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Undergraduate Bulletin 2016-2017

GEORGIA SOUTHWESTERN STATE UNIVERSITY

A State University of the University System of Georgia Established 1906 Georgia Southwestern State University is an equal opportunity/affirmative action educational institution and as such does not discriminate in any matter concerning students, employees, or services to its community on the basis of race, color, religion, sex, veteran status, handicap, age, or national origin. The University is in compliance with all known federal, state, and local regulations regarding nondiscrimination.

800 Georgia Southwestern State University Drive
Americus, Georgia 31709-4379

STATEMENT OF PURPOSE FOR THE BULLETIN

The statements set forth in this catalog are for informational purposes only and should not be construed as the basis of a contract between a student and this institution. While every effort will be made to ensure accuracy of the material stated herein, Georgia Southwestern State University reserves the right to change any provision listed in this catalog, including but not limited to academic requirements for graduation, without actual notice to individual students. Every effort will be made to keep students advised of such changes. Each student is assigned a faculty advisor who will assist the student in interpreting academic regulations and in planning a program of study chosen by the student. However, final responsibility of selecting and scheduling courses and satisfactorily completing curriculum requirements for any degree rests with the student.

Information regarding academic requirements for graduation is available in the offices of the Registrar, Deans of Schools and Chairs of Departments, and the Vice President for Academic Affairs. It is the responsibility of each student to keep himself or herself apprised of current graduation requirements for a degree program in which he or she is enrolled.

DIRECTORY OF CORRESPONDENCE

For Information on:	Write to:
Gifts, Bequests, and Scholarship Donations	President
General Information and Admissions	Vice President for Enrollment Management
Financial Aid, Scholarships, Student Employment	Student Financial Aid Director
Housing	Vice President for Student Life
Fees, Expenses, and Method of Payment	Vice President for Business and Finance
Course Offerings, Academic Reports, and other Scholastic Matters	Vice President for Academic Affairs

Transcripts and Records of Former Students	Registrar
Publicity	Director of University Relations
Alumni	Director of Alumni Affairs

UNDERGRADUATE DEGREES

Areas of Study	B.A.	B.F.A.	B.S.	B.S.N.	B.B.A.	B.S.Ed.
Accounting					x	
Art	x	x				
Biology			x			
Chemistry			x			
Computer Science			x			
Criminal Justice (eMajor Online)			x			
Dramatic Arts	x					
Early Childhood Education						x
English	x					
English with Teacher Certification	x					
Exercise Science/Wellness						x
Geology			x			
Health & Physical Education						x
History	x					
History with Teacher Certification	x					
Human Resource Management					x	
Information Technology (WebBSIT)			x			
Information Technology with Option in			x			
Information Technology with Option in			x			
Management					x	
Marketing					x	
Mathematics			x			
Mathematics with Teacher Certification			x			
Mathematics with Option in Computational Science			x			
Mathematics with Option in Financial			x			
Mathematics with Option in Actuarial Science			x			
Middle Grades Education						x
Music	x					
Music with Teacher Certification	x					
Nursing				x		
Political Science			x			
Political Science with Teacher Certification			x			
Psychology	x		x			
Sociology			x			
Special Education						x

Georgia Southwestern State University also offers the Master of Education, Master of Business Administration, Master of Science in Computer Science, Master of Science in Nursing, Master of Arts in English/Critical Literacy, and the Specialist in Education degrees. A Bachelor of Science dual degree program in engineering and mathematics in cooperation with Georgia Institute of Technology and the Regents Engineering Transfer Program (RETP) in cooperation with Georgia Institute of Technology and Georgia Southern University are available also.

Undergraduate certificate programs are offered in the following areas: Caregiving Issues and Management, Cinema Production, Criminal Justice, European Union Studies, Global Studies, Information Technology, Professional Golf Management, and Women, Gender, and Sexuality Studies. Graduate certificate programs are offered in Computer Information Systems, Healthcare Informatics, and Nurse Educator.

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, practicum, or other type of required contact 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 other hours, and three semester hours of credit. Click [here](#) to review course descriptions.

UNIVERSITY CALENDARS

[Click here to view the Current University Calendar](#)

GEORGIA SOUTHWESTERN STATE UNIVERSITY

Description:

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.

The University is located on 250 acres of improved wooded land plus a golf course in the community of Americus, Georgia, 135 miles south of Atlanta. The attractive campus includes

recreational areas, a spring-fed lake, and forty-nine buildings.

The programs and educational opportunities at Georgia Southwestern State University have many distinctive features. As a residential, comprehensive university, Georgia Southwestern serves a diverse student body with programs leading to bachelor's, master's and education specialist degrees. While GSW primarily draws students from Southwest Georgia, the University's wide variety of programs has attracted students from across Georgia, as well as out-of-state and internationally.

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 caregiving. 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.

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 inside and outside 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 student cohort;

- a high quality general education program supporting a variety of disciplinary, interdisciplinary, and professional academic programming at the baccalaureate level, with selected master's and educational specialist degrees, and selected associate degree programs based on area need and/or inter-institutional collaborations;
- a commitment to public service, continuing education, technical assistance, 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 scholarly 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.

Accreditation

Georgia Southwestern State University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award baccalaureate, masters, and specialist degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097, or call 404-679-4500 for questions about the accreditation of Georgia Southwestern State University.

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 initial 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 Commission on Collegiate Nursing Education (One Dupont Circle NW, Suite 530, Washington, DC 20036-1120, 202-887-6791) 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 accredited by AACSB International - The Association to Advance Collegiate Schools of Business. AACSB accreditation is the hallmark of excellence in business education and has been earned by less than five percent of the world's business schools. AACSB International is located at 777 South Harbour Island Boulevard, Suite 750, Tampa, FL 33602-5730 USA, telephone number 813-769-6500 and fax number 813-769-6559 (www.aacsb.edu).

State Authorization of Georgia Southwestern State University's (GSW) Fully Online Programs

Georgia Southwestern State University is a member of National Council for State Authorization Reciprocity Agreements (NC-SARA).



Programs include Bachelor of Business Administration, Bachelor of Science in Information Technology, Master of Business Administration, Master of Science in Computer Science, and Master of Science in Nursing.

Each of the states has its own approval processes for out-of-state institutions offering distance education. While Georgia Southwestern State University endeavors to offer all of its programs to as wide an audience as possible, all Georgia Southwestern State University distance education programs may not be available in all states.

GSW is authorized to deliver fully online programs to the following states:

- | | |
|-------------------------|--------------------|
| 1. Alabama | 25. Nebraska |
| 2. Alaska | 26. Nevada |
| 3. Arizona | 27. New Hampshire |
| 4. Arkansas | 28. New Jersey |
| 5. California | 29. New Mexico |
| 6. Colorado | 30. New York |
| 7. Connecticut | 31. North Carolina |
| 8. Delaware | 32. North Dakota |
| 9. District of Columbia | 33. Ohio |
| 10. Florida | 34. Oklahoma |
| 11. Georgia | 35. Oregon |
| 12. Hawaii | 36. Pennsylvania |
| 13. Idaho | 37. Rhode Island |
| 14. Illinois | 38. South Carolina |
| 15. Indiana | 39. South Dakota |
| 16. Iowa | 40. Tennessee |
| 17. Kansas | 41. Texas |
| 18. Louisiana | 42. Utah |
| 19. Maine | 43. Vermont |
| 20. Maryland | 44. Virginia |
| 21. Michigan | 45. Washington |
| 22. Minnesota | 46. West Virginia |
| 23. Mississippi | 47. Wisconsin |
| 24. Missouri | 48. Wyoming |
| 25. Montana | |

GSW is not currently authorized to deliver fully online programs to the following states:

1. Kentucky
2. Massachusetts

Mission Statement

Georgia Southwestern State University cultivates excellence in learning and teaching that encourages intellectual, personal, and social growth for students, faculty, staff, and the community. Georgia Southwestern State University is a comprehensive state university within the University System of Georgia that offers a full range of bachelor degree programs, along with selected master's and specialist degree programs.

Diversity Statement

Georgia Southwestern State University embraces diversity as an integral part of being a caring community of lifelong learners. We are committed to building and maintaining a diverse, accessible, civil and supportive campus. GSW provides an environment and curriculum which affirm pluralism of beliefs and opinions, including diversity of religion, gender, ethnicity, race, sexual orientation, disability, age and socioeconomic class.

The University will implement and adhere to policies and procedures which discourage harassment and other behaviors that infringe upon the freedom and respect that every individual deserves.

University Learning Outcomes

GSW Graduates have demonstrated general competency in the following areas:

- Written Communication
- Quantitative Problem Solving
- Critical Evaluation of Information
- Understanding of Cultural Differences
- Articulating Factual and Conceptual Knowledge of the Humanities and Fine Arts
- Interpreting Symbolic Representations of Data Relevant to the Physical World
- Evaluating the Relationship between Observation and Inference in the Natural Sciences
- Articulating Factual and Conceptual Knowledge Concerning Societal Dynamics
 - Concerning historical and societal dynamics within the US
 - Concerning world-wide historical and societal dynamics
- Evaluating Problems or Texts
- Composing Organized, Coherent, and Accurate Responses to Problems or Texts

GSW Graduates have demonstrated advanced competency in at least one area of Specialized Learning (the Major)

GSW Graduates have demonstrated competency appropriate to their area of specialized learning in the following Intellectual Skills:

- Oral and Written Communication
- Reasoning
- Problem Solving
- Information Literacy

GSW Graduates are able to apply their Specialized Learning and their intellectual skills

GSW Graduates have demonstrated general competency in the following areas of Global Learning:

- Identifying, describing and explaining cultural differences
- Asking questions about other cultures and finding answers to those questions
- Interacting with people from other cultures

GENERAL EDUCATION IN THE UNIVERSITY SYSTEM OF GEORGIA

From the origins of intellectual study to the present, general education has been a key to a 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.

CONFIDENTIALITY OF STUDENT RECORDS: FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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:

The right to inspect and review education records maintained by the institution that pertain to you;

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 the right to

control disclosures from your education records with certain exceptions.

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:

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

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; official email address; 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.

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.

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, student shall have the right to challenge through the Grievance Procedure outlined in the Student Handbook.

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

- Institutional personnel who have a legitimate educational interest.
- Officials of other schools where the student seeks to enroll or transfer credit.
Information for students in joint degree or dual degree programs will be released as requested by participating institutions. Efforts will be made to notify the student of the release of such information.
- Representatives of Federal agencies authorized by law to have access to education records, and state education authorities.
- Appropriate persons in connection with a student's application for or receipt of

- financial aid.
- State and local officials to whom information must be released pursuant to a state statute adopted prior to November 19, 1974.
- Organizations conducting studies for the institution.
- Accrediting organizations.
- Parents of a dependent student, as determined by the Internal Revenue Code of 1954, as amended.
- Persons necessary in emergency situations to protect health and safety.
- Persons designated in subpoenas or court orders.

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 contains the following information:

- Specific records to be released
- Reasons for such release
- To whom records are to be released
- Date
- Signature of the student

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.

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.

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.

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.

ADMISSION POLICIES

UNDERGRADUATE ADMISSION REQUIREMENTS UNIVERSITY SYSTEM OF GEORGIA

REQUIRED HIGH SCHOOL CURRICULUM (RHSC)

Students are expected to complete all courses in the RHSC as outlined by the Board requirements. Students are encouraged to take additional academic units in high school to improve their probability for admission and success.

The following courses are required of students graduating from high school in the spring of 2012 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 2011 are required to meet the College Preparatory Curriculum requirements in effect at that time. Students graduating from high school in 2012 or later must present 17 specified RHSC units of credit.

- 4 units of mathematics
- 4 units of English
- 4 units of science
- 3 units of social science, including one course focusing on world studies
- 2 units in the same foreign language (2 units of American Sign Language may be used to satisfy this requirement.)

You will find a complete list of courses that can be used to satisfy the RHSC requirements at the University System of Georgia website [Staying on Course](#).

ADDRESSING RHSC DEFICIENCIES

Students with RHSC deficiencies shall be required to satisfy those deficiencies using one of the following methods:

Address Deficiency Prior to Enrollment

Students who have Required High School Curriculum (RHSC) deficiencies but can demonstrate competency in the deficient area(s) will be deemed as meeting the RHSC requirements. Provided these students meet all other requirements for regular admission for the sector of institution to which they are applying, the institution will not be required to admit them under the Limited Admissions category.

Demonstrate Subject Matter Proficiency

A student can satisfy a RHSC deficiency by demonstrating competency in the area(s) considered deficient or by addressing the deficiency through an appropriate course successfully completed prior to enrollment at a USG institution. Institutions may set additional and/or higher requirements for demonstrating subject matter proficiency than those listed below.

