv Botany.** An introduction to the anatomy and morphology of organisms traditionally considered plants with an emphasis on how anatomy and morphology reflect the phylogenetic relationships within the Kingdoms Monera, Plantae, and Fungi. Two lectures and one lab per week. Pre-requisites: ( BIOL 2108 Minimum Grade: C or BIO 222 Minimum Grade: C or BIOL 2108H Minimum Grade: C )

**BIOL 3020. Comparative Vertebrate Anatomy.** A comparative study of the selected systems and body regions of representative vertebrates to provide foundational material in anatomy, evolution, and development. Laboratory emphasis is on the gross anatomy of *Necturus*, *Squalus*, and *Felis domesticus*. Pre-requisites: BIOL 2108 or BIO 222 or BIOL 2108H

**BIOL 3050. Developmental Biology.** Early embryological development of vertebrates and some invertebrates, including a study of germ cells, fertilization, cleavage, differentiation, and the origin of organ systems. Emphasis is on molecular mechanisms controlling key developmental processes. Two hours of classroom instruction and one three hour laboratory per week Pre-requisites: ( BIOL 2108 Minimum Grade: C or BIO 222 Minimum Grade: C or BIOL 2108H Minimum Grade: C )

**BIOL 3050H. Developmental Biology-Honors.**

**BIOL 3100. Cell-Molecular Biology.** A study of the structure and function of cells. General topics include ultrastructure, metabolism, cell cycle, and cell-cell interactions. Throughout the course, special emphasis is placed on current related trends in molecular biology. Two hours of classroom instruction and one three hour laboratory per week. Pre-requisites: ( BIOL 2108 Minimum Grade: C or BIOL 2108H Minimum Grade: C or BIO 222 Minimum Grade: C ) and ( CHEM 1212 Minimum Grade: C or CHEM 1212H Minimum Grade: C or CHM 204 Minimum Grade: C ) and ( CHEM 3301 Minimum Grade: C or CHM 301 Minimum Grade: C )

**BIOL 3100H. Cell-Molecular Bio-Honors.**

**BIOL 3150. Human Pathophysiology.** A study of the physiological changes and states associated with disease. Pre-requisites: ( BIOL 2030 Minimum Grade: C or BIO 203 Minimum Grade: C ) and ( BIOL 2040 Minimum Grade: C or BIO 204 Minimum Grade: C )

**BIOL 3300. Economic Botany.** An introduction to the uses of plants and plant products by human beings from prehistory to genetically engineered crops and bioremediation of toxic wastes. Demonstrations provide hands-on experience with topics including plant gums and resins, essential oils, fibers, dyes, spices, and staple plant foods from around the world. Two lectures and a lab per week. Pre-requisites: ( BIOL 2108 Minimum Grade: C or BIOL 2108H Minimum Grade: C or BIO 222 Minimum Grade: C )

**BIOL 3300H. Economic Botany - HONORS.**

**BIOL 3400. Bacteriology.** A general study of bacteria with an introduction to some fundamental concepts and techniques. Two lectures and two laboratories per week. Pre-requisites: ( BIOL 2108 or BIOL 2108H or BIO 222 ) and ( CHEM 3302 or CHM 302 )

**BIOL 3410. Adv Bacteriology.** A further study of basic principles of bacteriology with emphasis on applied bacteriology including environmental, industrial, and medical bacteriology plus principles of immunology. Two lectures and two laboratories per week. Pre-requisites: ( BIOL 3400 Minimum Grade: C or BIO 340 Minimum Grade: C )

**BIOL 3600. Entomology.** A study of morphology, physiology, and the natural history of the common insects plus techniques of collecting, identifying, and preserving insects. Two lectures and one three hour lab. Pre-requisites: BIOL 2108 or BIOL 2108H or BIO 222

**BIOL 3710. Field Botany.** An introduction to the local flora, particularly of conifers and of flowering plants, with an emphasis on field recognition and the use of keys. Two lectures and one lab per week. Pre-requisites: ( BIOL 2108 Minimum Grade: C or BIOL 2108H Minimum Grade: C or BIO 222 Minimum Grade: C )

**BIOL 3710H. Field Botany- Honors.**

BIOL 4000. **Biology Seminar.** A course in which the student conducts literature research on a biological topic and makes a one hour presentation. Taken during senior year. Course is used for departmental assessment and includes an assessment exam.

BIOL 4010A. **Biology Seminar I.** A course in which the student will propose, develop, and complete a hands-on research project under the supervision of a faculty member within the Department. The culmination of the semester will be the submission of a research paper, suitable for submission for publication. Taught Fall Semester each year.

BIOL 4010B. **Biology Seminar II.** Course which is a continuation of BIOL 4010A. Each student will prepare a summary of, and make an oral presentation on, the research project undertaken in BIOL 4010A. Course is used in Departmental assessment and includes an exit exam and an exit interview. Taught Spring Semester each year; taken senior year.

BIOL 4050. **Ecology.** An introduction to the study of ecological principles, including population, community, and ecosystem ecology and conservation biology. Two hours lecture and two three hour laboratories per week. Pre-requisites: ( BIOL 2108 Minimum Grade: C or BIOL 2108H Minimum Grade: C or BIO 222 Minimum Grade: C ) and ( CHEM 1212 Minimum Grade: C or CHEM 1212H Minimum Grade: C or CHM 204 Minimum Grade: C )

BIOL 4050H. **Ecology- Honors.**

BIOL 4100. **Biological Resources.** Pre-requisites:

BIOL 4200. **Genetics.** A study of modern genetics including Mendelian, molecular, and population genetic principles. Drosophila genetics will constitute a major portion of lab. Two lectures and one three hours lab per week. Pre-requisites: BIOL 2108 or BIOL 2108H or BIO 222

BIOL 4200H. **Genetics - HONORS.**

BIOL 4300. **Plant Physiology.** An introduction to the life processes of plants with an emphasis on angiosperms. Topics include water relations, mineral nutrition, control of growth and development, and the biochemistry of photosynthesis with a brief consideration of plant "secondary" metabolism (production of alkaloids, aromatic oils, gums, resins, etc.) Pre-requisites: ( BIOL 2108 Minimum Grade: C or BIOL 2108H Minimum Grade: C or BIO 222 Minimum Grade: C ) and ( CHEM 3302 Minimum Grade: C or CHM 302 Minimum Grade: C )

BIOL 4350. **Natural History of Vertebrates.** The classification and natural history of the vertebrates with an emphasis placed on native species. Laboratories involve the identification of native fishes, amphibians, reptiles, and mammals. A representative collection of vertebrates is required. Pre-requisites: ( BIOL 2108 Minimum Grade: C or BIOL 2108H Minimum Grade: C or BIO 222 Minimum Grade: C )

BIOL 4400. **Animal Physiology.** A study of the cellular and systemic functions of animals, with emphasis on the mammal. Pre-requisites: ( CHEM 3301 Minimum Grade: C or CHM 301 Minimum Grade: C ) and ( BIOL 2108 Minimum Grade: C or BIOL 2108H Minimum Grade: C or BIO 222 Minimum Grade: C )

BIOL 4400H. **Animal Physiology-Hnr.**

BIOL 4500. **Aquatic Biology.** A laboratory and field course emphasizing the habits and organisms of aquatic environments. Special consideration given to local freshwater invertebrates. Consideration also given to human impact on aquatic systems. Pre-requisites: ( BIOL 2108 Minimum Grade: C or BIOL 2108H Minimum Grade: C or BIO 222 Minimum Grade: C ) and ( CHEM 1212 Minimum Grade: C or CHEM 1212H Minimum Grade: C or CHM 204 Minimum Grade: C )

BIOL 4500H. **Aquatic Biology-Hnr.**

BIOL 4750. **Special Problems.** Directed study course designed to provide the advanced student with an opportunity to make an independent investigation in an area of special interest.

BIOL 4760. **Special Problems.** Directed study course designed to provide the advanced student with an opportunity to make an independent investigation in an area of special interest.

BIOL 4800. **Herpetology.** The study of the classification, distribution and life histories of reptiles and amphibians, primarily those of North America. Laboratory and field work involve practice in classification, techniques of collection and preservation of museum specimens, and the study of local forms in their natural habitats. Pre-requisites: ( BIOL 2108 Minimum Grade: C or BIOL 2108H Minimum Grade: C or BIO 222 Minimum Grade: C )

BIOL 4900. **Special Topics.** Pre-requisites: ( BIOL 2108 Minimum Grade: C or BIOL 2108H Minimum Grade: C or BIO 222 Minimum Grade: C )

## **Business Administration**

BUSA 1105. **Introduction to Business.** An integrative study of the functional areas of business (finance, operations, marketing, human

resources, etc.).

BUSA 2010. **Microcomputer App in Business.** This course is designed to provide an introduction to the use of microcomputer applications in business. The course will emphasize the use of the spreadsheet and the database and the integration of these in case applications of analysis for business decisions.

BUSA 2040. **Personal Business.** A broad survey of all aspects of personal financial management, analyzing problems of everyday money matters such as budgeting, consumer protection, making major purchases, insurance, taxes, wills, and trusts.

BUSA 2050. **Internet-E-Commerce Concepts.** This course is designed to provide understanding of the evolving Internet technologies and to explore the business implications of these technologies. (3-0-3)

BUSA 2105. **Communicating in the Business Environment.** Theory and practice in the use of correct, forceful English in the composition of business letters, reports, and other written communication found in the business world. Pre-requisites: ENGL 1102 or ENG 102 or ENGL 1102H

BUSA 2106. **The Environment of Business.** An introduction to the legal, regulatory, political, social, ethical, cultural environment, and technological issues which form the context for business; to include an overview of the impact of demographic diversity on organizations. Pre-requisites:

BUSA 3050. **Business Statistics.** Designed to provide the student with the ability to understand the basic tasks of statistics and to develop a working knowledge of the concepts and principles of the basic practice of statistics. Pre-requisites: ( MATH 1111 Minimum Grade: C or MTH 110 Minimum Grade: C ) or ( MTH 108 Minimum Grade: C and MTH 109 Minimum Grade: C ) or MATH 1113 Minimum Grade: C or BUSA 3050H Minimum Grade: C

BUSA 3050H. **Business Statistics-Hnr.**

BUSA 3060. **Quantitative Management.** A second course in statistics, including analysis of variance, regression analysis, nonparametric statistical tests, chi square, time series analysis, decision theory, linear programming, and inventory models. Pre-requisites: BUSA 3050 or MTH 204 or MATH 2204

BUSA 3090. **Business Law.** A study of contracts, negotiable instruments, bailments, common and public carriers, agencies, sales contracts, and uniform sales laws as they apply to business.

BUSA 3106. **Legal Environment of Business.** This course provides the business student with a study of the interrelationship of law and regulation in business. The course also covers government regulation of business activities and the legal environment within which business must operate. (3-0-3)

BUSA 3150. **Business Finance.** An introduction to promotion and organization of the corporation, forms of securities issued, problems of financial administration, expansion, securing funds, reorganization, and liquidation. Pre-requisites: ACCT 2101 or ACT 205

BUSA 3900. **Prior Learning Portfolio.** This course is designed to evaluate knowledge that a student has gained through work, life, and learning experiences. A prior learning portfolio, a written record presented by the students documenting prior learning experiences, is used to assess prior learning. (0-V-3)

BUSA 3901. **Prior Learning Portfolio.** This course is designed to evaluate knowledge that a student has gained through work, and learning experiences. A prior learning portfolio, a written record presented by the students documenting prior learning experiences, is used to assess prior learning. (0-V-6)

BUSA 3902. **Prior Learning Portfolio.** This course is designed to evaluate knowledge that a student has gained through work, life, and learning experiences. A prior learning portfolio, a written record presented by the students documenting prior learning experiences, is used to assess prior learning. (0-V-9)

BUSA 3903. **Prior Learning Portfolio.** This course is designed to evaluate knowledge that a student has gained through work, life, and learning experiences. A prior learning portfolio, a written record presented by the students documenting prior learning experiences, is used to assess prior learning. (0-V-12)

BUSA 3904. **Prior Learning Portfolio.** This course is designed to evaluate knowledge that a student has gained through work, life, and learning experiences. A prior learning portfolio, a written record presented by the students documenting prior learning experiences, is used to assess prior learning. (0-V-15)

BUSA 3905. **Prior Learning Portfolio.** This course is designed to evaluate knowledge that a student has gained through work, life, and learning experiences. A prior learning portfolio, a written record presented by the students documenting prior learning experiences, is used to assess prior learning. (0-V-18)

BUSA 3906. **Prior Learning Portfolio.** This course is designed to evaluate knowledge that a student has gained through work, life, and learning experiences. A prior learning portfolio, a written record presented by the students documenting prior learning experiences, is used to assess prior learning. (0-V-21)

BUSA 4405. **Free Enterprise in Practice I.** This course is designed for students participating in Students in Free Enterprise (SIFE). The course intends to develop leadership, analytical, teamwork and communication skills through planning, implementation, and completion of entrepreneurship projects and services. This course may involve special case competition at national and regional levels. Prerequisite: Junior standing and GPA of at least 2.80. (3-0-3) end.

BUSA 4406. **Free Enterprise in Practice II.** Pre-requisites: ( BUSA 4405 Minimum Grade: C )

BUSA 4415. **International Business Experience.** A study of how business is conducted in foreign countries and how culture impacts business decisions. Emphasis will be placed on relations between the U.S. and a selected country, with an end-of-semester trip to visit businesses in the country studied. Minimum GPA of 3.5 required for this honors class. Prerequisite: Successful completion of BUSA 4405 (SIFE) and permission of instructor. Pre-requisites: ( BUSA 4405 Minimum Grade: C )

BUSA 4420. **Risk Management.** A study of the principles of risk management and their implications for the individual and for business. Pre-requisites: BUSA 3050 Minimum Grade: C

BUSA 4430. **Public Finance.** A survey and general background in public expenditures, revenues, and fiscal administration and intervention of the public sector into national and local economies. Special attention is given to types, applications and equity aspects of taxation. The intent of the course is to provide an understanding of the impact of government intervention with special emphasis on the effects of these activities on business conditions and consumer behavior. Pre-requisites: ( ECON 2105 Minimum Grade: C or ECO 205 Minimum Grade: C )

BUSA 4440. **Investments and Securities.** A study of the principles of sound investments, including the different types of securities issued by business firms and governments, tangibles, and monetary funds. Pre-requisites: ( BUSA 3150 Minimum Grade: C or BUS 330 Minimum Grade: C )

BUSA 4860. **Travel-Tourism Administration.** An introduction to the fields of travel and tourism with emphasis on organization, motivators, marketing, and economic impact of the travel industry, particularly in Georgia. Pre-requisites: ( MKTG 3800 Minimum Grade: C or MKT 320 Minimum Grade: C )

BUSA 4910. **Seminar International Issues.** A seminar discussing and analyzing topics of current concern in the international environment, with particular emphasis on potential effects of business activity.

BUSA 4940. **Business Practicum.** Practical experience in the conduct of special projects in business administration, resulting in the accomplishment of direct and useful activities which enhance students' courses of study.

BUSA 4950. **Business Practicum.** Practical experience in the conduct of special projects in business administration, resulting in the accomplishment of direct and useful activities which enhance students' courses of study.

BUSA 4960. **Business Practicum.** Practical experience in the conduct of special projects in business administration, resulting in the accomplishment of direct and useful activities which enhance students' courses of study.

BUSA 4970. **Business Practicum.** Practical experience gained by "employment" in the workplace and in the accomplishment of one or more special projects pertinent to the activities of the sponsoring agency or organization.

BUSA 4980. **Business Practicum.** Practical experience gained by "employment" in the workplace and in the accomplishment of one or more special projects pertinent to the activities of the sponsoring agency or organization.

BUSA 4990. **Business Practicum.** Practical experience gained by "employment" in the workplace and in the accomplishment of one or more special projects pertinent to the activities of the sponsoring agency or organization.

## Chemistry

CHEM 1211. **Principles of Chemistry I.** First course in a two-semester sequence covering the fundamental principles and applications of chemistry for science majors. Topics to be covered include composition of matter, chemical reactions, states of matter, thermochemistry, quantum theory, molecular geometry, and solutions. Prerequisite: MATH 1111. (3-0-3) Pre-requisites: MATH 1111 or MATH 1113

CHEM 1211H. **Principles of Chem I-Honors.**

CHEM 1211K. **ECORE-Prin of Chemistry I.** Pre-requisites: MATH 1111

CHEM 1211L. **Principles of Chemistry Lab I.** Laboratory exercises that supplement the lecture material of CHEM 1211. (0-3-1) Pre-requisites: CHEM 1211

CHEM 1212. **Principles of Chemistry II.** Second course in a two-semester sequence covering the fundamental principles and application of chemistry for science majors. Prerequisite(s): CHEM 1211 and MATH 1111. (3-0-3) Pre-requisites: ( CHEM 1211 or CHEM 1211H ) or ( CHM 203 and CHM 204 ) and MATH 1111 and MATH 1111

CHEM 1212H. **Prin of Chemistry II-Honors.**

CHEM 1212K. **ECORE-Prin of Chemistry II.** Pre-requisites: CHEM 1211K or ( CHEM 1211 and CHEM 1211L )

CHEM 1212L. **Principles of Chemistry Lab II.** Laboratory exercises that supplement the lecture material of CHEM 1212. Prerequisite(s): CHEM 1211L. (0-3-1) Pre-requisites: CHEM 1211L or CHM 203 and CHEM 1212 and CHEM 1212

CHEM 2250. **Quantitative Analysis.** An introduction to quantitative analytical techniques with emphasis on classic methods that are in general use in both research and industry. Pre-requisites: ( CHEM 1212 and CHEM 1212L ) or CHM 204

CHEM 2250L. **Quantitative Analysis Lab.** An introduction to quantitative analytical techniques in the laboratory with emphasis on classic methods that are in general use in both research and industry. Pre-requisites: CHEM 1212L

CHEM 3250. **Quantitative Analysis.** An introduction to quantitative analytical techniques with emphasis on the theory and practice of classic wet and instrumental methods that are in general use in both research and industry. Prerequisites: CHEM 1212; MATH 1111. (3-0-3) Pre-requisites: ( CHEM 1211 and CHEM 1211L ) and ( CHEM 1212 and CHEM 1212L )

CHEM 3250L. **Quantitative Analysis Lab.** Chem 3250L is an introduction to quantitative analytical techniques in the laboratory with emphasis on classic wet and instrumental methods that are in general use in both research and industry. Prerequisites: CHEM 1212, MATH 1111. (0-6-2) Pre-requisites: ( CHEM 1211 and CHEM 1211L ) and ( CHEM 1212 and CHEM 1212L )

CHEM 3301. **Organic Chemistry I.** The first part of a two-semester sequence devoted to the study and preparation of carbon compounds. Part one includes the study of alkanes, alkenes, alkynes, aromatic compounds, stereochemistry, and mechanisms. Corequisite: CHEM 3301L to be taken concurrently. Prerequisite: CHEM 1212. (3-0-3) Pre-requisites: CHEM 1212 or CHEM 1212H or CHM 204

CHEM 3301L. **Organic Chemistry Laboratory I.** Laboratory linked to CHEM 3301. Study of the synthesis of organic compounds and their properties. Prerequisites: CHEM 1212L. Corequisites: CHEM 3301. (0-3-1) Pre-requisites: CHEM 1212L and CHEM 3301

CHEM 3302. **Organic Chemistry II.** The second part of a two-semester sequence devoted to the study and preparation of carbon compounds. Part two includes the study of more complex functional groups and difunctional compounds. Corequisite: 3302L to be taken concurrently. Prerequisite: CHEM 3301. (3-0-3) Pre-requisites: CHM 301 or CHEM 3301

CHEM 3302L. **Qualitative Org Chem Lab II.** The laboratory assignments will include the characterization and identification of unknown organic compounds. Corequisite: CHEM 3302. (3-0-3) Pre-requisites: CHEM 3301L or CHM 301

CHEM 3310. **Intermediate Inorganic Chem.** A systematic study of the atomic structure, bonding and periodic properties of the elements. Corequisite: CHEM 3310L to be taken concurrently. Prerequisite: CHEM 3301. (3-0-3) Pre-requisites: CHEM 3301 or CHM 301

CHEM 3310H. **Inter Inorganic Chem-Honors.**

CHEM 3310L. **Intermediate Inorganic Lab.** A lab linked to CHEM 3310 including the synthesis and study of the properties of inorganic compounds. Corequisite: CHEM 3310. (0-3-1) Pre-requisites: CHEM 3301L

CHEM 4330. **Modern Organic Chemistry.** A course designed to introduce students interested in organic chemistry as a profession to some of the modern theory and practice of an exciting and rewarding field. Topics will include modern synthetic and analytical methods employed by organic chemists and the theories that explain and enlarge the understanding of the art. Prerequisites: CHEM 3301 and CHEM 3302. (3-0-3) Pre-requisites: ( CHEM 3302 or CHM 302 )

CHEM 4350. **Molecr Modeling - Org Chem.** An introduction to the use of computers to produce realistic models of chemical compounds based on mathematical descriptions of the atoms and the forces between them. Prerequisites: CHEM 3302 AND permission of the instructor. (2-0-2) Pre-requisites: ( CHEM 3301 or CHM 301 ) and ( CHEM 3302 or CHM 302 )

CHEM 4401. **Physical Chemistry.** A study of thermodynamics including equations of state; gas laws; first, second, and third laws of thermodynamics; reversible and irreversible systems; & energy relationships. Prerequisites: MATH 2221, PHYS 1111 or 2211. (3-0-3) Pre-requisites: ( MATH 2221 or MTH 210 ) and ( PHYS 2212 or PHY 213 ) or ( PHYS 1112 or PHY 203 )

CHEM 4401L. **Physical Chemistry Lab I.** An introduction to the techniques and methods of Physical Chemistry. Corequisite: CHEM 4401. (0-3-

1)

CHEM 4402. **Physical Chemistry II.** A study of chemical kinetics, electrochemistry, and an introduction to quantum mechanics. Corequisite: CHEM 4402L to be taken concurrently. Prerequisites: CHEM 4401 AND MATH 2221. (3-0-3) Pre-requisites: ( CHEM 4401 or CHM 400 )

CHEM 4402H. **Physical Chemistry II-Honors.**

CHEM 4402L. **Physical Chemistry Lab II.** A continuation of the study of the techniques and methods of Physical Chemistry. Prerequisite: CHEM 4401L. Corequisite: CHEM 4402. (0-3-1) Pre-requisites: CHEM 4401L

CHEM 4410. **Biochemistry.** An introduction to the compounds, chemical reactions, and mechanisms that are important to the processes important to living organisms. The emphasis will be on the major bio- chemical topics of enzyme structure and function, metabolism of sugars and fats, and the chemical aspects of genetic control of living organisms. Prerequisite: CHEM 3302. Corequisite: CHEM 4410L to be taken concurrently. (3-0-3) Pre-requisites: CHEM 3301 or CHEM 3302 or CHM 302

CHEM 4410L. **Biochemistry Laboratory.** A study of techniques commonly used in biochemistry laboratories including isolation and properties of enzymes. Prerequisite: CHEM 3302L. Corequisite: CHEM 4410. (0-3-1) Pre-requisites: CHEM 3301L

CHEM 4450. **Instrumental Analysis.** An introduction to modern instrumental techniques with emphasis on those that are in general use in both research and industry. Corequisite: CHEM 4450L to be taken concurrently. Prerequisites: CHEM 3250, MATH 1113. (3-0-3) Pre-requisites: ( CHEM 2250 Minimum Grade: C or CHM 205 Minimum Grade: C ) or CHEM 3250 Minimum Grade: C

CHEM 4450L. **Instrumental Analysis Lab.** An introduction to modern instrumental techniques in the laboratory with emphasis on application of specific methods to analytical problems. Prerequisite: CHEM 3250L. Corequisite: CHEM 4450. (0-6-2) Pre-requisites: CHEM 3250L or CHM 205 or CHEM 2250L

CHEM 4470. **Special Problems.** A two-hour directed study course designed to provide the advanced student with the opportunity to develop an interest in current topics in chemistry. Offered on demand. Permission of instructor required. (0-4-2)

CHEM 4470H. **Special Problems- Honors.**

CHEM 4480. **Special Problems II.** A two-hour directed study course designed to provide the advanced student with the opportunity to develop an interest in current topics in chemistry. Offered on demand. Permission of instructor REQUIRED! (0-4-2)

CHEM 4491. **Chemistry Seminar I.** A course to acquaint students with the chemical literature. Each student will prepare a written and oral presentation on some topic of interest in current chemical literature. Permission of instructor required. Prerequisite: CHEM 3302. (1-0-1) Pre-requisites: ( CHEM 3302 or CHM 302 )

CHEM 4492. **Chemistry Seminar II.** A course to acquaint students with the chemical literature. Each student will prepare a written and oral presentation on some topic of interest in current chemical literature. Permission of instructor required. Prerequisite: CHEM 3302 and CHEM 4491 (1-0-1). Pre-requisites: ( CHEM 3302 or CHM 302 ) and CHEM 4491 and CHEM 4491

## Computer Information Sys

CIS 1000. **Computer Applications.** This course is a survey of common microcomputer applications with emphasis on hands-on experience of the software packages that are currently being used to support these applications. Applications software include word processors spreadsheets, databases, and presentation graphics. Microcomputer operating systems and some basic functions of the internet such as electronic mail, navigating the internet, and using information retrieval systems will also be discussed.(2-0-2)

CIS 1500. **Web Technology for Non-CIS Maj.**

CIS 2000. **Desktop Publ -Multimedia Pres.** After the Desktop Publishing portion of this course, the student will be able to combine text and graphics on a page in a variety of formats using a desktop publishing software package. The multimedia styles covered include the use of text, sound, still images, animation, and video. An extensive hands-on approach using an authoring language, presentation software and multimedia will allow students to develop effective multimedia presentations.(3-0-3) Pre-requisites: ( CIS 1000 ) or ( CIS 250 )

CIS 2100. **Microcomp Interfacing-Config.** This course covers microcomputer hardware systems in interface design, configuration, upgrading, and troubleshooting. It also covers various modern bus structures, interrupts, interface controllers, parallel and serial I/O, multimedia devices, A/D and D/A conversion, and other major peripheral interfaces.(3-0-3)

CIS 2200. **Internet Technologies I.** This course will provide knowledge of HTML, including creating an HTML document; viewing an HTML file in a web browser; working with tag text elements, including headings, paragraphs, and lists; inserting special characters, lines, and graphics; creating hypertext links; working with color and images; creating text and graphical tables; using tables to enhance page design; creating

and working with frames; controlling the behavior of hyperlinks on a page with frames; creating an online form; and creating a multimedia Web page. This course also examines computer networking and the Internet. It discusses how computers communicate, what the Internet is, how the Internet works, and basic Internet capabilities.(1-0-1)

**CIS 2201. Internet Technologies II.** The goal of this course is to provide a thorough introduction to Internet scripting from both the client and server-side. Cover Web programming concepts necessary to bridge the gap between Web programming languages and web architecture.(1-0-1) Pre-requisites: ( CIS 2200 )

**CIS 2300. Bus Applications Programming.** This course places emphasis on structured program design, development, testing, implementation, and documentation of common business-oriented applications using COBOL. Discussion and application of top-down design strategies and structured programming techniques for designing and developing problem solutions. Coverage of language syntax, data and file structures, input and output devices and operating system facilities for implementing interactive programs for report generation, input editing, table processing, and sequential file creation and access. This course includes coverage of sequential and random access files, processing techniques, and development of programs for interactive environment.

**CIS 3200. Microcomp Network Management.** This course is an introduction to network management and administration. It presents a managerial perspective of the architecture, operations, and management of distributed network systems. There is an emphasis on design and implementation of microcomputer based network. Topics covered in this course include: network topology design, protocols, security configuration, and administration. Students will have hands-on experiments to manage users and groups, design and create security policies, disk management and internet services. (3-0-3) Pre-requisites: ( CIS 2100 ) or ( CIS 230 )

**CIS 3300. Systems Anal Des-Implem I.** This course provides the students with an introduction to technical and management issues in systems analysis and design. The course covers various issues such as the SDLC model, CASE tools, the systems analyst and the different roles of a systems analyst in an organization. It introduces students to various information gathering techniques, tools for project management, CPM, PERT charts, issues and models for sampling data sources, ER diagrams, data flow diagrams and data dictionaries. It includes an in- depth treatment of prototyping, the role of the user in prototyping and other issues related to prototyping. (3-0-3) Pre-requisites: CSCI 1302 or CSC 231

**CIS 3700. Information Resource Mgt.** A course providing a broad overview of managing information system resources. This course will discuss planning, organizing, controlling, and the administration of information systems.(3-0-3) Pre-requisites: ( CIS 3300 ) or ( CIS 350 )

**CIS 4200. Computer Security.** This course provides an introduction to various topics of computer and information security, including but not limited to: cryptography, access control, authentication, vulnerability analysis, network security, and intrusion detection. Students will strengthen their understanding of basic security issues through a series of hands-on projects. (3-0-3) Pre-requisites: ( CIS 3200 ) or ( CSCI 4210 )

**CIS 4300. Systems Anal Des-Implem II.** This course is a continuation of CIS 3300 in which students will work in teams to implement a large software project. The course provides an in-depth treatment of analysis and design concepts, as applied to systems development. It introduces the student to design and analysis tools used for software development. It covers topics on process specification, writing system proposal, various issues in designing effective input and outputs, data-entry procedures, designing user interfaces and a comprehensive overview of the software testing and implementation techniques. Related issues in protecting information in the computer systems, quality assurance, and user training are also discussed.(3-0-3) Pre-requisites: ( CIS 3300 ) or ( CSC 230 and CIS 350 )

**CIS 4400. Informatio Storage-Retrieval.** This course will discuss the data structures, techniques and algorithms needed to build information retrieval systems. Topics will include conceptual models of Information retrieval, text operations, query languages and operations, retrieval evaluation, indexing and searching, user interface and visualization.(3-0-3) Pre-requisites: CSCI 2500

**CIS 4700. EDP Audit-Control.** This course will discuss the fundamental concepts of information systems control and auditing. The course content focuses on effectiveness, efficiency, and management of information systems audit fuction for computer-based business applications. (3-0-3) Pre-requisites: ( CIS 3300 ) or ( CIS 350 )

**CIS 4900. Special Problems in CIS.** This course provides students with an opportunity to study and explore current computer information systems topics not covered in any other course. Students will also have the opportunity to design and implement software systems for business environments and to expand on projects from previous classes.(3-0-3)

## Speech

**COMM 1100. ECORE-Human Communications.**

**COMM 1110. Fundamentals of Speech.** Surveys the fundamental concepts of interpersonal and public communication, including the teaching



and practice of some basic skills for both communication contexts.

COMM 1110H. **Fundamentals of Speech-Honors.** Speech for the Honors Program

COMM 1112. **Video Production Practicum.** Introductory level study of the process and craft of video production through application and practice. Selection by approval of instructor.

COMM 1114. **Intercollegiate Forensics.** Introductory level study of the art and science of public speaking, as well as the study of the oral interpretation of plays, poems and prose.

COMM 2112. **Video Production Practicum.** Intermediate level study of the process and craft of video production through application and practice. Selection by approval of instructor.

COMM 2114. **Intercollegiate Forensics.** Intermediate level study of the art and science of public speaking, as well as the study of the oral interpretation of plays, poems and prose.

COMM 2225. **Video Production I.** The course will introduce students to the basic skills and techniques necessary for the production of a television program. Emphasis will be placed on videography, cameras, editing and lighting. Students will gain hands-on experience in making a video.

COMM 3110. **Interpersonal Communication.** Analysis of person-to-person communication in both theory and practice. Primary concern is given to understanding how an individual can use verbal and non-verbal communication to improve relationships and derive maximum social rewards.

COMM 3112. **Video Production Practicum.** Advanced level study of the process and craft of producing video through application and practice. Selection by approval of instructor.

COMM 3114. **Intercollegiate Forensics.** Advanced level study of the art and science of public speaking, as well as the study of the oral interpretation of plays, poems and prose.

COMM 3120. **Nonverbal Communication.** Primary emphasis is given to demonstrating the value of specific kinds of nonverbal cues in communicating successfully in such real world settings as the job interview, male-female interaction, and the courtroom.

COMM 3130. **Small Group Communication.** Examines factors which affect the quality of communication and group outcomes; interpersonal and task behaviors, leadership, norms, conflict resolution, and creativity.

COMM 4110. **General Semantics.** Focus is on Symbols: how they structure and order thought and influence behavior. Students will analyze the relations between phenomena of meaning and linguistics.

COMM 4112. **Video Production Capstone.** A capstone course designed to build on the student's cumulative experiential work in the process and craft of producing theatre through application and practice. Selection by audition or approval of instructor.

COMM 4114. **Intercollegiate Forensics.** Advanced level study of the art and science of public speaking, as well as the study of the oral interpretation of plays, poems and prose.

## Computer Science

CSCI 1301. **Introduction to Programming I.** The emphasis in this course is on problem solving and basic programming. A high-level language will be used to explain programming structure and style. Topics will include problem solving and algorithm development, data types, operators, control structures, arrays, functions, and program design.(4-0-4) Pre-requisites: CIS 1000

CSCI 1301H. **Intro to Programming I-Honors.**

CSCI 1302. **Introduction to Programming II.** This course will continue the development of concepts introduced in CSCI 1301. Advanced programming techniques will be emphasized. Students will be given the opportunity to design and implement complex programs using abstract data types. Topics to be covered include files, switch statements, arrays and vectors, string processing, searching and sorting, structures, classes, class templates, pointers and dynamic memory management, linked list, inheritance, stacks, queues, and recursion.(4-0-4) Pre-requisites: ( CSCI 1301 ) or ( CSC 220 )

CSCI 2000. **Intro to Computer Science I.** This is a comprehensive course covering three modules. The course provides a brief introduction to mathematical logic and typical proof methods. The course also focuses on the mathematical techniques that are frequently used in computer science. A high-level language, such as C++, will be used to explain problem solving using structured programming, programming structure and style, object oriented program development. Students will design and implement complex programs using abstract data types. Also the course covers the basic concepts in the hardware design of computer systems.(3-0-3)

CSCI 2001. **Intro to Computer Science II.** This is a comprehensive course covering three modules. This course will discuss the fundamental concepts necessary for the design, use, and implementation of database systems. The basic data structures including stacks, queues, search and sort techniques, abstract data type, analysis of algorithms for space and time complexities. The basic software engineering principles to ensure quality development process.(3-0-3) Pre-requisites: ( CSCI 2000 )

CSCI 2100. **Assembly Language Programming.** This course discusses the basic computer organization of the microcomputer and its assembly programming language, Assembly fundamentals, Macro Assembler, DEBUG, I/O services, numeric processing and conversion, string processing. Macro library, and Macro structures will be covered.(3-0-3)

CSCI 2500. **Discrete Structures.** This course provides a brief introduction to mathematical logic and typical proof methods, followed by a discussion of sets, function, and relations. The course also focuses on the mathematical techniques that are frequently used in computer science like counting techniques, elementary probability theory, combinatorics, recurrence relation, and asymptotic notation.(3-0-3) Pre-requisites: ( MATH 1113 ) or ( MTH 111 )

CSCI 3100. **Introduction to Computer Org.** This course introduces students to the fundamentals of digital logic design. It covers basic combinational and sequential logic components and the design of combinational and sequential circuits. It also introduces block-level design of complex functions, ALU design, control unit design and instruction set design.(3-0-3) Pre-requisites: ( CSCI 2500 ) or ( CSC 235 )

CSCI 3200. **UNIX.** The goal of this course is to provide knowledge of UNIX applications interface, guiding the student through operating system utilities including process, file, storage, and I/O management. Cover important UNIX concepts like interprocess communication and I/O redirection, with shell commands to enhance understanding of both, and to discuss Bourne and C Shell Programming.(3-0-3) Pre-requisites: CSCI 1301

CSCI 3300. **Concepts of Programming Lang.** The course provides an introduction to the basic paradigms and techniques of imperative, functional, logic, object-oriented, and concurrent programming languages. Using illustrative examples, the student will be exposed to various programming languages representative of the above paradigms.(3-0-3) Pre-requisites: ( CSCI 3500 ) or ( CSC 310 )

CSCI 3500. **Data Structures-Algorithms.** This course covers the basic data structures including stacks, queues, linked lists, heaps, and various search trees, utilizing the abstract data type approach. Recursive algorithms, and search and hashing techniques are discussed. Sorting and searching algorithms are analyzed for space and time complexities.(3-0-3) Pre-requisites: ( CSCI 1302 ) and ( CSCI 2500 ) or ( CSC 231 ) and ( CSC 235 )

CSCI 4100. **Computer Architecture.** This course covers the basic concepts and design issues in the hardware design and computer systems. Block level design issues, data processing unit design, instruction set design, RISC vs. CISC issues, hardwired and microprogrammed control unit design, memory organization, the system bus structure, IO processors and DMA / Interrupts are also discussed. (3-0-3) Pre-requisites: ( CSCI 3100 ) or ( CSC 360 )

CSCI 4110. **Introduction to VLSI Design.** This course will discuss CMOS technology, circuit design, layout, and system design. The course will progress from a circuit view of CMOS IC design to a subsystem view of CMOS VLSI emphasizing the semi-custom design approach.(3-0-3) Pre-requisites: ( CSCI 4100 ) or ( CSC 400 )

CSCI 4200. **Design of Operating Systems.** The course will discuss memory management, processor management, process management and deadlocks, device management, and file management.(3-0-3) Pre-requisites: ( CSCI 3100 ) and ( CSCI 3500 ) or ( CSC 360 ) and ( CSC 310 )

CSCI 4210. **Data Comm-Computer Networks.** This course covers elementary communications theory, fundamental communication concepts, layered protocols, network switching, distributed processing, error detection and correction, routing algorithms, network security, topology, and management.(3-0-3) Pre-requisites: ( CSCI 4200 ) or ( CSC 421 )

CSCI 4220. **UNIX.** The goal of this course is to provide knowledge of UNIX applications interface, guiding the student through operating system utilities including process, file, storage and I/O management. Cover important UNIX concepts, like inter-process communication and I/O redirection, with shell commands to enhance understanding of both and to discuss Bourne and C Shell Programming. Pre-requisites: CSCI 1301

CSCI 4300. **Software Engineering.** This course introduces basic software engineering principles. The course will discuss scope of software engineering, software process, life cycle models, team organizations, testing, introduction to objects, and phases of software life cycle.(3-0-3) Pre-requisites: CSCI 1302

CSCI 4310. **Object Oriented Programming.** The important features of objects such as inheritance, interfaces, and polymorphism will be introduced. Specific topics include systematic approach to program construction, preconditions, postconditions, and object-oriented design case studies. The students will be required to run a significant number of programs in an object-oriented programming language.(3-0-3) Pre-

requisites: ( CSCI 1302 ) or ( CSC 231 )

**CSCI 4320. Human Computer Interaction.** This course will discuss interactive systems, human user, channels of communication; theories of human memory; variability and limits of human capabilities; theories of human reasoning and problem-solving, tasks and strategies, interactive devices and technologies, design of interfaces, dialogue design and styles; new ideas in interfaces, tools and techniques for the construction of interfaces, and methods of evaluation.(3-0-3) Pre-requisites: ( CSCI 2500 )

**CSCI 4400. Intro to Database Systems.** This course will discuss the fundamental concepts necessary for the design, use and implementation of database systems. The topics include the relational model, the relational algebra, the ER model, SQL, functional dependencies, normalization, and relational design.(3-0-3) Pre-requisites: ( CSCI 3500 ) or ( CSC 310 )

**CSCI 4500. Design- Analysis of Algorithms.** This course provides techniques for designing and analyzing algorithms. It covers the various types of efficiency analysis including worst-case, average, and amortized complexity. It also presents the main paradigms in the design of algorithms (divide-and-conquer, greedy, dynamic programming, backtracking) for the main classes of algorithms (sequential, parallel, probabilistic).(3-0-3) Pre-requisites: ( CSCI 3500 ) or ( CSC 310 )

**CSCI 4510. Theory of Computation.** The course investigates the fundamental capabilities and limitations of computers. It covers finite automata, regular languages and sets, context-free grammars, pushdown automata, and Turing machines.(3-0-3) Pre-requisites: ( CSCI 3500 ) or ( CSC 310 )

**CSCI 4520. Principles of Compiler Design.** This course covers the basic structure of a compiler, lexical analysis, syntax analysis, semantic analysis, symbol table management, syntax-directed translation, and type checking.(3-0-3) Pre-requisites: ( CSCI 3500 ) or ( CSC 310 )

**CSCI 4820. PrinciplesOf ComputerGraphics.** The course will cover the basic principles of graphic display, algorithms and modeling. The material is seen as a broad introduction to the scope of computer graphics. Topics include discussion on simple graphics primitives (lines, polygons, etc.), polygon filling, 2D and 3D transformations.(3-0-3) Pre-requisites: ( CSCI 3500 ) or ( CSC 310 )

**CSCI 4830. Artificial Intelligence.** This course provides an introduction to the problems and techniques of Artificial Intelligence. It surveys the major subdisciplines of AI discussing such topics as problem spaces, search strategies, knowledge representation, natural language processing, expert systems and machine learning. (3-0-3) Pre-requisites: ( CSCI 3500 ) or ( CSC 310 )

**CSCI 4900. Special Problems in Comp Sci.** This course provides students with an opportunity to study and explore current computer science topics not covered in any other course. Students will also have the opportunity to design and implement software systems for business environments and to expand on projects from previous classes.(3-0-3)

**CSCI 4910. Junior-Senior Seminar.** This course allows students to select and explore one topic from a wide spectrum of topics in the computing field and to make a class presentation on this topic. Students will gain experience in preparing and delivering a presentation to an audience of peers and in the critical evaluation of presentations.(1-0-1)

**CSCI 4920. Ethics in the Comp Profession.** This course will first cover some types of ethical theory and codes of ethics for computer professionals. It will then discuss such topics as the responsibility and liability of software creators and software vendors, computers and privacy, computers and the distribution of power in our society, and ownership of software.(1-0-1)

**CSCI 4930. Internship.** The Internship gives students an opportunity to apply and extend the theoretical knowledge acquired in the classroom to a practical experience.(3-0-3)

**CSCI 4940. Capstone Project.** This project oriented course is intended for students who are nearing the end of their B.S. Degree in Computer Science or Computer Information Science. The purpose of this course is to provide a complex examination and review of various ideas and issues across the broad areas of computer science via hands-on projects, and develop interpersonal and group-interaction skills.(1-2-3)

## **Economics**

**ECON 2105. Principles of Macroeconomics.** This principles of economics course is intended to introduce students to concepts that will enable them to understand and analyze economic aggregates and evaluate economic policies.

**ECON 2105H. Principles of Economics-Honors.**

**ECON 2105S. Prin Macroeconomics-Stdy Abrd.**

**ECON 2106. Principles of Microeconomics.** This principles of economics course is intended to introduce students to concepts that will enable them to understand and analyze structure and performance of the market economy. Pre-requisites: ECON 2105 Minimum Grade: D

ECON 3290. **Int'l Health Care Delivery Sys.** This course compares the health care delivery systems of the United States and one European Union country and one Latin American country. (3-0-3)

ECON 3330. **Economic History of the US.**

ECON 3510. **Money and Banking.** Monetary theories and role of banking institutions in capital formation, price determination, interest rates, and discount policies. Prerequisite: ECON 2105. Pre-requisites: ( ECON 2105 Minimum Grade: D or ECO 205 Minimum Grade: D )

ECON 4410. **Public Economic Policy.** Regulatory and fiscal policies of government agencies. Prerequisite: ECON 2106 Pre-requisites: ( ECON 2106 Minimum Grade: D or ECO 206 Minimum Grade: D )

ECON 4811. **Development Economics.** This course analyzes the problems facing the developing world and considers alternative policies that may contribute to stimulating growth and speeding economic development in less developed countries.

ECON 4900. **Special Topics in Economics.** A variable credit course on selected issues, problems, and literature in economics. Prerequisite: Permission of the Department Chairman.

## Early Childhood Education

EDEC 2700. **Art for EC Ed.** A course designed for pre-service teachers who are planning to work with young children. The course examines the art curriculum in early childhood education with an emphasis on understanding art concepts within a developmentally appropriate environment.

EDEC 2700H. **Art for EC Ed-Hnr.**

EDEC 3100. **Early Childhood Math.** Activity oriented course that models the discovery approach of teaching mathematics and alternative assessment measures to monitor individual and class growth. Content will feature investigations of numbers (patterns, operations and properties), statistics-graphing, and elementary geometry. Attention also given to effective teaching practices and materials that will assist students in making the transition from student to teacher. Pre-requisites: ( Teacher Education 1 or Teacher Education 2 )

EDEC 3400. **Teaching in EC Education.** A study of the curriculum for children in grades P-5. Topics include strategies for planning, implementing, and evaluating learning for diverse populations of children, and for creating and supporting a constructivist learning environment. Current research related to "best" practices will be included. The course requires 30 hours of field experience in which the student completes assignments relevant to the course in a P-5 grade setting. Pre-requisites: ( Teacher Education 1 or Teacher Education 2 )

EDEC 3400H. **Teaching in EC-HONORS.** A study of the curriculum for children in grades P-5. Topics include strategies for planning, implementing, and evaluating learning for diverse populations of children, and for creating and supporting a constructivist learning environment. Current research related to "best" practices will be included. The course requires 30 hours of field experience in which the student completes assignments relevant to the course in a P-5 grade setting.

EDEC 3450. **Org and Managing EC Classroom.** The course will acquaint students with standards and skills for organizing and managing classrooms and behavior for children of diverse developmental levels, abilities, ethnicity, culture, language, and exceptionalities in grades P-5. Pre-requisites: ( Teacher Education 1 or Teacher Education 2 )

EDEC 3600. **Inquiry and Self Expression.** Course content is focused on ways to support the development of skills in research, expository and creative writing, and other forms of self-expression. Techniques for assessing the development and achievement of inquiry and self-expression are included. Pre-requisites: ( Teacher Education 1 or Teacher Education 2 )

EDEC 3650. **Integrated EC Curriculum.** The course introduces innovative strategies such as thematic units and project learning as vehicles to integrate into early childhood curriculum and address diverse learning needs in the elementary school classroom. Planning, implementing, and assessing integrated instruction and learning will be presented. Emphasis is on developing knowledge of and skills about the relationships across content area standards. The course requires 30 hours of field experience in which the student completes assignments relevant to the course in a P-5 grade classroom. Pre-requisites: ( Teacher Education 1 or Teacher Education 2 )

EDEC 3650H. **Integrated EC Curriculum.** The course introduces innovative strategies such as thematic units and project learning as vehicles to integrate into early childhood curriculum and address diverse learning needs in the elementary school classroom. Planning, implementing, and assessing integrated instruction and learning will be presented. Emphasis is on developing knowledge of and skills about the relationships across content area standards. The course requires 30 hours of field experience in which the student completes assignments relevant to the course in a P-5 grade classroom.

EDEC 3700. **Creative Arts for Teachers.** A study of the role of the creative arts in the development of young children with recommended

practice in qualitative curriculum planning, together with laboratory projects that identify the unique problems in elementary school art, including philosophical, motivational, and evaluative aspects. Pre-requisites: ( Teacher Education 1 or Teacher Education 2 )

EDEC 3900. **E C Junior Practicum.** A supervised field experience in Early Childhood Education with children in grades kindergarten through grade two.

EDEC 4200. **Science in EC Education.** This course is designed to develop basic science knowledge, concepts, and skills and incorporate them into learning experiences for young children in grades P-5. The content is drawn from a wide range of science topics. Emphasis is placed on student involvement in science and learning experiences. Pre-requisites: ( Teacher Education 1 or Teacher Education 2 )

EDEC 4200H. **Science in EC Ed - Honors.**

EDEC 4250. **Social Studies for EC.** This course is a study of the social curriculum for children in grades P-5. Objectives, concepts, content, techniques, materials, methods of inquiry, and evaluative procedures for teaching and learning in the primary grades are emphasized. A foundation for the use of the social sciences to support learning and the integration of content across the curriculum will be provided. Pre-requisites: ( Teacher Education 1 or Teacher Education 2 )

EDEC 4250H. **Social Studies for EC - Honors.**

EDEC 4550. **Assessment in EC Ed.** A study of appropriate strategies for assessing the learning of young children. Formal assessment strategies, authentic assessment strategies, and teacher-developed strategies are introduced. The role of assessment in accountability within the context of child and school evaluation is examined. Pre-requisites: ( Teacher Education 1 or Teacher Education 2 )

EDEC 4960. **Practicum in Grades P-5.** The course provides a supervised field experience to Early Childhood Education candidates with children in grades P-5. Pre-requisites: ( Teacher Education 1 or Teacher Education 2 )

EDEC 4970. **Student Teaching E C.** Observations and teaching with emphasis on content knowledge under the direction of an approved cooperating teacher in selected kindergarten and early elementary schools. Pre-requisites: ( Teacher Education 1 or Teacher Education 2 )

EDEC 4980. **Student Teaching E C.** Observations and teaching with emphasis on teaching skills under the direction an approved cooperating teacher in selected kindergarten and early elementary schools. Pre-requisites: ( Teacher Education 1 or Teacher Education 2 )

EDEC 4990. **Student Teaching E C.** Observations and teaching with emphasis on professionalism under the direction of an approved cooperating teacher in selected kindergarten and early elementary schools. Pre-requisites: ( Teacher Education 1 or Teacher Education 2 )

## **Middle Grades Education**

EDMG 3020. **Middle Grades Learner-Philos.** A survey of the history, philosophy, and organization of the middle school, and a comprehensive examination of the early adolescent learner in relation to learning and developmental theories. Extensive field experiences include observations and implementations of lessons for the middle school learner in area middle school. Pre-requisites: ( Teacher Education 1 or Teacher Education 2 )

EDMG 3030. **MG Lang Arts Assessm-Applicat.** A course designed for preservice teachers of children in grades four through eight, and those interested in providing optimal language development for effective communication of adolescents. Pre-requisites: ( Teacher Education 1 or Teacher Education 2 )

EDMG 3060. **MG Science I Assess-Applic.** A course designed to develop basic science knowledge, concepts and skills and incorporate them into activities for Middle Grades level science classes. The content is drawn from a wide range of science topics. Emphasis is placed on student involvement in science and activities. Pre-requisites: ( Teacher Education 1 or Teacher Education 2 )

EDMG 3100. **MG Math Assess-Applic.** Activity oriented course that models the discovery approach of teaching and mathematics and alternative assessment measures to monitor individual and class growth. Content will feature investigations of numbers (patterns, operations and properties), probability and statistics, and elementary geometry. Attention also given to effective teaching practices and materials that will assist students in making the transition from student to teacher. Pre-requisites: ( Teacher Education 1 or Teacher Education 2 )

EDMG 3700. **MG Creative Arts for Teachers.** A study of the role of the creative arts in the development of children with recommended practices in qualitative curriculum planning, together with laboratory projects that identify the unique problems in Middle Grades art, including philosophical, motivational and evaluative aspects. Pre-requisites: ( Teacher Education 1 or Teacher Education 2 )

EDMG 4050. **MG Soc Stud Assessm-Applica.** A study of the social studies curriculum with emphasis on the program in grades 4-8. Objectives, concepts, content, techniques and material, methods of inquiry, and evaluative procedure for appropriate grade levels are stressed. Pre-

requisites: ( Teacher Education 1 or Teacher Education 2 )

EDMG 4800. **Mid Grades Senior Seminar.** A capstone course taken in conjunction with Student Teaching. This course integrates the broad spectrum of engagements that aspiring middle level teachers have experienced in their academic preparation. The seminar is based on learning modules designed to provide students who are about to enter full time teaching with academic, professional and personal skills to be an effective middle level teacher. Pre-requisites: ( Teacher Education 1 or Teacher Education 2 )

EDMG 4960. **Practicum in Grades 4-8.** The course provides a supervised field experience to Middle Grades Education candidates with children in grades 4-8. Pre-requisites: ( Teacher Education 1 or Teacher Education 2 )

EDMG 4970. **Student Teaching Mid Grades.** Observations and teaching with emphasis on content knowledge under the direction of an approved cooperating teacher in selected middle schools. A seminar component is included. Pre-requisites: ( Teacher Education 1 or Teacher Education 2 )

EDMG 4980. **Student Teaching Mid Grades.** Observations and teaching with emphasis on teaching skills under the direction of an approved cooperating teacher in selected middle schools. A seminar component is included. Pre-requisites: ( Teacher Education 1 or Teacher Education 2 )

EDMG 4990. **Student Teaching Mid Grades.** Observations and teaching with emphasis on professionalism under the direction of an approved cooperating teacher in selected middle schools. A seminar component is included. Pre-requisites: ( Teacher Education 1 or Teacher Education 2 )

## Reading Education

EDRG 3020. **Early Childhood Language Arts.** The study of communication skills with emphasis on reading, writing, speaking, and listening, as well as language history, grammar, and usage for preservice teachers in grades P-5. Emphasis on varied instructional strategies, materials, and assessment methods. Field experience required. Pre-requisites: ( Teacher Education 1 or Teacher Education 2 )

EDRG 3040. **Introduction to Reading.** An introductory course in the reading skills, methods, and materials for grades P-12. Field experience required. Pre-requisites: ( Teacher Education 1 or Teacher Education 2 )

EDRG 3060. **Content Literacy.** A course that focuses on fostering middle and secondary students' reading, writing, and study skills in various subject areas. Strategies for effective use of textual materials across the curriculum are emphasized. Additionally, diagnosis and remediation strategies are introduced. Field experience required. Pre-requisites: ( Teacher Education 1 or Teacher Education 2 )

EDRG 3280. **Literature for Children.** A study of contemporary and traditional literature for children. A critical exploration of literature emphasizing helping young readers make inferences, make connections, and draw conclusions. In addition, the selection and evaluation of books and other texts and ways to involve children in analyzing literature selections are addressed. Pre-requisites: ( Teacher Education 1 or Teacher Education 2 ) and ( EDRG 3040 Minimum Grade: C or EDUC 3040 Minimum Grade: C )

EDRG 4100. **Anal-Corr Reading Disabil.** A study in diagnostic-prescriptive reading instruction. Emphasis is on the use of varied diagnostic instruments, instructional procedures, and materials appropriate for use with readers requiring remediation. Field experience required. Pre-requisites: ( Teacher Education 1 or Teacher Education 2 ) and ( EDUC 3040 Minimum Grade: C or EDRG 3040 Minimum Grade: C )

## Secondary Education

EDSC 4060. **Engl Pedagogy Assess-Applica.** A pre-service course giving special emphasis to theory and practice in teaching English in secondary schools. Special emphases of the course include the following: planning, selecting, and evaluating instructional materials; classroom management, group interaction, and discipline; evaluating and reporting on pupil progress; and performing other instructional duties related to high school teaching. This course includes an assessment component and extensive field experience in the secondary English classroom. Prerequisite: Admission to Teacher Education. Recommended immediately prior to Student Teaching. Pre-requisites: ( Teacher Education 1 or Teacher Education 2 )

EDSC 4060H. **Engl Pedagogy Assess-Applica.**

EDSC 4080. **Math Pedagogy Assess-Applica.** An analysis of mathematical content of grades 7-12, its organization, and presentation. Factors and activities contributing to the learning of this mathematical content will be covered. Math lab equipment, calculators, and computers will be utilized. Assessment will be a major component. Designed for secondary mathematics teachers. Recommended immediately prior to student teaching. Field Experience required. Pre-requisites: ( Teacher Education 1 or Teacher Education 2 )

EDSC 4090. **Sci Pedagogy Assess-Applica.** A course designed to help develop classroom techniques and laboratory work and daily planning

for teachers of the sciences at the high school level. This course includes an assessment component and extensive field experience in the secondary science classroom. Pre-requisites: ( Teacher Education 1 or Teacher Education 2 )

EDSC 4100. **Hist Pedagogy Assess-Applica.** A course designed to develop instructional skills in the secondary history classroom. Field experience re- quired. Pre-requisites: ( Teacher Education 1 or Teacher Education 2 )

EDSC 4960. **High School Student-Organiza.** A survey of the history, philosophy, and organization of the high school. In addition, a comprehensive examination of the early adolescent learner in relation to learning theory, developmental theory and emotional growth theory. Extensive field experiences include observations and implementations of lessons for the high school student in area high schools. Pre-requisites: ( Teacher Education 1 or Teacher Education 2 )

EDSC 4970. **Student Teaching in Secondary.** Observations and teaching with emphasis on content know- ledge uder the direction of an approved cooperating teacher in selected secondary schools. A seminar component is inclu- ded. Pre-requisites: ( Teacher Education 1 or Teacher Education 2 )

EDSC 4980. **Student Teaching in Secondary.** Observations and teaching with emphasis on teaching skills under the direction of an approved cooperating teacher in selected secondary schools. A seminar component is included. Pre-requisites: ( Teacher Education 1 or Teacher Education 2 )

EDSC 4990. **Student Teaching in Secondary.** Observations and teaching with emphasis on professionalism under the direction of an approved cooperating teacher in seledted secondary schools. A seminar component is inclu- ded. Pre-requisites: ( Teacher Education 1 or Teacher Education 2 )

## Special Education

EDSP 2010. **Intro to Special Education.** A study of the identification, characteristics and educa- tional needs of exceptional individuals.

EDSP 2010H. **Intro to Spec Education-Honors.**

EDSP 2130. **Tching Ind w Severe-Prof Dis.** A study of the characteristics, nature, and education of individuals with severe/profound disabilities. Course includes materials and methods for teaching intellectually disabled, emotionally disturbed, physically disabled, and multi-disabled individuals.

EDSP 2990. **Prof Legal-Eth of Special Ed.** Explores the teacher's commitment to local, state and na- tional professional organizations. Required of all Special Education majors.

EDSP 4051. **Inclusion-Collaborative Stra.** Methods for effective inclusion and models for collaboration and co-teaching in interrelated special education settings. Includes techniques for locating and utilizing appropriate community resources to increase support and services for individuals with disabilities and their families. Pre-requisites: ( Teacher Education 1 or Teacher Education 2 )

EDSP 4060. **Acquisition-Dev of Language.** A study of the speech and language development of individuals from birth to adolescence with emphasis on normal language development and possible deviations demonstrated by pupils with disabilities. Diagnostic instruments with implications for educational methods, materials, and communication techniques are studied. Pre-requisites: ( Teacher Education 1 or Teacher Education 2 )

EDSP 4110. **Nature of Intellectual Disabil.** Social, emotional, and cognitive characteristics and education of individuals with intellectual disabilities. Pre-requisites: ( Teacher Education 1 or Teacher Education 2 )

EDSP 4210. **Nature of Behavior Disorders.** Social, emotional and cognitive characteristics of individuals with behavior disorders. Pre-requisites: ( Teacher Education 1 or Teacher Education 2 )

EDSP 4310. **Nature of Learning Disabilitie.** Social, emotional, and cognitive characteristics of individuals with specific learning disabili- ties. Pre-requisites: ( Teacher Education 1 or Teacher Education 2 )

EDSP 4510. **Assess of Learners w Disabil.** Educational and adaptive behavior assessment of pupils with disabilities. Emphasis on basic measurement concepts and procedures for the administration of informal, standardized, and curriculum-based assessment instruments. Pre-requisites: ( Teacher Education 1 or Teacher Education 2 )

EDSP 4520. **Special Ed Block Internship.** Supervised internship in public school special education settings. Emphasis on applying knowledge of content in order to plan and implement curriculum; use effective principles of methodology, behavior management, and professionalism under the supervision of certified in-service teachers and a university supervisor. Pre-requisites: ( Teacher Education 1 or Teacher Education 2 )

EDSP 4550. **Assistive Technology.** Survey of current assistive technology available for use to improve the physical, social, communication, and learning abilities of individuals with disabilities. Techniques for the effective use of technology to provide effective individualization, evaluation, scheduling, and inclusion of pupils with disabilities. Pre-requisites: ( Teacher Education 1 or Teacher Education 2 )

EDSP 4610. **Effective Instr for Mild Disab.** Application of research-based instructional methods and best practices for individuals with mild disabilities. Field experience require. Pre-requisites: ( Teacher Education 1 or Teacher Education 2 )

EDSP 4620. **Classroom-Beh Mgt for Disabili.** Classroom and behavior management procedures and techniques based on principles of applied behavior analysis. Emphasis on strategies that promote effective learning, increase achievement, and improve pro-social behavior. Pre-requisites: ( Teacher Education 1 or Teacher Education 2 )

EDSP 4960. **Practicum in Grades P-12.** The course provides a supervised field experience to Special Education candidates with children in grades P-12. Pre-requisites: ( Teacher Education 1 or Teacher Education 2 )

EDSP 4970. **Student Teaching Special Edu.** Observations and teaching with emphasis on content knowledge under the direction of an approved cooperating teacher in the field of intended certification. Pre-requisites: ( Teacher Education 1 or Teacher Education 2 )

EDSP 4980. **Student Teaching Special Edu.** Observations and teaching with emphasis on teaching skills under the direction of an approved cooperating teacher in the field of intended certification. Pre-requisites: ( Teacher Education 1 or Teacher Education 2 )

EDSP 4990. **Student Teaching Special Edu.** Observations and teaching with emphasis on professionalism under the direction of an approved cooperating teacher in the field of intended certification. Pre-requisites: ( Teacher Education 1 or Teacher Education 2 )

## Education - General

EDUC 2010. **Introduction to Education.** A comprehensive overview of American Education and the teaching profession. Content focuses on teaching as a career the historical and philosophical basis of American education the relationship between schools and society, the structure of schools including governance, curriculum, financing and legal provisions, and the changing role of schools and teachers.

EDUC 2010H. **Intro to Education-Honors.**

EDUC 2030. **Human Growth-Development.** This course focuses on the examination of issues in human growth and development from conception through aging with special readings, assignments, and field experiences. Field experience required.

EDUC 3040H. **Intro to Reading- Honors.**

EDUC 3115. **Math-Sci Instruct for Mild Dis.** The focus of this course is to provide integrated math- ematics and science instructional strategies for future teachers (grades P-12). An emphasis will be placed on the roles of planning and implementation of these strategies with individuals with mild disabilities. Pre-requisites: ( Teacher Education 1 or Teacher Education 2 )

EDUC 3200. **Instructional Tech-Media.** An introduction to a wide range of computer based instructional media materials and equipment available for classroom use. The course focuses on the development of skills needed for effective instructional media production, applications and utilization. Candidates begin production of on-line portfolios. Course fulfills requirements of the Georgia Technology Standards for Educators. Pre-requisites: ( Teacher Education 1 or Teacher Education 2 )

EDUC 3400. **Learner in Multicultural Conte.** This course focuses on the application of the knowledge of growth and development of P-12 students with a multicultural school setting. In addition, the course examines various theories of learning, including cognitive, constructivist, behaviorist and social/cultural. It explores the influences of these theories on how humans as individuals and social beings learn, and their implications for structuring teaching and learning activities in P-12 classrooms. Through planned field experiences, teacher candidates will apply course information to diverse classroom settings. Pre-requisites: ( Teacher Education 1 or Teacher Education 2 )

EDUC 3500. **Edu of Multi-Cultural School.** A course designed to account the preservice teacher with the characteristics of students who represent the cultural diversity found in the public schools of today and with the techniques of developing programs to facilitate those students during the educational process. Field experience required. Pre-requisites: ( Teacher Education 1 or Teacher Education 2 )

EDUC 4000. **Senior Seminar in Teaching.** A seminar for seniors in education on selected topics of classroom management, application, research and techniques. (3-0-3) Pre-requisites: ( Teacher Education 1 or Teacher Education 2 )

EDUC 4150. **Prob in Classroom Management.** A study of classroom problems and effective management techniques. Pre-requisites: ( Teacher Education 1 or Teacher Education 2 )

EDUC 4400. **PE Materials and Methods.** A course designed to present materials and instructional methods which will help preservice teachers



of physical education gain an in-depth understanding of the teaching process related to P-12 teaching. Directed observation in the public schools is required. Pre-requisites: ( Teacher Education 1 or Teacher Education 2 )

EDUC 4510. **Edu Measurements-Evaluation.** A basic overview of formal and informal tests and measure- ments used in gathering information or making decisions about students. Includes test construction, selection, interpretation and administration. Pre-requisites: ( Teacher Education 1 or Teacher Education 2 )

EDUC 4960. **Practicum in Grades P-12.** A supervised field experience for children in grades P-12. Pre-requisites: ( Teacher Education 1 or Teacher Education 2 )

EDUC 4970. **Student Teaching in P-12.** Observations and teaching with emphasis on content knowledge under the direction of an approved cooperating teacher in selected elementary, middle and secondary schools. A seminar component is included. Pre-requisites: ( Teacher Education 1 or Teacher Education 2 )

EDUC 4980. **Student Teaching in P-12.** Observations and teaching with emphasis on teaching skills under the direction of an approved cooperating teacher in selected elementary, middle and secondary schools. A seminar component is included. Pre-requisites: ( Teacher Education 1 or Teacher Education 2 )

EDUC 4990. **Student Teaching in P-12.** Observations and teaching with emphasis on professionalism under the direction of an approved cooperating teacher in selected elementary middle and secondary schools. A seminar component is included. Pre-requisites: ( Teacher Education 1 or Teacher Education 2 )

EDUC 7400. **Methodology of Edu Research.** A study of methods and techniques used in analyzing and solving educational problems. A research proposal will be developed.

EDUC 7900. **Curriculum Planning and Trends.** A study of the content and methodology of the total school curricula with emphasis upon procedures and factors in curriculum development such as the nature of the pupil, the nature of learning, function and aims of the school, influ- ence of society and its culture and values, evaluation and revision of the program, consideration of recent trends in curriculum development.

## English

ENGL 0094. **Regents Essay Remediation.** This is a remedial course, the purpose of which is to prepare students to write acceptable essays for the University System of Georgia Regents' Examination. The course includes concentrated essay writing practice and an intense review of grammar. Three semester hours of institutional credit. Pre-requisites: ( ENGL 1101 Minimum Grade: C or ENG 101 Minimum Grade: C or ENGL 1101H Minimum Grade: C )

ENGL 0095. **Regents Reading Remediation.** Instruction and practice in reading techniques with an emphasis on increasing reading comprehension, retention, and speed. This course is designed for those who failed to pass the reading portion of the Regents' Examination. Three semester hours of institutional credit. Asynchronous course. (3-1-3) Pre-requisites: ( ENGL 1101 Minimum Grade: C or ENG 101 Minimum Grade: C or ENGL 1101H Minimum Grade: C )

ENGL 0098. **Learning Support English I.** Basic Composition and Grammar. Instruction and practice in writing personal narrative, descriptive, and expository essays comprise the content of the course. The emphasis is on prewriting and drafting, developing writing fluency, and basic sentence structure. One hour of laboratory work is required. The course may be repeated with an S (satisfactory grade). (4-1-4)

ENGL 0099. **Learning Support English II.** Intermediate Composition and Grammar. Instruction and prac- tice in expository or academic essay writing comprise the content of the course. The emphasis is on revising and editing essays, sentence structure, and usage and mechanics. This course is designed to prepare students for college- level composition courses. One hour of laboratory work is required. The course may be repeated with an S (satisfactory grade). (4-1-4)

ENGL 1101. **Composition I.** A composition course focusing on skills required for effective writing in a variety of contexts, with an emphasis on writing improvement. The course also seeks to strengthen critical thinking skills and the ability to read with understanding. A grade of C is required for advancement to ENGL 1102. (3-0-3)

ENGL 1101H. **Honors Composition I.** An Honors 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. A grade of C is required for advancement into ENGL 1102H or ENGL 1102.