Option 1: Demonstrate Subject Matter Proficiency through Approved Standardized Tests

1. An applicant whose SAT or ACT score in the deficient area is at or above the average SAT or ACT score of the previous year's fall semester first-time freshmen admitted to GSW in an area of RHSC deficiency will be deemed to have satisfied that deficiency.
2. A student may use the CLEP subject examination to demonstrate competency deficient areas not tested by the SAT or ACT. A score of 50 or above on the CLEP subject examination in the area of deficiency will satisfy the deficiency and grant the student college credit in that area.
3. COMPASS (for English and Mathematics) - Students with fewer than four required units of English or mathematics and (after Fall 2015) without SAT/ACT Scores are required to take the comparable COMPASS sections. Based on their scores or placement indices, students will exempt Learning Support, which will satisfy the deficiency, or be placed in the appropriate Learning Support co-requisite course in English or mathematics. Students will exit Learning Support by successfully passing the corresponding Area A collegiate-level course with a grade of C or better.

Option 2: Demonstrate Subject Matter Proficiency through Approved Course Work

A student may address the deficiency prior to enrollment by taking a USG-approved high school course in the deficiency area(s) or a three credit collegiate course in the appropriate subject area(s). A student who has taken a terminal course in a subject area (for example, a student who has completed calculus in the 11th grade) will be deemed as meeting the RHSC requirement in that subject area.

Exemption for Out-of-State Applicants

An out-of-state applicant, who has successfully completed the college preparatory curriculum requirements of his or her home state but has been determined to have a deficiency according to the USG's RHSC policy, can request an exemption to the RHSC requirement as part of their application to a USG institution. As part of the exemption, the applicant must provide documentation that provides overwhelming evidence of competency in the deficient area (see Demonstrate Subject Matter Proficiency above) or provide documentation that demonstrates that the coursework he/she completed is equivalent in content and rigor to the required course.

Address Deficiency after Enrollment

Students who have RHSC deficiencies, which are addressed after enrollment, are admitted under the Limited Admissions category.

Students who have RHSC deficiencies and who successfully complete collegiate courses with a grade of C or better addressing all of their deficiencies within their first 30 credit hours will be considered as having satisfied the deficiency or deficiencies. These students will receive collegiate credit towards the student's degree program. If a student does not address the deficiencies within the first 30 credit hours, then the student may not register for other courses, unless they also register for the appropriate deficiency course or courses. Successful completion of a three credit collegiate course in the appropriate subject area demonstrates collegiate-level preparedness and is sufficient for satisfying an RHSC deficiency in that subject area.

ADMISSION 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 and documents which may 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. Students applying for in-state tuition must provide the university with proof of lawful presence in the United States in accordance with BOR Policy 4.3.4.

APPLICATION PROCEDURES

Undergraduate admission forms may be completed online by accessing the [Application for Admission](#) website.

Applicants may complete a paper application, which can be printed from the [Application for Undergraduate Admission](#) site. In addition, the paper application can be obtained by writing directly to the Office of Undergraduate Admissions, Georgia Southwestern State University, 800 Georgia Southwestern State University Drive, Americus, Georgia 31709, or by emailing admissions@gsu.edu.

Applications should be accompanied by a \$25 application fee and submitted for consideration by the advertised deadline for each semester. A medical history and proof of required immunizations are mandatory for all students who enroll with the University. Health forms are mailed to accepted students along with housing information.

An applicant who fails to enroll in the semester for which he or she is accepted must reapply for admission by completing the Change of Semester form if he or she wishes to enter the University at a later time. This form must be accompanied by a \$25 processing fee.

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, criminal or disciplinary background, 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 Vice President for Enrollment Management that the educational needs of an applicant can best be met at some other institution within the University System of Georgia, the Vice President shall refer the applicant to that institution. In order to appraise a student's ability and fitness for university work fairly and as precisely 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 Vice President for Enrollment Management 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 Vice President for Enrollment Management. The decision is subject to the applicant's right of appeal. The Vice President for Enrollment Management will refer appeals to the Admission Committee for review. The Committee will forward its recommendation to the Office of the Vice President for Academic Affairs for a decision. The applicant shall be informed of the action taken upon the application from the Vice President for Enrollment Management.

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

BEGINNING FRESHMEN

The applicant must complete and file with the Office of Undergraduate Admissions an application form accompanied by a \$25 non-refundable application fee. The application must be filed by the advertised deadline for the term the applicant wishes to enroll. An application cannot be considered until the application form has been properly executed and filed with the Admission Office. No application will be processed unless it is accompanied by the \$25 application fee.

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 Undergraduate Admissions. 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 the applicant is currently enrolled. At the time of graduation, he or she should request the guidance counselor to submit to the Office of Undergraduate Admissions a final high school transcript showing the date of graduation.

Students are expected to complete all courses in the Required High School Curriculum (RHSC). In addition to these course requirements, students are encouraged to take additional academic units in high school to improve their probability for admission and success.

Students graduating from high school in 2012 or later must present 17 specified RHSC units of credit. Students graduating from high school prior to 2012 must present 16 RHSC units.

- 4 units of mathematics
- 4 units of English
- 4 units of science
- 3 units of social science, including one course focusing on world studies.
- 2 units in the same foreign language (2 units of American Sign Language may be used to satisfy this requirement.)

You will find a complete list of courses that can be used to satisfy the RHSC requirements at the University System of Georgia website [Staying on Course](#).

Students who graduated high school from spring 1988 through 2011 are required to meet the College Preparatory Curriculum requirements in effect at that time.

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.

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 [critical reading score of 430 and Math score of 400 on tests prior to March, 2016 and SAT On-Campus offered at Southwestern]. SAT tests taken March, 2016 and later must meet the equivalent to the above requirements using the USG Concordance Tables. According to those tables, students would need a 24 on the "New SAT Reading Test" and a 440 on the "New Math Section" to be considered for admission to Georgia Southwestern. Any adjustments made to the required minimum scores for admission by the University System of Georgia's Board of Regents will supersede the above standards. Further information and application forms may be secured from a high school guidance counselor. All new students are required to submit proof of required immunizations on the form provided by Georgia Southwestern prior to their enrollment.

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 Undergraduate Admissions.

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

- Application with fee.
- Official results of ACT or SAT.
- Preliminary high school transcript.
- Proof of required immunizations.

NON-TRADITIONAL STUDENTS

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

- The student has graduated from an accredited high school or satisfied requirements for the General Educational Development (GED) Equivalency Certificate
- The student's high school class graduated at least five years ago
- The student successfully meets minimum scores in all three areas of the COMPASS/ACCUPLACER entrance examination

A non-traditional student may gain regular admission by meeting regular admission requirements, completing the placement examination with scores deemed appropriate by the university, or by completing Learning Support Program requirements, if applicable.

An analysis of the non-traditional student's progress in the required high school curriculum will be made by the Office of Undergraduate Admissions staff. The student may be required to take university courses to compensate for any deficiencies in the required high school curriculum.

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

Applicants from home schools or graduates of non-accredited high schools may validate the RHSC in an alternative way. SAT I scores and satisfactory documentation of equivalent competence in each of the RHSC areas (portfolio outlining competency in all required courses of the Required High School Curriculum) may be used in lieu of the Freshman Index and Carnegie unit requirements of the RHSC. A student whose SAT I Composite (Critical Reading plus Mathematics) score is at or above the average SAT I score of the previous year's fall semester first-time freshmen admitted to the USG institution to which he or she is applying and who has completed the equivalent of each of the RHSC areas as documented by a portfolio of work and/or other evidence that substantiates RHSC 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 Critical Reading (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 RHSC area will be considered to have demonstrated equivalent RHSC 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 RHSC mathematics courses (Algebra I and II, Geometry, and one course higher than Algebra II), students are required to achieve a score of 510 on the SAT II Math Level 1 test or a score of 500 on the SAT II Math Level 2 test in order to satisfy the CPC/RHSC mathematics requirement.
- **ENGLISH**--To show equivalence with four required RHSC English courses, students are required to achieve a score of 500 on the SAT I Writing test and a score of 530 on the SAT II Literature test in order to satisfy the CPC RHSC English requirement. Achievement of the indicated score on the SAT Critical Reading test will provide credit for two years of CPC RHSC English, and achievement of the indicated scores on both tests will provide credit for all four years of CPC/RHSC English.
- **SCIENCE**--To show equivalence with four required RHSC 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 either the SAT II Biology test

Ecological or Molecular and a score of 540 on the SAT Chemistry test and a score of 590 on the SAT II Physics test in order to satisfy the CPC/RHSC Science requirement.

- **SOCIAL SCIENCE**--To show equivalence with three required RHSC 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 United States History test and a score of 540 on the SAT II World History test.
- **FOREIGN LANGUAGE**--To show equivalence with two years of high school study of a single foreign language, students are required to achieve a score of 540 or higher on the SAT II Language test or a 500 on the SAT II Subject test with listening test.

PRESIDENTIAL EXCEPTION

A student who is extremely close to Southwestern's minimum admission standards may be admitted as a Presidential Exception. This student may require further testing at the university level or be required to take university courses to compensate for any deficiencies in the required high school curriculum.

OPPORTUNITIES FOR HIGH SCHOOL STUDENTS

Georgia Southwestern State University recognizes the need to provide academically talented high school students with opportunities for acceleration of their formal academic programs. This recognition has led to the development of three organized programs: (1) a dual enrollment program in which a student, while continuing his/her enrollment in high school, enrolls in a course(s) for both high school and college credit; (2) a joint enrollment program in which a student, while continuing his/her enrollment in high school as a junior or senior, enrolls in courses for college credit; and (3) an early admissions program in which the student enrolls as a full-time college student following completion of the junior year in high school.

To participate in one of these options a student must be enrolled in a public or private secondary high school that is regulated by a school system and state department of education or accredited by one of the following:

- A regional accrediting association (such as the Southern Association of Colleges and Schools)
- The Georgia Accrediting Commission
- The Georgia Private School Accrediting Council (GAPSAC)

HOMESCHOOLED STUDENTS

Homeschooled students may be considered for joint enrollment if they are enrolled in Non-traditional Educational Centers that are recognized by GAPSAC or by state departments of education. Students attending non-accredited home school programs or non-accredited high schools may also be eligible to participate in joint enrollment opportunities if they meet all general admission requirements for dual enrollment and have validated their on-track Required High School Curriculum (RHSC) units.

GENERAL ADMISSION REQUIREMENTS

The Board of Regents has established the following admission standards for accelerated learning; however, each institution has the authority to establish higher and additional admission requirements.

- Minimum SAT score of 970 (combined Verbal/Critical Reading and Mathematics sections) or ACT composite of 20.
- Exemption of all Learning Support requirements
- Written consent of parent or guardian if the student is a minor
- Evidence in the transcript that student is on track towards the completion of the USG RHSC requirements and high school graduation.

Students who are interested in dual enrollment, joint enrollment or early admission may be eligible for funding under Move On When Ready (MOWR), the State of Georgia's dual admission program. For additional information about the MOWR program, students should contact their high school guidance counselor or the director of the MOWR program at the Georgia State Department of Education.

ADVANCED PLACEMENT

Georgia Southwestern State University offers Advanced Placement credit 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.

INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM

Georgia Southwestern State University will give college credits to a student who scores well on end-of-course assessments for the International Baccalaureate (IB) Diploma Program. The credits allow USG freshmen to receive course credit for selected basic college courses and advanced level courses. High assessment scores on IB courses are a strong indicator of academic performance beyond that expected of typical high-school students. There are three levels of the program - primary years, middle years, and the diploma program for 16-19 year-olds. Students who complete the IB diploma program can receive up to 24 hours of college credit. The amount of college credit awarded will vary among the USG's colleges and universities, depending upon each institution's course offerings. Additional information about International Baccalaureate credits may be obtained from the Office of the Registrar.

ADMISSION OF STUDENTS WITH OUTSTANDING SCORES

Students who demonstrate very high academic ability by achieving a composite SAT Composite (Verbal/Critical Reading plus Math) score in the upper five percent (5%) of national college-bound seniors according to the most recent report from the College Board and who show other evidence of college readiness may be admitted under this section. An ACT score

which is equivalent to this SAT score may also be used. Georgia Southwestern State University will evaluate such students to determine their ability to benefit from college coursework.

TRANSFER STUDENTS

All regulations applying to newly admitted freshmen are applicable to students transferring from other colleges with less than 30 hours of transferable credit.

The Office of Undergraduate Admissions will determine a transfer applicant's academic qualifications for admission on the basis of these college transcripts.

The Office of Undergraduate 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 Undergraduate Admissions 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 Board's Scholastic Aptitude Test (SAT) or the American College Testing (ACT) and an official copy of the high school transcript, showing the high school graduation date. Institutional credit courses, RHSC deficiency make-up courses taken prior to fall 2015, vocational courses, and learning support courses are excluded.
- Transfer students with fewer than 30 total semester hours of transfer credit must meet the admission requirements 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 institution 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 institution 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) may also be admitted as a regular student without any referral to Learning Support.