ENGL 1102. **Composition II.** A composition course that develops writing skills beyond the levels of proficiency required by ENGL 1101, that emphasizes interpretation and evaluation, and that incorporates a variety of more advanced research methods. A minimum grade of C is

required. (3-0-3) Pre-requisites: ENGL 1101 or ENG 101 or ENGL 1101H

ENGL 1102H. **Honors Composition II.** An Honors composition course that develops writing skills beyond the levels of proficiency required by ENGL 1101H, that emphasizes interpretation and evaluation, and that incorporates a variety of more advanced research methods. A minimum grade of C is required. Pre-requisites: ( ENGL 1101 Minimum Grade: C or ENG 101 Minimum Grade: C or ENGL 1101H Minimum Grade: C )

ENGL 2110. **World Literature.** A survey of important works of world literature. (3-0-3) Pre-requisites: ENGL 1102 Minimum Grade: C or ENG 102 Minimum Grade: C or ENGL 1102H Minimum Grade: C

ENGL 2110H. **World Literature-Honors.** An Honors course survey of important works of world literature. Prerequisite: ENGL 1102 with grade of C or higher. (3-0-3)

ENGL 2111. **ECORE-World Literature I.** Pre-requisites: ENGL 1102 or ENG 102 or ENGL 1102H

ENGL 2111S. **World Lit I-Study Abroad.**

ENGL 2120. **British Literature.** A survey of important works of British literature. (3-0-3) Pre-requisites: ENGL 1102 Minimum Grade: C or ENG 102 Minimum Grade: C or ENGL 1102H Minimum Grade: C or ENGL 1102 Minimum Grade: C )

ENGL 2120H. **British Literature-Hnr.** An honors course survey of important works of British literature. Prerequisite: ENGL 1102 passed with a grade of C or above. (3-0-3)

ENGL 2130. **American Literature.** A survey of important works of American literature. (3-0-3) Pre-requisites: ENGL 1102 or ENGL 1102H or ENG 102 or ENGL 1102 Minimum Grade: C )

ENGL 2130H. **American Literature-Hnr.** An honors course survey of important works of American literature. Prerequisite: ENGL 1102 passed with a grade of C or above. (3-0-3)

ENGL 2132. **ECORE-American Literature II.** A survey of American literature from mid-nineteenth century to the present. Pre-requisites: ENGL 1102 Minimum Grade: C or ENG 102 Minimum Grade: C

ENGL 2200. **Intro to Professional Writing.** The course is designed to help writers understand and practice writing skills as employed across the professions. Students will be asked to master basic writing conventions and publishing procedures for journalistic, technical, managerial, creative, or scientific writing. (3-0-3) Pre-requisites: ( ENGL 1102 Minimum Grade: C or ENG 102 Minimum Grade: C or ENGL 1102H Minimum Grade: C )

ENGL 3211. **Intro Study English Language.** The course introduces basic concepts of linguistics and methods of language analysis, prepares student to apply these concepts to standard written language, formal speaking, and across cultures and dialects. (3-0-3) Pre-requisites: ( ENGL 2111 Minimum Grade: D or ENG 201 Minimum Grade: D or ENGL 2112 Minimum Grade: D or ENG 202 Minimum Grade: D or ENGL 2110 Minimum Grade: D or ENGL 2120 Minimum Grade: D or ENGL 2130 Minimum Grade: D or ENGL 2110H Minimum Grade: D or ENGL 2111H Minimum Grade: D or ENGL 2112H Minimum Grade: D or ENGL 2120H Minimum Grade: D or ENGL 2130H Minimum Grade: D )

ENGL 3215. **Document Design.** Course explores theories of layout and design for print and on-line media. (3-0-3) Pre-requisites: ( ENGL 2200 Minimum Grade: C )

ENGL 3220. **Adv Composition.** A course in advanced composition with emphasis on the various methods of discourse as a basis for individual writing and for the teaching of writing. The course also includes a study of research in the teaching of writing. Recommended for students who are interested in writing and in teaching writing. (3-0-3) Pre-requisites: ENGL 1102 Minimum Grade: C or ENG 102 Minimum Grade: C or ENGL 1102H Minimum Grade: C

ENGL 3225. **Grammar and Editing.** The course focuses on grammar, usage, and editing techniques. (3-0-3) Pre-requisites: ( ENGL 1102 Minimum Grade: C or ENG 102 Minimum Grade: C or ENGL 1102H Minimum Grade: C )

ENGL 3230. **Creative Writing.** A workshop course in writing and literary criticism. Recommended to students whose test scores and performance indicate above average aptitude in English. (3-0-3) Pre-requisites: ( ENGL 1102 Minimum Grade: C or ENG 102 Minimum Grade: C or ENGL 1102H Minimum Grade: C or ENG 102H Minimum Grade: C )

ENGL 3240. **Technical Writing.** The course focuses on career oriented writing, with emphasis on the scientific, technological, and managerial areas. The course provides practice in various types of writing--such as reports, proposals, and instructions--that apply to these areas and teaches the special skills needed. (3-0-3) Pre-requisites: ENGL 1102 Minimum Grade: C or ENG 102 Minimum Grade: C or ENGL 1102H Minimum Grade: C

ENGL 3245. **Technical Writing Specific Dis.** The course provides a general background in career oriented writing in science, technology, and

management and focuses on writing in the particular discipline in which the student is majoring. (3-0-3) Pre-requisites: ( ENGL 2111 Minimum Grade: D or ENG 201 Minimum Grade: D or ENGL 2112 Minimum Grade: D or ENG 202 Minimum Grade: D or ENGL 2110 Minimum Grade: D or ENGL 2120 Minimum Grade: D or ENGL 2130 Minimum Grade: D or ENGL 2110H Minimum Grade: D or ENGL 2111H Minimum Grade: D or ENGL 2112H Minimum Grade: D or ENGL 2120H Minimum Grade: D or ENGL 2130H Minimum Grade: D )

ENGL 3310. **Backgrounds for Literature.** The philosophical and psychological nature of mythology; dimensions of mythology in literature with emphasis on selected literary works. (3-0-3) Pre-requisites: ( ENGL 2111 Minimum Grade: D or ENG 201 Minimum Grade: D or ENGL 2112 Minimum Grade: D or ENG 202 Minimum Grade: D or ENGL 2110 Minimum Grade: D or ENGL 2120 Minimum Grade: D or ENGL 2130 Minimum Grade: D or ENGL 2110H Minimum Grade: D or ENGL 2111H Minimum Grade: D or ENGL 2112H Minimum Grade: D or ENGL 2120H Minimum Grade: D or ENGL 2130H Minimum Grade: D )

ENGL 3320. **Bible as Literature.** Offers intensive study primarily of the Old Testament, focusing on the Bible's influence on Western thought and literature while also examining archetypal patterns, literary genres, and literary techniques found in the Bible. (3-0-3) Pre-requisites: ( ENGL 2111 Minimum Grade: D or ENG 201 Minimum Grade: D or ENGL 2112 Minimum Grade: D or ENG 202 Minimum Grade: D or ENGL 2110 Minimum Grade: D or ENGL 2120 Minimum Grade: D or ENGL 2130 Minimum Grade: D or ENGL 2110H Minimum Grade: D or ENGL 2111H Minimum Grade: D or ENGL 2112H Minimum Grade: D or ENGL 2120H Minimum Grade: D or ENGL 2130H Minimum Grade: D )

ENGL 3340. **The Novel.** The history, development, and characteristics of the novel as a literary genre; parallel novels and literary criticism. (3-0-3) Pre-requisites: ( ENGL 2111 Minimum Grade: D or ENG 201 Minimum Grade: D or ENGL 2112 Minimum Grade: D or ENG 202 Minimum Grade: D or ENGL 2110 Minimum Grade: D or ENGL 2120 Minimum Grade: D or ENGL 2130 Minimum Grade: D or ENGL 2110H Minimum Grade: D or ENGL 2111H Minimum Grade: D or ENGL 2112H Minimum Grade: D or ENGL 2120H Minimum Grade: D or ENGL 2130H Minimum Grade: D )

ENGL 3350. **The Short Story.** A study of selected short stories with emphasis on development of interpretive and analytical skills of the student. (3-0-3) Pre-requisites: ( ENGL 2111 Minimum Grade: D or ENG 201 Minimum Grade: D or ENGL 2112 Minimum Grade: D or ENG 202 Minimum Grade: D or ENGL 2110 Minimum Grade: D or ENGL 2120 Minimum Grade: D or ENGL 2130 Minimum Grade: D or ENGL 2110H Minimum Grade: D or ENGL 2111H Minimum Grade: D or ENGL 2112H Minimum Grade: D or ENGL 2120H Minimum Grade: D or ENGL 2130H Minimum Grade: D )

ENGL 3360. **Modern Prose.** This course examines modern fiction from the late nineteenth and twentieth century. Novelists and short story writers who best express modern man's experiences are read. Dostoyevsky, Nietzsche, Faulkner, Salinger, Bellow, and others are included. (3-0-3) Pre-requisites: ( ENGL 2111 Minimum Grade: D or ENG 201 Minimum Grade: D or ENGL 2112 Minimum Grade: D or ENG 202 Minimum Grade: D or ENGL 2110 Minimum Grade: D or ENGL 2120 Minimum Grade: D or ENGL 2130 Minimum Grade: D or ENGL 2110H Minimum Grade: D or ENGL 2111H Minimum Grade: D or ENGL 2112H Minimum Grade: D or ENGL 2120H Minimum Grade: D or ENGL 2130H Minimum Grade: D )

ENGL 3370. **Modern Poetry.** A study of some of the outstanding poets of the twentieth century with emphasis on evaluation of their poetry. (3-0-3) Pre-requisites: ( ENGL 2111 Minimum Grade: D or ENG 201 Minimum Grade: D or ENGL 2112 Minimum Grade: D or ENG 202 Minimum Grade: D or ENGL 2110 Minimum Grade: D or ENGL 2120 Minimum Grade: D or ENGL 2130 Minimum Grade: D or ENGL 2110H Minimum Grade: D or ENGL 2111H Minimum Grade: D or ENGL 2112H Minimum Grade: D or ENGL 2120H Minimum Grade: D or ENGL 2130H Minimum Grade: D )

ENGL 3410. **Southern Literature.** A study in depth of the leading figures of the Southern Literary Renaissance, with special emphasis on the social, political, and economic conditions in the post-bellum South that led to its development. (3-0-3) Pre-requisites: ENGL 2111 Minimum Grade: D or ENG 201 Minimum Grade: D or ENGL 2112 Minimum Grade: D or ENG 202 Minimum Grade: D or ENGL 2110 Minimum Grade: D or ENGL 2120 Minimum Grade: D or ENGL 2130 Minimum Grade: D or ENGL 2110H Minimum Grade: D or ENGL 2111H Minimum Grade: D or ENGL 2112H Minimum Grade: D or ENGL 2120H Minimum Grade: D or ENGL 2130H Minimum Grade: D

ENGL 3420. **African-American Literature.** Survey of literature by African-American writers; emphasis on major novelists, on appreciation of the main intellectual and artistic concerns of the African-American culture, and on the role of literature within that culture. (3-0-3) Pre-requisites: ( ENGL 2111 Minimum Grade: D or ENG 201 Minimum Grade: D or ENGL 2112 Minimum Grade: D or ENG 202 Minimum Grade: D or ENGL 2110 Minimum Grade: D or ENGL 2120 Minimum Grade: D or ENGL 2130 Minimum Grade: D or ENGL 2110H Minimum Grade: D or ENGL 2111H Minimum Grade: D or ENGL 2112H Minimum Grade: D or ENGL 2120H Minimum Grade: D or ENGL 2130H Minimum Grade: D )

ENGL 3430. **World Survey Film Narrative.** A study of a number of major film directors, the history of film-making and its techniques, and an introduction to film theory. (3-0-3) Pre-requisites: ( ENGL 2111 Minimum Grade: D or ENG 201 Minimum Grade: D or ENGL 2112 Minimum Grade: D or ENG 202 Minimum Grade: D or ENGL 2110 Minimum Grade: D or ENGL 2120 Minimum Grade: D or ENGL 2130 Minimum Grade: D or ENGL 2110H Minimum Grade: D or ENGL 2111H Minimum Grade: D or ENGL 2112H Minimum Grade: D or ENGL 2120H Minimum Grade: D or ENGL 2130H Minimum Grade: D )

ENGL 3955. **Colloquium I.** Seminar for majors in the junior year of study. (3-0-3) Pre-requisites: ENGL 2111 or ENG 201 or ENGL 2112 or ENG 202 or ENGL 2110 or ENGL 2120 or ENGL 2130 or ENGL 2110H or ENGL 2111H or ENGL 2112H or ENGL 2120H or ENGL 2130H

ENGL 4010. **Literature for Young Adults.** A comprehensive study of young adult literature, including non-Western authors as well as literature representative of racial and ethnic groups, appropriate for students in secondary school programs, with emphasis on teaching techniques. (3-0-3) Pre-requisites: ( ENGL 2111 Minimum Grade: D or ENG 201 Minimum Grade: D or ENGL 2112 Minimum Grade: D or ENG 202 Minimum Grade: D or ENGL 2110 Minimum Grade: D or ENGL 2120 Minimum Grade: D or ENGL 2130 Minimum Grade: D or ENGL 2110H Minimum Grade: D or ENGL 2111H Minimum Grade: D or ENGL 2112H Minimum Grade: D or ENGL 2120H Minimum Grade: D or ENGL 2130H Minimum Grade: D )

ENGL 4015. **Adv Grammar.** The syntax and philology of the English language. Recommended to students interested in teaching and writing. (3-0-3) Pre-requisites: ( ENGL 3211 Minimum Grade: C )

ENGL 4020. **History of the Engl Language.** The development of the English language from the Indo- European family of language to present-day English, both British and American. (3-0-3) Pre-requisites: ( ENGL 3211 Minimum Grade: D )

ENGL 4030. **Theories of Rhetoric-Comp.** The course surveys the history of rhetoric and examines pedagogical approaches to teaching composition. (3-0-3) Pre-requisites: ( ENGL 2111 Minimum Grade: D or ENG 201 Minimum Grade: D or ENGL 2112 Minimum Grade: D or ENG 202 Minimum Grade: D or ENGL 2110 Minimum Grade: D or ENGL 2120 Minimum Grade: D or ENGL 2130 Minimum Grade: D or ENGL 2110H Minimum Grade: D or ENGL 2111H Minimum Grade: D or ENGL 2112H Minimum Grade: D or ENGL 2120H Minimum Grade: D or ENGL 2130H Minimum Grade: D )

ENGL 4040. **Issues in Professional Writing.** Course focuses on the ethics of professional and technical writing. (3-0-3) Pre-requisites: ( ENGL 2200 Minimum Grade: C )

ENGL 4050. **Writing-Civic Engagement.** Students practice, study, and produce writing for nonprofits, community organizations, and government agencies in the classroom and in a real world setting. (3-0-3) Pre-requisites: ( ENGL 3215 Minimum Grade: C )

ENGL 4110. **Chaucer.** The man, his works, and his influence on the language. The Canterbury Tales and minor poems. (3-0-3) Pre-requisites: ( ENGL 2111 Minimum Grade: D or ENG 201 Minimum Grade: D or ENGL 2112 Minimum Grade: D or ENG 202 Minimum Grade: D or ENGL 2110 Minimum Grade: D or ENGL 2120 Minimum Grade: D or ENGL 2130 Minimum Grade: D or ENGL 2110H Minimum Grade: D or ENGL 2111H Minimum Grade: D or ENGL 2112H Minimum Grade: D or ENGL 2120H Minimum Grade: D or ENGL 2130H Minimum Grade: D )

ENGL 4115. **Medieval English Literature.** Focused study in an area of medieval English literature, such as Chaucer, Anglo-Saxon heroic poetry, or Arthurian literature. Some of the course reading will be in either Old or Middle English depending upon the specific topic of the course. (3-0-3) Pre-requisites: ( ENGL 2111 Minimum Grade: D or ENG 201 Minimum Grade: D or ENGL 2112 Minimum Grade: D or ENG 202 Minimum Grade: D or ENGL 2110 Minimum Grade: D or ENGL 2120 Minimum Grade: D or ENGL 2130 Minimum Grade: D or ENGL 2110H Minimum Grade: D or ENGL 2111H Minimum Grade: D or ENGL 2112H Minimum Grade: D or ENGL 2120H Minimum Grade: D or ENGL 2130H Minimum Grade: D )

ENGL 4120. **Shakespeare I.** A study of non-dramatic works with attention to the comedies and selected tragedies. (3-0-3) Pre-requisites: ( ENGL 2111 Minimum Grade: D or ENG 201 Minimum Grade: D or ENGL 2112 Minimum Grade: D or ENG 202 Minimum Grade: D or ENGL 2110 Minimum Grade: D or ENGL 2120 Minimum Grade: D or ENGL 2130 Minimum Grade: D or ENGL 2110H Minimum Grade: D or ENGL 2120H Minimum Grade: D or ENGL 2130H Minimum Grade: D or ENGL 2111H Minimum Grade: D or ENGL 2112H Minimum Grade: D )

ENGL 4125. **Shakespeare II.** A study of non-dramatic and dramatic works with attention to the histories, selected tragedies, and romances. (3-0-3) Pre-requisites: ( ENGL 2111 Minimum Grade: D or ENG 201 Minimum Grade: D or ENGL 2112 Minimum Grade: D or ENG 202 Minimum Grade: D or ENGL 2110 Minimum Grade: D or ENGL 2120 Minimum Grade: D or ENGL 2130 Minimum Grade: D or ENGL 2110H Minimum Grade: D or ENGL 2111H Minimum Grade: D or ENGL 2112H Minimum Grade: D or ENGL 2120H Minimum Grade: D or ENGL 2130H Minimum Grade: D )

ENGL 4130. **English Drama to 1642.** English Drama to 1642 traces the development of drama from its beginnings in medieval times to the closing of the theaters by the Puritans in 1642. Shakespeare's plays are not included in this course. (3-0-3) Pre-requisites: ( ENGL 2111 Minimum Grade: D or ENG 201 Minimum Grade: D or ENGL 2112 Minimum Grade: D or ENG 202 Minimum Grade: D or ENGL 2110 Minimum Grade: D or ENGL 2120 Minimum Grade: D or ENGL 2130 Minimum Grade: D or ENGL 2110H Minimum Grade: D or ENGL 2111H Minimum Grade: D or ENGL 2112H Minimum Grade: D or ENGL 2120H Minimum Grade: D or ENGL 2130H Minimum Grade: D )

ENGL 4135. **Renaissance English Literature.** Focused study in an area of renaissance English literature, such as Spenser, the Sonnet, or Jacobean drama. (3-0-3) Pre-requisites: ( ENGL 2110 Minimum Grade: D ) or ENGL 2110H Minimum Grade: D or ENGL 2120 Minimum Grade: D or ENGL 2120H Minimum Grade: D

ENGL 4140. **Restoration-18th Cen Eng Lit.** A study of the literature of Dryden, Swift, Addison, Steele, Johnson, Goldsmith and other eighteenth-century writers. Attention is given to the philosophical and literary currents of the period. (3-0-3) Pre-requisites: ( ENGL 2111 Minimum Grade: D or ENG 201 Minimum Grade: D or ENGL 2112 Minimum Grade: D or ENG 202 Minimum Grade: D or ENGL 2110 Minimum Grade: D or ENGL 2120 Minimum Grade: D or ENGL 2130 Minimum Grade: D or ENGL 2110H Minimum Grade: D or ENGL 2111H Minimum Grade: D )

D or ENGL 2112H Minimum Grade: D or ENGL 2120H Minimum Grade: D or ENGL 2130H Minimum Grade: D )

ENGL 4150. **Romantic Movement in England.** The works of Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats. (3-0-3) Pre-requisites: ENGL 2111 Minimum Grade: D or ENG 201 Minimum Grade: D or ENGL 2112 Minimum Grade: D or ENG 202 Minimum Grade: D or ENGL 2110 Minimum Grade: D or ENGL 2120 Minimum Grade: D or ENGL 2130 Minimum Grade: D or ENGL 2110H Minimum Grade: D or ENGL 2111H Minimum Grade: D or ENGL 2112H Minimum Grade: D or ENGL 2120H Minimum Grade: D or ENGL 2130H Minimum Grade: D

ENGL 4160. **Victorian Literature.** The works of the major Victorian writers with emphasis on Tennyson and Browning. (3-0-3) Pre-requisites: ( ENGL 2111 Minimum Grade: D or ENG 201 Minimum Grade: D or ENGL 2112 Minimum Grade: D or ENG 202 Minimum Grade: D or ENGL 2110 Minimum Grade: D or ENGL 2120 Minimum Grade: D or ENGL 2130 Minimum Grade: D or ENGL 2110H Minimum Grade: D or ENGL 2111H Minimum Grade: D or ENGL 2112H Minimum Grade: D or ENGL 2120H Minimum Grade: D or ENGL 2130H Minimum Grade: D )

ENGL 4200. **Colonial-Federalist Am Lit.** Development of American literature from colonial period through federalistic period with emphasis on main intellectual currents. (3-0-3) Pre-requisites: ( ENGL 2111 Minimum Grade: D or ENG 201 Minimum Grade: D or ENGL 2112 Minimum Grade: D or ENG 202 Minimum Grade: D or ENGL 2110 Minimum Grade: D or ENGL 2120 Minimum Grade: D or ENGL 2130 Minimum Grade: D or ENGL 2110H Minimum Grade: D or ENGL 2111H Minimum Grade: D or ENGL 2112H Minimum Grade: D or ENGL 2120H Minimum Grade: D or ENGL 2130H Minimum Grade: D )

ENGL 4210. **Romanticism in Amer Literature.** The works of Emerson, Thoreau, Whitman, Hawthorne, Melville, and Poe. (3-0-3) Pre-requisites: ( ENGL 2111 Minimum Grade: D or ENG 201 Minimum Grade: D or ENGL 2112 Minimum Grade: D or ENG 202 Minimum Grade: D or ENGL 2110 Minimum Grade: D or ENGL 2120 Minimum Grade: D or ENGL 2130 Minimum Grade: D or ENGL 2110H Minimum Grade: D or ENGL 2111H Minimum Grade: D or ENGL 2112H Minimum Grade: D or ENGL 2120H Minimum Grade: D or ENGL 2130H Minimum Grade: D )

ENGL 4220. **Realism in American Literature.** The prose of Twain, Howells, James, Wharton, Crane, Steinbeck, and Hemingway, with special emphasis on the growth of the novel in America, conditions which fostered the growth of realism and its further development into naturalism. (3-0-3) Pre-requisites: ( ENGL 2111 Minimum Grade: D or ENG 201 Minimum Grade: D or ENGL 2112 Minimum Grade: D or ENG 202 Minimum Grade: D or ENGL 2110 Minimum Grade: D or ENGL 2120 Minimum Grade: D or ENGL 2130 Minimum Grade: D or ENGL 2110H Minimum Grade: D or ENGL 2111H Minimum Grade: D or ENGL 2112H Minimum Grade: D or ENGL 2120H Minimum Grade: D or ENGL 2130H Minimum Grade: D )

ENGL 4910. **Seminar in 19th Cen Eng Poetry.** An in-depth study of the works of one or two major British poets. The poets to be studied will vary. (3-0-3) Pre-requisites: ( ENGL 2111 Minimum Grade: D or ENG 201 Minimum Grade: D or ENGL 2112 Minimum Grade: D or ENG 202 Minimum Grade: D or ENGL 2110 Minimum Grade: D or ENGL 2120 Minimum Grade: D or ENGL 2130 Minimum Grade: D or ENGL 2110H Minimum Grade: D or ENGL 2111H Minimum Grade: D or ENGL 2112H Minimum Grade: D or ENGL 2120H Minimum Grade: D or ENGL 2130H Minimum Grade: D )

ENGL 4930. **Special Topics in Women's Lit.** A seminar on a major author, or authors, movement, or theme in women's literature. (3-0-3) Pre-requisites: ENGL 2111 or ENG 201 or ENGL 2112 or ENG 202 or ENGL 2110 or ENGL 2120 or ENGL 2130 or ENGL 2110H or ENGL 2111H or ENGL 2112H or ENGL 2120H or ENGL 2130H

ENGL 4940. **Special Topics in Lit-Lang.** A seminar on a major author(s), or theme in English studies not offered in the present catalogue of courses. (3-0-3) Pre-requisites: ( ENGL 2111 Minimum Grade: D or ENG 201 Minimum Grade: D or ENGL 2112 Minimum Grade: D or ENG 202 Minimum Grade: D or ENGL 2110 Minimum Grade: D or ENGL 2120 Minimum Grade: D or ENGL 2130 Minimum Grade: D or ENGL 2110H Minimum Grade: D or ENGL 2111H Minimum Grade: D or ENGL 2112H Minimum Grade: D or ENGL 2120H Minimum Grade: D or ENGL 2130H Minimum Grade: D )

ENGL 4940H. **Sp Top in Lit-Lang-Honors.**

ENGL 4955. **Colloquium II.** seminar for majors in the senior year of study. (1-0-1) Pre-requisites: ( ENGL 2111 Minimum Grade: C or ENG 201 Minimum Grade: C or ENGL 2112 Minimum Grade: C or ENG 202 Minimum Grade: C or ENGL 2110 Minimum Grade: C and ENGL 2120 Minimum Grade: C and ENGL 2130 Minimum Grade: C or ENGL 2110H Minimum Grade: C or ENGL 2111H Minimum Grade: C or ENGL 2112H Minimum Grade: C or ENGL 2120H Minimum Grade: C or ENGL 2130H Minimum Grade: C )

ENGL 4970. **Georgia Intern Program.** English related internships for qualified students. (0-V-3) Pre-requisites: ( ENGL 2111 Minimum Grade: C or ENG 201 Minimum Grade: C and INTN 4920 Minimum Grade: D or ENGL 2110 Minimum Grade: C or ENGL 2120 Minimum Grade: C or ENGL 2130 Minimum Grade: C or ENGL 2110H Minimum Grade: C or ENGL 2120H Minimum Grade: C or ENGL 2130H Minimum Grade: C or ENGL 2111H Minimum Grade: C )

ENGL 4971. **Georgia Intern Program.** English related internships for qualified students. (0-V-3) Pre-requisites: ( ENGL 2111 Minimum Grade: C or ENG 201 Minimum Grade: C and INTN 4920 Minimum Grade: D or ENGL 2110 Minimum Grade: C or ENGL 2120 Minimum Grade: C or ENGL 2130 Minimum Grade: C or ENGL 2110H Minimum Grade: C or ENGL 2111H Minimum Grade: C or ENGL 2120H Minimum Grade: C or ENGL 2130H

Minimum Grade: C )

ENGL 4972. **Georgia Intern Program.** English related internships for qualified students. (0-V-3) Pre-requisites: ( ENGL 2111 Minimum Grade: C or ENG 201 Minimum Grade: C and INTN 4920 Minimum Grade: D or ENGL 2110 Minimum Grade: C or ENGL 2120 Minimum Grade: C or ENGL 2130 Minimum Grade: C or ENGL 2110H Minimum Grade: C or ENGL 2120H Minimum Grade: C or ENGL 2130H Minimum Grade: C or ENGL 2111H Minimum Grade: C )

## English Language Arts

ENLA 0098. **English Language Arts I.** Semester one of a two-semester sequence of courses required of those Learning Support students whose performance on the placement tests indicates the need for at least one semester of basic instruction. These courses offer instruction in reading, basic usage and grammar skills, and composition. Students may exit after the first course or must continue in the second course. The course may be repeated with an S (satisfactory) grade. One hour of lab work is required. (4-1-4)

ENLA 0099. **English Language Arts II.** Semester two of a two-semester sequence of courses required of those Learning Support students whose performance on the placement tests indicates the need for at least one semester of basic instruction. These courses offer instruction in reading, basic usage and grammar skills, and composition. Students may exit after the first course or must continue in the second course. The course may be repeated with an S (satisfactory) grade. One hour of lab work is required. (4-1-4)

## Electronic Technology-ECORE

ETEC 1101. **Elec Tech in Ed Environ-ECORE.**

## Finance

FIN 3100. **Financial Planning.** This class will prepare students to work in the financial services industry and to dispense advice to the clients. The course will cover personal financial securities and investment, taxation and investment, budgeting, and retirement planning. (3-0-3). Pre-requisites: ( ACCT 2101 Minimum Grade: C )

## Finance

FINA 3100. **Financial Planning.** This class will prepare students to work in the financial services industry and to dispense advice to the clients. The course will cover personal financial securities and investments, taxation and investment, budgeting, and retirement planning. 3-0-3

FINA 3850. **Real Estate Principles.** An introduction to the principles of real estate analysis and utilization. Subjects include the nature of real property, the legal instruments involved in real property transactions, market analysis and the determinants of real estate values, the appraisal process, investment and financial analysis, and public policy aspects of real estate planning and utilization. Pre-requisites: ( MKTG 3800 Minimum Grade: C or MKT 320 Minimum Grade: C )

## French

FREN 1001. **Elementary French I.** Introduction to listening, speaking, reading and writing in French and to the culture of French-speaking peoples. Not open to students with two year of high school French. Designed for students with no previous knowledge of French. Not open to native speakers. Laboratory work required. (3-0-3)

FREN 1001H. **Elementary French I- Honors.** An honors course. Introduction to listening, speaking, reading and writing in French and to the culture of French- speaking peoples. Not open to students with two or more years of high school French. Designed for students with no previous knowledge of French. Not open to native speakers. Laboratory work required. (3-0-3)

FREN 1001S. **Elem French-Study Abroad.**

FREN 1002. **Elementary French II.** Continued listening, speaking, reading, and writing in French with further study of the culture of French-speaking peoples. Not open to native speakers. Laboratory work required. (3-0-3) Pre-requisites: FREN 1001 or FRH 101 or FREN 1001H

FREN 2001. **Intermediate French I.** Continued emphasis in listening, speaking, reading, and writing with study of the culture of French-speaking people. Not open to native speakers. Laboratory work required. (3-0-3) Pre-requisites: FREN 1002 or FRH 102

FREN 2002. **Intermediate French II.** An intensive review of French grammar. Selected readings with conversations and compositions based on the reading. Laboratory work required. (3-0-3) Pre-requisites: ( FREN 2001 Minimum Grade: C or FRH 201 Minimum Grade: C )

FREN 3000. **French Grammar-Composition.** A thorough review and expansion of the main grammatical concepts, rules, and applications studied in FREN 1001,1002, 2001, and 2002 courses. A practical application of grammar study through translations (English to French), formal/informal writing, some listening and speaking, and refinement of self-editing skills. This is an on-line, asynchronous WebCT course. (3-0-3) Pre-requisites: ( FREN 2002 Minimum Grade: C or FRH 202 Minimum Grade: C )

FREN 3110. **French Culture-CivilizationI.** A survey of historical, sociological, philosophical, literary, and artistic developments of France up to modern times. Conducted in French. This is an on-line asynchronous Web-CT course. (3-0-3) Pre-requisites: ( FREN 2002 Minimum Grade: C or FRH 202 Minimum Grade: C )

FREN 3120. **French Cultr-CivilizationII.** A survey of the historical, sociological, philosophical, literary, and artistic development of modern-day France and the Francophone world. Conducted in French. This is an on-line, asynchronous Web-CT course. (3-0-3) Pre-requisites: ( FREN 2002 Minimum Grade: C or FRH 202 Minimum Grade: C )

FREN 3510. **French Lit thru 16th Cent.** A study of the development of French literary genres and ideas from the ninth century through the sixteenth. Special attention to Rabelais, the Pleiade, and Montaigne. Laboratory work. (3-0-3) Pre-requisites: ( FREN 2002 Minimum Grade: C or FRH 202 Minimum Grade: C )

FREN 3520. **French Lit of 17th Cent.** A study of seventeenth century Classicism with emphasis on the theater of Corneille, Molière, and Racine. Laboratory work. (3-0-3) Pre-requisites: ( FREN 2002 Minimum Grade: C or FRH 202 Minimum Grade: C )

FREN 3530. **French Lit of 18th Cent.** Emphasis on the French philosophers Voltaire, Rousseau, Montesquieu, and Diderot. Laboratory work. (3-0-3) Pre-requisites: ( FREN 2002 Minimum Grade: C or FRH 202 Minimum Grade: C )

FREN 3540. **French Lit of 19th Cent.** Emphasis on the development and influence of French Romanticism, Parnassianism, symbolism, realism, and naturalism. Laboratory work. (3-0-3) Pre-requisites: ( FREN 2002 Minimum Grade: C or FRH 202 Minimum Grade: C )

FREN 3550. **French Lit of 20th Cent.** A general survey of the outstanding works of drama, poetry, and prose. Laboratory work. (3-0-3) Pre-requisites: ( FREN 2002 Minimum Grade: C or FRH 202 Minimum Grade: C )

FREN 4010. **Adv Conversation-Phonetics.** An intensive study of the French phonetic system with emphasis on improving pronunciation, vocabulary, syntax, and general fluency of expression in French. Laboratory work. (3-0-3) Pre-requisites: ( FREN 2002 Minimum Grade: C or FRH 202 Minimum Grade: C )

FREN 4020. **Adv Grammar-Composition.** A detailed and comprehensive coverage of the structure of French grammar. Emphasis on grammatical analysis, oral and written drills, translation, and composition. Conducted in French. This is an on-line, asynchronous WebCT course. Pre-requisites: ( FREN 2002 Minimum Grade: C or FRH 202 Minimum Grade: C )

FREN 4030. **Contemporary French Novel.** A brief review of the background of the development of the French novel from its earliest manifestations with the main emphasis placed on reading and analyzing approximately ten full-length twentieth century novels. Laboratory work. (3-0-3) Pre-requisites: ( FREN 2002 Minimum Grade: C or FRH 202 Minimum Grade: C )

FREN 4040. **Contemporary French Drama.** An overall view of contemporary French drama with specific emphasis on reading and analyzing at least one entire play of approximately ten outstanding twentieth century dramatists. Laboratory work. (3-0-3) Pre-requisites: ( FREN 2002 Minimum Grade: C or FRH 202 Minimum Grade: C )

FREN 4110. **Adv Grammar-Composition.** A detailed and comprehensive coverage of the structure of French grammar. Emphasis on grammatical analysis, oral and written drills, translation, and composition. Conducted in French. This is an on-line, asynchronous Web-CT course. (3-0-3) Pre-requisites: ( FREN 2002 Minimum Grade: C or FRH 202 Minimum Grade: C )

FREN 4210. **Business French.** An introduction to the economic and business practices of contemporary France and the Francophone world. Conducted in French. This is an on-line, asynchronous Web-CT course. (3-0-3) Pre-requisites: ( FREN 2002 Minimum Grade: C or FRH 202 Minimum Grade: C )

FREN 4950. **Study Abroad.** An intensive study of French language and culture in the native environment. Designed for students who participate in the University System approved programs or in any other comparable program for which approval has been given prior to the study abroad. Up to 9 hours of credit may be given upon successful completion of the program. (3-0-3) Pre-requisites: ( FREN 2002 Minimum Grade: C or FRH 202 Minimum Grade: C )

FREN 4960. **Study Abroad.** An intensive study of French language and culture in the native environment. Designed for students who participate in the University System approved programs or in any other comparable program for which approval has been given prior to the study abroad. Up to 9 hours of credit may be given upon successful completion of the program. (3-0-3) Pre-requisites: ( FREN 2002 Minimum

Grade: C or FRH 202 Minimum Grade: C )

FREN 4970. **Study Abroad.** An intensive study of French language and culture in the native environment. Designed for students who participate in the University System approved programs or in any other comparable program for which approval has been given prior to the study abroad. Up to 9 hours of credit may be given upon successful completion of the program. (3-0-3) Pre-requisites: ( FREN 2002 Minimum Grade: C or FRH 202 Minimum Grade: C )

## Geography

GEOG 1101. **Intro to Human Geography.** A survey of global patterns of resources, population, culture, and economic systems. Emphasis is placed upon the factors contributing to these patterns and the distinctions between the technologically advanced and less advanced regions of the world.