Transfer students must submit the following documents prior to enrollment:

- Completed admission application and \$25 application fee payment
- Official transcripts from each college attended. 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.
- SAT/ACT scores and high school transcript if fewer than 30 semester hours of acceptable academic credit are transferred.
- Proof of required immunizations.

An applicant will not be considered for admission unless the transcript of the college or university last attended shows the student to be eligible to return to the institution 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.

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. When a transfer student is fully accepted to GSW, the Office of Undergraduate Admissions sends the student's folder to the Registrar's Office for evaluation. Transcripts are evaluated in the order in which they are received. Once an evaluation is completed, the student is notified to view the evaluation on DegreeWorks. The Registrar's Office evaluates Areas A-E with Area F and the major classes evaluated by the school/college of the degree program. The following stipulations on the transfer of credit are upheld:

- Only courses completed at accredited institutions will be accepted in transfer.
- Transfer of courses in which a grade of D has been earned are considered as follows:
 - All credit earned in 1000 and 2000 level courses used to satisfy Core Curriculum requirements at a University System of Georgia institution will be accepted, except for Area A courses, which require minimum grades of C, and those core courses for which a minimum grade of C is required to meet major requirements.
 - Credits earned in upper level undergraduate courses require a minimum grade of C.
- Students who have partially completed Core Area 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 Core Areas A, D, and F for the new major
- Course work taken at two-year Technical Colleges which are accredited through the *Commission on Colleges and part of the Technical College System of Georgia (TCSG)* will be accepted in transfer as stipulated in the articulation agreement between the Board of Regents (BOR) of the University System of Georgia and the TCSG, or according to individual articulation agreements between GSW and individual technical colleges. Go to the [BOR/TCSG articulation agreement](#) to view the list of courses accepted.
 - Courses taken at Technical Colleges accredited by a regional accrediting agency

recognized by the US Department of Education may be accepted as transfer credit if the student submits the [Evaluation of Credit](#) form and required documentation.

- Courses taken at Technical Colleges not accredited by a regional accrediting agency recognized by the US Department of Education may be considered as transfer credit if the student submits the [Evaluation of Credit](#) form and required documentation.
- Transfer students must meet residency requirements outlined in the Degree Requirements section of this catalog.
- Credit earned through correspondence, credit by examination and extension work is accepted, but limited to 30 semester hours, with a maximum of 30 in the major. Students must provide official scores for admission and credit awarding purposes.
- Credits accepted in transfer by Georgia Southwestern State University will not necessarily apply toward degree requirements.
- 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 may have to be taken to prepare the student for upper division course work. However, the student will not be required to complete more than the total number of semester credit hours required for the degree program, 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 A, 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 as a transient student. Such students will ordinarily return to the college or university in which they were 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 Vice President for Enrollment Management at Georgia Southwestern State University must have evidence that the institution which the student previously attended is an accredited institution.
3. Even though the institution that the student last attended is an accredited institution, the Vice President for Enrollment Management 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 if the applicant's previous academic work appears satisfactory. The Vice President for Enrollment Management 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 (Students on F-1 and J-1 Visas)

Georgia Southwestern State University welcomes international students – their presence on the GSW campus adds a unique global dimension to the campus community! The Office of Undergraduate Admissions welcomes applications from international students interested in attending GSW.

Students should go to the following website for application and admission information:

<https://gsw.edu/Admissions/Who/International>

International students should check the following website for content updates related to international students and scholars: <https://gsw.edu/academics/international-student-programs/services>.

No application will be considered until the applicant completes the following requirements.

Allow at least eight (8) weeks for processing.

1. Submit an application with a **\$25** check or money order and immunization form (provided by the University). To expedite the process, you may submit your application online by visiting the [GSW website](#) and also our [international student website](#).
2. Submit official copies in English of secondary school transcripts and all college transcripts. You must submit your transcripts to an Evaluation Service and have an original evaluation sent directly to the Office of Undergraduate Admissions. Southwestern accepts evaluations from Josef Silny & Associates, Inc. and American Association of Collegiate Registrars and Admission Officers (AACRAO Students should request a course-by-course evaluation from one of the Evaluation Services listed above.
3. Submit official Test of English as Foreign Language (TOEFL) or International English Language Testing System (IELTS) score report. The minimum requirement for admission to Georgia Southwestern State University is 523/193/69-70 on the TOEFL and 6.5 on the IELTS for regular admission.

Once the required admission items listed above are received, the Admission Office will evaluate the applicant's credentials and make an admission decision.

The following standards of admission will be used to determine an international student's

eligibility for admission and any additional requirements:

1. TOEFL 69-70 (IBT) or IELTS 6.5 and above
 - required to take the COMPASS math placement test for possible placement in Learning Support
 - may enroll in regular credit English core course
 - exempt from Required High School Curriculum (RHSC)
2. SAT/ACT scores without TOEFL or IELTS
 - with SAT/ACT English and math scores above cut-off for regular university admission, exempt from COMPASS placement testing, English Language Institute (ELI), and RHSC
 - with SAT/ACT math score below cut-off for regular university admission, must take the COMPASS math placement test for possible placement in Learning Support
 - with SAT/ACT English score below cut-off for regular university admission, must take the COMPASS placement English tests for possible placement in ELI
3. No TOEFL/IELTS score or TOEFL less than 69-70 (IELTS less than 6.5): Admission to the ELI
 - 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 Undergraduate Admissions
 - exempt from Required High School Curriculum
4. Under certain circumstances, a student may meet all of the Georgia Southwestern guidelines for admissions, but not meet the minimum TOEFL score (iBT - 69, or corresponding scores on other types of TOEFL examinations) or scored 6.5 on the IELTS. These students may be considered for admission by the university, with regard to the following guidelines:
 - Category 1: Students with a TOEFL score of 58 or less (or 5.0 or less on IELTS), or without TOEFL or IELTS score will be placed initially in a full time English Language Institute (ELI) schedule for a minimum of one semester.
 - Category 2: Students with a TOEFL score of 59-64 (or 5.5 on IELTS) will be conditionally admitted to a degree program, but will be required to take at least 4 credits of ELI courses, to be determined by the Director of International Student Programs during their first term of enrollment.
 - Category 3: Students with a TOEFL score of 65-68 will be conditionally admitted to a degree program, but will be required to take at least 3 credits of ELI courses, to be determined by the Director of International Student Programs, during their first term of enrollment.
 - Category 4: Students with an IELTS Score of 6.0 will be fully admitted to a degree program, but will be required to take 3 credits of ELI courses, to be determined by the Director of International Student Programs, during their first term of enrollment.

Students admitted under these guidelines must successfully complete the required ELI courses with a grade of B or better or enroll full-time in ELI courses the second semester on campus. In lieu of a TOEFL examination, Southwestern will fully admit students to a degree seeking program, upon the recommendation of the Director of the International Student Programs.

International Rotary students are RHSC and placement testing exempt.

NOTE: If international students do not meet TOEFL or IELTS test requirements for admission to Georgia Southwestern State University, they may review admission criteria for the English Language Institute program at the [ELI](#) website

If the applicant is accepted to the University, he/she will be notified, and should submit the following items before the SEVIS I-20 will be issued and registration permitted.

- Completion of the Declaration and Certification of Finances form or an official letter from a bank or financial institution stating that the student and/or the student's sponsor have available funds. The letter must be written on official, color letterhead stationery in English and signed by a bank official showing the date the account was opened, currency used, and amount that is currently in the account. Submit an official conversion of currency to U.S. Dollars.
- For an applicant transferring from another institution within the United States, A copy of his or her current I-20, visa, and I-94 along with the completed [Undergraduate Transfer Clearance Form](#).
- Evidence of health/accident insurance. Each international student must obtain and maintain health/accident insurance. Students must purchase the University System of Georgia Student Health Insurance Plans (SHIP) insurance policy. (For current costs, go to the [GSW Health Insurance](#) website.) Further Information on required insurance will be mailed with the acceptance letter. International student athletes will purchase health/accident insurance through the Athletic Department.
- Proof of immunizations. The immunization form for international students must be provided within the first week of classes, or their registration will be dropped and a hold will be placed on their account.

Upon receipt of the application materials and required documents and official acceptance, international student applicants will be mailed their Certificate of Eligibility to Study (SEVIS I-20) required to obtain their F-1 visa at the U.S. Embassy or Consulate.

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

F-1 and J-1 International Students

Georgia Southwestern State University welcomes international students – their presence on the GSW campus adds a unique global dimension to the campus community! GSW's Office of International Programs assists F-1 and J-1 international students with all matters pertaining to immigration, counseling, advising, and programming.

All F-1 and J-1 international students are expected to attend the international student orientation at the beginning of each semester. International orientation provides an opportunity for international students to get oriented to the GSW campus community and includes a variety of sessions critical to succeeding at GSW and living in the United States. International students should check [International Student and Scholar Services website](#) for content updates related to international students and scholars.

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. Credit will not be reflected on the Georgia Southwestern transcript. Auditors and Personal Development students will be required to submit the following items:

1. Application with \$25 non-refundable fee.
2. Proof of high school graduation or equivalency (GED).
3. 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. Post Baccalaureate students need only submit the official transcript denoting the named Bachelor's degree from a regionally accredited institution.

SECOND BACCALAUREATE DEGREE

An applicant who has already earned a four-year college degree from an accredited college or university and wishes to pursue another degree would apply as a second degree student. This type of admission allows one to pursue a different four-year degree. Applicants should submit an official copy of all college transcripts along with the application of undergraduate admission and the \$25 application fee.

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

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 and laboratory fees.
3. Must meet all System and GSW 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 if they are degree-seeking students.
6. Must submit proof of required immunizations.
7. Must provide proof of lawful presence in the United States

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 and pay a \$25 readmission fee. Students who were on academic suspension at the time of their departure from the University are required to obtain the approval of the Associate 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 degree-seeking students who have experienced academic difficulty at Georgia Southwestern State University to have one opportunity to make a fresh start after an absence of three calendar years. Students must first apply for readmission following the readmission application procedure. Once readmitted, a student will have one calendar year to apply for Academic Renewal. To apply for Academic Renewal, students should send a written request to the Registrar, who will then review the student's academic record to determine if the student could benefit from academic renewal. If the student is granted Academic Renewal, a new grade point average is established according to the following guidelines:

1. A Renewal GPA is begun when the student receives approval for Academic Renewal and includes all course work completed following the re-enrollment.
2. The Academic Renewal GPA will be used for determining academic standing and eligibility for graduation.
3. All previously attempted course work continues to be recorded on the student's official transcript.
4. Credit the student completed with a grade of C or higher prior to readmission, either at Georgia Southwestern or at another accredited institution, can be counted toward degree requirements, but will not count toward the renewed GPA.
5. To earn a degree, a student must meet the Georgia Southwestern State University residency requirements after acquiring Academic Renewal status.
6. At least 50% of work toward a baccalaureate degree must be completed after the granting of Academic Renewal status for a student to be eligible for honors at graduation.

7. Academic credit for previously completed course work including previous transfer course work will be retained only for courses in which an A, B, or C grade has been earned.
8. Retained grades are not calculated in a Renewal GPA. Such credit is considered in the same context as transfer credit, credit by examination, and courses with grades of "S".
9. Applicability of retained credit to degree requirements will be determined by the degree requirements currently in effect at the time Academic Renewal status is conferred on the student. Specific Georgia Southwestern State University program regulations must also be met.
10. A student can be granted Academic Renewal status only one time.
11. Any scholastic suspensions that occurred in the past shall remain recorded on the student's permanent record.
12. The Renewal GPA begins with the semester following re-enrollment. If a student is denied Academic Renewal and subsequently does not re-enroll, he/she may resubmit an Academic Renewal application after no less than one year has passed since the initial petition.
13. The granting of Academic Renewal does not supersede financial aid policies regarding Satisfactory Academic Progress. Students should discuss how retaking courses affects financial aid with a financial aid counselor.
14. The granting of Academic Renewal does not supersede the admissions requirements of certain programs, e.g., teacher education and nursing, which require a specific minimum grade point average based upon all course work.

Students should contact the Registrar's office for more information about applying for Academic Renewal.

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. 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 by the Vice President for Academic Affairs prior to registration.

Permission forms are available in the Registrar's Office and from academic advisors and faculty.

GRADUATE STUDENTS

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

FINANCIAL INFORMATION

In accordance with regulations of the Board of Regents of the University System of Georgia, all tuition, fees, matriculation charges, board, room rent, or other charges are subject to change at the end of any academic term.

BUSINESS REGULATIONS

Georgia Southwestern State University, as a unit of the University System of Georgia, receives a 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 to 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, may be administratively withdrawn from classes for the term that is unpaid. If this action is necessary, the student is not allowed to remain in class or participate in online classes. The procedures for reinstatement are as follows: 1) submit payment in full to the Student Accounts Office, 2) request reinstatement in each course and ask the instructor to email the registrar that the reinstatement is approved. Submission of payment does not ensure reinstatement.

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 to all students taking three or more semester hours of on-campus classes and to all students residing in the residence halls.

The student activity fee is assessed to all students taking three or more semester hours of on-campus classes and to all students residing in the residence halls. 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 student success center fee is assessed to all students taking three or more semester hours of on-campus classes and to all students residing in the residence halls. It provides financial support for the full-time multi-purpose facility.

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

The technology fee and institutional fee are assessed to all students. These fees allow GSW to provide state of the art technology and instructional services to students.

FEE PAYMENT DEADLINES

Fee Payment Deadlines are posted under the [RAIN](#) announcement page.

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

IDENTIFICATION CARDS

Georgia Southwestern State University provides every student with a CanesCard. The CanesCard is the official Identification Card for GSW. Students can use their CanesCard to receive financial aid refunds, access the Dining Hall, Higher Grounds, POD, and Chick-fil-A/Boar's Head Deli. The CanesCard can also be used to make on-campus and off-campus purchases or access ATMs for cash. The CanesCard functions as a pre-paid DEBIT card; students can only make purchases if they have money applied to their CanesCard.

Every student will need to have a CanesCard to access GSW facilities such as the fitness center, game room, library, bookstore, academic computer labs, and the Residence Halls.

For new students, CanesCards will be made on STORM Day and Registration Day in the Canes Card Office located in the Marshall Student Center. The CanesCard office is open Monday-Thursday from 9am-5pm and Friday from 9am-2pm.

Students can contact the CanesCard office at (229) 931-5091 or Student Accounts (229) 931-2013 with questions or concerns.

If a CanesCard is lost, stolen, or destroyed, cards can be replaced for a \$10.00 fee. Payment can be made in the Student Accounts Office.

SEMESTER COSTS

Matriculation charges, board (meal plans), fees and other charges are assessed on a term basis. Housing costs are assessed either by term or by month depending on the contract on file in Residence Life. All matriculation charges, board, room rates, and other charges are subject to change. The tuition and fee rates in effect for the current academic year can be found at the [Georgia Resident](#) website for students who are considered residents of Georgia and at the [Non-Georgia Resident](#) website for those who are not.

Each application for admission (including readmission), graduate and undergraduate, must be accompanied by a \$25 non-refundable application fee. Undergraduate students are required to pay an additional \$45 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.

Food Service Rates

Georgia Southwestern offers several dining options to help meet our students' busy lives. All students housed on campus with fewer than 60 credit hours will purchase a meal plan. Residents with over 60 hours who decide not to purchase a meal plan will have a mandatory minimum \$500.00 Dining Dollars added to their accounts. Off campus students may purchase a meal ticket if desired. No refund will be made on any meal plan purchases unless the student withdraws from the University. More information concerning meal plans and food services can be found at [GSW Dining](#).

Residence Hall Rates

Georgia Southwestern provides students with modern housing to complement their college experience. Specific information concerning these options can be found at the [Residence Life](#) website.

A \$50 application fee must be submitted with the student- housing contract.

MISCELLANEOUS FEES AND CHARGES FOR STUDENTS

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

Annual: Fall-Summer	\$18.00
Spring-Summer	\$10.00
Summer Only	\$ 7.00

Pre-Enrollment Fees

Application Fee	\$ 25.00
Housing Application Fee	\$ 50.00
Readmission Fee	\$ 25.00

Transcript Fee

Per request on paper form ordered through the Registrar's Office	\$5.00
Per request ordered online (See note below.)	\$7.25

Note: The secure website will include instructions for placing your transcript order. Georgia Southwestern State University charges \$5.00 per transcript. Credential Solutions charges a \$2.25 processing fee for each recipient (transcript addressee). Order updates will be emailed to you, and you can also check your order status and history online.

Graduation Fee

Certificate	\$15.00
Bachelor's Degree	\$35.00
Master's Degree	\$35.00
Specialist Degree	\$35.00

Late Payment Fee

Failure to submit fee payment for semester enrollment on the specified date (non- refundable)	\$50.00
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Returned Check Fee

For each paper or electronic returned check	\$15.00 OR 5% of the face amount of the check, whichever is greater.
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Academic Course Fees

Applied Music Fee for 1 hour per week instruction	\$120.00
Art Fee (for select Art courses)	\$ 15.00
Biology Lab Fee	\$ 30.00
Chemistry Lab Fee	\$ 30.00
Education Ethics Fee	\$ 30.00
Education Opening School Experience	\$300.00
Geology Lab Fee	\$ 15.00
Learning Support Testing Fee per Learning Support course	\$ 3.00
Music Appreciation Fee	\$ 15.00
Nursing Clinical Fee (for select Nursing courses)	\$ 75.00
Nursing Lab Fee (for select Nursing courses)	\$ 50.00
Professional Golf Management Lab Fee	\$100.00
Student Teaching Fee	\$ 75.00
Theater Fee (for select Theater courses)	\$ 15.00

Testing Fees (May not include the cost of the test itself)

Biology Exit Examination	\$ 25.00
CLEP	\$ 80.00

COMPASS Re-Test	\$ 30.00
eCore Testing	\$ 25.00
Education (GACE) (proctor fee included)	Fee depends on test
ETS English Examination	\$ 27.00
Georgia Constitution Examination	\$ 20.00
Retest	\$ 15.00
Georgia History Examination	\$ 20.00
Retest	\$ 15.00
Independent Study Testing	\$ 30.00
Miller's Analogy Testing (MAT) (proctor fee included)	\$ 75.00
Nursing Standardized Testing	\$540.00
Nursing NCLEX Review Course Testing	\$350.00
Nursing - TEAS Testing (proctor fee included)	\$ 80.00
Prior Learning Assessment (PLA)	\$250.00
Proctoring	\$ 20.00
Psychology/Sociology Testing	\$ 26.00
TOEFL (proctor fee included)	\$190.00

REFUND OF FEES

Students who officially withdraw from the University before the official 60% point in the term are eligible for a partial refund of fees. No refunds for withdrawals will be made after passing the 60% point during the semester. No refunds are made if a student reduces his or her credit hours by withdrawing from courses after the add/drop period. Students may receive a refund for credit hours dropped during the official add/drop period. It is the student's responsibility to withdraw officially in accordance with University regulations.

The [Withdrawal from the University for the Semester](#) form is available online. The completed form should be submitted to the Director of the Academic Resource Center located in the Academic Center for Excellence, room 126 (229-931-7010) or faxed to 229-931-2277. 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 officially withdraw from the University 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 (including textbooks for eCore courses), trade books, software, general merchandise (including GSW items), and school supplies are available in the Campus Bookstore. The Bookstore is located in the Marshall Student Center next to the Campus Post Office. The cost of books and supplies will vary with the courses selected by the individual student. An estimate of this cost is \$400 to \$600 per semester. The Campus Bookstore buys back textbooks for cash three times a year during finals week at the end of each semester for up to 50% of the original purchase price.

Refunds for textbooks will not be given without the following:

- Cash register receipt dated within the current term.
- 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.

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 or 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 thirty (30) 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's Office or [click here to access Out-of- State Tuition Waiver options.](#)

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

Exceptions:

- A 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.
- 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 may register as a resident.
- Students who are transferred to Georgia by an employer are not subject to the durational residency requirement.
- No emancipated minor or other person 18 years of age or older shall be deemed to have gained or acquired in-state status for tuition purposes while attending any educational institution in this state, in the absence of a clear demonstration that he or she has in fact established legal residence in this state.
- 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.
- In the event that a legal resident of Georgia is appointed by a court as guardian of a nonresident minor, such minor will be permitted to register as an in-state student providing the guardian can provide proof that he or she has been a resident of Georgia for the period of 12 months immediately preceding the date of the court appointment.
- 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 award out-of-state tuition differential waivers and assess in-state tuition for certain non-Georgia residents under the conditions listed below. Notwithstanding any provision in this policy, no person who is unlawfully present in the United States shall be eligible for any waiver of the tuition differential (BOR Minutes, June 2010).

Academic Common Market

Students selected to participate in programs offered through the Academic Common Market.

International and Superior Out-of-State Students

International students and superior out-of-state students selected by the institution president or an authorized representative, provided that the number of such waivers in effect does not exceed four percent (4%) for the University of Georgia, Georgia Institute of Technology, Georgia State University, Augusta University, and two percent (2%) for all other institutions 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 (BOR Minutes, April 2012).

University System Employees and Dependents

Full-time USG employees, their spouses, and their dependent children.

Medical/Dental Students and Interns

Medical and dental residents and medical and dental interns at Georgia Regents University (BOR Minutes, 1986-87, p. 340).

Full-Time School Employees

Full-time employees in the public schools of Georgia or the Technical College System of Georgia (BOR Minutes, October 2008), their spouses, and their dependent children. Teachers employed full-time on military bases in Georgia shall also qualify for this waiver (BOR Minutes, 1988-89, p. 43).

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.

Military Personnel

Military personnel, their spouses, and their dependent children stationed in or assigned to Georgia and on active duty. The waiver can be retained by the military personnel, their spouses, and their dependent children if

- The military sponsor is reassigned outside of Georgia, and the student(s) remain(s) continuously enrolled and the military sponsor remains on active military status;
- The military sponsor is reassigned out-of-state and the spouse and dependent children remain in Georgia and the sponsor remains on active military duty; or
- The active military personnel and their spouse and dependent children are stationed in a state contiguous to the Georgia border and live in Georgia. (BOR Minutes, February 2009)

Border County Residents

Students domiciled in an out-of-state county bordering Georgia, enrolling in a program offered at a location approved by the Board of Regents, and for which the offering institution has been granted permission to award Border County waivers (BOR Minutes, October 2008).

Georgia National Guard and U.S. Military Reservists

Active members of the Georgia National Guard, stationed or assigned to Georgia or active members of a unit of the U.S. Military Reserves based in Georgia, and their spouses and their dependent children (BOR Minutes, October 2008).

Students Enrolled in USG Institutions as Part of Competitive Economic Development Projects

Students who are certified by the Commissioner of the Georgia Department of Economic Development as being part of a competitive economic development project.

Students in Georgia-Based Corporations

Students who are employees of Georgia-based corporations or organizations that have contracted with the Board of Regents through USG institutions to provide out- of-state

tuition differential waivers.

Students in ICAPP® Advantage Programs

Any student participating in an ICAPP® Advantage program.

International and Domestic Exchange Programs

Any student who enrolls in a USG institution as a participant in an international or domestic direct exchange program that provides reciprocal benefits to USG students (BOR Minutes, October 2008).

Economic Advantage

As of the first day of classes for the term, an economic advantage waiver may be granted to a U.S. citizen or U.S. legal permanent resident who is a dependent or independent student and can provide clear evidence that the student or the student's parent, spouse, or United States court-appointed legal guardian has relocated to the State of Georgia to accept full-time, self-sustaining employment and has established domicile in the State of Georgia. Relocation to the state must be for reasons other than enrolling in an institution of higher education. For U.S. citizens or U.S. legal permanent residents, this waiver will expire twelve (12) months from the date the waiver was granted.

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

A dependent non-citizen student who can provide clear evidence that the student's parent, spouse, or United States court-appointed legal guardian possesses a valid employment-related visa status and can provide clear evidence of having relocated to the State of Georgia to accept full-time, self-sustaining employment is also eligible to receive this waiver. Relocation to the state must be for employment reasons and not for the purpose of enrolling in an institution of higher education. These individuals must be able to show clear evidence of having taken legally permissible steps toward establishing legal permanent residence in the United States and the establishment of legal domicile in the State of Georgia.

Non-citizen students currently receiving a waiver who are dependents of a parent, spouse, or United States court-appointed legal guardian possessing a valid employment-related visa status may continue to receive this waiver as long as they can demonstrate that their parent, spouse, or United States court-appointed legal guardian is maintaining full-time, self-sustaining employment in Georgia and is continuing efforts to pursue an adjustment of status to U.S. legal permanent resident and the establishment of legal domicile in the State of Georgia (BOR Minutes, amended October 2008.)

Recently Separated Military Service Personnel

Separated military members from a uniformed military service of the United States who meet one of the following:

- Members of a uniformed military service of the United States who, within thirty-six (36) months of separation from such service, enroll in an academic program and demonstrate intent to become domiciled in Georgia. This waiver may also be granted to their spouses and dependent children.
- Any separated service member or any student utilizing transferred VA educational benefits, and physically residing in the state, who enrolls within one hundred-twenty (120) months of separation is also eligible

Non-Resident Students

As of the first day of classes for the term, a non-resident student can be considered for this waiver under the following conditions:

Students under 24:

If the parent, or United States court-appointed legal guardian has maintained domicile in Georgia for at least twelve (12) consecutive months and the student can provide clear and legal evidence showing the relationship to the parent or United States court-appointed legal guardian has existed for at least twelve (12) consecutive months immediately preceding the first day of classes for the term. Under Georgia code, legal guardianship must be established prior to the student's 18th birthday (BOR Minutes, October 2008, title amended February 2010); or

If the student can provide clear and legal evidence showing a familial relationship to the spouse and the spouse has maintained domicile in Georgia for at least twelve (12) consecutive months immediately preceding the first day of classes for the term (BOR Minutes, February 2010).