GEOG 4550. **Problems in Political Geog.** A study of the impact of geography on world politics.

GEOG 4800. **Geog of the Western Hemisphere.** An analysis focusing on significant physical features, people, resources, and problems of North and South America.

GEOG 4820. **Geography of Latin America.** Significant physical features, population groups, economic resources and activities, and effects of geographic factors on Latin American development.

GEOG 4830. **Geography of Europe-Russia.** Geography of Europe and Russia. Peoples, resources, geographic considerations of the region.

GEOG 4850. **Geography of Africa-the ME.** An analysis focusing on significant physical features, people, resources, and problems.

## Geology

GEOL 1011K. **ECORE-Intro Geosciences I.**

GEOL 1121. **Introductory Geosciences I.** To provide students with an introduction to our dynamic planet which includes processes that create Earth materials in the form of minerals and rocks and those geologic events which shape the earth's surface. (3-2-4)

GEOL 1121H. **Honors Intro Geosciences I.**

GEOL 1122. **Introductory Geosciences II.** To introduce students to the evidence for a long and dynamic earth history, the methods of logical interpretation of that evidence, and a brief summary of important events in the earth's history. Prerequisite: GEOL 1121. (3-2-4) Pre-requisites: GEOL 1121 or ESC 110 or GEOL 1121H

GEOL 1122H. **Intro Geosciences II-Honors.** Introductory Geosciences II for the Honors Program

GEOL 1122S. **Intro Geosciences II-Study Abr.**

GEOL 1211. **Earth's Evolving Environment.** An introduction to the history of the Earth's natural environment. Particular attention is focused on methods of inferring past atmospheric, oceanographic, and geographic changes and their effects on biological diversity. (3-0-3)

GEOL 1221. **Solar System Exploration.** A survey course designed to expose students to the nature and wonders of our solar system. The course will also cover the methods of space exploration which includes the Apollo lunar missions to the current on-going efforts such as the Mars Pathfinder and Mars Surveyor missions. The possibility of extraterrestrial life in the solar system and beyond will also be covered. (3-0-3)

GEOL 1221H. **Solar Sys Exploration- HONORS.**

GEOL 3111. **Environmental Geology.** A study of human interaction with the environment. Topics include natural hazards, land use, waste management, and geologic aspects of environmental health. (3-2-4) Pre-requisites: GEOL 1121 or ESC 110

GEOL 3121. **Mineralogy.** A study of naturally occurring, crystalline substances. Laboratory work focuses on the physical, chemical, and crystallographic characteristics of important rock-forming and economic minerals. Lectures emphasize the generation and geologic occurrences of these minerals. Prerequisite: GEOL 1121. (3-2-4) Pre-requisites: GEOL 1121 or ESC 110 or GEOL 1121H

GEOL 3131. **Optical Mineralogy.** An introductory section on physical optics will provide a basis for understanding the interaction of light and minerals. The petrographic microscope will then be used to distinguish the common rock-forming minerals, obtain compositional information, and decipher geologic histories. Prerequisite: GEOL 3121. (1-2-2) Pre-requisites: GEOL 3121

GEOL 3211. **Invertebrate Paleobiology.** Paleontology has traditionally served the earth sciences primarily as a tool for determining the ages of rocks and inferring how they correlate from place to place. More recently it has become apparent that paleontology provides a unique



historical viewpoint on the evolution of the natural environment. This course introduces students to the basic evidence of the earth's past life available to paleontologists, assessment of the strengths and weaknesses of that evidence, and the logical application of that evidence to both traditional problems of correlation and to modern discussion of the evolutionary history of the Earth's environment. Prerequisites: GEOL 1122 and permission of instructor. (3-2-4) Pre-requisites: ( GEOL 1122 or ESC 120 ) or BIOL 2108

GEOL 3311. **Oceanography.** The physical, chemical, geological, and biological characteristics of the ocean and the interactions between the hydrosphere, lithosphere, atmosphere, and biosphere. Prerequisite: GEOL 1121 (3-2-4) Pre-requisites: GEOL 1121 or GEOL 1121H or ESC 110

GEOL 3411. **Geomorphology.** An examination of the basic tectonic and erosional processes that influence the appearance of the Earth's surface, and the landforms that result from them. Emphasis will be on characterizing landforms descriptively and numerically, and inferring the processes responsible for their formation. Prerequisite: GEOL 1121. (3-2-4) Pre-requisites: GEOL 1121 or ESC 110

GEOL 3511. **Structural Geology.** An introduction to the techniques and terminology used in the recognition and description of rock structures. An introductory section on rock mechanics will provide a basis for distinguishing and evaluating the rock properties and stress responsible for the contrasting styles of deformation. Prerequisite: GEOL 1122. (3-2-4) Pre-requisites: GEOL 1122 or ESC 120

GEOL 3511H. **Structural Geology-Honors.**

GEOL 3611. **Economic Mineral Resources.** A survey of economic mineral deposits, designed to provide both the student preparing for a career in geology and one interested in minerals with fundamental information regarding the principles and processes of mineral formation. Prerequisite: GEOL 3121. (3-2-4) Pre-requisites: GEOL 3121 or ESC 211

GEOL 3621. **Inst Analysis in Geosciences.** This course will provide students with the opportunity to learn operational procedures for specific research instrumentation housed within the Department (e.g., x-ray diffraction, x-ray fluorescence, scanning electron microscope, etc.). In addition, the students will learn the theory behind the instrumentation, the various applications of this analytical tool, and how to interpret the resulting analytical data. 1 hour credit. Prerequisite: Permission of instructor or Department Chair. (1-0-1)

GEOL 3622. **Inst Analysis in Geosciences.** This course will provide students with the opportunity to learn operational procedures for specific research instrumentation housed within the Department (e.g., x-ray diffraction, x-ray fluorescence, scanning electron microscope, etc.). In addition, the students will learn the theory behind the instrumentation, the various applications of this analytical tool, and how to interpret the resulting analytical data. 1 hour credit. Prerequisite: Permission of instructor or Department Chair. (1-0-1)

GEOL 3623. **Inst Analysis in Geosciences.** This course will provide students with the opportunity to learn operational procedures for specific research instrumentation housed within the Department (e.g., x-ray diffraction, x-ray fluorescence, scanning electron microscope, etc.). In addition, the students will learn the theory behind the instrumentation, the various applications of this analytical tool, and how to interpret the resulting analytical data. Prerequisite: Permission of instructor or Department Chair. (1-0-1)

GEOL 4211. **Hydrogeology.** This course will provide a basic understanding of the intricate environmental relationships between man, groundwater quality, and groundwater management; and the consequences of ignoring/neglecting those interactions. The general objective will be accomplished through classic textbook teaching, onsite field training, hands-on computer work and professional guest lectures. Prerequisite: GEOL 1121, GEOL 1122, GEOL 4311, MATH 1113, CHEM 1211, PHYS 1111 suggested, or permission of instructor. (3-2-4) Pre-requisites: ( GEOL 1122 or ESC 120 ) and ( MATH 1113 or MTH 111 or MATH 1120 ) and PHYS 1111

GEOL 4212. **Aqueous Env Geochemistry.** The quality of both surface water and groundwater systems will be examined in the context of natural geologic settings and anthropogenic activities. Chemical composition, constituent behavior, and factors controlling the rates and nature of chemical reactions that take place as water moves through various components of hydrologic cycle will be studied in forms of lecture, hands-on experiments both in the laboratory and in the field, and problem-solving exercises. (3-2-4) Pre-requisites: ( GEOL 2121 or ESC 220 ) and ( CHEM 1212 or CHM 204 )

GEOL 4311. **Sedimentation-Sed Petrology.** Sedimentation deals with the study of sediment properties, transport mechanisms/dynamics, and the development of sedimentary structures as tools for interpreting paleoenvironments and for predicting rock texture. Sedimentary petrology involves understanding how weathering processes, transport mechanisms, and depositional systems leave interpretable records of themselves in rocks. Petrographic characteristics of the more common sedimentary rocks are examined in this context. Prerequisite: GEOL 3121. (1-2-2) Pre-requisites: GEOL 3121

GEOL 4411. **Stratigraphy.** Principles of stratigraphy as applied to interpreting the relative and absolute ages of rocks and their local and global correlation. The course will also examine techniques for interpreting specific environments of deposition based on lithology, fossil content, and stratigraphic characteristics, and the application of combined facies and age assessments to understanding the evolution of depositional basins and their strata. Prerequisite: GEOL 4311. (3-2-4) Pre-requisites: GEOL 4311 or ESC 360

GEOL 4511. **Remote Sensing.** An introduction to one of the essential tools used by today's scientific community. The course will cover modern methods of gathering remotely sensed data through aerial photography, satellite electro-optical systems and microwave and acoustical sensors. Applications in geology/planetary science, oceanography, environmental science, archaeology, forestry, and urban planning will be covered. Prerequisites: GEOL 1121, PHYS 1111 or 1112, MATH 1111. (3-2-4) Pre-requisites: ( GEOL 1121 or ESC 110 ) and ( PHYS 1111 or PHYS 1112 or PHYS 2211 or PHYS 2212 or PHY 202 or PHY 212 ) and ( MATH 1113 or MATH 1120 or MTH 111 or MTH 113 )

GEOL 4611. **Introduction to GIS.** This class will introduce the modern techniques and tools of spatial data analysis. Lecture material will focus on the common terminology, software, hardware and techniques utilized in geographic information systems. Applications in scientific research, county and city planning, environmental projects and desktop mapping will be demonstrated and discussed. Lab exercises will involve spatial data collection and conversion, project structuring and presentation, and data interpretation. Prerequisite: None, but a general computer background is required. (3-2-4)

GEOL 4711. **Igneous-Metamorphic Petrology.** A study of the origins, characteristics, and classifications of igneous and metamorphic rocks. Petrographic, geochemical and structural data will be used to evaluate the origins and tectonic significance of specific rock suites. Prerequisite: GEOL 3131. (3-2-4) Pre-requisites: GEOL 3131 or ESC 321

GEOL 4811. **Introduction to Geophysics.** The purpose of this course is to familiarize the student with the physics of the earth and with geophysical methods. Topics include the interior structure and properties of the earth, seismology, gravimetry, magnetism, heat flow, age of the Earth, and dynamics and structure of the Earth. Topics of college physics are assumed. Calculus-based physics is desirable but not necessary. A course in computer science is desirable. Prerequisites: MATH 1113, PHYS 1112 or 2212, GEOL 3511, or permission of instructor. (3-2-4) Pre-requisites: GEOL 1122

GEOL 4821. **Environmental Geophysics.** The student will identify which geophysical methods are used by industry and academic to solve environmental problems, and be able to associate seismic, potential field, electrical and electromagnetic methods with the particular problems to which the methods are best suited. The student will analyze and integrate the physical theory, field methodology, and interpretation of each method with geologic and engineering information to solve problems using real data sets. The student will also summarize and critique recent publications in the fields of engineering and environmental geophysics. Prerequisites: GEOL 1122 and MATH 1111. (3-2-4) Pre-requisites: GEOL 1122 and ( MATH 1111 or MATH 1113 or MATH 1120 or MATH 2221 or MATH 2222 )

GEOL 4911. **Senior Seminar.** Will provide senior geology majors with an opportunity to prepare and deliver presentations within various fields of the geosciences. Presentations will be followed by a critical review and discussion from their peers and faculty members. Prerequisite: Senior standing in geology. (1-0-1)

GEOL 4911H. **Senior Seminar- Honors.**

GEOL 4921. **Geotectonics.** An overview of the major structural and compositional features of the earth and the modern theories that explain their origin and development. A combination of paleontologic, petrologic, stratigraphic, structural and geophysical data from various global locations will be examined and interpreted. Prerequisites: GEOL 4711, GEOL 3511, GEOL 4411. (3-2-4) Pre-requisites: ( GEOL 4711 or ESC 460 ) and ( GEOL 3511 or ESC 301 ) and ( GEOL 4411 or ESC 212 )

GEOL 4931. **Field Methods.** An introduction to the current techniques and equipment used in the collection and interpretation of geologic field data. The course will not only examine classical techniques in sampling, surveying, and mapping, but will also provide field and lab experience using GPS (Global Positioning Systems) and GIS (Geographic Information Systems) equipment and software. Several half-day and extended field trips will focus on observational and interpretative skills, while follow-up projects will emphasize technical writing and effective data presentation. Prerequisites: GEOL 4411, GEOL 3511. (3-2-4) Pre-requisites: ( GEOL 3511 or ESC 301 )

GEOL 4941. **Senior Thesis I.** The course will provide seniors with the opportunity of collecting scientific data via laboratory and/or field work as part of an original research project. Prior to enrollment in Senior Thesis I, the student will submit a research proposal which will be reviewed and approved by his or her Thesis Director. Prerequisite: Senior status with all required upper-level geology, math, and applied science courses completed. (0-1-1)

GEOL 4942. **Senior Thesis II.** This portion of Senior Thesis requires the student to employ critical and analytical thinking. Data collected in Senior Thesis I must be compiled and then evaluated for its scientific validity. Subsequently, conclusions must be drawn from this information. The significance of the findings in relation to the common body of knowledge in the geosciences will also be addressed by the student. All data collection methods, results and conclusions will be submitted to the Thesis Director in a specified journal format and will also be presented either at a professional meeting or an in-house seminar. Prerequisite: completion of GEOL 4941. (0-1-1)

## History

HIST 1111. **World Civilization I.** A survey of world history to early modern times.

HIST 1111H. **World Civilization I.**

HIST 1112. **World Civilization II.** A survey of world history from early modern times to the present. May be taken before HIST 1111.

HIST 1112H. **World Civilization II-Honors.**

HIST 1112S. **World Civ II-Study Abroad.**

HIST 2111. **United States History I.** Discovery of the Western World through the Civil War. A passing grade in this course satisfies the U.S. history and Georgia history requirements of Georgia State Code 20-3-68.

HIST 2111H. **United States History I-Honors.**

HIST 2112. **United States History II.** Reconstruction Period to the present. A passing grade in this course satisfies the U.S. history and Georgia history requirements of Georgia Code 20-3-68.

HIST 2112H. **United States History II-Honor.**

HIST 2500. **The Study of History.** An introduction to the study of history. Required of all history majors. 2 credit hours.

HIST 3510. **American Colonial History.** Major developments between 1492 and 1789.

HIST 3510H. **Amer Colonial History-Hnr.**

HIST 3530. **US History, 1789-1848.** From the beginning of the national period until the end of the Jacksonian era.

HIST 3570. **Civil War-Reconstruction.** An in-depth study of the Civil War and Reconstruction period of U.S. History, focusing on the background, political, social, economic, and military aspects of the period.

HIST 3730. **History of the Old South.** A study of the Old South during the first half of the 19th century. Topics for study include the economic system of the Old South, slavery, antebellum Southern politics, and social and intellectual patterns of the Old South.

HIST 3740. **Religion and American South.** An examination of the fundamental relationship between religion and the Southern society.

HIST 3770. **Black-American History.** The role of Blacks in the Western Hemisphere, with special emphasis on the struggles of African-Americans for equality and their contributions to American progress. (3-0-3)

HIST 3810. **History of Georgia.** A survey of the history of Georgia from the beginning to the present. Of particular significance to prospective teachers in elementary and secondary schools. A passing grade in this course satisfies history of Georgia and the Constitution of Georgia requirements of Georgia State Code 20-3-68.

HIST 4000. **Historiography.** A capstone senior seminar course required of all history majors. Survey of leading writers who have produced the major historical works, with special emphasis on the intellectual and cultural influences which helped to shape their historical interpretations. Prerequisite: 15 hours of upper division history or permission of the instructor.

HIST 4050. **Early Modern Europe.** Absolutism and Enlightenment, Europe between 1500 and 1715.

HIST 4050H. **Early Modern Europe-Honors.**

HIST 4060. **Europe 1715-1815.**

HIST 4100. **19th Cent Europe.** Europe between 1814 and 1914.

HIST 4100H. **Nineteenth C Europe- HONORS.**

HIST 4120. **Modern Russia.** This course will examine the development of Russia from the reign of Peter I to the present democratic government. Initial material presented will address the geographic setting and the medieval background of Russia history. Among the major topics covered will be the reforms of Peter I, the institution of serfdom and the efforts to retain and reform it, Russia's cycle of war, revolution and civil war at the beginning of the Twentieth Century, the Soviet State, the Second World War, the Cold War, and the collapse of Communism. The lecture will examine the political, cultural and economic aspects of these topics.

HIST 4130. **Eastern Europe.** This course will examine the major events in the history of Eastern Europe. Among the major topics covered will be the Byzantine Empire, the Ottoman Empire, The Polish-Lithuanian Commonwealth, the Hapsburg Empire, national revivals, the World Wars, Communist domination and the collapse of Communism. The class will examine the political, cultural and economic aspects of these topics.

HIST 4210. **The Hst-Govt of Latin Amer.** Factors, forces, and personalities which have shaped destiny of Latin America from Pre-Columbian times to present.

HIST 4220. **Prob of LA Hst in 20th Cent.** The outstanding problems, in historical perspective, of twentieth-century Latin America.

HIST 4300. **History of Mexico.** The outstanding political, economic, social, and cultural developments in Mexico since 1810.

HIST 4540. **US History, 1877-1920.** Populist and Progressive Eras, 1877-1920.

HIST 4551. **US History 1920 to 1945.** United States history from the end of World War I through World War II. (3-0-3)

HIST 4552. **U.S. History, 1945 to present.** United States history from the end of World War II to the present. (3-0-3)

HIST 4561. **US Social History.** A study of selected and representative social, cultural, and intellectual themes in American history.

HIST 4562. **History of American Women.** A study of women's changing social, economic, and political in the United States from the colonial era to present. (3-0-3)

HIST 4600. **History of England to 1603.**

HIST 4610. **History of England Since 1603.**

HIST 4610S. **Hist Eng Since 1603-Study Abr.**

HIST 4770. **African History.** A survey of the forces, factors, and personalities which have influenced the history of Africa.

HIST 4800. **Emergence of the Third World.** The main political, economic, social and cultural developments associated with the emergence of the Third World (Asia, Africa, Latin America, and the Middle East).

HIST 4900. **Special Topics in History.** A variable credit course on selected issues, problems, and literature in history. Prerequisite: Permission of the Department Chair.

HIST 4900S. **Spec Topics in Hist-Study Abr.** A variable credit course on selected issues, problems, and literature in history. Prerequisite: Permission of the Department Chair. Taken as part of a study abroad experience.

HIST 4920. **History Internship.** History related internships are available for qualified students. See the Coordinator of Intern Programs for information.

HIST 4930. **History Internship.** History related internships are available for qualified students. See the Coordinator of Intern Programs for information.

## Honors

HONS 2000. **University Honors Seminar.**

## Health, PE, and Recreation

HPER 2010. **Lifesaving.** The purpose of this course is to provide students with the necessary skills and knowledge to keep patrons of aquatic facilities safe in and around water

HPER 2020. **Substance Abuse-Athletes.** This course acquaints the student/athlete with substance abuse in today's society with emphasis on special problems in the athletic community.

HPER 2040. **Sports Appreciation.** Designed for students who are unable to participate in sports activities, with special emphasis being placed on aiding the student in becoming more knowledgeable and appreciative as a spectator or participant

HPER 2050. **PE for EC Teachers.**

HPER 2060. **Fundamentals of Baseball.** Fundamentals and techniques involved in coaching baseball

HPER 2070. **Fundamentals of Basketball.** Fundamentals and techniques involved in coaching basketball

HPER 2080. **Fundamentals of Track-Field.** Fundamentals and techniques involved in coaching track and field

HPER 2090. **Athletic Training-Condition.** Theory and practice of massage, bandaging, taping, and caring for athletic injuries. Provides basic information on injury prevention and immediate care of the more common sports injuries for those entering into the fields of coaching and/or physical education. Basic foundations are also provided for the student interested in more substantive areas of rehabilitation and allied health

careers.

HPER 2100. **First Aid-Safety.** American Red Cross standard courses in first aid and CPR (certification).

HPER 2100H. **First Aid-Safety - Honors.**

HPER 2140. **Water Safety Instruction.** This course is designed to train instructor candidates how to teach a number of water safety and swimming courses. The course reflects a continuing commitment to improve the quality of water safety and swimming instruction.

HPER 2170. **Introduction to PE.** Introduction to the fields of Health and Physical Education as pertains to program demands and employment opportunities. Trends in the past and current physical education movement emphasized.

HPER 2180. **Introduction to Recreation.** Introduction to the field of Recreation. Emphasis is placed on abilities and personal characteristics, professional qualifications, and employment situation.

HPER 2200. **Maintenance of Rec Facilities.** A course designed to acquaint recreation majors with the basic maintenance problems, procedures, and situations of recreation agencies

HPER 2220. **Maintenance of Rec Facilities.** This course is designed to acquaint recreation majors with the basic maintenance problems, procedures, and situations of recreation agencies.

HPER 2240. **Nutrition-Human Performance.** A study of basic nutritional concepts as they relate to the exercising individual. Emphasis will be on the physiological response of proper nutrition and methods of enhancing exercise or athletic performance.

HPER 2350. **Camp-Outdoor Recreation.** The purpose of this course is to train camp leaders and counselors. Includes organized camping, camp counselor skills, camp activities, and camping and trail skills.

HPER 2410. **Social Recreation.** Practical application of planning, demonstrating, and conducting activities and programs for various social events and gatherings.

HPER 2500. **Comp App HHP.**

HPER 3000. **Recreation Practicum.** A practical field work experience under supervision in an approved recreational and leisure setting.

HPER 3010. **Mat-Met in Health Education.** This course is concerned with the understanding of the pedagogical basis and the content area for the total school health education program. Field experiences required. Pre-requisites: Teacher Education 1

HPER 3020. **Fund-Tech of Team Sports.** Skills, appreciation, knowledge, and effective teaching techniques in team sports.

HPER 3030. **Fund-Tech Ind-Dual Sports.** To provide skills, appreciation, knowledge, and effective teaching techniques for individual and dual sports.

HPER 3050. **Mat-Met EC Phys Education.** A study of principles and procedures in conducting a program of health and physical education in the early childhood grades. Emphasis will be placed on methods of effective teaching, classroom management, growth and development of motor skills, and liability issues in the classroom and the gymnasium environment.

HPER 3060. **Middle Grades Physical Educ.**

HPER 3070. **Scientific Found of Health.** The scientific study of health education with emphasis being placed on the application of health facts and principles that relate to a better life physically, mentally, and socially for the student today.

HPER 3090. **Adv Athletic Training.** A concentrated study by means of participation, observation, discussion, and research pertaining to advanced topics in the evaluation of traumatic and non-traumatic athletic injuries, as well as injuries to children and older adults.

HPER 3100. **Community Health.** Present day philosophy of the health care system including current needs and priorities in delivery of health services, intelligent consumer health selection, specific community health problems and solutions, and safety education.

HPER 3240. **Kinesiology.** Study of the human movement, along with the various muscles, bones, and nerves utilized within those movements. Pre-requisites: ( BIOL 2030 Minimum Grade: C and BIOL 2040 Minimum Grade: C ) or ( BIO 203 Minimum Grade: C and BIO 204 Minimum Grade: C )

HPER 3250. **Tests-Measurements PE.** Methods in evaluating and testing in physical education and procedures to be used in evaluating these tests and their results, including statistical analysis.

HPER 3260. **Exercise Physiology.** The current practice and theory of exercise physiology as applied to work, physical education, and sports. Pre-requisites: ( BIOL 2030 Minimum Grade: C and BIOL 2040 Minimum Grade: C ) or ( BIO 203 Minimum Grade: C and BIO 204 Minimum

Grade: C )

HPER 3260H. **Exercise Physiology-Honors.** Pre-requisites: ( BIOL 2030 Minimum Grade: C and BIOL 2040 Minimum Grade: C ) or ( BIO 203 Minimum Grade: C and BIO 204 Minimum Grade: C )

HPER 3280. **Exercise Testing-Pres.** The purpose of this course is to provide exercise science/wellness students with theoretical and practical knowledge of the various techniques used in clinical exercise testing and prescription for various populations.

HPER 3300. **Principles of Strength-Cond.** The purpose of this course is to provide students with theoretical and practical knowledge of the physiological, biomechanical, and administrative aspects of designing and supervising strength and conditioning programs for various populations.

HPER 3310. **Exercise Leadership.** This course is designed to teach leadership skills, motivational techniques, choreography, administrative functions dealing with equipment purchase, organization and use and experiences leading aerobic exercise formats for a variety of populations.

HPER 3310H. **Exercise Leadership - Honors.**

HPER 3320. **Health Promotion.** A study of the principles and procedures necessary to effectively conduct health promotion program. The emphasis will be placed on the role of the health professional in developing wellness and preventive-oriented interventions to promote healthy lifestyles.

HPER 3330. **Ex Sci - Wellness Practicum.**

HPER 3350. **Org-Adm of Recreation.** Deals with administrative problems common to playground and community center directors and others having executive responsibilities in the field of recreation.

HPER 3410. **Recreation Leadership.** This course deals with the philosophical and practical aspects of program construction, leadership skills, and methods.

HPER 3500. **Recreation Planning.** Provides an understanding of the principles and objectives of planning recreation programs, facilities, space, and the interdependent relationship of activities to physical environment.

HPER 3550. **Spec Prob in Special Populat.**

HPER 3600. **Tech of Teaching Sports Skills.**

HPER 3700. **Cont Issues in Health.**

HPER 3800. **Family Health Issues.**

HPER 4010. **Theory and Coaching Football.** Emphasis on the fundamentals of position play and methods of coaching offensive and defensive team play. The running, passing and kicking game will be presented. Complete organization of a football program.

HPER 4020. **Theory-Coaching Basketball.** Practical experience in fundamental skills and techniques, team play and strategy. Specific offense and defense analyzed. A definite plan of offense and defense presented.

HPER 4040. **Theory-Coaching Track-Fld.** Emphasis on psychology of coaching, analysis of the form and techniques of the various events.

HPER 4050. **Recreation Internship.**

HPER 4060. **Recreation Internship.**

HPER 4070. **Recreation Internship.**

HPER 4100. **Exer Sci - Wellness Internship.**

HPER 4110. **Exer Sci - Wellness Internship.**

HPER 4120. **Exer Sci - Wellness Internship.**

## **Internship**

INTN 4920. **Governor's Internship.** Seminar in the general procedures and practices of student internships. This course is required of all student interns regardless of the area in which they are to receive intern credit. The course is designed to aid the student in performing the internship and to reward him for completion of the various tasks assigned by non-academic sources. See the Coordinator of Intern Program

for information.

INTN 4920A. **Internship.**

INTN 4920B. **Georgia Internship.**

INTN 4920C. **Legislative Internship.**

INTN 4920D. **Governor's Internship.**

INTN 4920E. **Congressional Internship.**

## **Integrated Science-ECORE**

ISCI 1121. **ECORE-Integrated Science I.**

## **Japanese**

JAPN 1001. **Elementary Japanese I.** A course for students beginning the study of Japanese. Basic grammatical structures and their functions will be taught with special emphasis on speaking and listening skills. This course does not satisfy the foreign language requirements for degree programs. Not open to native speakers. Laboratory requirement. (3-0-3) Pre-requisites: ( READ 0099 Minimum Grade: C or DRG 099 Minimum Grade: C and ENGL 0099 Minimum Grade: C or DEG 099 Minimum Grade: C )

JAPN 1002. **Elementary Japanese II.** A continuation of Japanese 1001, the course emphasizes further understanding of basic structures while stressing speaking and listening skills. The course also introduces reading and writing skills for katakana and hiragana. Not open to native speakers. Laboratory requirement. (3-0-3) Pre-requisites: ( JAPN 1001 Minimum Grade: D )

JAPN 2001. **Intermediate Japanese I.** A continuation of Japanese 1002, this course stresses idiomatic speaking and listening skills in different styles and in long discourses. Reading skills of written Japanese will also be developed. This course introduces kanji. Not open to native speakers. Laboratory requirement. (3-0-3) Pre-requisites: ( JAPN 1002 Minimum Grade: D )

JAPN 2002. **Intermediate Japanese II.** A continuation of Japanese 2001, this course stresses idiomatic speaking and listening skills in different styles and in long discourses, with an emphasis on the functions of Japanese structures. Reading and writing Japanese will also be taught. Laboratory requirement. (3-0-3) Pre-requisites: ( JAPN 2001 Minimum Grade: D )

## **Leadership**

LEAD 1000. **Leadership Development.**

LEAD 2000. **Leadership in Action.** This course is a continuation of the leadership principles taught in LEAD 1000. Applications and strategies for working with college students in residence halls will be discussed along with the benefits of a residential component to a university campus. Students will gain an understanding of the Resident Assistant position as a leadership role among peers. Prerequisite: LEAD 1000 (1-0-1)

## **Library**

LIBR 1000. **Intro to Library-Online Res.** An introduction to identifying information needs and using appropriate resources. This course will provide descriptions and hands-on use of print and electronic information sources. It is designed for all students to prepare them for identifying and managing information and conducting research in all of their courses.

LIBR 1000H. **Honors Int to Lib-Online Res.** An introduction to identifying information needs and using appropriate resources. This course will provide descriptions and hands-on use of print and electronic information sources. It is designed for all students to prepare them for identifying and managing information and conducting research in all of their courses.

## **Linguistics**

LING 4100. **Ling-Method Foreign Language.** The application of linguistics in classroom and laboratory settings. Lectures, linguistic analyses, demonstrations, materials evaluations and computer and language laboratory assignments. Required of all majors in French and Spanish. Must be completed before student teaching. Laboratory work required. (3-0-3) Pre-requisites: ( FREN 2002 Minimum Grade: C or FRH 202 Minimum Grade: C or SPAN 2002 Minimum Grade: C or SPN 202 Minimum Grade: C )

LING 4150. **Introduction to Linguistics.** An introduction to the field of linguistics, with discussion given to its historical development, its major branches, and the major theoretical issues in the field. (3-0-3) Pre-requisites: ( ENGL 2111 Minimum Grade: C or ENG 201 Minimum Grade: C or ENGL 2112 Minimum Grade: C or ENG 202 Minimum Grade: C or ENGL 2110 Minimum Grade: C or ENGL 2120 Minimum Grade: C or ENGL 2130 Minimum Grade: C or ENGL 2110H Minimum Grade: C or ENGL 2111H Minimum Grade: C or ENGL 2112H Minimum Grade: C or ENGL 2120H Minimum Grade: C or ENGL 2130H Minimum Grade: C )

## Learning Support

LSPT 0098. **Learning Support Essay.** Basic Composition and Grammar. Instruction and practice in writing personal narrative, descriptive, and expository Pre-requisites: COMPASS Writing 00

LSPT 0099. **Learning Support Reading.** An individualized diagnostic-prescriptive course designed to prepare students to read college-level materials Pre-requisites: COMPASS Reading 00

LSPT 2000. **Tutor Training.** An introduction to contemporary learning theory and its application to one-to-one (tutorial) and small group learning situations. Emphasis will be placed on philosophy, procedures, and practice which are known to be effective on improving learning. One (1) hour credit. Prerequisite: Recommendation of Department Chair, 3.00 GPA in course tutored, and permission from the instructor.