Students 24 and Older:

If the student can provide clear and legal evidence showing a familial relationship to the spouse and the spouse has maintained domicile in Georgia for at least twelve (12) consecutive months immediately preceding the first day of classes for the term.

If the parent, spouse, or United States court-appointed legal guardian of a continuously enrolled non-resident student establishes domicile in another state after having maintained domicile in the State of Georgia for the required period, the non-resident student may continue to receive this waiver as long as the student remains continuously enrolled in a public postsecondary educational institution in the state, regardless of the domicile of the parent, spouse or United States court-appointed legal guardian (BOR Minutes, June 2006, amended October 2008).

Vocational Rehabilitation Waiver

Students enrolled in a USG institution based on a referral by the Vocational Rehabilitation Program of the Georgia Department of Labor (BOR Minutes, October 2008).

Border States of Florida, Alabama, and South Carolina

Students domiciled in another state bordering Georgia subject to the following conditions: Each year, the Chancellor shall review the enrollment levels at each USG institution to

determine whether any USG institutions have sufficient excess capacity to increase recruitment of students from neighboring states. Should the Chancellor determine that cause exists to activate the Border Residents waiver, the Chancellor or the Chancellor's designee will present the list of institutions to the Committee on Academic Affairs of Regents for approval. If an institution is given permission to award the Border Residents waiver, it will be allowed to do so for the next three academic years.

WAIVER OF MANDATORY FEES FOR U.S. MILITARY RESERVE AND GEORGIA NATIONAL GUARD COMBAT VETERANS

Eligibility

Eligible participants must be Georgia residents who are active members of the U.S. Military Reserves and/or the Georgia National Guard and were deployed overseas for active service in a location or locations designated by the U.S. Department of Defense as combat zones on or after September 11, 2001, and served for a consecutive period of one hundred eighty-one (181) days, or who received full disability as a result of injuries received in such combat zone, or were evacuated from such combat zone due to severe injuries during any period of time while on active service. Additionally, eligible participants must meet the admissions requirements of the applicable USG institution and be accepted for admission.

Benefits

Eligible participants shall receive a waiver of all mandatory fees charged by USG institutions including, but not limited to

1. Intercollegiate athletic fees;
2. Health services fees;
3. Parking and transportation fees, where such fees are mandated for all students;
4. Technology fees;
5. Student activity fees;
6. Fees designated to support leases on facilities such as recreation centers, parking decks, student centers, and similar facilities; and,
7. Any other such mandatory fees for which all students are required to make payment.

Students receiving this waiver shall be eligible to use the services and facilities these fees are used to provide. This benefit shall not apply to housing, food service, any other elective fees, special fees, or other user fees and charges (e.g., application fees).

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 15. Detailed information and appropriate forms may be obtained from the Georgia Southwestern State University website. All awards are contingent on funds being available and students' enrollment and attendance in class.

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 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 Office. 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 Direct Subsidized and Unsubsidized Stafford Loan is required to provide an analysis of the family income using the FAFSA. FAFSA worksheets are available from many secondary school counselors or from the Financial Aid Office at Georgia Southwestern State University. The FAFSA can be completed and submitted electronically at www.fafsa.gov. Students should remember to list Georgia Southwestern State University, Americus, Georgia (GSW school code: 001573), as one of the institutions to receive an electronic copy of the FAFSA.

PROCEDURES FOR APPLYING FOR FINANCIAL AID

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

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 should also have transcripts on file for enrollment history verification if required by the Department of Education. Gather all federal tax information, including that of your parents or spouse,

needed to complete the FAFSA, which can be found at www.fafsa.gov. We strongly recommend that you complete your application online. This ensures a high level of accuracy because responses are checked online. It is more difficult to leave out information when processed on the web.

You will be required to apply for a “FSA ID”, which will be used later as an electronic signature. While you are applying for a FSA ID, have your parent or spouse apply for one as well. You can apply for a FSA ID at www.fafsa.gov.

On your completed FAFSA, be sure to list the GSW school code 001573. The information provided on the FAFSA is used to calculate eligibility for the federal aid, including grants, work-study, and loan programs. GSW strongly recommends that you use the IRS retrieval tool when completing the FAFSA.

If the school code 001573 is entered on the FAFSA, GSW will receive the student's financial information electronically. Until this information is received by the institution electronically, the student's eligibility cannot be determined. Financial aid is not automatically renewed. All financial aid recipients must reapply for financial aid each year. All application information received after April 15th 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 academic progress (SAP) 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. The amount of the Federal Pell Grant is determined on the basis of the family's resources calculated from the FAFSA 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 decreases as the family contribution increases. The Pell Grant Award is based on fulltime enrollment. If a student enrolls in (or is reporting as attending) less than a fulltime class load, the Pell Grant will be adjusted accordingly. There is a 600% lifetime limit on the receipt of PELL grant awards. Students cannot receive the Pell Grant for more than six years.

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. Recipient must be Pell eligible.

Grants ranging from \$200 to \$6400 are available to students for each of the four years of undergraduate study as long as funds are available.

LOANS (Attendance requirements are 6 hours for undergraduates and 5 hours for graduates in the specified semester.)

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

Federal Perkins Loan (National Direct Student Loan)

The Perkins Loan (or NDSL) program allows a student with financial need to borrow additional funds after direct loans. The maximum loan is based on the student's need and the availability of funds, not to exceed \$5500 annually. 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. (Priority is given to prior Perkins recipients).

Service cancellation provisions may be available to individuals who

- 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; Teach handicapped children; or
- Serve as full-time staff members in a head start program; or
- Work as a nurse in a public or non-profit organization.

Federal Direct Subsidized Stafford Loan

The Subsidized Loan is a low-interest, need-based loan authorized by the federal governments to help students pay the costs of education beyond high school. Loans to students are made primarily by the U.S. Department of Education. Repayment of any subsidized Stafford Loan, within the limits of the law, will be "guaranteed" by the U.S. Department of Education. 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 Direct Unsubsidized Stafford Loan

The Unsubsidized Loan has the same terms as the Subsidized 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 loans, but the combined total cannot exceed the program maximum. The student must repay loans.

Federal PLUS Loans (Parents of Dependent Children)

Parent Loan for Undergraduate Students (PLUS Loan) is an educational loan for eligible students, authorized by the federal 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. The GSW PLUS Loan Instructions and Options Form can be downloaded from the GSW website under Financial Aid/Forms. The parent will need his or her own FSA ID to submit the application including a specified amount for the entire enrollment period. The biological or adoptive parent must submit this Federal PLUS Application at www.studentloans.gov. The parent is responsible for repaying this loan. The proceeds from this loan are refunded to the student if conflicting information exists on the PLUS application or with the Institution.

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 GSW or the agency or person(s) funding the scholarship. The amount of the awards will vary.

HOPE Scholarship and Zell Miller Scholarships

To be eligible for either the HOPE or Zell Miller Scholarship, the student must be a Georgia resident.

HOPE Scholarship

- Students must graduate with a 3.0 GPA from an eligible high school.
- Students must maintain a 3.0 GPA in college to keep HOPE.
- The HOPE amount is capped at 90 percent of the current year's tuition rate at USG institutions.
- Each year the amount is subject to change based on the published rate listed at GAfutures.org.

Zell Miller Scholarship

- Students must graduate with a 3.7 GPA from an eligible high school.
- Students must, in addition to the 3.7 GPA, have a combined 1200 on the critical reading and math sections of the SAT or at least a 26 Composite ACT score. These test scores must come from a single test sitting.
- Students must maintain a 3.3 GPA in college to keep the Zell Miller scholarship.
- A valedictorian and salutatorian from each high school will be eligible to receive the Zell Miller Scholarship without consideration of the GPA or ACT/SAT requirements.
- Zell Miller Scholarship will cover tuition at 100% for an academic year.
- Students who drop below the college 3.3 GPA can earn regular HOPE if their GPA remains at 3.0 or above.

HOPE and Zell Miller Scholarship

Remedial classes are not covered by the HOPE scholarship. Eligible students can continue to receive HOPE Scholarships until they have attempted a maximum of 127 semester hours.

Students who lose HOPE or the Zell Miller Scholarship at an established checkpoint will have a single chance to regain HOPE or the Zell Miller Scholarship.

Beginning with high school graduating class of 2015, students will be required to demonstrate that they have taken a certain number of rigorous high school courses in math, science, English, social studies, and foreign language.

Courses earned through dual-enrollment will count toward the rigor requirements being phased in for 2015.

Complete the Free Application for Federal Student Aid (FAFSA) or complete the Georgia online application found at GAfutures.org.

A transfer student who feels he or she is eligible for the HOPE Scholarship must request such consideration from the Financial Aid Office. Please submit a Hope Evaluation Form request from the GSW/Financial Aid/Forms website and allow 2 to 4 weeks for a review. 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 Undergraduate Admissions before a request is made to the Financial Aid Office. An email will be sent to the student's radar account, and/or RAIN will be updated accordingly.

GSW also participates in other Georgia programs including the Student Access Loan, Move When Ready Scholarship, Hero Grant, and Public Service Grant. The criteria for each can be found at GAfutures.org.

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 or the equivalent ACT composite score are eligible to apply for the Alumni Scholarships and the Wheatley Scholarships.

GSW Alumni Scholarships

The GSW Alumni Scholarships include the GSW Alumni Academic Scholarship, Cavendar-Rich Scholarship, E.R. Hogg Scholarship, Mary Lou Jordan Scholarship, Myra Lunsford Scholarship, Alice K. Mathis Scholarship, Henry King Stanford Scholarship, and Martha Hudson Westbrook 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 transfer students who have earned an associate degree and to continuing GSW students. Contact the Office of Financial Aid or the Office of Undergraduate Admissions for additional information. In order to remain eligible to receive most GSW academic scholarships, a student recipient must be enrolled in at least 12 credit hours each term, earn a 3.0 cumulative grade point, and remain in good judicial standing.

Additional Academic Scholarships

Other academic scholarships available at Georgia Southwestern State University include the Daniel D. Arden Scholarship for Geology students, Iris Stewart Argo Scholarship and Agnes Agerton Scholarships for English majors, James G. Deriso Scholarship for Business students, J.H. Dorminy Music Scholarship for Music students, Frances Bagley Jones Scholarship for students from Sumter County, Georgia, Peterson Scholarship for Science students, Robert Marshall Pryor Scholarship for residents of Sumter County, L.R. Towson Scholarship for Chemistry majors, Biology Club Scholarship, Chemistry Club Scholarship, Delta Kappa Gamma Scholarship, Tammy Lee Fortner Scholarship, Julia Baker Isakson Scholarship, Frances Wynn Patrick Scholarship for Nursing, John Monroe Prance Scholarship, John Emory Rylander Scholarship for Nursing, Lula F. Stephens Scholarship and Jenny Harrison Strange Scholarship, Roy Lee and Susan Smith Free Enterprise Scholarship, Wheatley Leadership, Talent, and Academic Scholarships, Watson Scholarship, Weston Scholarship, Dudley Voice Scholarship, and Joan Smith Scholarship. For current information, please view the scholarship information on the GSW [Financial Aid website](#) or contact the Financial Aid Office.

EMPLOYMENT OPPORTUNITIES

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

Federal Work Study

This is a federally funded program, available to students with established financial need (based upon the FAFSA application) at the time of their initial enrollment or thereafter. Satisfactory academic progress and work performance are required. Applications are available in the Financial Aid Office.

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 nor can it be applied toward tuition.

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 Career Services in the Academic Center for Excellent (ACE), Room 124 for applications.

The rate of pay is minimum wage in biweekly payments.

Part-Time Employment

The Office of Career Services 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 posted on each donor's website.

Information for current programs is available on the GSW website under Financial Aid/Program Types.

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:

To receive any federal financial aid, a student must maintain satisfactory academic 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. GSW's academic good standing GPA is defined as an overall 2.0/4.0.

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.

To receive federal aid, the student must not owe a refund on previous federal grants or be in default on a Federal student loan.

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.

Any refund from a federal source will be returned to that fund in the appropriate order.

WITHDRAWING, FAILING, NOT ATTENDING, AND REPEATING COURSES

Federal regulations require schools to determine the earned and unearned portions of federal aid as of the date the student ceased attendance based on the amount of time the student spent in attending classes during each semester.

Up through the 60% point in each semester, a pro-rata schedule is used to determine the amount of federal aid the student has earned at the time of withdrawal. After the 60% point in the semester, a student has earned 100% of the federal aid awarded.

For a student who withdraws after the 60% point-in-time, there is no unearned aid. However, a school must still determine the student's eligibility for a post- withdrawal disbursement. Georgia Southwestern must comply with refund policies required by the state or other outside agencies. Although an institutional, state, or agency refund policy will determine the charges a student will owe after withdrawing, those policies will not affect the amount of federal aid the student has earned.