LSPT 2001. **Tutor Practicum.** Supervised supplemental instruction of students in one-to- one and small group settings. Conditions of the tutorial experience are outlined in the contract with the instructor. (May be repeated for a maximum of four (4) credits.) Prerequisite: Learning Support Peer Tutor Training. Pre-requisites: ( LSPT 2000 Minimum Grade: B or LST 200 Minimum Grade: B )

LSPT 2002. **Tutor Practicum.** Supervised supplemental instruction of students in one-to- one and small group settings. Conditions of the tutorial experience are outlined in the contract with the instructor. (May be repeated for a maximum of four (4) credits.) Prerequisite: Learning Support Peer Tutor Training. Pre-requisites: ( LSPT 2001 Minimum Grade: B or LST 201 Minimum Grade: B )

LSPT 2003. **Tutor Practicum.** Supervised supplemental instruction of students in one-to- one and small group settings. Conditions of the tutorial experience are outlined in the contract with the instructor. (May be repeated for a maximum of four (4) credits.) Prerequisite: Learning Support Peer Tutor Training. Pre-requisites: ( LSPT 2002 Minimum Grade: B or LST 202 Minimum Grade: B )

LSPT 2004. **Tutor Practicum.** Supervised supplemental instruction of students in one-to- one and small group settings. Conditions of the tutorial experience are outlined in the contract with the instructor. (May be repeated for a maximum of four (4) credits.) Prerequisite: Learning Support Peer Tutor Training. Pre-requisites: ( LSPT 2003 Minimum Grade: B or LST 203 Minimum Grade: B )

## Mathematics

MATH 0095. **Academic Assist Mathematics.** A laboratory course for students having difficulties with College Algebra. It is co-requisite and paired with MATH 1111. Two hours institutional credit.

MATH 0098. **Learning Support Math I.** A program of study in which a graphing calculator will be used extensively to facilitate the learning of basic algebra skills (operations with signed numbers, simplifying constant and variable expressions, solving and graphing linear equations and inequalities). One hour of laboratory work is required. Four hours Institution Credit.

MATH 0099. **Learning Support Math II.** A program of study preparing students for success in college -level mathematics. Enrollment is by placement, by satisfactory completion of MATH 0098, or by volunteering for the course. Course content includes operation on polynomials (including factoring), solving systems of equations, and solving quadratic equations. One hours of laboratory work is required. Four hours Institutional Credit. The course may be repeated with an S (Satisfactory) grade.

MATH 1101. **ECORE-Intro to Math Modeling.**

MATH 1111. **College Algebra.** This course is a functional approach to algebra that incorporates the use of appropriate technology. Emphasis will be placed on the study of functions, and their graphs, inequalities, and linear, quadratic, piece-wise defined, rational, polynomial, exponential, and logarithmic functions. Appropriate applications will be included. Prerequisite: 2 years of high school algebra. Offered every semester. (3-0-3)

MATH 1112. **Plane Trigonometry.** Trigonometric functions, derivation of standard formulae, identities, inverse functions and equations, use of logarithmic and exponential functions, and solution of triangles. Prerequisite: MATH 1111. Offered each semester. (3-0-3) Pre-requisites: ( MATH 1111 or MTH 110 )

MATH 1113. **Precalculus.** This course is designed to prepare students for calculus, physics, and related technical subjects. Topics include an



intensive study of algebraic and transcendental functions accompanied by analytic geometry. Prerequisite: 3 years of high school mathematics including two years of algebra. Offered every semester. (3-0-3) Pre-requisites:

MATH 1113H. **Precalculus-Honors.**

MATH 1120. **Calculus I.** A study of the fundamental concepts of the calculus: limits and continuity, differentiation, the mean value theorem, applications of differentiations, Riemann integration, the Fundamental Theorem of Calculus, and elementary applications of integration. Prerequisite: MATH 1113. Offered every semester. (4-0-4) Pre-requisites: ( MATH 1113 or MTH 113 or MATH 1113H ) or ( MTH 110 and MTH 111 ) or ( MATH 1111 and MATH 1112 )

MATH 1120H. **Calculus I - Honors.** Calculus I for the Honors Program Pre-requisites: ( MATH 1113 or MATH 1113H or MTH 113 )

MATH 1401. **ECORE-Intro to Statistics.**

MATH 1501. **ECORE-Calculus I.**

MATH 2204. **Elementary Statistics.** The study of the nature of statistics, the fundamental concepts of probability, the methods of collecting and analyzing data, and the techniques of making inferences based upon data. Technology, in the form of graphing calculators and statistical software, will be integrated in the course. Prerequisite: MATH 1111 or MATH 1113. Offered every semester. (3-0-3) Pre-requisites: MATH 1111 or MATH 1113 or MTH 113 or MTH 110

MATH 2204H. **Elem Statistics- Honors.**

MATH 2221. **Calculus II.** This is a continuation of Calculus I. It deals with further applications of one variable integration, the techniques of integration, sequences, series, indeterminate forms and improper integrals. Technology, in the form of graphing calculators and modeling software, will be integrated in the course. Prerequisite: MATH 1120. Offered every semester. (4-0-4) Pre-requisites: MATH 1120 or MTH 112 or MATH 1501

MATH 2221H. **Calculus II-Honors.**

MATH 2222. **Calculus III.** This is a continuation of Calculus II. It introduces students to the notions of vector calculus commonly used in engineering and science applications: vector and scalar functions of several variables, gradients, curl and divergence, mini-max theorems, multiple integrals, line integrals, the theorems of Green, Gauss and Stokes, and their applications. Technology in the form of graphing calculators and modeling software, will be integrated in the course. Prerequisite: MATH 2221. Offered every semester. (4-0-4) Pre-requisites: MATH 2221 or MTH 210

MATH 2223. **Discrete Systems I.** A course designed to give students an early experience of the power and applicability of discrete models in the solution of problems in mathematics, the sciences, computer science and engineering. Discrete Systems I focuses on linear algebra and its applications. Corequisite: MATH 2221 or MATH 2222. Offered every Fall Semester. (3-0-3) Pre-requisites: MATH 2221 or MTH 210 or MATH 2222 or MTH 211

MATH 2223H. **Discrete Systems I - Honors.**

MATH 2224. **Discrete Systems II.** Topics include number theory, graphs and algorithms, analysis of algorithms, Boolean logic, discrete stochastic models, and an applications-oriented introduction to modern algebra. Corequisite: MATH 2221 or MATH 2222. Offered every Spring Semester. (3-0-3) Pre-requisites: ( MATH 2221 or MTH 210 ) or ( MATH 2222 or MTH 211 )

MATH 2224H. **Discrete Systems II-Honors.**

MATH 3001. **Number Theory for Teachers.** Introduces students to concepts of number theory appropriate for middle grades and early childhood classrooms, including divisibility, number bases, primality, congruence, along with applications to discrete probability, cryptography, mental arithmetic, geometry, art, and music. Offered in alternate fall semesters. Prerequisite: MATH 1111 or MATH 1113, and junior standing. (3-0-3) Pre-requisites: MATH 1111 or MTH 110 or MATH 1113 or MTH 113

MATH 3002. **Geometry for Teachers.** Euclidean geometry appropriate for middle grades and early childhood teachers. Field work required. Prerequisite: Permission of instructor. Offered every Spring Semester. (3-0-3) Pre-requisites: ( MATH 1120 or MTH 112 or MATH 1113 or MTH 110 or MATH 1111 ) or ( MTH 108 and MTH 109 )

MATH 3100. **Modern Geometry.** This course includes the study of topics in classical Euclidean Geometry, non-Euclidean Geometry (Spherical and Hyperbolic), Projective, Algebraic and Differential Geometry and Finite Geometry. The course also explores current research topics such as sphere packing and Fermat curves, and promotes the use of technology as a tool for geometric discovery. Prerequisites: MATH 2222 and MATH 2223. Offered every spring semester. (3-0-3) Pre-requisites: ( MATH 2222 or MTH 212 ) and ( MATH 2223 or MTH 312 )

MATH 3200. **Number Theory.** This course includes the study of divisibility, congruence, quadratic reciprocity, Diophantine equations, continued fractions, multiplicative functions, algebraic and transcendental numbers, and promotes the use of technology to explore advanced topics of current interest. Prerequisites: MATH 2222 and MATH 2224. Offered every fall semester. (3-0-3) Pre-requisites: ( MATH 2222 or MTH 212 ) and MATH 2224

MATH 3313. **Differential Equations.** This course provides students of mathematics, science and pre-engineering with a qualitative, numeric and analytic approach to the dynamical systems commonly encountered in their disciplines. Prerequisites: MATH 2222 and MATH 2223. Offered fall of alternate years. (3-0-3) Pre-requisites: ( MATH 2222 or MTH 211 ) and ( MATH 2223 or MTH 312 )

MATH 3313H. **Differential Equations- Honors.**

MATH 3316. **Analysis I.** This course introduces students to the basic elements of mathematical analysis. Topics include the topology of Euclidean space, sequences and limits, continuity and differentiation. Prerequisites: MATH 2222 and MATH 2223. Offered fall of alternate years. (3-0-3) Pre-requisites: ( MATH 2222 or MTH 211 ) and ( MATH 2223 or MTH 312 )

MATH 3317. **Analysis II.** A continuation of Analysis I. Topics include the integrals of Riemann-Stieltjes and Lebesgue, infinite series and products, sequences of functions, Fourier series and integrals. Prerequisite: MATH 3316. Offered in spring of alternate years. (3-0-3) Pre-requisites: MATH 3316

MATH 3320. **Scientific Computation.** An introduction to the elements of modern scientific computing, using visualization, vector-level thinking skills, numeric models, and analytic techniques. Prerequisites: MATH 2222, MATH 2223, and Introduction to Structured Programming. Offered each Spring Semester. (3-0-3) Pre-requisites: ( MATH 2222 or MTH 211 ) and ( MATH 2223 or MTH 312 ) and ( CSCI 1301 or CSC 220 )

MATH 3322. **Adv Mathematical Modeling.** Teaches the art of mathematical modeling and the techniques of validation in deterministic and stochastic settings. Prerequisites: MATH 2222 and MATH 2204 or MATH 3325. Offered in alternate Fall semesters. (3-0-3) Pre-requisites: ( MATH 2222 or MTH 211 ) and ( MATH 2204 or MTH 204 ) or ( MATH 3325 or MTH 325 )

MATH 3325. **Mathematical Statistics.** A course designed to give students of mathematics, computer science, the physical sciences, and pre-engineering a reasoned introduction to probability and statistics using the multivariable calculus. Prerequisite: MATH 2222. Offered every Spring Semester. (3-0-3) Pre-requisites: ( MATH 2222 or MTH 211 )

MATH 4412. **Modern Algebra I.** This course gives students an understanding of standard algebra structures: groups, rings, ideals and fields, and their relationship to models from number theory & geometry. Prerequisites: MATH 2222 and MATH 2224. Offered every Fall Semester. (3-0-3) Pre-requisites: ( MATH 2222 or MTH 211 ) and MATH 2224

MATH 4413. **Modern Algebra II.** This is a continuation of Modern Algebra I. Topics include classification theorems for finite groups, field extensions, Galois theory and applications, algebraic coding theory. Prerequisite: MATH 4412. Offered every Spring Semester. (3-0-3) Pre-requisites: ( MATH 4412 or MTH 412 )

MATH 4440. **Partial Differential Equations.** The purpose of this course is to familiarize students with the elements of partial differential equations and related aspects of applied mathematics in a modeling context. Topics include boundary value problems, Fourier and generalized Fourier series, Fourier integrals, Laplace and Fourier transforms, the heat, wave, and potential equations. Prerequisite: MATH 3313. Offered Fall Semester of alternate years. (3-0-3) Pre-requisites: ( MATH 3313 or MTH 313 )

MATH 4442. **Complex Analysis.** An introduction to basic ideas concerning functions of one complex variable. Topics include analytic functions, Cauchy's integral theorem, series and products, calculus of residues, conformal mapping, asymptotic methods, and applications to heat conduction, electrostatics, aerodynamics and hydrodynamics. Prerequisite: MATH 3313. Offered Spring Semester of alternate years. (3-0-3) Pre-requisites: MATH 3313 or MTH 313

MATH 4450. **Topology I.** A study of general topological spaces, continuity, compactness, connectedness, separability, and characterization of metrizable spaces. Prerequisite: MATH 3316. Offered Fall Semester in alternate years. (3-0-3) Pre-requisites: ( MATH 3316 or MTH 314 )

MATH 4451. **Topology II.** A continuation of Topology I, emphasizing the elements of geometric and algebraic topology. Topics include identification spaces, fundamental group, triangulations, surface theory, knot theory. Prerequisite: MATH 4450 and MATH 4412. Offered Spring Semester in alternate years. (3-0-3) Pre-requisites: ( MATH 4450 or MTH 450 ) and ( MATH 4412 or MTH 412 )

MATH 4454. **Industrial Mathematics I.** This course introduces students to a variety of mathematical techniques used to make organizational, scheduling, and optimization decisions in research and industrial settings. Prerequisites: MATH 3313 and MATH 3325. Offered Fall Semester of alternate years. (3-0-3) Pre-requisites: ( MATH 3313 or MTH 313 ) and ( MATH 3325 or MTH 325 )

MATH 4455. **Industrial Mathematics II.** A course that provides students with modeling and problem solving experiences that parallel

applications of mathematics in industrial, and research and development settings. Prerequisites: MATH 4454, MATH 4440. Offered Spring Semester of alternate years. (3-0-3) Pre-requisites: MATH 4440

MATH 4456. **Intro to Financial Engineering.** This is an introduction to the mathematical models used in financial engineering, with particular emphasis on models for pricing and hedging derivative securities such as options and futures, and on models for portfolio optimization. The course examines the models of Black-Scholes, Markowitz and their recent modifications, with a variety of applications. Prerequisite: MATH 3325 or a strong, basic knowledge of probability. Offered in Spring semester of alternate years. (3-0-3) Pre-requisites: MATH 3325

MATH 4490. **History and Philosophy of Math.** Topics in the history of mathematics for pre-service teachers. A capstone course emphasizing key ideas in algebra, geometry, probability and statistics, and number theory, in a historical and philosophical context. Prerequisite: Permission of instructor. Offered every May term. (3-0-3)

MATH 4499. **Sr Honors Thesis and Math.** An opportunity for qualified and highly motivated students in mathematics to do mentored research under the guidance of a member of the mathematics faculty. Prerequisite: Senior standing, an average of B or better in mathematics courses, the consent of a faculty mentor, and the approval of the Chair of Mathematics. Offered as appropriate. (3-0-3)

## Management

MGNT 3390. **Human Resources Law.** The current status of legal statutes and issues in human resource management is analyzed. Emerging issues and trends are explored. Pre-requisites: MGNT 3600 or MGT 312

MGNT 3600. **Principles of Management.** Management principles applicable to all types of cooperative enterprises. The vital functions of the manager are studied in detail.

MGNT 3600H. **Prin of Mgnt- HONORS.**

MGNT 3610. **Production-Operations Mgt.** The application of management science principles to the actual management of an industrial plant. Through the application of these techniques, improved decisions are made as to hiring, firing, training, output planning and controlling, raw material acquisition, quality control budgeting, and maintenance expenditures as concerns the manufacturer of products. Pre-requisites: ( BUSA 3050 Minimum Grade: C or MATH 2204 Minimum Grade: C or MTH 204 Minimum Grade: C ) and ( MGNT 3600 Minimum Grade: C or MGT 312 Minimum Grade: C )

MGNT 3615. **Adv Prod-Oper Mgmt.** A continuation of the application of management science principles to the management involved in factories and plants. These techniques aid decision makers in areas involving training, job shop controls, transformation processes, material management and acquisition, total quality control and assurance, and budget controls that concern product manufacturing. Contemporary topics and current issues are a part of the course. Pre-requisites: ( MGNT 3610 Minimum Grade: C or MGT 325 Minimum Grade: C )

MGNT 3650. **Introd to Internat'l Business.** An introduction to the nature and environment of international business, multinational business operations, and the future of international business.

MGNT 3670. **Introd to Human Resource Mgt.** This course is intended as an overview of the field of human resource management for the non-major. Emphasis will be placed on management responsibilities regarding the organization's human resources. Pre-requisites: MGNT 3600 or MGT 312

MGNT 3670S. **Intro HR Mgmt -Study Abroad.**

MGNT 3680. **Organizational Theory-Behav.** The theory and application of behavioral interaction within organizations. Extensive use is made of practice exercises that require organizational effort in the classroom. Pre-requisites: MGNT 3600 or MGT 312

MGNT 3700. **Information System for Mgmt.** This course covers the fundamental principles of information technology and illustrates the effective use of information technology in managerial decision making. The focus will be on the role of IT in formulating and implementing strategies for competitive advantage. Prerequisite: BUSA 2010 (3-0-3 Pre-requisites: ( BUSA 2010 Minimum Grade: C or CIS 1000 Minimum Grade: C )

MGNT 4190. **Strategic Management.** A study of business strategy and strategic planning in relation to company resources, the environment, and changes which may bring opportunities or threats. An opportunity to apply one's skills through strategic case analysis and through the management of a manufacturing firm in a computer-simulated business situation. Pre-requisites: ( MGNT 3600 or MGT 312 ) and ( MKTG 3800 or MKT 320 ) and ( BUSA 3150 or BUS 330 )

MGNT 4260. **Small Business Management.** An introduction to the world of small business including the principles of successful small business management. Pre-requisites: MGNT 3600 or MGT 312

MGNT 4640. **Purchasing Management.** An analysis of the problems and functions of the purchasing agent as they relate both to industrial and consumer goods. Pre-requisites: ( MGNT 3600 Minimum Grade: C or MGT 312 Minimum Grade: C and MKTG 3800 Minimum Grade: C or MKT 320 Minimum Grade: C )

MGNT 4660. **Business Forecasting.** An introduction to the analysis of business fluctuations as a major factor in forecasting business activity on a general level as well as for the individual firm. The importance of forecasting is included along with consideration of macro- economic forces which affect forecasts and various methods of analysis for determination of cyclical factors and other methods of preparing and documenting forecasts. Pre-requisites: BUSA 3050 or MATH 2204 or MTH 204

MGNT 4670. **Adv Human Resource Mgmt.** An overview of the personnel management function in organizations. It serves as an introductory course for the prospective personnel officer and as a survey of personnel responsibilities and activities for any manager with supervisory responsibilities. Pre-requisites: MGNT 3600 or MGT 312 or MATH 2204 or MTH 204

MGNT 4680. **Compensation Management.** This course comes under the broad area of financial management and deals with rewards for the supply of labor. It addresses the ways in which both tangible and intangible forms of compensaton may be used to motivate and reward employee performance. The course also deals with job analysis, job description and job evaluation on the basis of compensable factors as well as designing an equitable pay structure. Additionally, compensation management analyzes the influence of unions and government in determining the compensation of the labor force. It deals with the compensation of both hourly workers and managerial employees. (3-0-3) Pre-requisites: ( MGNT 3600 Minimum Grade: C or MGT 312 Minimum Grade: C )

MGNT 4690. **Labor Management Relations.** An analysis of the industrial relations problems between organized labor and management, and the interrelationships of the union, its members, and the nonunion workers. Pre-requisites: MGNT 3600 or MGT 312

MGNT 4790. **Current Issues in Human Resour.** This course is designed for senior Human Resources students. It acts as a capstone course, and is conducted as a seminar. Current issues in the field of Human Resources will serve as the springboard for discussion and research. Students will have the opportunity to engage others in their field, and the instructor, in a collegial atmosphere designed to stimulate an appreciation and thorough understanding of the issues in the field. Prerequisites: MGNT 4670. (3-0-)\_ Pre-requisites: ( MGNT 4670 Minimum Grade: C or MGT 421 Minimum Grade: C )

## Marketing

MKTG 3800. **Principles of Marketing.** Principles and methods involved in the movement of goods and services from producer to consumer.

MKTG 3850. **Real Estate Principles.** An introduction to the principles of real estate analysis and utilization. Subjects include the nature of real property, the legal instruments involved in real property transactions, market analysis and the determinants of real estate values, the appraisal process, investment and financial analysis, and public policy aspects of real estate planning and utilization. Pre-requisites: ( MKTG 3800 Minimum Grade: C or MKT 320 Minimum Grade: C )

MKTG 3870. **Principles of Transportation.** A study of the economic and service aspects of various means of transportation and related principal physical distribution. Pre-requisites: ( MKTG 3800 Minimum Grade: C or MKT 320 Minimum Grade: C )

MKTG 4800. **Personal Selling.** This course is designed to provide the basic concepts and theories involved with developing and maintaining personal exchange relationships. Students participate in experiential exercises and selling role-playing to develop an understanding and appreciation of the skills required in being a successful salesperson. Prerequisite: MKTG 3800. (3 0 3) Pre-requisites: MKTG 3800 Minimum Grade: C or MKT 320 Minimum Grade: C

MKTG 4805. **Sales Management.** This course is designed to provide students the basic concepts about managing a sales force and how to apply them to solve business problems. In addition, the course will introduce students to the sequence of activities that guide sales managers in the creation and administration of a successful sales program. Prerequisite: MKTG 3800. (3 0 3) Pre-requisites: ( MKTG 3800 Minimum Grade: C or MKT 320 Minimum Grade: C )

MKTG 4820. **Consumer Behavior.** This course is a natural blending of psychology, social psychology, cultural anthropology, sociology, and marketing. Based on empirical research on what the consumer does and why, the course focuses on practical guidelines for the marketing manager. Decision-making models are analyzed, and implications for influencing decisions are highlighted. Although heavily laden with the conceptual frameworks of behavioral science, Consumer Behavior is taught as a marketing course. Pre-requisites: MKTG 3800 or MKT 320

MKTG 4830. **Marketing Communications.** An overview of methods, procedures, strategies, and applications in communicating with consumer and business markets as a integral part of the promotion function with respect to mass communications (advertising and public relations), personal selling, direct marketing, and sales promotion. The various media which may be employed in these forms of the promotion function and the effects upon resulting buyer behavior will be evaluated and considered in their specific applications. Pre-requisites: MKTG 3800

Minimum Grade: C or MKT 320 Minimum Grade: C

MKTG 4850. **Marketing Channels.** An overview of methods, procedures, strategies, and applications in the management of channels of distribution of products and services from producer to final consumer sale. This includes retailing for consumer goods, personnel selling and sales management for business goods, as well as transportation and logistic services. Consumer behavior for household purchasing in the retail market and business buying behavior in the business market are also included. Pre-requisites: MKTG 3800 or MKT 320

MKTG 4870. **Sports Marketing.** A course which 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 sports. Pre-requisites: ( MKTG 3800 Minimum Grade: C or MKT 320 Minimum Grade: C )

MKTG 4880. **Entertainment Marketing.** An introduction to fundamental concepts of marketing activities in the diverse entertainment field. Pre-requisites: ( MKTG 3800 Minimum Grade: C or MKT 320 Minimum Grade: C )

MKTG 4890. **Marketing Management.** An extension of the descriptive aspects of marketing principles into the arena of application. Emphasis is placed on the marketing planning process, environmental analysis, strategic marketing, and the effective implementation of marketing plans. Pre-requisites: ( MKTG 3800 Minimum Grade: C or MKT 320 Minimum Grade: C ) and ( MGNT 3600 Minimum Grade: C or MGT 312 Minimum Grade: C )

MKTG 4910. **Marketing Research.** A course to provide the student with a working knowledge of the principles and theory of business research applied specifically to the marketing environment. The course stresses both concepts and application. Pre-requisites: ( BUSA 3050 Minimum Grade: C or BUS 313 Minimum Grade: C ) and ( MKTG 3800 Minimum Grade: C or MKT 320 Minimum Grade: C ) and BUSA 2010 Minimum Grade: C

## Music

MUSC 0990. **Recital Laboratory.** A weekly laboratory designed to provide experiences in hearing live performances of a wide variety of music including student recitals, guest performances, master classes, and other concerts listed by the music faculty. All majors must register for this class for seven semesters. Transfers will be assessed by the music faculty to determine how many semesters of MUSC 0990 they will need to complete their degree requirements. Credit: 0 hours. Offered F, Sp

MUSC 1100. **Music Appreciation.** Introduction to music listening and literature. A study of traditional forms of music from ancient times to the present with emphasis on the basic elements of music and their relationship. This study emphasizes the development of listening skills and musical understanding. Credit: 3 hours. Offered every semester.

MUSC 1201. **Elementary Harmony Pt I.** A study of the fundamentals of music including intervals, triads, keys, scales, modes, meter, part-writing, figured bass, harmonic analysis, and an intro to modulation. Pre- requisite: Theory Placement Test. Credit: 3 hours. Offered every four semesters.

MUSC 1201H. **Elementary Harmony Pt I-Honors.**

MUSC 1202. **Elementary Harmony Pt 2.** Continuation of study covered in MUSC 1201 expanding to non-harmonic tones, 7th chords, secondary dominants, augmented 6th chords and Neapolitan 6th chords with harmonic analysis to early 19th century. Prerequisite: MUSC 1201. Credit: 3 hours. Offered every four semesters. Pre-requisites: MUSC 1201 Minimum Grade: C

MUSC 1211. **Sight Singing I.** A course designed to develop sight reading skills involving ear training, keyboard performance skills, and sight singing. Credit: 1 hour. To be taken concurrently with MUSC 1201. Offered every four semesters.

MUSC 1212. **Sight Singing II.** Continuation of study covered in MUSC 1211 concentrating on improving skills of ear-training, keyboard performance, and sight singing. Prerequisite: MUSC 1211. Credit: 1 hour. To be taken concurrently with MUSC 1202. Offered every four semesters. Pre-requisites: MUSC 1211 Minimum Grade: C

MUSC 1401. **Group Piano I.** Practical skills and techniques for expressive piano performance, to include the following: reading, improvisation, harmonization, transposition, and sight reading. This course will also provide a variety of piano pieces in contrasting styles for solo and ensemble performance emphasizing melodic, rhythmic, and harmonic structures. Credit: 2 hours. Sequence begins every four semesters.

MUSC 1402. **Group Piano II.** Practical skills and techniques for expressive piano performance, maintaining and refining the techniques of reading, improvisation, harmonization, transposition, sight reading. This course will also build a repertory of solo piano pieces; analyze rhythmic, melodic, and harmonic structures; and perform solo pieces as well as accompaniments to instrumental and vocal solos. Credit: 2 hours. Sequence begins every four semesters. Pre-requisites: MUSC 1401 Minimum Grade: C

MUSC 151A. **Flute.**

MUSC 151B. **Oboe.**

MUSC 151C. **Clarinet.**

MUSC 151D. **Clarinet Bass.**

MUSC 151E. **Bassoon.**

MUSC 151F. **Saxophone Alto.**

MUSC 151G. **Saxophone Tenor.**

MUSC 151H. **Trumpet.**

MUSC 151I. **French Horn.**

MUSC 151J. **Trombone.**

MUSC 151K. **Euphonium.**

MUSC 151L. **Tuba.**

MUSC 151M. **Percussion.**

MUSC 151N. **Piano.**

MUSC 151P. **Organ.**

MUSC 151Q. **Harpsichord.**

MUSC 151W. **Voice.**

MUSC 151X. **Guitar.** Major area. Freshman level. One hour lesson per week.

MUSC 152A. **Flute.** Major area. Freshman level. One hour flute lesson per week. Pre-requisites: MUSC 151A

MUSC 152B. **Oboe.**

MUSC 152C. **Clarinet.** Major area. Freshman level. One hour clarinet lesson per week. Pre-requisites: MUSC 151C

MUSC 152D. **Bass Clarinet.** Major area. Freshman level. One hour bass clarinet lesson per week. Pre-requisites: MUSC 151D

MUSC 152E. **Bassoon.** Major area. Freshman level. One hour bassoon lesson per week. Pre-requisites: MUSC 151E

MUSC 152F. **Saxophone Alto.** Pre-requisites: MUSC 151F

MUSC 152G. **Saxophone Tenor.**

MUSC 152H. **Trumpet.**

MUSC 152I. **French Horn.**

MUSC 152J. **Trombone.**

MUSC 152K. **Euphonium.** Major area. Freshman level. One hour euphonium lesson per week. Pre-requisites: MUSC 151K

MUSC 152L. **Tuba.**

MUSC 152M. **Percussion.**

MUSC 152N. **Piano.**

MUSC 152P. **Organ.**

MUSC 152Q. **Harpsichord.**

MUSC 152W. **Voice.**

MUSC 152X. **Guitar.** Major area. Freshman level. One hour guitar lesson per week. Pre-requisites: MUSC 151X Minimum Grade: C

MUSC 171. **Bassoon.**

MUSC 171A. **Flute.**

MUSC 171B. **Oboe.**

MUSC 171C. **Clannet.**

MUSC 171D. **Clannet Bass.**

MUSC 171F. **Saxophone Alto.**

MUSC 171G. **Saxophone Tenor.**

MUSC 171H. **Trumpet.**

MUSC 171I. **French Horn.**

MUSC 171J. **Trombone.**

MUSC 171K. **Euphonium.**

MUSC 171M. **Percussion.**

MUSC 171N. **Piano.**

MUSC 171P. **Organ.**

MUSC 171W. **Voice.**

MUSC 171X. **Guitar.** Minor area. Freshman level. One hour guitar lesson per week.

MUSC 172. **Applied Music.** Pre-requisites: MUSC 171 Minimum Grade: C or MUS 161 Minimum Grade: C

MUSC 172A. **Flute.** Minor area. Freshman level. One hour flute lesson per week. Pre-requisites: MUSC 171A Minimum Grade: C

MUSC 172B. **Oboe.** Minor area. Freshman level. One hour oboe lesson per week. Pre-requisites: MUSC 171B Minimum Grade: C

MUSC 172C. **Clarinet.** Minor area. Freshman level. One hour clarinet lesson per week. Pre-requisites: MUSC 171C Minimum Grade: C or MUS 161C Minimum Grade: C

MUSC 172D. **Clarinet Bass.** Minor area. Freshman level. One hour bass clarinet lesson per week. Pre-requisites: MUSC 171D Minimum Grade: C or MUS 161D Minimum Grade: C

MUSC 172E. **Bassoon.** Minor area. Freshman level. One hour bassoon lesson per week. Pre-requisites: MUSC 171E Minimum Grade: C

MUSC 172F. **Saxophone Alto.** Minor area. Freshman level. One hour alto saxophone lesson per week. Pre-requisites: MUSC 171F Minimum Grade: C

MUSC 172G. **Saxophone Tenor.** Minor area. Freshman level. One hour tenor saxophone lesson per week. Pre-requisites: MUSC 171G Minimum Grade: C or MUS 161G Minimum Grade: C

MUSC 172H. **Trumpet.** Minor area. Freshman level. One hour trumpet lesson per week. Pre-requisites: MUSC 171H Minimum Grade: C

MUSC 172I. **French Horn.** Minor area. Freshman level. One hour french horn lesson per week. Pre-requisites: MUSC 171I Minimum Grade: C

MUSC 172J. **Trombone.** Minor area. Freshman level. One hour trombone lesson per week. Pre-requisites: MUSC 171J Minimum Grade: C

MUSC 172K. **Euphonium.** Minor area. Freshman level. One hour euphonium lesson per week. Pre-requisites: MUSC 171K Minimum Grade: C

MUSC 172L. **Tuba.** Minor area. Freshman level. One hour tuba lesson per week. Pre-requisites: MUSC 171L Minimum Grade: C or MUS 171S Minimum Grade: C

MUSC 172M. **Percussion.** Minor area. Freshman level. One hour percussion lesson per week. Pre-requisites: MUSC 171M Minimum Grade: C

MUSC 172N. **Piano.** Minor area. Freshman level. One hour piano lesson per week. Pre-requisites: MUSC 171N Minimum Grade: C

MUSC 172P. **Organ.** Minor area. Freshman level. One hour organ lesson per week. Pre-requisites: MUSC 171P Minimum Grade: C

MUSC 172Q. **Harpsichord.** Minor area. Freshman level. One hour harpsichord lesson per week. Pre-requisites: MUSC 171Q Minimum Grade: C or MUS 171Y Minimum Grade: C

MUSC 172W. **Voice.** Minor area. Freshman level. One hour voice lesson per week. Pre-requisites: MUSC 171W Minimum Grade: C or MUS 171W Minimum Grade: C

MUSC 172X. **Guitar.** Minor area. Freshman level. One hour guitar lesson per week. Pre-requisites: MUSC 171X Minimum Grade: C

MUSC 173M. **Alto Saxophone.**

MUSC 2010. **SW Civic Chorus.** A mixed, non-auditioned choral organization comprised of students, faculty, and townspeople, performing major choral works with piano/organ or orchestral accompaniment. Credit: 1 hour. Offered at least one a year. May be taken more than once.

MUSC 2030. **GSW Chamber Singers.** A mixed, auditioned chamber choral organization specializing in Renaissance madrigal repertoire through contemporary jazz, show, and pop music. Credit: 1 hour. Offered F, Sp. May be taken more than once.

MUSC 2080. **GSW Concert Band.**

MUSC 2080H. **GSW Concert Band-Honors.**

MUSC 2090. **GSW Concert Choir.**

MUSC 2120. **Small Ensemble.** An auditioned chamber ensemble performance experience in brass, woodwind, and percussion instruments. Credit: 1 hour. Offered F, Sp. May be taken more than once.

MUSC 2130. **Jazz Band.** An auditioned jazz band which provides the student an opportunity to study and perform the best in jazz literature. Opportunities for solo-improvisation are provided. Credit: 1 hour. Offered F, Sp. May be taken more than once.

MUSC 2203. **Intermediate Harmony.** Continuation of materials covered in MUSC 1201 & 1202 expanding to mid and later 19th Century harmonic analysis, melody harmonization, introductory composition exercises, and an introduction to arranging, orchestration, and counterpoint. Pre-requisites: MUSC 1202 Minimum Grade: C

MUSC 2213. **Sight Singing III.** Continuation of sight reading and sight singing skills taught in MUSC 1211 and 1213 with emphasis on ear-training, keyboard performance skills, and singing. Prerequisite: MUSC 1212. Credit: 1 hour. To be taken concurrently with MUSC 2303. Offered every four semesters. Pre-requisites: MUSC 1212 Minimum Grade: C

MUSC 2214. **Sight Singing IV.** Continuation of sight reading and sight singing skills taught in MUSC 1211, 1213, and 2213 with emphasis on ear-training, keyboard performance skills, and singing. Pre-requisite: MUSC 2213. Credit: 1 hour. To be taken concurrently with MUSC 3204. Offered every four semesters. Pre-requisites: MUSC 2213 Minimum Grade: C

MUSC 2400. **Introduction to Conducting.** Introduction and development of skills basic to instrumental and choral conducting. Credit: 1 hour. Offered every four semesters.

MUSC 251A. **Flute.**

MUSC 251B. **Oboe.**

MUSC 251C. **Clarinet.**

MUSC 251D. **Clarinet Bass.**

MUSC 251E. **Bassoon.**

MUSC 251F. **Saxophone Alto.**

MUSC 251G. **Saxophone Tenor.**

MUSC 251H. **Trumpet.**

MUSC 251I. **French Horn.**

MUSC 251J. **Trombone.**

MUSC 251K. **Euphonium.** Major area. Sophomore level. One hour euphonium lesson per week. Pre-requisites: MUSC 152K

MUSC 251L. **Tuba.**

MUSC 251M. **Percussion.**

MUSC 251N. **Piano.**

MUSC 251P. **Organ.**

MUSC 251Q. **Harpsichord.**



MUSC 251W. **Voice.**

MUSC 251X. **Guitar.** Major area. Sophomore level. One hour guitar lesson per week. Pre-requisites: MUSC 172X Minimum Grade: C

MUSC 252A. **Flute.** Major area. Sophomore level. One hour flute lesson per week. Pre-requisites: MUSC 251A Minimum Grade: C

MUSC 252B. **Oboe.** Major area. Sophomore level. One hour oboe lesson per week. Pre-requisites: MUSC 251B Minimum Grade: C

MUSC 252C. **Clarinet.** Major area. Sophomore level. One hour lesson clarinet lesson per week. Pre-requisites: MUSC 251C Minimum Grade: C or MUS 251C Minimum Grade: C

MUSC 252D. **Clarinet Bass.** Major area. Sophomore level. One hour bass clarinet lesson per week. Pre-requisites: MUSC 251D Minimum Grade: C or MUS 251D Minimum Grade: C

MUSC 252E. **Bassoon.** Major area. Sophomore level. One hour bassoon lesson per week. Pre-requisites: MUSC 251E Minimum Grade: C

MUSC 252F. **Saxophone Alto.** Major area. Sophomore level. One hour alto saxophone lesson per week. Pre-requisites: MUSC 251F Minimum Grade: C

MUSC 252G. **Saxophone Tenor.** Major area. Sophomore level. One hour tenor saxophone lesson per week. Pre-requisites: MUSC 251G Minimum Grade: C or MUS 251O Minimum Grade: C

MUSC 252H. **Trumpet.** Major area. Sophomore level. One hour trumpet lesson per week. Pre-requisites: MUSC 251H Minimum Grade: C

MUSC 252I. **French Horn.** Major area. Sophomore level. One hour french horn lesson per week. Pre-requisites: MUSC 251I Minimum Grade: C

MUSC 252J. **Trombone.** Major area. Sophomore level. One hour trombone lesson per week. Pre-requisites: MUSC 251J Minimum Grade: C

MUSC 252K. **Euphonium.** Major area. Sophomore level. One hour euphonium lesson per week. Pre-requisites: MUSC 251K Minimum Grade: C

MUSC 252L. **Tuba.** Major area. Sophomore level. One hour tuba lesson per week. Pre-requisites: MUSC 251L Minimum Grade: C or MUS 251S Minimum Grade: C

MUSC 252M. **Percussion.** Major area. Sophomore level. One hour percussion lesson per week. Pre-requisites: MUSC 251M Minimum Grade: C

MUSC 252N. **Piano.** Major area. Sophomore level. One hour piano lesson per week. Pre-requisites: MUSC 251N Minimum Grade: C

MUSC 252P. **Organ.** Major area. Sophomore level. One hour organ lesson per week. Pre-requisites: MUSC 251P Minimum Grade: C

MUSC 252Q. **Harpsichord.** Major area. Sophomore level. One hour harpsichord lesson per week. Pre-requisites: MUSC 251Q Minimum Grade: C or MUS 251Y Minimum Grade: C

MUSC 252W. **Voice.** Major area. Sophomore level. One hour voice lesson per week. Pre-requisites: MUSC 251W Minimum Grade: C or MUS 251W Minimum Grade: C

MUSC 252X. **Guitar.** Major area. Sophomore level. One hour guitar lesson per week. Pre-requisites: MUSC 251X Minimum Grade: C

MUSC 253L. **Tuba.**

MUSC 253N. **Piano.**

MUSC 2650. **Early Childhood Music.** A study of the fundamental concepts of music needed by early childhood grade teachers and the application of the concepts to musical activities appropriate for growth and development in music at this level.

MUSC 271A. **Flute.**

MUSC 271B. **Oboe.**

MUSC 271C. **Clarinet.**

MUSC 271D. **Clarinet Bass.**

MUSC 271E. **Bassoon.**

MUSC 271F. **Saxophone Alto.**

MUSC 271G. **Saxophone Tenor.**

MUSC 271H. **Trumpet.**

MUSC 271I. **French Horn.**

MUSC 271J. **Trombone.**

MUSC 271K. **Euphonium.**

MUSC 271L. **Tuba.**

MUSC 271M. **Percussion.**

MUSC 271N. **Piano.**

MUSC 271P. **Organ.**

MUSC 271Q. **Harpsichord.**

MUSC 271W. **Voice.** Minor area. Sophomore level. One hour voice lesson per week. Pre-requisites: MUSC 172W

MUSC 271X. **Guitar.** Minor area. Sophomore level. One hour guitar lesson per week. Pre-requisites: MUSC 252X Minimum Grade: C

MUSC 272A. **Flute.** Minor area. Sophomore level. One hour flute lesson per week. Pre-requisites: MUSC 271A Minimum Grade: C

MUSC 272B. **Oboe.** Minor area. Sophomore level. One hour oboe lesson per week. Pre-requisites: MUSC 271B Minimum Grade: C

MUSC 272C. **Clarinet.** Minor area. Sophomore level. One hour clarinet lesson per week. Pre-requisites: MUSC 271C Minimum Grade: C or MUSC 271C Minimum Grade: C

MUSC 272D. **Clarinet Bass.** Minor area. Sophomore level. One hour bass clarinet lesson per week. Pre-requisites: MUSC 271D Minimum Grade: C or MUSC 271D Minimum Grade: C

MUSC 272E. **Bassoon.** Minor area. Sophomore level. One hour bassoon lesson per week. Pre-requisites: MUSC 271E Minimum Grade: C

MUSC 272F. **Saxophone Alto.** Minor area. Sophomore level. One hour alto saxophone lesson per week. Pre-requisites: MUSC 271F Minimum Grade: C

MUSC 272G. **Saxophone Tenor.** Minor area. Sophomore level. One hour tenor saxophone lesson per week. Pre-requisites: MUSC 271G Minimum Grade: C

MUSC 272H. **Trumpet.** Minor area. Sophomore level. One hour trumpet lesson per week. Pre-requisites: MUSC 271H Minimum Grade: C

MUSC 272I. **French Horn.** Minor area. Sophomore level. One hour french horn lesson per week. Pre-requisites: MUSC 271I

MUSC 272J. **Trombone.** Minor area. Sophomore level. One hour trombone lesson per week. Pre-requisites: MUSC 271J Minimum Grade: C

MUSC 272K. **Euphonium.** Minor area. Sophomore level. One hour euphonium lesson per week. Pre-requisites: MUSC 271K Minimum Grade: C

MUSC 272L. **Tuba.** Minor area. Sophomore level. One hour tuba lesson per week. Pre-requisites: MUSC 271L Minimum Grade: C or MUSC 271L Minimum Grade: C

MUSC 272M. **Percussion.** Minor area. Sophomore level. One hour percussion lesson per week. Pre-requisites: MUSC 271M

MUSC 272N. **Piano.** Minor area. Sophomore level. One hour piano lesson per week. Pre-requisites: MUSC 271N Minimum Grade: C

MUSC 272P. **Organ.** Minor area. Sophomore level. One hour organ lesson per week. Pre-requisites: MUSC 271P Minimum Grade: C

MUSC 272Q. **Harpsichord.** Minor area. Sophomore level. One hour harpsichord lesson per week. Pre-requisites: MUSC 271Q

MUSC 272W. **Voice.** Minor area. Sophomore level. One hour voice lesson per week. Pre-requisites: MUSC 271W

MUSC 272X. **Guitar.** Minor area. Sophomore level. One hour guitar lesson per week. Pre-requisites: MUSC 271X Minimum Grade: C

MUSC 3040. **GSW Chamber Singers.** MUSC 3040 is an advanced auditioned chamber choral ensemble specializing in Renaissance madrigal repertoire, vocal chamber literature, and 20th century vocal jazz. Especially geared towards music majors as an introduction to choral literature beyond the level of Concert Choir. Performs frequently on campus and represents the university off campus and around the state.

MUSC 3071. **Music in Early Childhood, K-4.** Designed to introduce the student to the professional field of music education and acquaint the student with the curriculum structure, materials, and methods of teaching at the early childhood level. Prerequisites: EDUC 2010; MUSC 3204; Admission to Teacher Education Program. Credit: 3 hours. Offered every three semesters. Pre-requisites: EDUC 2010 Minimum Grade: C and MUSC 3204 Minimum Grade: C

MUSC 3082. **Music in the Middle Sch (4-8).** Designed to acquaint the music education major with the curriculum structure, materials, and methods of teaching music in the middle grades. Prerequisite: MUSC 3071. Credit: 3 hours. Offered every three semesters. Pre-requisites: MUSC 3071 Minimum Grade: C

MUSC 3090. **Music in the Elementary School.** This course is designed to acquaint the student with the curriculum, materials, and methods of teaching music in preschool through elementary grades.

MUSC 3093. **Choral Music,Secondary School.** A course involved with materials and methods necessary in conducting a secondary choral music program. Prerequisite: MUSC 3071 and 3082. Credit: 2 hours. Offered every three semesters. Pre-requisites: MUSC 3071 Minimum Grade: C and MUSC 3082 Minimum Grade: C

MUSC 3103. **Instrumental Music,Secondary.** Designed to provide future band directors with the foundations and principles for teaching instrumental music in the secondary school. Prerequisites: MUSC 3071 and 3082. Credit: 2 hours. Offered every three semesters. Pre-requisites: MUSC 3071 Minimum Grade: C and MUSC 3082 Minimum Grade: C

MUSC 3120. **Small Ensemble.** An advanced auditioned chamber ensemble performance experience in brass, woodwind and percussion instruments. Especially geared towards music majors as an introduction to instrumental literature above the level of the Concert Band. Performs frequently on and off campus.

MUSC 3155. **Mus Hist Ancient to Baroque.** A study of music from ancient Greek and early Christian music to the end of the Baroque period.

MUSC 3165. **Mus Hist - Classic to Modern.** A study of music from the Classical period to present day.

MUSC 3180. **History - Multicultural.** Designed to offer an introduction to music other than that developed from the European tertian harmonic (major/minor) tradition including an examination of the music, instruments, and cultures of India, the Middle East, Greece, China, Japan, Indonesia, Africa, Latin America, and the North American Indian and African American. Credit: 2 hours. Offered every four semesters.

MUSC 3200. **Brass Techniques.** Acquaints students with the performance fundamentals and teaching methods for brass instruments. Credit: 1 hour. Offered every four semesters.

MUSC 3204. **Adv Harmony.** Application of principle and techniques acquired in MUSC 1201, 1202, 2303 with examination of late 19th and 20th Century harmonic techniques and a continuation of harmonic and formal analysis and applications of counterpoint. Prerequisite: MUSC 2303. Credit: 3 hours. Offered every four semesters. Pre-requisites: MUSC 2303 Minimum Grade: C

MUSC 3204H. **Adv Harmony-Hnr.**

MUSC 3210. **Woodwind Techniques.** Concentrates on the performance fundamentals and teaching methods for woodwind instruments. Credit: 1 hour. Offered every four semesters.

MUSC 3220. **String Techniques.** Designed to provide techniques for performance and methods of teaching stringed instruments (violin family). Credit: 1 hour. Offered every four semesters.

MUSC 3230. **Percussion Techniques.** Provides students with the techniques for performance and methods of teaching percussion instruments. Credit: 1 hour. Offered every four semesters.

MUSC 3240. **Perf and Teach Meth-Clrm Inst.** Concentrates on basic performance skills on recorder and guitar. Students will perform selected melodic and harmonic musical examples. Additionally, students will accompany selected compositions using I-IV-V chords in keys of C-F and G. Credit: 1 hour. Offered every four semesters.

MUSC 3250. **Voice Techniques.** Designed to study voice and basic principles of its use, including vocal techniques for individual and group performance. Basic techniques of vocal pedagogy are emphasized. Credit: 2 hours. Offered every four semesters.

MUSC 3300. **Choral Conducting.** Provides students with basic skills in choral conducting including hand and baton techniques, score study, rehearsal techniques and performance practices. Prerequisite: MUSC 2400. Credit: 1 hour. Offered every four semesters. Pre-requisites: MUSC 2400 Minimum Grade: C

MUSC 3310. **Instrumental Conducting.** Develops basic skills in instrumental conducting, including hand and baton techniques, score study, rehearsal techniques and performance practices. Prerequisite: MUSC 2400. Credit: 1 hour. Offered every four semesters. Pre-requisites: MUSC 2400 Minimum Grade: C

MUSC 3400. **Junior Recital.** Taken concurrently with MUSC 352 or MUSC 372 Applied Music. Student will work with Applied Music Instructor and Accompanist in preparation for 20-30 minute recital program.

MUSC 351A. **Flute.**

MUSC 351B. **Oboe.**

MUSC 351C. **Clarinet.**

MUSC 351D. **Clarinet Bass.**

MUSC 351E. **Bassoon.**

MUSC 351F. **Saxophone Alto.**

MUSC 351G. **Saxophone Tenor.**

MUSC 351H. **Trumpet.**

MUSC 351I. **French Horn.**

MUSC 351J. **Trombone.**

MUSC 351K. **Euphonium.**

MUSC 351L. **Tuba.**

MUSC 351M. **Percussion.**

MUSC 351N. **Piano.**

MUSC 351P. **Organ.**

MUSC 351Q. **Harpsichord.** Major area. Junior level. One hour harpsichord lesson per week. Pre-requisites: MUSC 252Q

MUSC 351W. **Voice.**

MUSC 351X. **Guitar.** Major area. Junior level. One hour guitar lesson per week. Pre-requisites: MUSC 272X Minimum Grade: C

MUSC 352A. **Flute.** Major area. Junior level. One hour flute lesson per week. Pre-requisites: MUSC 351A Minimum Grade: C

MUSC 352B. **Oboe.** Major area. Junior level. One hour oboe lesson per week. Pre-requisites: MUSC 351B Minimum Grade: C

MUSC 352C. **Clarinet.** Major area. Junior level. One hour clarinet lesson per week. Pre-requisites: MUSC 351C Minimum Grade: C MUS 351C Minimum Grade: C

MUSC 352D. **Clarinet Bass.** Major area. Junior level. One hour bass clarinet lesson per week. Pre-requisites: MUSC 351D Minimum Grade: C or MUS 351D Minimum Grade: C

MUSC 352E. **Bassoon.** Major area. Junior level. One hour bassoon lesson per week. Pre-requisites: MUSC 351E Minimum Grade: C or MUS 351B Minimum Grade: C

MUSC 352F. **Saxophone Alto.** Major area. Junior level. One hour alto saxophone lesson per week. Pre-requisites: MUSC 351F Minimum Grade: C

MUSC 352G. **Saxophone Tenor.** Major area. Junior level. One hour tenor saxophone lesson per week. Pre-requisites: MUSC 351G Minimum Grade: C or MUS 351O Minimum Grade: C

MUSC 352H. **Trumpet.** Major area. Junior level. One hour trumpet lesson per week. Pre-requisites: MUSC 351H Minimum Grade: C

MUSC 352I. **French Horn.** Major area. Junior level. One hour french horn lesson per week. Pre-requisites: MUSC 351I Minimum Grade: C

MUSC 352J. **Trombone.** Major area. Junior level. One hour trombone lesson per week. Pre-requisites: MUSC 351J Minimum Grade: C

MUSC 352K. **Euphonium.** Major area. Junior level. One hour euphonium lesson per week. Pre-requisites: MUSC 351K Minimum Grade: C

MUSC 352L. **Tuba.** Major area. Junior level. One hour tuba lesson per week. Pre-requisites: MUSC 351L Minimum Grade: C or MUS 351S Minimum Grade: C

MUSC 352M. **Percussion.** Major area. Junior level. One hour percussion lesson per week. Pre-requisites: MUSC 351M Minimum Grade: C

MUSC 352N. **Piano.** Major area. Junior level. One hour piano lesson per week. Pre-requisites: MUSC 351N Minimum Grade: C

MUSC 352NH. **Piano-Honors.** Pre-requisites: MUSC 351N Minimum Grade: C

MUSC 352P. **Organ.** Applied Music. Major area. Junior level. One hour lesson per week.

MUSC 352Q. **Harpsichord.** Major area. Junior level. One hour harpsichord lesson per week. Pre-requisites: MUSC 351Q Minimum Grade: C or MUS 351Y Minimum Grade: C

MUSC 352R. **Trumpet.**

MUSC 352W. **Voice.** Major rea. Junior level. One hour voice lesson per week. Pre-requisites: MUSC 351W Minimum Grade: C or MUS 351W Minimum Grade: C

MUSC 352X. **Guitar.** Major area. Junior level. One hour guitar lesson per week. Pre-requisites: MUSC 351X Minimum Grade: C

MUSC 371A. **Flute.** Minor area. Junior level. One hour flute lesson per week. Pre-requisites: MUSC 272A

MUSC 371B. **Oboe.**

MUSC 371C. **Clarinet.**

MUSC 371D. **Clarinet Bass.**

MUSC 371E. **Bassoon.**

MUSC 371F. **Saxophone Alto.**

MUSC 371G. **Saxophone Tenor.**

MUSC 371H. **Trumpet.**

MUSC 371I. **French Horn.**

MUSC 371J. **Trombone.**

MUSC 371K. **Euphonium.**

MUSC 371L. **Tuba.**

MUSC 371M. **Percussion.**

MUSC 371N. **Piano.**

MUSC 371P. **Organ.**

MUSC 371Q. **Harpsichord.**

MUSC 371W. **Voice.**

MUSC 371X. **Guitar.** Minor area. Junior level. One hour guitar lesson per week. Pre-requisites: MUSC 352X Minimum Grade: C

MUSC 372A. **Flute.** Minor area. Junior level. One hour flute lesson per week. Pre-requisites: MUSC 371A or MUS 371A

MUSC 372B. **Oboe.** Minor area. Junior level. One hour oboe lesson per week. Pre-requisites: MUSC 371B or MUS 371B

MUSC 372C. **Clarinet.** Minor area. Junior level. One hour clarinet lesson per week. Pre-requisites: MUSC 371C or MUS 371C

MUSC 372D. **Clarinet Bass.** Minor area. Junior level. One hour bass clarinet lesson per week. Pre-requisites: MUSC 371D or MUS 371D

MUSC 372E. **Bassoon.** Minor area. Junior level. One hour bassoon lesson per week. Pre-requisites: MUSC 371E or MUS 371E

MUSC 372F. **Saxophone Alto.** Minor area. Junior level. One hour alto saxophone lesson per week. Pre-requisites: MUSC 371F or MUS 371F

MUSC 372G. **Saxophone Tenor.** Minor area. Junior level. One hour tenor saxophone lesson per week. Pre-requisites: MUSC 371G or MUS 371G

MUSC 372H. **Trumpet.** Minor area. Junior level. One hour trumpet lesson per week. Pre-requisites: MUSC 371H

MUSC 372I. **French Horn.** Minor area. Junior level. One hour french horn lesson per week. Pre-requisites: MUSC 371I or MUS 371I

MUSC 372J. **Trombone.** Minor area. Junior level. One hour trombone lesson per week. Pre-requisites: MUSC 371J Minimum Grade: C

MUSC 372K. **Euphonium.** Minor area. Junior level. One hour euphonium lesson per week. Pre-requisites: MUSC 371K or MUS 371K

MUSC 372L. **Tuba.** Minor area. Junior level. One hour tuba lesson per week. Pre-requisites: MUSC 371L or MUS 371L

MUSC 372M. **Percussion.** Minor area. Junior level. One hour percussion lesson per week. Pre-requisites: MUSC 371M or MUS 371M

MUSC 372N. **Piano.** Minor area. Junior level. One hour piano lesson per week. Pre-requisites: MUSC 371N or MUS 371N

MUSC 372P. **Organ.** Minor area. Junior level. One hour organ lesson per week. Pre-requisites: MUSC 371P Minimum Grade: C

MUSC 372Q. **Harpsichord.** Minor area. Junior level. One hour harpsichord lesson per week. Pre-requisites: MUSC 371Q or MUS 371Q

MUSC 372W. **Voice.** Minor area. Junior level. One hour voice lesson per week. Pre-requisites: MUSC 371W

MUSC 372X. **Guitar.** Minor area. Junior level. One hour guitar lesson per week. Pre-requisites: MUSC 371X Minimum Grade: C

MUSC 451A. **Flute.**

MUSC 451B. **Oboe.**

MUSC 451C. **Clarinet.**

MUSC 451D. **Clarinet Bass.**

MUSC 451E. **Bassoon.**

MUSC 451F. **Saxophone.**

MUSC 451G. **Saxophone Tenor.**

MUSC 451H. **Trumpet.**

MUSC 451I. **French Horn.**

MUSC 451J. **Trombone.**

MUSC 451K. **Euphonium.**

MUSC 451L. **Tuba.**

MUSC 451M. **Percussion.**

MUSC 451N. **Piano.**

MUSC 451P. **Organ.** Major area. Senior level. One hour organ lesson per week. Pre-requisites: MUSC 352P

MUSC 451Q. **Harpsichord.**

MUSC 451W. **Voice.**

MUSC 451X. **Guitar.** Major area. Senior level. One hour guitar lesson per week. Pre-requisites: MUSC 372X Minimum Grade: C

MUSC 452A. **Flute.** Major area. Senior level. One hour flute lesson per week. Pre-requisites: MUSC 451A

MUSC 452B. **Oboe.** Major area. Senior level. One hour oboe lesson per week. Pre-requisites: MUSC 451B or MUS 451B

MUSC 452C. **Clarinet.** Major area. Senior level. One hour clarinet lesson per week. Pre-requisites: MUSC 451C or MUS 451C

MUSC 452D. **Clarinet Bass.** Major area. Senior level. One hour bass clarinet lesson per week. Pre-requisites: MUSC 451D or MUS 451D

MUSC 452E. **Bassoon.** Major area. Senior level. One hour bassoon lesson per week. Pre-requisites: MUSC 451E

MUSC 452F. **Saxophone Alto.** Major area. Senior level. One hour alto saxophone lesson per week. Pre-requisites: MUSC 451F or MUS 451F

MUSC 452G. **Saxophone Tenor.** Major area. Senior level. One hour tenor saxophone lesson per week. Pre-requisites: MUSC 451G or MUS 451G

MUSC 452H. **Trumpet.** Major area. Senior level. One hour trumpet lesson per week. Pre-requisites: MUSC 451H

MUSC 452I. **French Horn.** Major area. Senior level. One hour french horn lesson per week. Pre-requisites: MUSC 451I Minimum Grade: C

MUSC 452J. **Trombone.** Major area. Senior level. One hour trombone lesson per week. Pre-requisites: MUSC 451J or MUS 451J

MUSC 452K. **Euphonium.** Major area. Senior level. One hour euphonium lesson per week. Pre-requisites: MUSC 451K

MUSC 452L. **Tuba.** Major area. Senior level. One hour tuba lesson per week. Pre-requisites: MUSC 451L or MUS 451L

MUSC 452M. **Percussion.** Major area. Senior level. One hour percussion lesson per week. Pre-requisites: MUSC 451M or MUS 451M

MUSC 452N. **Piano.** Major area. Senior level. One hour piano lesson per week. Pre-requisites: MUSC 451N or MUS 451N

MUSC 452P. **Organ.** Major area. Senior level. One hour organ lesson per week. Pre-requisites: MUSC 451P or MUS 451P

MUSC 452Q. **Harpsichord.** Major area. Senior level. One hour harpsichord lesson per week. Pre-requisites: MUSC 451Q or MUS 451Q

MUSC 452W. **Voice.** Major area. Senior level. One hour voice lesson per week. Pre-requisites: MUSC 451W or MUS 451W

MUSC 452X. **Guitar.** Major area. Senior level. One hour guitar lesson per week. Pre-requisites: MUSC 451X Minimum Grade: C

MUSC 453L. **Tuba.**

MUSC 471A. **Flute.**

MUSC 471B. **Oboe.**

MUSC 471C. **Clarinet.**

MUSC 471D. **Clarinet Bass.**

MUSC 471E. **Bassoon.**

MUSC 471F. **Saxophone Alto.**

MUSC 471G. **Saxophone Tenor.**

MUSC 471H. **Trumpet.** Minor area. Senior level. One hour trumpet lesson per week. Pre-requisites: MUSC 372H

MUSC 471I. **French Horn.**

MUSC 471J. **Trombone.** Minor area. Senior level. One hour trombone lesson per week. Pre-requisites: MUSC 372J

MUSC 471K. **Euphonium.**

MUSC 471L. **Tuba.**

MUSC 471M. **Percussion.**

MUSC 471N. **Piano.**

MUSC 471P. **Organ.**

MUSC 471Q. **Harpsichord.**

MUSC 471W. **Voice.**

MUSC 471X. **Guitar.** Minor area. Senior level. One hour guitar lesson per week. Pre-requisites: MUSC 452X Minimum Grade: C

MUSC 472A. **Flute.** Minor area. Senior level. One hour flute lesson per week. Pre-requisites: MUSC 471A or MUS 471A

MUSC 472B. **Oboe.** Minor area. Senior level. One hour oboe lesson per week. Pre-requisites: MUSC 471B or MUS 471B

MUSC 472C. **Clarinet.** Minor area. Senior level. One hour clarinet lesson per week. Pre-requisites: MUSC 471C or MUS 471C

MUSC 472D. **Clarinet Bass.** Minor area. Senior level. One hour bass clarinet lesson per week. Pre-requisites: MUSC 471D

MUSC 472E. **Bassoon.** Minor area. Senior level. One hour bassoon lesson per week. Pre-requisites: MUSC 471E or MUS 471E

MUSC 472F. **Saxophone Alto.** Minor area. Senior level. One hour alto saxophone lesson per week. Pre-requisites: MUSC 471F or MUS 471F

MUSC 472G. **Saxophone Tenor.** Minor area. Senior level. One hour tenor saxophone lesson per week. Pre-requisites: MUSC 471G or MUS 471G

MUSC 472H. **Trumpet.** Minor area. Senior level. One hour trumpet lesson per week. Pre-requisites: MUSC 471H or MUS 471H

MUSC 472I. **French Horn.** Minor area. Senior level. One hour french horn lesson per week. Pre-requisites: MUSC 471I or MUS 471I

MUSC 472J. **Trombone.** Minor area. Senior level. One hour trombone lesson per week. Pre-requisites: MUSC 471J or MUS 471J

MUSC 472K. **Euphonium.** Minor area. Senior level. One hour euphonium lesson per week. Pre-requisites: MUSC 471K or MUS 451K

MUSC 472L. **Tuba.** Minor area. Senior level. One hour tuba lesson per week. Pre-requisites: MUSC 471L or MUS 471L

MUSC 472M. **Percussion.** Minor area. Senior level. One hour percussion lesson per week. Pre-requisites: MUSC 471M or MUS 471M

MUSC 472N. **Piano.** Minor area. Senior level. One hour piano lesson per week. Pre-requisites: MUSC 471N or MUS 371N

MUSC 472P. **Organ.** Minor area. Senior level. One hour organ lesson per week. Pre-requisites: MUSC 471P or MUS 471P

MUSC 472Q. **Harpichord.** Minor area. Senior level. One hour harpsichord lesson per week. Pre-requisites: MUSC 471Q or MUS 471Q

MUSC 472W. **Voice.** Minor area. Senior level. One hour voice lesson per week. Pre-requisites: MUSC 471W Minimum Grade: C

MUSC 472X. **Guitar.** Minor area. Senior level. One hour guitar lesson per week. Pre-requisites: MUSC 471X Minimum Grade: C

MUSC 4800. **Senior Recital.** Taken concurrently with MUSC 452 or MUSC 472 Applied Music. Student will work with Applied Music Instructor and Accompanist in preparation for a 40-50 minute recital program.

## Nursing

NURS 1000. **Introduction to Nursing.** Introduces the beginning student to scientifically based skills, concepts, and theories of nursing. Emphasis is on maintenance of health and prevention of disability in people with temporary or well defined disruptions in health. Using the nursing process, the student will provide care to adults with selected, commonly occurring medical-surgical problems. These areas introduced are reinforced and expanded through- out the curriculum. Provides five hours theory and six hours of clinical and other planned laboratory experiences per week. Credit: 7 hours(5 theory, 1 clinical/campus lab). Pre-requisites: BIOL 2030 and BIOL 2040 and NURS 1100

NURS 1010. **Intro to Health Care.** This course is designed to familiarize students with the full range of opportunities in the health professions, with a particular focus on the field of nursing. It provides an overview of the diversity and richness of careers in the health professions, including newer fields, such as genetics and informatics. The students explore the complex web of social, technological, and economic forces that shape the United States health care system, and the resulting opportunities and challenges to current and future health care providers. Prerequisites: None. Corequisites: None. (1-0-1)

NURS 1100. **Pharmacology I.** An introduction to pharmacology as it is utilized in nursing. Basic explanations of pharmacology, drugs, their origins, nomenclature, measurement and calculations, administration, body reactions, nursing responsibilities, and legal issues will be covered. The student will also be introduced to selected major drug classifications, their interactions in the body, and selected drugs in these classifications. Credit: 2 hours.

NURS 1300. **Nursing of Adults.** Presents the use of the nursing process to provide care for adults with selected, commonly occurring medical-surgical problems. Emphasis is on health maintenance and prevention of disability in clients with chronic problems requiring special continuing care. Provides three hours theory and six hours of clinical or other planned laboratory experience per week for a total of seven weeks. Credit: 4 hours (3 theory, 1 clinical/campus lab). Pre-requisites: NUR 1000 Minimum Grade: C and BIOL 2030 Minimum Grade: C and BIOL 2040 Minimum Grade: C and NURS 1100 Minimum Grade: C and BIOL 2050

NURS 1400. **Psychiatric Nursing.** Acquaints the beginning practitioner with the essential concepts of mental health and mental illness. The course builds on the student's knowledge of normal patterns of behavior, personality development, and defense mechanisms. Focuses on the use of the nursing process in caring for clients exhibiting emotional disorders. Therapeutic communication skills are integrated and practiced throughout the course. Provides three hours theory and three hours of clinical experience per week for a total of seven weeks. Credit: 4 hours (3 theory, 1 clinical). Pre-requisites: NURS 1000 Minimum Grade: C and BIOL 2030 Minimum Grade: C and BIOL 2040 Minimum Grade: C and NURS 1100 Minimum Grade: C and BIOL 2050

NURS 2000. **Intro to Prof Nsg Practice.** NURS 2000 is a foundation course upon which subsequent nursing courses are built. Concepts, principles, and techniques which are scientifically based are introduced focusing on nursing as a profession, fundamental psycho- social needs and interactions, basic physiological responses to stress, and nursing in various health delivery systems.

NURS 2100. **Nursing of the Family.** Focuses on a family-centered approach to meeting health needs during the childbearing and childrearing years. Provides six hours of theory and nine hours of clinical ex- perience per week. Credit: 9 hours (6 theory, 3 clinical). Pre-requisites: NURS 1300 Minimum Grade: C and NURS 1400 Minimum Grade: C and BIOL 2050 Minimum Grade: C and NURS 2250 and NURS 1000 and BIOL 2030 and BIOL 2040 and NURS 1100

NURS 210A. **Nutrition.** A study of the principles of nutrition as they apply to the maintenance and improvement of health in the individual and community.

NURS 2150. **Nutrition.** A study of the principles of nutrition as they apply to the maintenance and improvement of health in the individual and community.



NURS 2250. **Pharmacology II.** A continuation of Pharmacology I with further exploration of the major drug classifications. Specific drugs used in more complicated or advanced disease processes, emergency drugs, poisons, and drugs used in special situations will be focused upon. Credit: 2 hours. Pre-requisites: NURS 1100 Minimum Grade: C

NURS 2300. **Nursing Dimensions.** A seminar course designed to help students understand nursing trends through a study of historical developments and of current social, economic and political forces which influence nursing and shape its future. Explores contemporary issues, areas of employment, legal and professional responsibilities and personal qualifications in order to ease the transition from nursing student to registered nurse. Credit: 2 hours.