Federal aid is awarded to a student under the assumption that the student will attend school for the entire semester for which the assistance is awarded. When a student withdraws, the student may no longer be eligible for the full amount of federal aid the student was originally scheduled to receive.

If a recipient of federal grant or loan funds withdraws (officially or unofficially) from GSW after beginning attendance, the amount of federal grant or loan assistance earned by the student must be determined. If the amount disbursed to the student is greater than the amount the student earned, unearned funds must be returned. If the amount disbursed to the student is less than the amount the student earned, and for which the student is otherwise eligible, he or she is eligible to receive a post- withdrawal disbursement of the earned aid that was not received.

GSW has a procedure for determining whether a recipient of federal funds who began attendance during a semester completed the semester or should be treated as a withdrawal. If a student earns a passing grade in one or more of his or her classes in a semester GSW presumes that the student completed the course and thus completed the semester. If a student begins attendance, does not officially withdraw, but fails to earn a passing grade in at least one course offered over an entire semester, for federal purposes, GSW must assume that the student has unofficially withdrawn. In such case, GSW may rely on the instructor's reported last date of attendance during the specific semester. If one instructor reports that the student attended through the end of the semester, then the student is not a withdrawal.

If a student is reported as **not attending class**, financial aid must be adjusted, and the student will become liable for any balance.

Repeating Classes: Students can retake a course, already passed, **ONLY one more time and receive federal financial aid for that course. Federal financial aid will not pay for any passed course taken more than twice.** This rule applies whether or not the student received aid for earlier enrollment in the course and is in effect regardless of the minimum grade requirement. Since "D" is a passing grade in the academic catalog, it is considered passing for federal financial aid purposes.

Please refer to the [Office of Financial Aid](#) website or contact the Financial Aid Office, Room 207, Sanford Hall. Office hours are from 8:00 a.m. - 5:30 p.m., Monday through Thursday and Friday from 8:00 a.m. - 3:00 p.m. Please call 229-928-1378 for summer hours, as they may vary.

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 1-888-827-1000.

CAMPUS SERVICES

CAMPUS BOOKSTORE

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 Campus Bookstore at Georgia Southwestern State University is institutionally owned and operated. The success of the bookstore lies with the success of the students. The bookstore carries new, used, and rental textbooks (including textbooks for eCore) with an emphasis on trying to obtain as many used and rental textbooks as possible through student buybacks and various wholesale distributors to lower the student's cost by 25%-75%. In addition to course materials, the bookstore stocks laptops, 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 t-shirts, hats, coffee mugs, seasonal gift items, 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 and special ordering for any academic materials. The bookstore accepts cash, personal checks, MasterCard, Visa, Discover, American Express, Canes Cash, bookstore gift cards, and 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 5:00pm Monday through Thursday, and 8:30am until 3:00pm 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.

The [Bookstore website](#) is your place for official Georgia Southwestern State University textbooks, gear and supplies. Buy used and new textbooks, find official Georgia Southwestern State University gear, and purchase software and gifts - all online.

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

Leann Miller, Web Textbook Coordinator, (229) 931-2373

Amber DeBaise, Bookstore Manager and Director of Auxiliary Services (229) 931-2042

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 234 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 that includes LPs, video tapes, audio- tapes, CDs, DVDs, and software. Special collections include the Dr. Harold Isaacs Third World Studies collection, GSW Historical collection, POW and Oral History collections, ERIC collection, rare books, newspapers, and popular reading materials.

Through our participation in GALILEO (Georgia Library Learning Online), the Library provides access to over 90 databases. The Library's online catalog is part of the statewide integrated online system, GIL-FIND (Galileo Interconnected Libraries). GIL-FIND also provides access to the USG's Universal Catalog and borrowing system (GIL Express), allowing easy access to materials held by other USG institutions. The Library is a charter member of LYRASIS a network created to increase the availability of bibliographic resources through the use of electronic data processing and communications.

The Library seats over 600 and provides individual and group study areas. The Library's computer lab has 30 computers, with additional student computers located on both floors of the building. The Library also provides wireless access.

Audiovisual equipment and facilities include microfilm and microfiche reader- printers, copying machines, headphones, tape-recorder, TV/DVD, scanner, flip cameras, and a CD player.

The Library offers a Core Area B course, LIBR 1101, participates in UNIV 1000, and provides many services including Interlibrary Loan, reserves, instruction, and reference service. The Library provides group and individual library instruction, tutorials, and demonstrations upon request. The Library's electronic services include email submission of ILL, renewal, hold requests, tutorials, and reference inquiries to assist distance learners.

Further information about the Library, its collections, services, hours of opening, and staff can be found on the [Library](#) website.

OFFICE OF INTERNATIONAL PROGRAMS

The [Office of International Programs](#) (OIP) coordinates GSW's Quality Enhancement Plan entitled "[Windows to the World](#)" (W2W), a campus-wide endeavor to integrate intercultural learning opportunities for students through co-curricular and curricular [programs](#). W2W is designed to engage students in a variety of intercultural experiences throughout their program of study to gain the knowledge, skills, and attitudes our students need to engage effectively as members of a global community. The OIP supports GSW's global learning initiatives with campus departments and offices to

- Manage, develop, and promote intercultural learning and study abroad opportunities for GSW students, faculty, and staff
- Provide services, advocacy, support, and programming for international students and scholars
- Support and administer faculty and staff professional development opportunities for internationalizing the curriculum (curriculum integration), exchanges, and research
- Cultivate campus, community, and international partnerships and exchanges
- Transform GSW's campus culture into one that celebrates and models intercultural community

Contact the OIP for additional information. The office is located in room 101 in the Academic Center for Excellence (ACE).

OFFICE OF DISABILITY SERVICES AND TESTING CENTER

OFFICE OF DISABILITY SERVICES

Georgia Southwestern State University Office of Disability Services provides equal educational and accessible services for students with disabilities. The Office of Disability Services coordinates compliance with Section 504 of the Rehabilitation Act of 1973 and Americans with Disabilities Act. Students with a documented disability should contact the Office of Disability Services as soon as possible. The objective of the Office of Disability Services is to provide a supportive educational, physical and social environment for students with disabilities while attending Georgia Southwestern State University.

POLICY AND PROCEDURES FOR STUDENTS WITH DISABILITIES

Georgia Southwestern State University's goal is to ensure equal access to academic programs and make reasonable accommodations for the needs of students with disabilities. Students should contact the Office of Disability Services to request academic accommodations or address accessible issues. Please note that it is the student's responsibility to self-identify. Please visit the [Office of Disability Services](#) web page or call (229) 931-2661 or (229) 931-2085 for more information.

THE TESTING CENTER

The Testing Center provides secure testing, accurate scoring, clear reporting and responsive service. The Testing Center offers such tests as Georgia History Exam, Georgia Constitution Exam, GACE (Georgia Assessments for the Certification of Educators), TEAS (Test of Essential Academic Skills), HESI, TOEFL, MAT (Miller Analogies Test), CLEP, COMPASS, ACCUPLACER, eCore, and proctoring services of tests for Georgia Southwestern State University and surrounding areas. For more information about these tests or to schedule a day and time for a test, please contact the Testing Center at (229) 931-2933 or (229) 931-2085 or visit the [Testing Center website](#).

CAREER SERVICES

Career Planning is a vital part of every student's college experience, and begins during the first semester at Georgia Southwestern State University. Services include assistance with

- Self-assessment, majors and occupational information, and major decision- making
- Effective and strategic job search skills such as resume and cover letter writing, interviewing, salary negotiation, social media, and business etiquette
- Local, regional and statewide career fairs and networking opportunities
- Career Resource Library
- Current employer information and employment opportunities
- Hurricane Career Path, a link on our web site connecting employers to students and alumni.

The link offers employment opportunities including full- time, part- time, internship, summer, and on-campus job opportunities for students.

- Workshops and individual appointments on all career related issues, and more!

Information about professional programs and graduate schools is also available. Career Services is located in the Academic Center for Excellence (ACE), Room 124. Several resources may be found on the GSW [Career Services](#) website.

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 Division of Student Affairs, the Counseling Services Office, the Financial Aid Office, the Academic Resource Center, and the Residence Halls. Counseling Services is located in Room 3400, Student Success Center.

THE ROSALYNN CARTER INSTITUTE FOR CAREGIVING

The Rosalynn Carter Institute for Caregiving establishes local, state and national, and international partnerships committed to building quality, long-term, home and community-based services. We believe this begins with providing caregivers with effective supports to promote caregiver health, skills and resilience. We also believe strongly in the need to provide greater recognition for professional and family caregivers. We focus on helping caregivers coping with chronic illness and disability across the lifespan.

Goals

RCI overall goal is to support caregivers - both family and professional - through efforts of advocacy, education, research, and service.

Objectives

- For Advocacy:
 - Reinforce the need for caregivers and the need to give support to those that give care at local, state, national, and international levels.
 - Advocate for the uptake of evidence-based research to address the strain and burdens associated with family, volunteer and professional caregiving.
- For Education:
 - Develop caregiving curriculum for multiple levels of educational need.
 - Provide scholarship opportunities for both individuals in the caregiving field and family caregivers interested in obtaining skill knowledge for their caregiving situation.
 - Provide training and certification in selected evidence-based caregiver programs.
- For Research:
 - Provide technical assistance related to translational research targeting evidence- based caregiver programs.

- Contribute to the caregiving field through collaborative partnerships that invest in and support caregiving research.
- For Service:
 - Provide caregiver support to individuals through education and advocacy through local, state, and national partnerships.

To meet these goals and objectives, the RCI has engaged in the following:

- Training Caregiving Leaders at Georgia Southwestern State University
 - The caregiving Issues and Management Certificate Program is an interdisciplinary program designed to foster understanding of the caregiving field through the exploration of the journey of a caregiver, evidenced-based caregiver support programs, vulnerable populations needing caregivers, and culturally appropriate approaches to caregiving. Estimates have consistently projected that the need for caregiving will escalate significantly in the coming decades. This increase in demand can be attributed to several key trends, including an aging demographic, increased longevity, and the growing burden of chronic illnesses. This certificate program is designed to inform both professionals in caregiving (for example, business, health care, education, social services, public health, and psychology) and family caregivers about available resources, support programs, and research finding for caregivers of individuals across the lifespan.
 - This certificate is the only one of its kind in the state and represents a unique commitment of Georgia Southwestern State University to leaders in the field of Caregiving. Pope Scholarships and Fellowships are available. Please see the [RCI website for applications](#).
- Serving Caregiving Families in Georgia and across the United States
 - In partnership with Phoebe-Sumter Medical Center in Americus, GA, the RCI operates a volunteer caregiver support center providing information to caregivers and connections to resources.
- The Georgia Coalition of CARE-NETS (Caregivers Network)
 - These volunteer Caregiver Networks serve as a unique coalition of caregiver support organizations who provide services across a broad array of illnesses and disabilities. There are 12 community CARE-NET Coalitions that are strategically located throughout the state in each Area Agency on Aging district. They provide ongoing assessment of community resources, identify and remedy gaps in services, share information and resources among agencies, develop strategies for complementary professional and family caregiver activities, offer caregiver education and, most importantly, advocate for Caregivers.
 - Today, the CARE-NETs represent a unique resource in the state of Georgia and are one of the most promising opportunities for developing comprehensive caregiver supports anywhere in the country. Georgia Caregiver of the Year Awards are given to three outstanding caregivers in Georgia annually.
- National Training Center for Excellence
 - The RCI established a national training center that provides training and certification in selected evidence-based caregiver programs. This training is available to individuals and agencies that serve and support caregivers.
 - The center currently offers a menu of three evidence based programs:

RCI REACH is a six month/twelve session intervention delivered to caregivers of people with dementia in their home and by telephone by a Bachelor's level care coach. Caregivers

receive education and information on dementia and training in strategies and techniques for stress management, problem-solving, and self-care.

BRI Care Consultation is a twelve month telephone/e-mail based intervention providing information and support in finding simple and practical solutions to caregiving challenges and accessing available resources. This empowerment model of service targets caregivers and care receivers dealing with a variety of chronic health problems.

Operation Family Caregiver is a four to six month intervention utilizing problem-solving training to provide education and support to caregivers of service members/veterans with traumatic brain injury, post-traumatic stress, and/or physical disability.

In addition to training and certification of service providers, RCI offers intensive technical assistance. There are evidence-based implementation strategies that have been proven to assist community agencies in achieving positive outcomes similar to those of the clinical trials. RCI will assess an agency's readiness for implementation and work with staff to develop and embed these strategies within an agency culture.

RCI Caregiving Book Series

Beginning in 2001, the Rosalynn Carter Institute for Caregiving began convening expert panels in caregiving to identify best practices in caregiving for specific conditions and illnesses, caregiving in rural areas, and education and support programs for caregivers. RCI sought out experts from across the U. S. and brought them together for an intensive session that included presentations from each panelist as well as active brainstorming amongst the entire panel. All books in the series were published by Springer and can be ordered on the [RCI](#) website.