NURS 2350. **Adv Nursing.** Continues the development of the nursing process in order to provide care to adults with selected, complex medical-surgical problems which present serious disruptions in health. Provides six hours theory and nine hours of clinical/lab experience per week. Credit: 9 hours. Pre-requisites: NURS 2100 Minimum Grade: C and NURS 2250 Minimum Grade: C and NURS 2300

NURS 2500. **Basic Clinical Skills I.** Introduces the student to scientifically based skills of nursing. The skills in this course are reinforced and expanded throughout the curriculum.

NURS 2600. **Concepts of Prof Nursing.** NURS 2600 is a foundations course upon which subsequent nursing courses are built. Nursing as a profession, changes occurring over the years, current factors influencing nursing and health care, and nursing roles are the major topics of focus. Concepts and principles basic to nursing as a profession and concepts of health care are explored. Prerequisites: Designated major PNUR. Corequisites: None. (2-0-2)

NURS 2700. **Clinical Therapeutics.** NURS 2700 is a beginning nursing course in which basic physiological functioning of major biological systems, adaptive responses, and deviations in normal functions are studied. Application of the nursing process to maintain health and in response to selected disruptions, with emphasis on scientifically based interventions and skills necessary for providing care to diverse client populations. Professional standards of care, ethical and legal responsibilities of the nurse when carrying out interventions and/or skills are reviewed. Use of the nursing process and skills learned in this course are reinforced and expanded throughout the curriculum. The following documentation is due at the beginning of this course: Completed student health statement, updated immunizations, CPR certification, malpractice & health insurances. Prerequisites: PSYC 2103 & designated major PNUR. Corequisites: None. PERMISSION OF THE INSTRUCTOR REQUIRED. (3-3-4) Pre-requisites: PSYC 2103

NURS 2700L. **Clinical Therapeutics Lab.** Pre-requisites: ( PSYC 2103 )

NURS 3000. **Health Promotion.** This course is designed to provide students with the basic knowledge and skills needed to provide health promotion and disease prevention interventions, essential components of comprehensive health care. The course includes content on health promotion, risk reduction, and disease prevention strategies across the life span, with emphasis on application to rural clients; health behavior models and theories; change theories; health education principles, theories, and strategies. Prerequisites: None. Corequisites: None. (2-0-2)

NURS 3000H. **Health Promotion- Honors.**

NURS 3010. **Prof Nurs Practice for RNs.** This is an online course that is directed to the RN student returning to school for a baccalaureate degree in nursing. This is an introductory course to the BSN curriculum that examines concepts and perspectives in contemporary nursing. The content builds on the RN's prior experience and nursing education. Examples of content include, ethical principles, health care economics, legislative process, nursing theories, health & wellness, critical thinking, current trends & issues in nursing. Prerequisites: Licensed registered professional nurse. Corequisites: None. (2-0-2)

NURS 3030. **Nutrition.** A study of the principles of normal nutrition as they apply to the maintenance and promotion of health in individuals, families, groups, and communities. Prerequisites: None. Corequisites: None. (2-0-2)

NURS 3050. **Teaching in Nursing Practice.** Content is designed to provide a foundation to improve teaching effectiveness and facilitate learning for clients, families, and health care groups. The course links an experiential dimension of teaching and learning theories to nursing practice. The evaluation component of the teaching process is explored. Guidelines for evaluating learning and teaching strategies are considered. Credit: 2 hours.

NURS 3100. **Nursing of Adults I.** Illnesses common in the adult population are explored, especially as presented in the acute care setting. Emphasis is on identification, treatment, and/or resolution of acute and long term health problems. Health promotion and disease prevention as they apply to specific disease entities are also discussed. The influence of genetics, alternative or cultural health practices, and application of nursing care in the community are reviewed as they relate to specific illnesses as well as collaborative care with other health care professionals. Prerequisites: Acceptance to the Nursing Program. Corequisites: NURS 3200, NURS 3610. (4-6-6).

NURS 3100L. **Nursing Adults I Lab.**

NURS 3150. **Human Pathophysiology.** A study of the physiological changes and states associated with disease. Prerequisites: Anatomy & Physiology I & II. Corequisites: None. (3-0-3). Pre-requisites: BIOL 2030 Minimum Grade: C and BIOL 2040 Minimum Grade: C or BIO 203 Minimum Grade: C or BIO 204 Minimum Grade: C

NURS 3200. **Health Assessment.** Assessment skills for clients across the life span are presented for the purpose of determining health status. Theory and skills necessary to obtain a comprehensive health history and complete physical examination are emphasized. Assessment skills in conducting an interview for the purpose of nutritional, cultural, and family pedigree information are incorporated. Special assessment techniques unique to children, older adults, and clients with functional disabilities are included. Physical findings indicating genetic disorders are also introduced.. Prerequisites: Acceptance to the Nursing Program. Corequisites: NURS 3100, NURS 3610. (3-2-4).

NURS 3200L. **Health Assessment Lab.**

NURS 3200R. **Health Assessment for RN's.** Assessment skills for clients across the life span are presented for the purpose of determining health status. Theory and skills necessary to obtain a comprehensive health history and complete physical examination are emphasized. Assessment skills in conducting an interview for the purpose of nutritional, cultural, and family pedigree information are incorporated. Special assessment techniques unique to children, older adults, and clients with functional disabilities are included. Physical findings indicating genetic disorders are also introduced.

NURS 3290. **Int'l Health Care Delivery Sys.** This course compares the health care delivery systems of the United States and one European Union country and one Latin American country. (3-0-3)

NURS 3320. **Ad Psychosocial Nsg Concepts.** A study of concepts necessary to provide advanced psycho- social nursing care. Content includes theories of crisis intervention and their application to potential and actual crisis situations. Attention is given to individuals, families, groups, and communities. A holistic approach to nursing is supported by providing opportunities to integrate knowledge of psychosocial and pathophysiological processes. Credit: 3 hours.

NURS 3350. **Care of Aging Adult.** An exploration of the physiological and psychological changes that are common to the aging adult. Content will include: theories of aging, pharmacology, nutrition, sociocultural influences, sexuality, and ethical and legal issues. Nursing interventions related to the aging adult will be considered, and components of health assessment will be examined. Credit: 3 hours.

NURS 3500. **Ethical Issues in Health Care.** An exploration of contemporary ethical issues in health care delivery in light of various models of moral thought. Ethical decision-making models are used to analyze issues such as rationing of health care, abortion, euthanasia, surrogate motherhood, genetic engineering, and rights of subjects of research and experimentation. An elective course. Prerequisites: None. Corequisites: None. (3-0-3).

NURS 3510. **Basic Clinical Skills II.** Introduces the student to scientifically based skills of nursing which are more complex. The skills in this course are reinforced throughout the curriculum and built on previously learned basic skills.

NURS 3600. **Transcultural Health Care.** An introduction to transcultural health care. The study of health care in a variety of cultural settings is accomplished through comparative analysis from a nursing perspective. Historical, political, and religious factors which impact health care beliefs of the caregiver and the client are studied within the framework of cultural health care theory. An elective course. Prerequisites: None. Corequisites: None. (3-0-3).

NURS 3610. **Pharmacology.** This course addresses the principles of nursing management in drug therapy, the basics of core drug knowledge, and patient-related variables. Nursing management of the patient's response to medication is discussed according to the various body systems, pathological conditions, and major drug classifications. Prerequisites: Acceptance to Nursing Program. Corequisites: NURS 3100, NURS 3200. (3-0-3)

NURS 3630. **Pharmacology I.** This course addresses the principles of nursing management in drug therapy, the basics of core drug knowledge, and patient-related variables. Nursing management of the patient's response to medication is discussed according to various body systems, pathological conditions, and major drug classifications. (2-0-2)

NURS 3700. **Women's Health Care Issues.** An exploration of contemporary health care issues of particular concern to women. Violence, sexuality, health- compromising behaviors, and reproductive issues are included as well as the impact of the feminist movement, women's health worldwide, and famous women who have contributed to health care reform. An elective course. Prerequisites: None. Corequisites: None. (3-0-3).

NURS 3710. **Nursing Childbearing Family.** Nursing of the Childbearing Family is designed to focus on a family-centered approach in providing care to childbearing individuals and their families. Pre-requisites: NURS 3100 and NURS 3150 or BIOL 3150 or BIO 315 and NURS 3200 or NUR 320 and NURS 3510 and NURS 3610

NURS 3710A. **Nurs Childbearing Fam Lab.** Lab for Nursing Childbearing Family

NURS 3710B. **Nurs Childbearing Fam lab.** Nursing Childbearing Family lab

NURS 3750. **Nursing of the Family.** Focuses on a family-centered approach to meeting health needs during the childbearing and childrearing years. Prerequisites: NURS 3000, NURS 3030, NURS 3100, NURS 3200, NURS 3610. Corequisites: None. (6-9-9) Pre-requisites: ( NURS 3630 and NURS 3100 and NURS 3200 )

NURS 3750H. **Nursing of the Family-Honors.**

NURS 3750L. **Nursing of the Family Lab.**

NURS 3770. **Issues in Adolescence.** An exploration of the contemporary health, health care, and related issues of concern to professionals who work with adolescent populations. This course is an elective course. Prerequisites: None. Corequisites: None. (3-0-3).

NURS 3800. **Psychiatric-Mental Health Nurs.** The course acquaints the beginning practitioner with the essential concepts of mental health and mental illness and builds on the student's knowledge of normal patterns of behavior, personality development, and defense mechanisms. The focus is on the use of the nursing process in caring for clients exhibiting emotional disorders and maladaptive behaviors. Therapeutic communication skills are integrated and practiced throughout the course. Pre-requisites: NURS 3100 and NURS 3150 or BIOL 3150 or BIO 315 and NURS 3200 or NUR 320 and NURS 3510 and NURS 3610

NURS 3800A. **Psychiatric-Men H Nurs Lab.** Psychiatric Mental Health Nursing Lab

NURS 3800B. **Psychiatric-Men H Nurs lab.** Psychiatric Mental Health Nursing Lab

NURS 3850. **Gerontological Nursing.** An exploration of the physiological and psychological changes that are common to the aging adult. Content include theories of aging, issues related to healthy aging, illness, pharmacology, nutrition, sexuality, ethical/legal situations and sociocultural influences. Prerequisites: NURS 3100, NURS 3200, NURS 3610, NURS 3000, NURS 3030. Corequisites: None. (2-3-3) Pre-requisites: ( NURS 3100 and NURS 3200 and NURS 3630 and NURS 3000 )

NURS 3850L. **Gerontological Nursing Lab.**

NURS 3900. **Research.** An overview of the complete research process in nursing. Critical analysis of published research and evaluation for applicability to nursing practice. [last offered Spring, 2004] Pre-requisites: MATH 2204 or MATH 204

NURS 4000. **Senior Seminar.** A seminar course to examine concepts and perspectives in contemporary nursing. The course will provide guided opportunities to synthesize concepts from all nursing courses. [last offered Spring 2004] Pre-requisites: ( NURS 3100 Minimum Grade: C and NURS 3150 Minimum Grade: C and NURS 3200 Minimum Grade: C and NURS 3510 Minimum Grade: C and NURS 3610 Minimum Grade: C and NURS 3710 Minimum Grade: C and NURS 3800 Minimum Grade: C and NURS 3900 Minimum Grade: C )

NURS 4010. **Leadership in Nursing.** Selected principles of leadership and management as they relate to health care delivery and to specific nursing service roles in which nurses function. Includes content on leadership roles, management theories, components of effective management, organizational dynamics, political and economic context of health care, and career development strategies. Prerequisites: All nursing courses 3xxx. Corequisites: NURS 4100. (3-0-3). Pre-requisites: ( NURS 3150 Minimum Grade: C and NURS 3200 Minimum Grade: C )

NURS 4010R. **Leadership for RN's.** Selected principles of leadership and management as they relate to health care delivery and to specific nursing service roles in which nurses function. Includes content on leadership roles, management theories, components of effective management, organizational dynamics, political and economic context of health care, and career development strategies.

NURS 4030. **Research in Nursing.** An overview of the complete research process in nursing. Critical analysis of published research and evaluation for applicability to nursing practice. Sufficient content is provided to allow the student to select a researchable nursing problem and develop a research proposal. Credit: 3 hours.

NURS 4100. **Nursing of Adults II.** A study of complex diseases in the adult population. Emphasis is on promotion and maintenance of health and prevention of disability in clients with acute, critical, and long-term health problems. Prerequisites: All nursing courses 3xxx. Corequisites: NURS 4010. (3-6-5) Pre-requisites: ( NURS 3100 Minimum Grade: C and NURS 3200 Minimum Grade: C and NURS 3630 Minimum Grade: C ) and NURS 3000 and NURS 3030 and NURS 3750 and NURS 3850

NURS 4100A. **Nursing of Adults II Lab.**

NURS 4100B. **Nursing of Adults II Lab.**

NURS 4100L. **Nursing of Adults II Lab.**

NURS 4200. **Psychiatric-Mental Health Nurs.** The course acquaints the beginning practitioner with the essential concepts of mental health and mental illness and builds on the student's knowledge of normal patterns of behavior, personality development, and defense mechanisms. The focus is on the use of the nursing process in caring for clients exhibiting emotional disorders and maladaptive behaviors. Therapeutic communication skills are integrated and practiced throughout the course. Prerequisites: All NURS courses 3xxx. Corequisites: None. (3-6-5). Pre-requisites: ( NURS 3100 Minimum Grade: C and NURS 3150 Minimum Grade: C and NURS 3200 Minimum Grade: C and NURS 3510 Minimum Grade: C and NURS 3610 Minimum Grade: C )

NURS 4200L. **Psych-Mental Health Nurs Lab.**

NURS 4300. **Nurs of the Childrearing Fam.** A study of theory and skills utilized in the nursing process to provide care to the child and his/her family. [last offered Fall 2003] Pre-requisites: ( NURS 3710 Minimum Grade: C )

NURS 4300L. **Nursof the ChildrearFam Lab.**

NURS 4350. **Gerontological Nursing.** An exploration of the physiological and psychological changes that are common to the aging adult. Content will include: theories of aging, pharmacology, nutrition, socio- cultural influences, sexuality, and ethical and legal issues. Nursing interventions related to the aging adult will be considered, and components of health assessment will be reviewed. [last offered Spring 2004] Pre-requisites: ( NURS 3100 Minimum Grade: C and NURS 3150 Minimum Grade: C or BIOL 3150 Minimum Grade: C or BIO 315 Minimum Grade: C and NURS 3200 Minimum Grade: C or NUR 320 Minimum Grade: C and NURS 3610 Minimum Grade: C )

NURS 4400. **Community Health Nursing.** A course designed to aid the baccalaureate nursing student in developing skills essential to population-based practice. This course requires the student to integrate prior knowledge and skills from maternal child health nursing, medical/surgical nursing, and mental health nursing with concepts of primary care in order to promote and maintain health and prevent disease. Emphasis will be on conducting community assessments, planning and implementing appropriate interventions based on assessment finding, presenting health data to groups, facilitating the development of community coalitions, and collaborating with community partners for effective change in health policy. Prerequisites: NURS 4010, NURS 4100, NURS 4200. Corequisites: None. (3-6-5). Pre-requisites: ( NURS 3150 Minimum Grade: C and NURS 3200 Minimum Grade: C )

NURS 4400L. **Community Health Nursing Lab.**

NURS 4400R. **Com-Pub H Nurs for RN's.** A course designed to aid the baccalaureate nursing student in developing skills essential to population-based practice. This course requires the student to integrate prior knowledge and skills from maternal child health nursing, medical/surgical nursing, and mental health nursing with concepts of primary care in order to promote and maintain health and prevent disease. Emphasis will be on conducting community assessments, planning and implementing appropriate interventions based on assessment finding, presenting health data to groups, facilitating the development of community coalitions, and collaborating with community partners for effective change in health policy. Pre-requisites: ( NURS 3150 Minimum Grade: C and NURS 3200 Minimum Grade: C )

NURS 4450. **Pop Foc Prac in PHN for RNs.** An online course designed to aid the nurse in developing and/or revitalizing skills essential to population-based practice in conjunction with clinical/prevention skills already obtained in the workforce. Emphasis will be on conducting community assesments, planning and implementing appropriate interventions based on assessment findings, presenting health data to groups, facilitating the development of community coalitions, and collaborating with community partners for effective change in health policy. Prerequisites: Licensed professional registered nurse. Corequisites: none. (4-0-4)

NURS 4460. **Dir Study in Com B Nurs RNs.** This course is designed to supplement the outline Population Health Nursing course. Other types of community based nursing, such as school health, occupational health, hospice, and prison health are explored. Students can choose to complete their population health project in public health or in any of the above listed areas. Prerequisites: Licensed registered professional nurse. Corequisites: none. (0-3-1)

NURS 4500. **Practicum.** The final nursing clinical course in the baccalaureate nursing education program is known as the Practicum. This course involves selected experiences for the exploration and application of the basic concepts and theories of nursing leadership and management that facilitate transition to the professional role of the nurse. A self-directed contractual agreement is utilized to develop competencies that are expected of the baccalaureate prepared nurse within three broad categories: provider, manager, and member of the profession. [last offered Spring 2004] Pre-requisites: ( NURS 4010 Minimum Grade: C and NURS 4400 Minimum Grade: C ) or ( NURS 4450 Minimum Grade: C and NURS 4460 Minimum Grade: C and NURS 4010 Minimum Grade: C )

NURS 4630. **Pharmacology II.** Pre-requisites: ( NURS 3100 Minimum Grade: C and NURS 3200 Minimum Grade: C and NURS 3630 Minimum Grade: C )

NURS 4800. **Research in Nursing.** An overview of basic research concepts and process. Critical analysis of published research and evaluation for applicability to nursing practice. Prerequisites: MATH 2204, NURS 4100, NURS 4010, NURS 4200. Corequisites: None. (3-0-3). Pre-

requisites: ( MATH 2204 Minimum Grade: C and NURS 4100 Minimum Grade: C and NURS 4010 Minimum Grade: C and NURS 4200 Minimum Grade: C )

NURS 4900. **Practicum in Nursing.** Students in this clinical course develop and implement a self-directed contract encompassing their nursing education to-date. Completion of this course, under the guidance of a faculty advisor and a clinical preceptor, facilitates the student's transition to the professional nursing role. Prerequisites: NURS 4010, NURS 4100, NURS 4200. Corequisites: NURS 4400, NURS 4800. (1-9-4). Pre-requisites: ( NURS 4100 Minimum Grade: C and NURS 4200 Minimum Grade: C and NURS 4010 Minimum Grade: C )

## **Physical Education**

PEDS 1010. **Lifetime Fitness.**

PEDS 1020. **Aerobics - Walk-Jog.**

PEDS 1030. **Step Aerobics.**

PEDS 1100. **Beg Swimming.**

PEDS 1180. **Canoeing.**

PEDS 1250. **Beg Tennis.**

PEDS 1270. **Archery.**

PEDS 1280. **Beg Golf.**

PEDS 1290. **Badminton.**

PEDS 1300. **Bowling.**

PEDS 1330. **Weight Training.**

PEDS 1590. **Volleyball.**

PEDS 1610. **Varsity Sports I.**

PEDS 1620. **Varsity Sports II.** Pre-requisites: PEDS 1610

PEDS 1630. **Varsity Sports III.** Pre-requisites: PEDS 1610 and PEDS 1620

PEDS 1640. **Varsity Sports IV.** Pre-requisites: PEDS 1610 and PEDS 1620 and PEDS 1630

PEDS 1670. **Varsity Sports III.**

PEDS 1700. **Fundamentals of Dance.**

PEDS 1770. **Beg Ballet.**

PEDS 1800. **Aerobic Dance.**

PEDS 1910. **Beg Yoga.** The purpose of the course is to provide the beginning students with the skills and knowledge needed to practice yoga on their own. (0-2-1)

PEDS 1940. **Karate.**

PEDS 2000. **CPR and First Aid.** This course is required of all students as part of the general curriculum. The course is designed to provide every student knowledge and practical skill practice in a current first aid, cardiopulmonary resuscitation techniques and HIV/AIDS education

## **Philosophy- E CORE**

PHIL 1001. **ECORE-Intro to Philosophy.**

## **Physics**

PHYS 1100. **Introduction to Engineering.** This course will introduce the dual degree student to the nature of engineering both as methodology and as a practical career choice. The history, current state and potential future of different fields of engineering will be surveyed with the help of specific examples. A detailed discussion of the different types of practical skills and theoretical background required for a

successful career in engineering will be included. Prerequisite: Engineering Dual-Degree Major. (1-0-1)

PHYS 1111. **Introduction to Physics I.** Emphasizes classical mechanics, including Newton's laws, rotational motion, and oscillators; wave motion; and thermodynamics. Prerequisite: MATH 1113 or permission of instructor. (3-2-4) Pre-requisites: ( MATH 1113 or MTH 113 ) or ( MTH 110 and MTH 111 ) or ( MATH 1120 or MTH 112 or MATH 1120H )

PHYS 1112. **Introduction to Physics II.** Emphasizes classical electromagnetism, optics, and modern concepts, including relativity, quantum mechanics, and atomic and nuclear structure. Prerequisite: PHYS 1111. (3-2-4) Pre-requisites: ( PHYS 1111 or PHY 201 )

PHYS 1112H. **Intro to Physics II-Honors.**

PHYS 1211K. **ECORE-Prin of Physics.** Pre-requisites: MATH 1120 Minimum Grade: D or MATH 1501 Minimum Grade: D or MATH 112 Minimum Grade: D

PHYS 1212K. **ECORE-Prin of Physics II.** Pre-requisites: ( PHYS 1211K Minimum Grade: D or PHYS 2211 Minimum Grade: D or PHY 211 Minimum Grade: D ) and ( MATH 1120 Minimum Grade: D or MATH 1501 Minimum Grade: D or MTH 112 Minimum Grade: D )

PHYS 1221. **Solar System Astronomy.**

PHYS 1222. **Stellar Astronomy.** Introductory survey course for non-science majors. Does not require GEOL 1221/PHYS 1221. The main focus of this class is to put our solar system into a broader perspective provided by the rest of the universe. The sun as a star, physical properties of stars, principles of spectroscopy as applied to astronomy, binary stars, variable stars, star clusters, gaseous nebulae, stellar motions and distribution, Milky Way and external galaxies, expanding universe, cosmic time scale. (3-0-3)

PHYS 1222H. **Stellar Astronomy - Honors.**

PHYS 2025. **Intro to Signal Processing.** Introduction to signal processing for discrete-time and continuous-time signals. Topics include problems in filtering, frequency response, and applications of the Fourier transform and the Z-transform. Laboratory emphasizes computer-based signal processing. Prerequisite: Calculus I. (3-2-4) Pre-requisites: ( MTH 112 or MATH 1120 or MATH 1120H )

PHYS 2211. **Principles of Physics I.** Emphasizes classical mechanics, including Newton's laws, rotational motion, and oscillators; wave motion; and thermodynamics. Prerequisite: Calculus I. (3-2-4) Pre-requisites: ( MATH 1120 or MATH 1120H or MATH 112 or MATH 1501 )

PHYS 2212. **Principles of Physics II.** Emphasizes classical electromagnetism, optics, and modern concepts, including relativity, quantum mechanics, and atomic and nuclear structure. (3-2-4) Pre-requisites: ( PHYS 2211 or PHY 211 )

PHYS 3211. **DC and AC Electronics.** This course provides students with the knowledge and skills to analyze basic DC and AC circuits. The properties of series, parallel, complex, short, open, and bridge circuits will be measured and analyzed. It also focuses on the fundamentals of AC series, parallel, and complex circuits introducing capacitance, inductance, reactance, and magnetism. Prerequisite: MATH 1111. (3-0-3) Pre-requisites: ( MATH 1111 or MTH 110 ) or ( MATH 1120 or MTH 112 )

PHYS 3322. **Thermodynamics.** Thermodynamic properties, energy and mass conservation, entropy and the second law. Second law analysis of thermodynamic systems, gas cycles, vapor cycles. Prerequisite: PHYS 2212. (3-0-3) Pre-requisites: PHYS 2212

PHYS 4211. **Modern Physics.** PHYS 4211. ModernPhysics. A survey of modern concepts in physics including special relativity, quantum theory, atomic and nuclear structure, and elementary particles. Prerequisites: PHYS 1112 or PHYS 2212, and Calculus II. (3-2-4) Pre-requisites: ( PHYS 1112 or PHYS 2212 ) and MATH 2221

PHYS 4311. **Semiconductor Electronics.** The fundamental principles of DC/AC electronics are taught and applied to the electronic devices commonly used by psychologists, biologists, engineers, chemists, geologists, and physicists. Prerequisite: PHYS 3211, or PHYS 1112, or PHYS 2212. (3-0-3) Pre-requisites: PHYS 3211 or PHYS 1112 or PHYS 2212

## Political Science

POLS 1101. **American Government.** American political institutions and their development. A passing grade in this course satisfies the U.S. and Georgia Constitution requirements of Georgia State Code 20-3-68.

POLS 1101H. **American Government-Hnr.**

POLS 2101. **Intro to Discipline of Pol Sci.** A general introduction to the scope and methods of the discipline of political science. Required of all political science majors.

POLS 2101H. **Intro to Political Sci-Honors.** Introduction to Political Science for the Honors Program

POLS 3100. **Political Sci Research Methods.** This course is an introduction to studying politics as a science. The course is designed to introduce students to political science research, prepare students to evaluate research critically, interpret social scientific research, and provide students with the requisite skills to initiate and conduct research.

POLS 3110. **State and Local Government.** A study of the organization, powers, functions, and political processes at the state and local levels, as well as the relationship between the state and national governments. A passing grade in this course satisfies the Georgia Constitution requirement of Georgia Code 20-3-68.

POLS 3200. **Intro to the European Union.** The development of the European Union. This is the base course for students participating in the E.U. Certification Program. (3-0-3)

POLS 3200S. **Intro to the EU-Study Abroad.** The development of the European Union. This is the base course for students participating in the E.U. Certification Program. Taken as part of a study abroad experience. (3-0-3)

POLS 3205. **Intro to Comparative Politics.** This course introduces the comparative method of studying political systems, with an emphasis on institutional arrangements and political behavior of found in democratic and non-democratic political systems. Transitions to democracy and political development are also examined. Case studies include political systems in various regions of the world. (3-0-3)

POLS 3210. **Modern European Governments.** A study of the constitutions, basic principles, governmental organizations, political party systems, and political methods of major countries in Europe.

POLS 3230. **Modern Latin American Govts.** Impact of factors, forces, and personalities on Latin American development.

POLS 3240. **Totalitarian Governments.** A study of the constitutions, basic principles, and political methods of major totalitarian countries.

POLS 3250. **Africa - The Middle East.** An historical and political study of African and Middle Eastern countries.

POLS 3300. **Modern Monarchy.** Acquaints the 20th century student with the oldest and once universal form of government, its defects and advantages, and its future potentials and benefits.

POLS 4100. **Amer Pol Parties-Int Groups.** A study of the the two types of political organizations in the United States which serve as linkages between the people and their government: political parties and interest groups. This course will focus on the development of political parties and interest groups, their structure and operations, and their roles in the political system.

POLS 4100H. **Amer Pol Parties-Int Groups.**

POLS 4180. **Urban Politics.** A study of the politics and problems of urban areas and the patterns inherent in their organization and operation.

POLS 4200. **Public Opin, Elec-Democracy.**

POLS 4240. **Political Behavior.** A study of the political attitudes and behavior of citizens in the United States. This course will explore how citizens form their political attitudes and beliefs, the ways Americans participate politically, and the forces that influence voter turnout and vote choice. Although this class will focus on American citizens, comparisons and contrasts will be made with citizens of other nations, and of the attitudes and behaviors of government leaders and other political elites.

POLS 4370. **Black American Politics.** The historical background, current status, and future prospects for African-American politics.

POLS 4460. **The Legislative Process.** The structure, functions, and behavior of state and national legislative bodies. Emphasizes composition, leadership, procedures, party and interest groups' roles, constituency influence, and representation theory.

POLS 4470. **American Presidency.** Powers, duties, and responsibilities; historic and contemporary conceptions of the office; the presidency as an administrative institution.

POLS 4550. **Problems in Pol Geography.** A study of the impact of geography on world politics.

POLS 4570. **The Structure of American Govt.** A study of the development of the separation of powers, federalism, and national and state regulatory authority. Prior credit in American Government is recommended.

POLS 4580. **Civil Liberties.** A survey of the constitutional law concerning property rights and economic freedom, and the personal rights and protections secured primarily by the Bill of Rights and the Civil War Amendments. Prior credit in American Government or its equivalent is recommended. Constitutional Law I is not a prerequisite for this course.

POLS 4630. **International Relations.** A study of the theory and practices of international relations.

POLS 4650. **International Organization.** A survey of the historical development of international organizations, with emphasis on the United

Nations, its affiliated agencies, and other international agencies of our day.

POLS 4670. **Ethnic Conf, Pol Viol, Reli.** The course examines the underlying sources and foundations of ethnic conflict. Special emphasis is placed upon the formation and development of national or ethnic identity. In addition, the course focuses on the role of religion as a factor in ethnic conflict and political violence. Comparison is made of the various strategies for political violence including assassination, terrorism, and guerilla warfare. (3-0-3)

POLS 4690. **American Foreign Policy.** A study of government mechanism for the formulation and conduct of foreign policy, and an appraisal of current problems of U.S. Policy in Europe, Asia, Latin America, and the Third World.

POLS 4700. **Political Philosophy.** An examination of the development of political philosophy and the perennial issues with which it is concerned through the works of such thinkers as Plato, Aristotle, Aquinas, Hobbes, Locke, Rousseau, and Marx.

POLS 4730. **Religion and Politics.** This course surveys the interaction of religion in U.S. politics and political behavior, from the early colonial period through the contemporary political scene. Scholars have recognized that one cannot understand U.S. politics without an understanding of the role of religion in U.S. politics. This is because Americans are among the most religious people in the world and, despite our "separation of church and state," religion plays prominently in our politics and our political culture.

POLS 4740. **Theology and Political Thought.** This course will provide a survey of theologians or philosophers in political discussion throughout the period in which those arguments were commonplace (the 1st through the 17th centuries). Philosophers include Tertullian, Eusebius, Ambrose, Augustine, Scotus, Aquinas, William of Ockham, Erasmus, Martin Luther, and John Calvin. The course will investigate, among other topics, contributions of these philosophers to theories of justice, power, authority, and liberty.

POLS 4750. **PolThought in Creative Lit.** Examines political issues and ideas from around the world through literature: novels, drama, short stories, and poetry.

POLS 4760. **American Political Thought.** A careful examination of the basic ideas about man and government that have formed the basis for political practice and debate within the United States. Attention will be given to the principles of the Declaration of Independence and the Constitution as developed especially by Hamilton, Madison, and Jefferson and to the interpretation of these principles by Lincoln and other American statesmen.

POLS 4800. **Emergence of the Third World.** The major political factors, conditions and personalities impacting the emergence to the Third World.

POLS 4800H. **Emergence of the Third World.**

POLS 4900. **Special Topics in Pol Sci.** A variable credit course on selected issues, problems, and literature in political science. Prerequisite: Permission of Department Chair.

POLS 4900H. **Spec Tops in Pol Sci - HONORS.**

POLS 4920. **Political Science Internship.** Internships with government agencies are available for qualified students. See the Coordinator of Intern Programs for information.

POLS 4930. **Political Science Internship.** Internships with government agencies are available for qualified students. See the Coordinator of Intern Programs for information.

POLS 4950. **Senior Seminar.** Required of all political science majors, this capstone research course requires students to integrate the basic concepts, methods, and sub-fields of political science, and to relate these to the contemporary world. It further develops skills in research and communications. Prerequisite: 15 hours of upper division political science including Modern European Governments, International Relations, and Political Philosophy or permission of the instructor. 2 credit hours. Pre-requisites: POLS 3205 Minimum Grade: D and ( POLS 4630 Minimum Grade: D or POL 463 Minimum Grade: D ) and ( POLS 4700 Minimum Grade: D or POL 470 Minimum Grade: D )

## Psychology

PSYC 1101. **Introduction to Psychology.** A basic science oriented course dealing with the systematic and experimental approach to the understanding of behavior. 3-0-3

PSYC 1101H. **Intro to Psychology-Honors.**

PSYC 1102. **Psy as a Natural Science.** An introduction to modern scientific psychology with emphasis upon methodological and philosophical foundations. The scientific principles of learning, cognition, and motivation will be examined as well as a survey of the neural substrates of behavior.



PSYC 1102H. **Psyc as Natural Sci- HONORS.**

PSYC 2000. **Interdiscip App in Caregiving.** A multidisciplinary approach to caregiving is utilized to provide the student with information regarding caregivers and the vital role(s) they play in providing health care. This course seeks to educate current and potential professional caregivers to better meet the needs of the rapidly rising family and community caregiver populations.

PSYC 2103. **Human Growth-Development.** Concepts of human development as derived from studies of prenatal and postnatal development including the periods of infancy and childhood, adolescence, adulthood, and senescence. (3-0-3)

PSYC 2103H. **Human Growth-Dev-Honors.**

PSYC 3301. **Psychological Statistics.** An introduction to the basic principles of descriptive and inferential statistics. The course emphasizes a non-mathematical approach to the theory of statistics and the application of statistical methods and research designs found commonly in the social sciences.

PSYC 3308. **Psycho Aspects of Aging.** A thorough discussion of human aging, focusing on the physiological and psychosocial aspects of aging, as well as a historical and contemporary examination of the various psychological and sociological aspects of death and dying. Pre-requisites: ( PSYC 1101 or PSY 101 ) or PSYC 1101H or ( SOCI 1101 or SOCI 202 or SOCI 1101H )

PSYC 3309. **Human Sexuality.** A thorough discussion of human sexuality, focusing on the psychological, social, anthropological, and physiological aspects of human sexuality and with treatment of sexual problems, therapies, and deviancy. Pre-requisites: PSYC 1101 or PSYC 1101H or SOCI 1101 or SOCI 1101H or PSY 101 or SOC 202

PSYC 3309H. **Human Sexuality- Honors.**

PSYC 3310. **Educational Psychology.** A survey of the basic principles of the psychology of learning and testing as applied to Education. Pre-requisites: PSYC 1101 or PSY 101 or PSYC 1101H

PSYC 3311. **Social Psychology.** Basic factors influencing interpersonal behavior, and social influences on personality.

PSYC 3331. **Intro Psychological Testing.** Theory of psychological measurement, types and characteristics of tests, methods for evaluating tests, and review of some of the more commonly used psychological tests. Pre-requisites: PSYC 1101 or PSYC 1101H or PSY 101

PSYC 3337. **Theories of Personal Relations.** A survey of the major theories and research findings regarding personal relationships. The topics of interpersonal attraction, liking, loving, romance, communication, and therapeutic interventions will be covered. Pre-requisites: PSYC 1101 or PSYC 1101H or PSY 101

PSYC 3337H. **Thry of Personal Rel- HONORS.**

PSYC 3338. **Sport Psychology.** A survey of the science of sport psychology in which the principles of psychology are applied in a sport setting. The course will explore the enhancement of both athletic performance and the social-psychological aspects of human enrichment through sport. Pre-requisites: PSYC 1101 or PSYC 1101H or PSY 101

PSYC 3340. **Mass Media Influences.** An examination of the forces of the modern mass media, including film, music, radio, books, magazines, and the internet, with emphasis upon television, and how they influence the psychosocial development of the individual and normative political and social behavior. Pre-requisites: PSYC 1101 or PSYC 1101H or PSY 101 or SOCI 202 or SOCI 1101 or SOCI 1101H

PSYC 3350. **Health Psychology.** A survey course dealing with how environmental, social, and behavioral events influence bodily systems. Socio-psychological factors correlated with health problems and risks will also be covered. Pre-requisites: PSYC 1101 Minimum Grade: D or PSYC 1101H Minimum Grade: C

PSYC 3365. **Biopsychology.** A survey of the relationship between the behavior of organisms and the biological processes mediating the behavior. The emphasis is on the physiological, neurochemical and evolutionary aspects of motivation, emotion, and learning. Pre-requisites: PSYC 1101 ) or PSY 101 or PSYC 1101H

PSYC 3365H. **Biopsychology-Hnr.** Biopsychology for the Honors Program

PSYC 3380. **Sensation and Perception.** Consideration of the way in which stimuli in our world, such as light and sound, act on the human sensory systems and how the brain transforms raw sensory information into meaningful perceptions. Pre-requisites: PSYC 1101 or PSYC 1101H or PSY 101

PSYC 4395. **Theo-Rsrch in Caregiving.** Pre-requisites: PSYC 1101 or PSYC 1101H

PSYC 4401. **Abnormal Psychology.** A survey course of the major behavior disorders, their symptomatology, etiology, and treatment. Pre-

requisites: PSYC 1101 or PSY 101 or PSYC 1101H

PSYC 4402. **Prin of Behavior Modification.** A survey of learning theory and principles applicable to the modification of human maladaptive behavior. Pre-requisites: PSYC 1101 or PSY 101 or PSYC 1101H

PSYC 4403. **Soc and Psy Aspects of Addic.** This course presents current scientific thinking concerning addiction to legal and illegal drugs. The student will also be exposed to a variety of treatment techniques and observe the treatment process in several therapeutic settings. Pre-requisites: PSYC 1101 or PSY 101 or PSYC 1101H or SOC 202 or SOCI 1101 or SOCI 1101H

PSYC 4403H. **Soc-Psy Aspects Addict- Hnr.**

PSYC 4404. **Industrial Psychology.** A survey of psychological principles and practice related to personnel selection, training decisions, and design of the workplace. Pre-requisites: PSY 101 or PSYC 1101 or PSYC 1101H

PSYC 4405. **Theo and Tech of Counseling.** A general introduction to various theories and techniques of counseling and their applicability to various kinds of clientele. Pre-requisites: ( PSYC 1101 or PSY 101 or PSYC 1101H ) and ( PSYC 2103 or PSYC 2103H or PSYC 202 )

PSYC 4405H. **Theo and Tech Counsel - Hnrs.**

PSYC 4407. **Theories of Learning.** The principles of classical and operant conditioning as related to animal and human behavior and cognition will be covered. Contemporary research on learning, memory, language, and thinking will be incorporated along with research related to classic learning principles. Content provides an excellent background for further coursework in psychology, sociology, social work, education, and similar areas of study. Prerequisite: PSYC 1101 Pre-requisites: PSYC 1101 or PSY 101 or PSYC 1101H

PSYC 4410. **Cognitive Psychology.** An outline of the central phenomena of human and animal learning including those processes related to conditioning, discrimination, and the retaining and processing of information. Pre-requisites: PSYC 1101 or PSYC 1101H or PSY 101

PSYC 4411. **History-Systems of Psychology.** A survey of the origins and developments of psychology as a science, including its various systems or schools of thought and the current status of each. Pre-requisites: PSYC 1101 or PSYC 1101H or PSY 101

PSYC 4414. **Psychology of Language.** An examination of contemporary theories and studies of language comprehension, speech production, neurocognition, language development, and language disorders. Pre-requisites: PSYC 1101 or PSY 101 or PSYC 1101H

PSYC 4422. **Theories of Personality.** A survey of the most important theories of personality. Emphasis is placed upon experimental validation and the implications of the theories for psychology and other . disciplines. Pre-requisites: PSYC 1101 or PSYC 1101H or PSY 101

PSYC 4431. **Experimental Psychology.** A study of the rationale of experimentation and techniques for the isolation and measurement of variables. Laboratory experience is provided in the construction, execution, and interpretation of scientific experiments on behavior. Pre-requisites: ( PSY 101 or PSYC 1101 or PSYC 1101H ) and ( PSY 301 or PSYC 3301 )

PSYC 4450. **Seminar in Psychology.** A capstone course focusing on in-depth discussion of major issues and schools of thought in psychology. The intent is to provide review and closure for psychology majors by demonstrating the interrelatedness of different areas of psychology and their relevance for affecting and explaining different social phenomena. 99999999 methods and practice. Pre-requisites: PSYC 1101 or PSYC 1101H or PSY 101

PSYC 4492. **Psychology Internship.** Internships in psychology are available for qualified students.

PSYC 4498. **Senior Research II.** A three-hour course in basic research requiring the student to specify a problem, review the relevant literature, and collect and analyze data for summary presentation in journal form. Pre-requisites: ( PSYC 3301 or PSY 301 ) and ( PSYC 431 or PSYC 4431 )

PSYC 449A. **Special Topics in Psychology.** A course on selected issues, problems, and literature in psychology.

PSYC 449B. **Special Topics in Psychology.** A course on selected issues, problems, and literature in psychology. Pre-requisites: PSYC 1101 or PSY 101

## Reading

READ 0098. **Learning Support Reading I.** An individualized diagnostic-prescriptive course designed to prepare students to read college-level materials successfully. Instruction is competency-based, and students meeting specific course objectives will be allowed to attempt exit testing for Developmental Studies Reading. Laboratory work is required. Four hours Institutional Credit. Pre-requisites:

READ 0099. **Learning Support Reading II.** A course designed to assist students who have completed the basic in Developmental Studies

Reading I but who failed to perform satisfactorily on the University System's placement/ exit test to increase reading levels and successfully pass the exit test. Laboratory work is required. Four hours Institutional Credit. Prerequisite: Developmental Studies Reading I with a grade of S (Satisfactory). Pre-requisites: ( READ 0098 Minimum Grade: S or DRG 096 Minimum Grade: S )

READ 1000. **Improvement of Learning.** An Academic Assistance course designed to aid the student in the development of effective learning techniques. Emphasis is given to reading speed, comprehension, vocabulary, listening and note taking as these skills apply to university level courses the student is presently taking. Two (2) hours credit.

### **Regents' Writing Skills**

RGTE 0199. **Regents' Writing Skills.** The Regents' Writing Skills course is intended to ensure that all graduates of USG institutions possess certain minimum skills in writing. Students learn to evaluate their own writing strengths and weaknesses and work on improving their writing skills so they are able to write an essay meeting the Regents' criteria. (3-1-3)

### **Regents' Reading Skills**

RGTR 0198. **Regents' Reading Skills.** The Regents' Reading Skills course is intended to ensure that all graduates of USG institutions possess certain minimum skills in reading comprehension. Students work on improving their comprehension of material drawn from a variety of subject areas (social science, natural science and humanities) with various modes of discourse (exposition, narration and argumentation). Critical thinking and the following four major aspects of reading are emphasized: vocabulary in context, inferential and literal comprehension and analysis. (3-1-3)

### **Sociology**

SOCI 1101. **Introduction to Sociology.** A general analysis of human social behavior, culture, social groups, and social institutions.

SOCI 1101H. **Intro to Sociology-Honors.**

SOCI 1160. **Contemporary Social Problems.** In this course a limited number of current social problems are selected for in-depth analysis. The student is introduced to a sociological approach that examines the structures and processes that contribute to "problems." Each problem is also examined for societal changes that might ameliorate the identified conditions. Several theoretical approaches are utilized. Pre-requisites: SOCI 1101 or SOC 202

SOCI 1160S. **Cont Social Prob-Study Abroad.** Pre-requisites: SOCI 1101

SOCI 2293. **Sociology of Family.** An in-depth analysis of the American family with cross- cultural and historical comparisons. Emphasis is placed on the various changes occurring within the American family.

SOCI 2295. **American Mosaic.** A study of the culture of the U.S. from the perspective of ethnic identity, ethnic relations, sex and gender and socio- economic class. Emphasis will be placed on the use of anthropological and sociological methods and approaches to enhance understanding of contemporary socio-cultural lifeways.

SOCI 3308. **Psychological Aspects of Aging.** A thorough discussion of human aging, focusing on the physiological and psychosocial aspects of aging, as well as a historical and contemporary examination of the various psychological and sociological aspects of death and dying. Pre-requisites: PSYC 1101 or PSYC 1101H or SOCI 1101 or SOCI 1101H or PSY 101 or SOC 202

SOCI 3309. **Human Sexuality.** A thorough discussion of human sexuality, focusing on the psychological, social, anthropological, and physiologi- cal aspects of human sexuality and with treatment of sexual problems, therapies, and deviance. Pre-requisites: PSYC 1101 or PSY 101 or PSYC 1101H or ( SOCI 1101 or SOCI 1101H or SOC 202 )

SOCI 3311. **Social Psychology.** Basic factors influencing interpersonal behavior, and social influences on personality. Pre-requisites: PSYC 1101 or PSY 101 or PSYC 1101H or SOCI 1101 or SOCI 1101H or SOC 202

SOCI 3318. **Religion.** An examination of classical and contemporary sociological theory and method as applied in analysis of religion. Pre-requisites: SOC 202 or SOCI 1101 or SOCI 1101H

SOCI 3325. **Introduction to Social Work.** A survey of the field of social work. Content includes an examination of social work concepts, values, and ideology; origin and history; methods of practice; practice settings; and current issues in the delivery of social services. Pre-requisites: SOCI 1101 or SOCI 1101H or SOC 202

SOCI 3331. **Sociological Statistics.** An introduction to the basic principles of descriptive and inferential statistics. The course emphasizes a

non-mathematical approach to the theory of statistics and the application of statistical methods and research designs found commonly in the social sciences.

SOCI 3340. **Mass Media Influences.** An examination of the forces of the modern mass media, including film, music, radio, books, magazines, and the internet, with emphasis upon television, and how they influence the psychosocial development of the individual and normative political and social behavior. Pre-requisites: PSYC 1101 or PSYC 1101H or SOCI 1101 or SOCI 1101H or PSY 101 or SOC 202

SOCI 3350. **Criminology.** A study of the legal and social aspects of crime. The making of laws, the breaking of laws, and the sanctioning of law violators are examined. Police, courts, and prevention are included as critical aspects of understanding crime. Pre-requisites: SOCI 1101 or SOC 202 or SOCI 1101H

SOCI 4403. **Soc Aspects of Addiction.** This course includes a thorough consideration of genetic, biological, pharmacological, sociological, and psychological aspects of addiction to legal and illegal drugs. In addition to questions of causation, treatment, and prevention strategies are discussed and observed. Upper division standing required. Pre-requisites: PSYC 1101 or PSYC 1101H or PSY 101 or SOC 202 or SOCI 1101 or SOCI 1101H

SOCI 4409. **Social Change.** An analysis of the various theories and processes which explain and underlie historical and contemporary changes in society. Pre-requisites: SOCI 1101 or SOCI 1101H or SOC 202

SOCI 4410. **Social Organization.** An examination of the function and structure of kinship developmental processes in band, tribal, peasant, and industrial societies. Illustration of inter- and intra-societal variation, and data for construction of formal models of process and variation in kinship systems will be explored. Pre-requisites: ANTH 1102 or ANT 201 or ANTH 1102H

SOCI 4411. **Race and Minority Relations.** An analysis of the development of minority group relations in the United States, with emphasis on black-white relationships in the South.

SOCI 4417. **Women in Society.** An analysis of women in the United States emphasizing historical and contemporary relationships of women to education, religion, law, politics, employment, family, and sexuality. Pre-requisites: SOC 202 or SOCI 1101 or SOCI 1101H

SOCI 4420. **Development of Social Theory.** A comprehensive survey of classical sociological thought emphasizing the major theorists of each period. Pre-requisites: SOCI 1101 or SOCI 1101H or SOC 202

SOCI 4420H. **Dev of Social Theory-Honors.**

SOCI 4430. **Contemporary Soc Theory.** A critical examination of the proliferation of sociological theories in the post World War II era. Topics include the development of modern systems theory, symbolic interaction theory and ethnomethodology, postmodern social theory, feminist theory, and neo-functionalism. Pre-requisites: SOCI 1101 or SOCI 1101H or SOC 202

SOCI 4440. **Sociological Methods.** A comprehensive study of the various methods of social research design and technique, including a directed application. Pre-requisites: ( SOCI 1101 or SOCI 1101H or SOC 202 )

SOCI 4445. **Deviant Social Behavior.** A review of the history and research in the area of deviant behavior. The social basis of definitions, theories, and treatment of deviant social behavior will be examined. Pre-requisites: SOC 202 or SOCI 1101 or SOCI 1101H

SOCI 4450. **Seminar in Sociology.** A critical examination of historical and contemporary sociological thought. Topics include the development of major sociological theoretical schools-- including functionalism, conflict theory, modern systems theory, symbolic interactionist theory and ethnomethodology, postmodern social theory, feminist theory, neo-Marxism, and neo-functionalism--and major developments in sociological methods and practice. Pre-requisites: SOCI 1101 or SOC 202

SOCI 4492. **Sociology Internships.** Directed internships are available for qualified students.

SOCI 4498. **Research.** Individual research project under faculty direction.

SOCI 449A. **Special Topics in Sociology.** A course on selected issues, problems, and literature in sociology.

## Social Science

SOSC 1000. **Background to Current Events.** Survey of the political, historical and geographical aspects of the major events in the modern world. All regions of the world will be surveyed with special emphasis on North America. Not open to students with credit in World Geography Survey. 2 credit hours.

SOSC 1000H. **Background to Current Evnt-Hnr.**

SOSC 1101. **The World and Its Peoples.** A survey of world human cultures. Emphasis will be on geography, history, economic systems,

sociological foundations, governmental systems, and religion. An attempt will be made to integrate the various social sciences using a world regional approach.

SOSC 1101S. **World-Its Peoples-Study Abrd.**

SOSC 4900. **Special Topics in Social Sc.** A variable credit course on selected issues, problems, and literature in social science. Prerequisite: Permission of the instructor.

SOSC 4920. **Social Science Internship.** Internships with government agencies are available for qualified students. See the Coordinator of Intern Programs for information.

## Spanish

SPAN 1001. **Elementary Spanish I.** Introduction to listening, speaking, reading, and writing in Spanish and to the culture of Spanish-speaking regions. Not open to students with two or more years of high school Spanish. Designed for students with no previous knowledge of Spanish. Not open to native speakers. Laboratory work required. (3-0-3)

SPAN 1002. **Elementary Spanish II.** Continued listening, speaking, reading, and writing in Spanish with further study of the culture of Spanish-speaking regions. Not open to native speakers. (3-0-3) Pre-requisites: SPAN 1001 or SPN 101

SPAN 2001. **Intermediate Spanish I.** Initial exposure to short literary works by authors from Spain and Latin America complemented by biographical and cultural notes. Conversational format with weekly written assignments. Laboratory requirement. (3-0-3) Pre-requisites: SPAN 1002 or SPN 102

SPAN 2002. **Intermediate Spanish II.** Continues building verbal and grammatical skills and expands exposure to touchstones of Hispanic literature from both continents. Laboratory work. (3-0-3) Pre-requisites: SPAN 2001 Minimum Grade: C or SPN 201 Minimum Grade: C

SPAN 3110. **Span Culture-Civil to 1700.** Survey of the civilization and culture of Spain from prehistoric times to 1700 A.D. Reading skills in Spanish will be reinforced by discussions, lab work and written examinations in the target language. (3-0-3) Pre-requisites: ( SPAN 2002 Minimum Grade: C or SPN 202 Minimum Grade: C )

SPAN 3120. **Spn Culture-Civil aft 1700.** Survey of the civilization and culture of Spain from 1700 to the present. Reading skills in Spanish will be reinforced by discussions, lab work and written examinations in the target language. (3-0-3) Pre-requisites: ( SPAN 2002 Minimum Grade: C or SPN 202 Minimum Grade: C )

SPAN 3130. **Latin America Culture-Civil.** Culture and civilization of Latin America from pre-Colombian times to the present. Lectures, readings and assignments in Spanish. Laboratory work required. (3-0-3) Pre-requisites: ( SPAN 2002 Minimum Grade: C or SPN 202 Minimum Grade: C )

SPAN 4010. **Spanish Conversation.** Spanish Conversation focuses on contemporary events and popular Hispanic culture while refining the verbal skills first acquired by students in the introductory sequence of the target language. (3-0-3) Pre-requisites: ( SPAN 2002 Minimum Grade: C or SPN 202 Minimum Grade: C )

SPAN 4020. **Span Adv Grammar-Composition.** Inductive study of Spanish grammar. Excerpts from literary masters illustrate principles of grammar that students analyze, personalize and practice. (3-0-3) Pre-requisites: ( SPAN 2002 Minimum Grade: C or SPN 202 Minimum Grade: C )

SPAN 4050. **Spanish 19th Cent Drama.** A study of the outstanding Spanish dramatists of the nineteenth century. Emphasis on Romanticism, its origins and aftermath. Representative plays analyzed using various critical approaches. Laboratory work required. (3-0-3) Pre-requisites: ( SPAN 2002 Minimum Grade: C or SPN 202 Minimum Grade: C )

SPAN 4210. **Golden Age.** Study of works by Calderon, Lope de Vega and other masters of the period. Laboratory work required. (3-0-3) Pre-requisites: SPAN 2002 or SPN 202

SPAN 4220. **Contemporary Latin Amer Novel.** Representative novels of the Nineteenth and Twentieth centuries read and discussed. Laboratory work required. (3-0-3) Pre-requisites: ( SPAN 2002 Minimum Grade: C or SPN 202 Minimum Grade: C )

SPAN 4230. **Modernism.** An in-depth study of this nineteenth century movement with emphasis on poetry and the short story. Authors of Spain and Latin America. Laboratory work required. (3-0-3) Pre-requisites: ( SPAN 2002 Minimum Grade: C or SPN 202 Minimum Grade: C )

SPAN 4240. **Span Poetry from Golden Age.** A study of trends in poetry since 1700. Laboratory work required. (3-0-3) Pre-requisites: ( SPAN 2002 Minimum Grade: C or SPN 202 Minimum Grade: C )

SPAN 4250. **Cervantes.** A study of the Quijote and other works by Cervantes. Laboratory work required. (3-0-3) Pre-requisites: ( SPAN 2002

Minimum Grade: C or SPN 202 Minimum Grade: C )

SPAN 4260. **Span Novel of 19-20th Cent.** A study of selected novels to show literary, social, and political trends in Spain. Laboratory work required. (3-0-3) Pre-requisites: ( SPAN 2002 Minimum Grade: C or SPN 202 Minimum Grade: C )

SPAN 4270. **Contemporary Spanish Lit.** Emphasis on the short story and drama. Laboratory work required. (3-0-3) Pre-requisites: ( SPAN 2002 Minimum Grade: C or SPN 202 Minimum Grade: C )

SPAN 4950. **Study Abroad.** The study of Spanish language and culture in a native environment. Designed specifically for those students in the University System of Georgia Study Abroad Program. Up to 9 hours of credit may be given upon successful completion of the program. Pre-requisites: ( SPAN 2002 Minimum Grade: C or SPN 202 Minimum Grade: C )

SPAN 4960. **Study Abroad.** The study of Spanish language and culture in a native environment. Designed specifically for those students in the University System of Georgia Study Abroad Program. Up to 9 hours of credit may be given upon successful completion of the program. (3-0-3) Pre-requisites: ( SPAN 2002 Minimum Grade: C or SPN 202 Minimum Grade: C )

SPAN 4970. **Study Abroad.** The study of Spanish language and culture in a native environment. Designed specifically for those students in the University System of Georgia Study Abroad Program. Up to 9 hours of credit may be given upon successful completion of the program. (3-0-3) Pre-requisites: ( SPAN 2002 Minimum Grade: C or SPN 202 Minimum Grade: C )

## Theater

THEA 1100. **Theatre Appreciation.** Surveys the contributions of performers, designers, and playwrights to a theatre production. The audience as co-author of the theatre event is also examined. The customary sequence involved in producing a play will be discussed. Information will also be presented about audiences, theatres, performers, and the conventions of the theatre of several eras.

THEA 1100H. **Honors Theater Appreciation.** Surveys the contributions of performers, designers, and playwrights to a theatre production. The audience as co-author of the theatre event is also examined. The customary sequence involved in producing a play will be discussed. Information will also be presented about audiences, theatres, performers, and the conventions of the theatre of several eras.

THEA 1110. **Perf Skills for Bus and Prof.** A training and development workshop focused on the cultivation of individual performance skills vital to success in business and professions, and which are especially relevant in the age of modern media.

THEA 1111. **Perf and Prod Practicum.**

THEA 1112. **Video Production Practicum.**

THEA 1114. **Intercollegiate Forensics.** Introductory level study of the art and science of public speaking, as well as the study of the oral interpretation of plays, poems and prose.

THEA 2040. **Acting I - Basic Technique.** An introduction to the principles of acting, including preparation of the actor's instrument, physical and vocal technique, emotional life, analysis and creation of character.

THEA 2040H. **Acting I - Basic Tech-Hnr.**

THEA 2111. **Perf and Prod Practicum.** Intermediate level study of the process and craft of video production through application and practice. Selection by approval of instructor.

THEA 2112. **Video Production Practicum.**

THEA 2114. **Intercollegiate Forensics.** Intermediate level study of the art and science of public speaking, as well as the study of the oral interpretation of plays, poems and prose.

THEA 2220. **Voice and Articulation.** Study in the physiological and acoustical aspects of vocal delivery and participation in a regimen of exercises to develop articulation and vocal expression.

THEA 2540. **Introduction to Performance.** An introduction to the field of performance studies and the performance of non-dramatic texts. The construction of solo performance pieces from dialogues, narrative, ethnography and literature is the primary focus of the course.

THEA 3040. **Acting II - Scene Study.**

THEA 3111. **Perf and Prod Practicum.** Advanced level of study of the process and craft of producing theatre through application and practice. Selection by audition or approval of instructor.

THEA 3112. **Video Production Practicum.**

THEA 3114. **Intercollegiate Forensics.** Advanced level study of the art and science of public speaking, as well as the study of the oral interpretation of plays, poems and prose.

THEA 4040. **Acting III - Adv Technique.** Intensive process and performance studio training in contemporary acting methodologies.

THEA 4080. **Acting IV - Period Styles.** This course serves to introduce students to the basic techniques and methodologies performing period plays. Particular emphasis is given to approaches to Shakespeare and developing an overall approach to style work. Pre-requisites: THEA 2220 Minimum Grade: C and THEA 2040 Minimum Grade: C

THEA 4111. **Perf and Prod Practicum.**

THEA 4112. **Video Production Practicum.**

THEA 4114. **Intercollegiate Forensics.** Advanced level study of the art and science of public speaking, as well as the study of the oral interpretation of plays, poems and prose.

THEA 4545. **Performance Theory.** Advanced studies in the performance of non-dramatic text with emphasis on the development of original performance programs.

THEA 4770. **Special Topics in Theater.** Advanced opportunities for the study of topics to meet special needs and interest students, presented in conjunction with special programming of the department, or drawing on areas of faculty expertise not covered by the standing offerings.

## Orientation

UNIV 1000. **The GSW Experience.**

UNIV 1000E. **The GSW Experience for ESL.**

UNIV 1000H. **Honors Orientation.**

UNIV 1000N. **The GSW Experience for NonTrad.** The purpose of UNIV 1000 is to make nontraditional students more effective consumers of their education by enhancing their survival in college during the first semester. The intention of this course is to prepare these students to deal successfully and responsibly with their academic obligations and the resources offered by GSW. This course is required of all first-time students with the exception of part-time students and transfer who have earned more than nine hours of credit. (2-0-1)

UNIV 1000W. **Howling with the Wolves.**

UNIV 2000. **Caregiving Issues-Prof Caregvr.** A multidisciplinary approach to caregiving is utilized to provide the student with information regarding caregivers and the vital role(s) they play in providing health care. Offered by the Rosalynn Carter Institute, this course seeks to educate current and potential professional caregivers to better meet the needs of the rapidly rising family and community caregiver populations.

UNIV 4000. **Contemporary Int Cultures.**

UNIV 4000H. **Contemp Int'l Cultures- Honors.**

## Web BAS

WBAS 2200. **Survey of Economics.** Examines basic micro and macro economic principles used in business. This course is open only to students enrolled in the WBAS program. 3-0-3

WBAS 2300. **Survey of Accounting.** Provides an understanding of the pragmatic principles of accounting. Financial and managerial accounting topics and processes are presented. This course is open only to students enrolled in the WBAS program. Prerequisites: Math 1111 (College Algebra) and Junior Standing or higher. Pre-requisites: ( MATH 1111 Minimum Grade: C or MTH 110 Minimum Grade: C ) or ( MTH 108 Minimum Grade: C and MTH 109 Minimum Grade: C ) or ( MATH 1113 Minimum Grade: C or MTH 113 Minimum Grade: C )

WBAS 2400. **Survey of Computer Application.** An introductory hands-on course designed to cover word processing, spreadsheets, database, presentations, e-mail, and world-wide-web. Prerequisite: none 3-0-3.

WBAS 2600. **Business Communication.** Applications of principles of verbal and nonverbal communication. Management concepts of business ethics and problem analysis are integrated with communication process and theory. Prerequisite: ENGL 1102 - English Composition II. 3-0-3. Pre-requisites: ( ENGL 1102 Minimum Grade: C )

WBAS 3100. **Intro to Technology Management.** Introduces the functions to be performed by managers in the production and service sectors. Topics emphasized include ethics in decision-making, interpersonal skills, professional behavior, and other contemporary issues. This course is open only to students enrolled in the WBAS program. Prerequisite: Junior Standing or higher. 3-0-3.

WBAS 3500. **Business Statistics.** The application of statistical techniques to economic and business problems. Topics include descriptive statistics, introduction to probability theory, confidence interval estimation, and hypothesis testing, sampling techniques, and business forecasting. Prerequisites: WBAS 2400 - Survey of Computer Application, WBAS 2200- Survey of Economics, or (Econ 2105 and ECON 2106) and MATH 1111- College Algebra. 3-0-3. Pre-requisites: ( WBAS 2400 Minimum Grade: C and WBAS 2200 Minimum Grade: C ) or ( ECON 2105 Minimum Grade: C and ECON 2106 Minimum Grade: C ) and ( MATH 1111 Minimum Grade: C )

WBAS 3700. **Principles of Management.** Management principles applicable to all types of cooperative enterprises. The vital functions of the manager are studied in detail. Prerequisites: None. 3-0-3.

WBAS 3710. **Management Information Systems.** An introduction to information systems. It emphasizes concepts, components, and structures of information systems and their applications in business and managerial decision making. Prerequisite: WBAS 2400-Survey of Computer Applications or BUSA 2010. 3-0-3 Pre-requisites: ( WBAS 2400 Minimum Grade: C or BUSA 2010 Minimum Grade: C )

WBAS 3720. **Principles of POM.** The application of management science principles to the actual management of an industrial plant. Through the application of these techniques, improved decisions are made as to hiring, firing, training, output planning and controlling, raw material acquisition, quality control budgeting, and maintenance expenditures as concerns the manufacturer of products. Prerequisites: WBAS 3500 - Business Statistics or BUSA 3050, WBAS 3700 - Principles of Management or MKTG 3800. 3-0-3. Pre-requisites: ( WBAS 3500 Minimum Grade: C or BUSA 3050 Minimum Grade: C or WBAS 3700 Minimum Grade: C or MKTG 3800 Minimum Grade: C )

WBAS 3800. **Principles of Finance.** An introduction to promotion and organization of the corporation, forms of securities issued, problems of financial administration, expansion, securing funds, reorganization, and liquidation. Prerequisites: WBAS 2300 - Survey of Accounting or ACCT 2101 and ACCT 2102). 3-0-3. Pre-requisites: ( WBAS 2300 Minimum Grade: C or ACCT 2101 Minimum Grade: C or ACCT 2102 Minimum Grade: C )

WBAS 3810. **Principles of Marketing.** Provides a general survey of the field of marketing covering the marketing concept, product, price, promotion, and marketing channels topics. In addition, this course introduces basic marketing functions and processes. Prerequisites: WBAS 3100 - Introduction to Technology Management. 3-0-3. Pre-requisites: ( WBAS 3100 Minimum Grade: C )

WBAS 3820. **International Business.** An introduction to the nature and environment of international business, multinational business operations, and the future of international business. Prerequisites: WBAS 3700 - Principles of Management or MGNT 3600. 3-0-3. Pre-requisites: ( WBAS 3700 Minimum Grade: C or MGNT 3600 Minimum Grade: C )

WBAS 4000. **Human Resource Management.** This course is intended as an overview of the field of human resource management for the non-major. Emphasis will be placed on management responsibilities regarding the organization's human resources. Prerequisites: WBAS 3700 - Principles of Management or MGNT 3600. 3-0-3. Pre-requisites: ( WBAS 3700 Minimum Grade: C or MGNT 3600 Minimum Grade: C )

WBAS 4010. **Organizational Theory.** An advanced course in organization design and structure and their impact on individual, group, and organization effectiveness. Focus is on the role of authentic leadership in taking action based on the relationships of mission, power, resources, structure and fulfillment. Prerequisite: WBAS 3700-Principles of Management or Management 3600. 3-0-3. Pre-requisites: ( WBAS 3700 Minimum Grade: C or MGNT 3600 Minimum Grade: C )

WBAS 4020. **Entrepreneurship.** Participants explore the increasing importance of entrepreneurial activity in the world as well as obtaining an introduction to the practical aspects of starting a new business venture. Topics include: startup issues, legal forms of organization, operation planning, financing the business, budgeting, personnel issues, and developing an accounting and control system. Prerequisites: WBAS 3700 - Principles of Management or MGNT3600, WBAS 3810 - Principles of Marketing or MKTG 3800, and WBAS 3800-Principles of Finance or BUSA 3150. 3-0-3. Pre-requisites: ( WBAS 3700 Minimum Grade: C or MGNT 3600 Minimum Grade: C ) or ( WBAS 3810 Minimum Grade: C or MKTG 3800 Minimum Grade: C and WBAS 3800 Minimum Grade: C or BUSA 3150 Minimum Grade: C )

WBAS 4030. **Quality Management Systems.** Develops the continuous quality philosophy. Strategic quality management focuses on assessment and group decisions. The role of leadership in continuous quality improvement is covered in quality profiles and cases. An overview of tools for improving quality processes as well as current theories of Six-Sigma and lean manufacturing are presented. Prerequisites: Management or MGNT 3610, and WBAS 2400 - Survey of Computer Applications or BUSA 2010. 3-0-3. Pre-requisites: ( WBAS 3700 Minimum Grade: C and WBAS 3720 Minimum Grade: C or MGNT 3610 Minimum Grade: C and WBAS 2400 Minimum Grade: C or BUSA 2010 Minimum Grade: C )

WBAS 4900. **Strategic Management.** A study of business strategy and strategic planning in relation to company resources, the environment,



and changes which may bring opportunities or threats. An opportunity to apply one's skills through strategic case analysis and through the management of a manufacturing firm in a computer simulated business situation. Prerequisites: WBAS3700 - Principles of Management or MGNT 3600, WBAS 3810 - Principles of Marketing or MKTG 3800, and WBAS 3800 - Business Finance or BUSA 3150. 3-0-3. Pre-requisites: ( WBAS 3700 Minimum Grade: C or MGNT 3600 Minimum Grade: C or WBAS 3810 Minimum Grade: C or MKTG 3800 Minimum Grade: C and WBAS 3800 Minimum Grade: C or BUSA 3150 Minimum Grade: C )

## **Women's Studies**

WMST 2001. **Intro to Women's Studies.** A course that explores multidisciplinary issues pertinent to Women's Studies and thereby examines women's roles, achievements, and experiences, both historically and across cultures; and also critiques the socio-political and historical creation of gender constructs. (3-0-3)

WMST 2001H. **Intro to Women's Studies.**