National Research and Demonstration Programs:

With funding from Johnson and Johnson, the Administration on Aging/ACL and others, RCI works to facilitate the communication between research and practice. RCI builds partnerships between leading researchers and community organizations to implement proven programs in communities around the nation and assure that family caregivers have access to the most effective support available. Johnson and Johnson, a corporate sponsor, has provided more than \$250,000 each year in community grants to build such partnerships around the country. RCI also presents a number of prestigious awards including the Rosalynn Carter Leadership in Caregiving Award and the Mattie Stepanek Caregiving Scholarships offered in cooperation with Johnson and Johnson.

For more information, see the [RCI](#) website.

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 one semester hour course required of all first-time entering students.

New students will be notified by email, [online](#), and/or by mail with 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.

EMERGENCY STUDENT LOCATOR SERVICE

In emergency situations, students may be located by calling the Division of Student Affairs at 229-928-1387 or the Public Safety Office at 229-931-2245. 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. Residential students will be challenged to question, to think, and to grow as individuals. At GSW, and at most institutions with residence halls, students living on campus are often more involved in leadership roles than their off-campus peers, in organizations such as the Student Government Association, Greek sororities and fraternities, academic honor societies, the Campus Activities Board, the Orientation Team, and a host of other social, cultural and service-related groups. Living on campus can be a real PLUS for students who wish to become and remain involved in campus life.

GSW's campus features five residence halls which currently house students. Southwestern Oaks 1 and 2, home to the university's First Year Experience residents, is composed primarily of private and semi-private suites. Returning residents, transfer students, and new upperclassmen residents are generally housed in private suites in Southwestern Magnolia 1 or 2, or in campus apartments in Southwestern Pines. The halls are managed by both professionals and student staff members whose common goal is to see that all residents are provided safe, comfortable, and well-maintained housing facilities and to build a residential community which is not only conducive to academic success, but also fosters positive social engagement, civility, and personal growth.

HOUSING POLICIES

ELIGIBILITY

As space permits, campus housing is available to all degree-seeking students who enrolled in at least 3 credit hours at Georgia Southwestern State University or in the South Georgia State College Entry Program.

INSTITUTIONAL HOUSING REQUIREMENT

All full-time undergraduate students under the age of 21, who have earned less than 60 credit hours are required to reside on campus unless 1) they have lived on campus for four full semesters NOT including summer terms, 2) they are married, have a dependent child, 3) or they are living with a parent or legal guardian within 50 miles of campus. Students who meet these requirements and do not wish to live on campus must submit a [Request for Housing Exemption](#) form. Students who do not meet these requirements, but wish to be exempt from the institution's housing requirement may submit an [Appeal of Housing Obligation](#) form. Appeal requests are granted or denied by the Director of Auxiliary Services. Failure to submit a housing application packet, an exemption form, or an appeal form will not cancel a student's obligation to live on campus.

APPLICATION

The Office of Admission provides housing application materials to all newly accepted students. Entering, first-time freshmen who will begin studies at GSW during the fall semester should submit all housing paperwork to the Office of Admission. Continuing students, entering transfers, and students beginning the South Georgia State College Entry Program during the fall semester must submit their application materials to the Office of Residence Life. All entering and continuing GSW or SGSC students who wish to begin living on campus during the spring or summer terms should submit application materials to the Office of Residence Life.

CONTRACT TERM

The institution's housing contract term begins with the fall semester and continues through the end of spring semester. A separate housing contract is available for students who wish to live on campus during the summer term.

All prospective and continuing residents are encouraged to review the University's [Housing Terms and Conditions](#).

For more information concerning campus housing, contact the Residence Life staff via email (housing@gsu.edu), phone (229-931.2375), or in-person during the University's business hours. The Office of Residence Life is located on the third floor of the Student Success Center.

DEPOSITS AND PAYMENTS

1. The application fee of \$50 must accompany the housing contract and is nontransferable to another person.
2. 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 MEAL fees as determined by the date of the official checkout of the residence hall. Refunds will be prorated by the formula set by the Student Accounts 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.

FOOD SERVICES

The dining service at GSW provides students with a quality and variety of food choices at an economical cost. An undergraduate 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 unlimited meals per week. Included with each meal plan are flex dollars for purchase of items in the Chick-fil-A/Boar's Head Deli, Higher Ground, POD and/or for additional meals in the Dining Hall (RFOC).

After purchasing a meal plan the student's identification card is used to gain entry into the RFOC (located in the Marshall Student Center). The Chick-fil-A and Boar's Head Deli (located in the Student Success Center), Higher Grounds (located in the Marshall Student Center) and the POD (located in the Marshall Student Center) accept cash, checks, credit cards, flex dollars and dining dollars.

Commuting students are also invited to use the University Dining Services. Options include purchasing any of the available semester meal plans, block plans or applying dining dollars to the CanesCard (through the Division of Student Life). Purchases can also be made with cash, check, or credit card at any of the locations.

Special diet needs can be provided but must be discussed with the Food Service Director one on one. Students can do this by calling the Food Service Director, Shane Collins, at (229) 924-2732 or stopping by the offices located within the RFOC.

For any questions concerning the dining services offered at GSW please feel free to call Dining Services at (229) 924-2732.

HEALTH SERVICES

The Student Health Center at Georgia Southwestern State University is an acute 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. The clinic is open Monday through Friday. Refer to website for posting of hours of operation of the Health Center. The Health Center is located in Rosalynn Carter HHS Building 1. 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 assist with life-or-limb threatening emergencies. For medical emergencies, please dial 911 for emergency medical services and then call Public Safety 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.

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 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, no excuses will be given except in cases of emergency. By Georgia Southwestern State University policy, an excused absence from class can be granted only 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 three credit hours has the option to pay the semester health fee or 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. 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's 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 specialists.

The university physician is available for student visits at the Health Center at designated hours. As a part of a visit to the Health Center, the physician/nurse practitioner can dispense over-the-counter medications. (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. The Health Center will assist patients who are pregnant with a referral to an obstetrician/gynecologist.

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 be given 30 days from the start date of classes for a required immunization record to be on file with the Health Center. After this, a hold will be placed on the student's account preventing registration and obtaining grades or transcripts.

REQUIRED IMMUNIZATIONS FOR ENROLLMENT

Measles (Rubeola) is 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 is required for students born in 1957 or later. Two doses at 12 months of age or later (MMR meets this requirement), or documented laboratory/serologic evidence of immunity.

Rubella (German Measles) is 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 U.S. born students born in 1966 or later and all foreign born students regardless of year born. One dose given at 12 months of age or later but before the student's 13th birthday, or if first dose given after the student's 13th birthday: Two doses at least 4 weeks apart, or reliable history of Varicella disease (chicken pox), or documented laboratory/serologic evidence of immunity.

Tetanus, Diphtheria is required for all students. Students must have one tetanus/diphtheria containing booster dose within 10 years prior to matriculation. Combined tetanus, diphtheria, and acellular pertussis (whooping cough) booster (Tdap) is preferred but Td is acceptable (Students who are unable to document a primary series of 3 doses of tetanus/diphtheria-containing vaccine [DTaP, DTP, or Td] are strongly advised to complete a 3- dose primary series).

Hepatitis B is 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 hepatitis B 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 is 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 tuberculosis-screening questionnaire must be completed upon arrival to campus. All reports and documentation must be in English. All immunization forms and reports must have the signature of a health care provider, with 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.

MANDATORY STUDENT HEALTH INSURANCE

The Board of Regents of the University System of Georgia has contracted with United Healthcare to provide student health insurance. All Institutions of the University System of Georgia are required to use United Healthcare for student health insurance. Students in the following categories are required to have insurance that meets the minimum standards: graduate students receiving a full tuition waiver as part of their graduate assistantship award; undergraduate, graduate, and ESL international students holding F or J visas; undergraduate and graduate students enrolled in programs that require proof of health insurance (e.g. nursing and athletics), and International Scholars and all accompanying dependents. Students and scholars who are not covered by a policy held by a parent, spouse, company or organization on the approved waiver list or do not have a policy that meets the minimum standards must purchase the USG Student Health Insurance Plan (SHIP) policy.

Students who are required to have health insurance will be enrolled each semester in the Mandatory Plan, which is an accident and sickness insurance policy that includes diagnosis and/or treatment of illness, injury, or medical conditions. Benefits include physician, hospital, surgical, pharmacy, behavioral health services (i.e., mental health/substance abuse), as well as legally mandated benefits. Premiums for individual students in the Mandatory Plan are available upon request from the Student Accounts Office. Students in the mandatory group will have fees assessed by GSW and placed on their student account for payment.

Mandatory Health Insurance Waiver: Students who are covered by a policy held by a parent, spouse, company or organization may apply for a waiver of the Mandatory Plan by going to the [United HealthCare](#) site. The student must enter his/her name and date of birth to process a waiver. United Healthcare will evaluate the current insurance and will approve or deny the waiver.

OPTIONAL STUDENT HEALTH INSURANCE

All GSW students who are not required to have health insurance may purchase the Optional Plan if they are (a) enrolled in six (6) or more semester hours or (b) participating in off-campus internship or practicum programs. The Optional Plan is an accident and sickness insurance policy that includes diagnosis and/or treatment of illness, injury, or medical conditions. Benefits include physician, hospital, surgical, pharmacy, behavioral health services (mental health / substance abuse), as well as legally mandated benefits. Students may also purchase health insurance coverage for their spouse and children for an additional premium. Various payment options are also available for the Optional Plan, including annual and semester payments.

For more information about the United Healthcare plan, students are encouraged to visit the web site at the GSW [Health Insurance](#) site or call 1-866-403-8267. Enrollment information is available at the Health Center, the Student Accounts Office, and auxiliary services.

For more information about the Health Center call (229) 931-2235 or fax (229) 931-2666.

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 GSW Weathervane Student Handbook. Also included in this publication is the University policy statement relative to implementation of the Family Educational Rights and Privacy Act of 1974 (FERPA).

Each student is responsible for reading and observing the policies stated in the GSW Weathervane Student Handbook. The [GSW Weathervane](#) is revised annually and is made available to students online.

POLICY STATEMENT ON SEXUAL MISCONDUCT

Georgia Southwestern State University and the University System of Georgia are committed to ensuring a safe learning environment that supports the dignity of all members of the University System of Georgia community. The University System of Georgia does not discriminate on the basis of sex or gender in any of its education or employment programs and activities. To that end, this policy prohibits specific forms of behaviour that violate Title IX of the Education Amendments of 1972.

Georgia Southwestern will not tolerate sexual misconduct, which is prohibited, and which includes, but is not limited to, domestic violence, dating violence, sexual assault, sexual exploitation, sexual harassment, and stalking. The University strongly encourages members of the University community to report instances of sexual misconduct promptly. These policies and procedures are intended to ensure that all parties involved receive appropriate support and fair treatment, and that allegations of sexual misconduct are handled in a prompt, thorough and equitable manner.

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

A complainant of sexual misconduct can choose among several reporting options at Georgia Southwestern: filing a criminal complaint with law enforcement officials; filing an administrative report with the institution; or filing an anonymous report at their institution. These processes are detailed on our Title IX webpage:

<https://gsw.edu/resources/facultyandstaff/hr/titleixcompliance/index>.

An individual who believes he/she is a victim of sexual misconduct is encouraged to report allegations of sexual misconduct promptly.

STUDENT MEDICAL/MENTAL HEALTH 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/mental health withdrawal of students by the Vice President for Student Affairs. In making this decision, the Vice President for Student Affairs may consult with the Director of Counseling Services, the University physician, the Director of the University's Health Services, the Director of the University's Public Safety Office, Director of Human Resources, other appropriate university officials [such as Residence Life staff, Dean/Asst. Dean of Students, faculty, etc.], as well as with the student's parents/legal guardians [if under age 18- FERPA based], and the student's physician and appropriate health professionals [in the form of medical records documentation].

The Vice President for Student Affairs may administratively withdraw the student when it is determined that the student suffers from a physical, mental, emotional or psychological health condition which: (1) poses a significant danger or threat of physical harm to the student or to the person or property of others or (2) causes the student to interfere with the rights of other 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 and continued enrollment, as defined in the Student Conduct Code and other publications of the University.

Except in emergency situations, a student shall, upon request, be accorded an appropriate hearing prior to the final decision concerning his or her continued enrollment at the University. The request for this hearing should be made, in writing, to the Vice President for Student Affairs. The Vice President for Student Affairs/Chairperson of GSW's Student Health and Behavioral Issues Response Team (SHBIRT) will arrange a hearing with the SHBIRT within 5 class days of receiving the request for a hearing. The student will be notified of the decision within five class days following the hearing. If the student wishes to appeal the decision received, he/she must submit the appeal, in writing, to the President's Office within five [5] days of receiving the notification. The President may reject or accept the appeal. If the appeal is accepted, the President may independently handle the review or appoint a committee to conduct the review. If the President independently handles the review, the review should be completed within five class days following receipt of the student's written appeal, and a final decision must be rendered in writing within five class days after the conclusion of the review. If

the President appoints a committee to conduct the review, it shall occur within ten [10] class days upon receipt of the appeal. The committee should be composed of three members of the faculty of the institution, or the President may utilize the services of an appropriate existing committee. This committee shall review all facts and circumstances connected with the case and shall within five class days make its findings and report thereon to the President. After consideration of the committee's report, the President shall, within five days of receiving the committee's recommendation, make a decision, and notify the student, in writing. The only exceptions to the noted time frames are when the President is travelling and/or away from campus at the time the appeal arrives in the President's office. This decision from the appeal to the President's office shall be final so far as the institution is concerned.

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 services, financial aid, judiciaries, Greek life, orientation, residence life, student activities, intramural sports and recreation, and the student center. For complete information concerning these programs and services, see the [GSW Weathervane Student Handbook](#), which is made available to all students by the Division of Student Affairs.

STUDENT IDENTIFICATION CARDS (CanesCard)

GSW provides every student with a CanesCard. The CanesCard is the official identification card for Georgia Southwestern State University. Students can use their CanesCard to receive financial aid refunds, access the Dining Hall, Higher Grounds, POD, and Chick-fil-A/Boar's Head Deli. The CanesCard can also be used to make on-campus and off-campus purchases or access ATMs for cash. The CanesCard functions as a pre-paid debit card; students can only make purchases if they have money applied to their CanesCard.

Every student will need to have a CanesCard to access GSW facilities such as the fitness center, game room, library, bookstore, academic computer labs, and the residence halls.

For new students, CanesCards will be made on STORM Days and registration days in the Canes Card Office located in the Marshall Student Center. The CanesCard office will be open Monday-Thursday from 9 am - 5 pm and Friday from 9 am - 2 pm. Students can contact the CanesCard office at (229) 931-5091 or Student Accounts at (229) 931-2013 with questions or concerns.

If a CanesCard is lost, stolen, or destroyed, cards can be replaced for a \$10.00 fee. Payment can be made in the Student Accounts Office.

ACADEMIC REGULATIONS

SEMESTER HOURS OF CREDIT

The academic year is divided into two semesters (terms) of 15 weeks each and a summer term. Credit in courses is expressed in semester hours. Georgia Southwestern normally grants one semester credit hour for 50 minutes of instruction per week for 15 weeks; therefore, a typical three credit hour lecture class meets for 150 minutes per week. In addition, it is expected that the typical student will need to prepare for approximately 100 minutes per week outside class for every semester credit hour; therefore, a typical three credit hour lecture class will require approximately 300 minutes preparation per week.

Exceptions to this contact time expectation are made for classes in which the faculty has judged that more contact time is required to meet the learning outcomes of the class. For example, in task-oriented classes, such as studio classes, laboratories, clinical classes, classes with required field experience, and internships the contact time may be closer to the combination of contact and preparation time expected for a lecture class.

Similarly, in distance education classes, each credit hour represents approximately 150 minutes of activity per week; therefore, a typical three credit hour distance education class will require approximately 450 minutes of activity per week.

The hour designation is X-Y-Z, found at the end of the course description in the GSW Bulletin. X is the lecture contact time per week; Y is the lab or studio contact per week; Z is the credit hours. A typical three semester hour lecture class will appear as 3-0-3, while a typical science lab will be 0-3-1, and a typical physical education activity course will appear as 0-2-1.

NUMBERING OF COURSES

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

Freshman and Sophomore (lower division courses)	1000-2999
Junior and Senior (upper division courses)	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 (for example, 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 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:

- Students on the Dean's List or President's List for the preceding term may register for as much as twenty-one hours of credit.
- A student enrolled in certain curricula which require an overload for a given semester may register for the specified hours of credit.
- A student is graduating at the end of the term of the overload request.
- The course or courses will not be taught on a timeframe that will allow the student to graduate in timely manner.

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. 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.

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.

LEARNING COMMUNITIES

First term college students will be enrolled in Learning Communities during the fall term. These communities are classes grouped together by major and designed to include courses in the chosen field of study. For certain majors it is important to register for specific courses during the first term. Learning communities are also designed to help students become adjusted to college life by putting students in classes together so that friendships may be formed and lead to study groups.

PART-TIME STUDENTS

Students who are enrolled for fewer than 12 semester hours are classified as part-time students. Part-time students are expected to adhere to the same academic standards as full-time students.

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.

TRANSIENT CREDIT

With approval, a student may take courses as a transient student at another accredited institution and receive credit towards the degree for these courses. Approval is not guaranteed. To be granted permission to take transient courses, students must meet the following policy and procedural requirements:

- The student must earn the minimum required residency hours at Georgia Southwestern State University to satisfy the requirements for his/her degree program.
- The student must be eligible to register during the semester in which he or she applies for transient status.
- The student must complete a Transient Permission Form and obtain the required signatures on the Transient Permission Form and Course Requirement Substitution Form, if applicable.
- Graduating seniors must obtain written approval from the Assistant Registrar prior to submitting the Transient form to the Registrar's Office. Students are responsible for assuring that the official grade for the course(s) is on file in the GSW Registrar's Office by the date and time senior grades are due.
- Learning Support students must obtain permission from the Office of Academic Affairs prior to submitting the form to the Registrar's Office.
- Students cannot take over 18 hours between all schools.
- Students must clear all holds before the transient form is processed.
- Students granted transient permission must request that an official transcript of transient coursework be sent to the Registrar's Office at Georgia Southwestern State University.

The [Transient Permission](#) form must be completed with the appropriate signatures and turned in to the GSW Registrar's Office prior to course enrollment for credit to be awarded. Core Area F and major courses to be taken as transient courses require the approval of the student's dean as well as the student's advisor/chair.

Transient approval is for ONE TERM ONLY. Subsequent terms require submitting new transient forms with the required signatures.

Grades earned in courses taken at another institution will not be counted in the student's grade point average at GSW.

CREDIT BY EXAMINATION

Credit by examination through such means as CLEP, Advanced Placement, and International Baccalaureate is offered for a number of courses at the University. Credit by examination is listed on the transcript by the course number, title, and hours of credit awarded by GSW. A grade of K is assigned, and the credit is not included in computing the grade point average. Credit by examination is limited to ten hours in the major discipline and thirty credit hours toward degree requirements. CLEP credit is not awarded for courses the student is currently taking or has previously attempted past the drop-add date at any accredited institution of higher education. Contact the GSW Testing Center for more information.

GRADING SYSTEM AND QUALITY POINTS

Grade	Achievement	Quality Points
A	Superior	4
B	Above Average	3
C	Average	2
D	Poor	1
F	Failing	0
S*	Satisfactory Performance	0
U*	Unsatisfactory Performance	0
V*	Audit	0
I*	Incomplete	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

*Symbols not used to determine GPA.

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 (GPA)

The Semester Grade Point Average is the ratio of quality points earned to credit hours completed that semester in courses numbered 1000 or above. The grade point average will be calculated for each student at the end of each term and will be printed on the transcript. Grades earned in courses taken at other institutions, including transient and transfer courses, are not included in the Semester Grade Point Average.

The Institution Grade Point Average is the ratio of quality points earned to credit hours attempted in courses numbered 1000 or above for courses completed at GSW. Normally, a repeated 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. Grades earned in courses taken at other institutions, including transient and transfer courses, are not included in the Institution Grade Point Average.

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 degree program requirements. If a student wants to repeat a course that fulfills a degree program requirement, he/she may do so with the understanding that the latest grade earned replaces all previous grades in calculating the GSW Institutional GPA. All grades earned remain on a student's transcript and may be used for other GPA calculations. A student should discuss how repeating courses affects financial aid with a financial aid counselor.

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.) Students whose performance is below this level exhibit academic deficiencies. To remain in Good Academic Standing students must maintain a 2.0 total institutional grade point average.

The grade point average and academic status are determined each term and appear on the academic transcript. The categories used by the University are Good Academic Standing, Academic Warning, Academic Probation, Academic Suspension, and Restricted Enrollment.

Good Academic Standing

Students will be placed in Good Academic Standing if their total institutional GPAs are 2.0 or higher.

Academic Warning

Students whose GPAs fall below 2.0 will be placed on Academic Warning and will have advising holds placed on their accounts, requiring them to meet with their academic advisors to register for classes or make changes to their schedules. They will have one semester to raise their GPAs to 2.0 and return to Good Academic Standing. They are also encouraged to take advantage of supplemental instruction, academic assistance, and other resources offered through the Academic Resource Center. Students who do not return to Good Academic Standing by the end of the term are placed on Academic Probation.

Freshmen who are placed on Academic Warning at the end of their first semester of enrollment must successfully complete UNIV 1001-Pathways to College Success during the following spring or fall semester, whichever comes first.

Academic Probation

Students are placed on Academic Probation if they fail to return to Good Academic Standing after one semester of Academic Warning. Students on Academic Probation will have one term to return to Good Academic Standing and will have advising holds placed on their accounts, requiring them to meet with their academic advisors to register for classes or to make changes to their schedules. They are also strongly encouraged to take advantage of supplemental instruction, academic assistance, and other resources offered by the Academic Resource Center. Students who do not return to Good Academic Standing by the end of the term are placed on Academic Suspension.

Academic Suspension

Students are placed on Academic Suspension if they fail to return to Good Academic Standing after two semesters with GPAs below 2.0. Students on Academic Suspension have two options, stay out of school for one semester or choose to remain in school with Restricted Enrollment status, if eligible (see below).

Students who choose suspension will be suspended for one semester and may not register for courses at GSW. Courses taken at other institutions while a student is on Academic Suspension from Georgia Southwestern will not be accepted in transfer. Students suspended for academic reasons may appeal to return after one semester (see policy below).

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, students will not be reinstated after the third suspension. However, students may appeal their dismissal in writing to the Associate 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.

Students who do not return to school after sitting out for one academic year must apply for readmission with the Registrar's Office and must write a letter of appeal to the Associate Vice President for Academic Affairs.

RESTRICTED ENROLLMENT

Restricted Enrollment is the only alternative available to students on Academic Suspension. Suspended students may appeal to remain in school by writing to the Associate Vice President for Academic Affairs. If granted Restricted Enrollment status, students will enroll primarily in repeat courses and ACSK 1100, Academic Skills. Not returning to Good Academic 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.

Students accepted for Restricted Enrollment will sign an agreement indicating the conditions of their eligibility to return. The Associate Vice President will set the terms of the student's return, and the student will be advised by the academic recovery advisor. Students on Restricted Enrollment may not make changes to their schedules without the approval of the academic recovery advisor or the Office of Academic Affairs.

The Restricted Enrollment status is not available to transient students.

READMISSION AFTER SUSPENSION

Students on Academic Suspension who wish to return to school must write a letter of appeal to the Associate Vice President for Academic Affairs requesting readmission. Each request for readmission will be considered individually, and nothing in this section should be interpreted to mean that readmission is automatic.

Readmitted students will have advising holds placed on their accounts and must see the academic recovery advisor to register for classes or to make changes to their schedules until they return to Good Academic Standing. Students returning from the first suspension must take ACSK 1100, Academic Skills, during their first term of enrollment unless credit has been earned for this course already. Students who have been out of school more than a year must also complete a readmission application for the Registrar's Office.

ACADEMIC HONORS

President's List

During any semester, a student who completes a load of at least 12 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 12 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 12 hours of credit at Georgia Southwestern, is enrolled in 3 to 11 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, a student must earn a total of at least 30 semester hours of academic credit at Georgia Southwestern State University.

The grade point average for honors will be determined by adding the quality points and credit hours from all work completed at all accredited colleges and universities to the graduating quality points and credit 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

The last week of the term has an altered schedule to accommodate final assessment activities. A student who has three or more final assessment activities scheduled for the same day may request a change of date for one or more activity through the Office of Academic Affairs.

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

UNDERGRADUATE ENROLLMENT IN GRADUATE CLASSES

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.

- No more than nine hours of graduate credit may be earned.
- The maximum course load when enrolled in one or more graduate courses is 15 hours per semester.
- Courses taken for graduate credit cannot be counted toward meeting undergraduate degree requirements.
- Permission to register for graduate courses must be granted first by the director of the specific graduate program and then by the Vice President for Academic Affairs prior to registration.
- Permission forms are available in the Registrar's Office and through the student's advisor.

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. Failure to attend classes during the first week of the semester will result in administrative withdrawal from the course and loss of financial aid for that 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 and may imperil their financial aid.

Student Absence Policy for University Sanctioned Events

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, provided the student is otherwise in compliance with the requirements of the course. 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.

Student Absence Policy for Ordered Military Duty

For the purpose of this policy, ordered military duty shall mean any military duty performed in the service of the State or the United States, including, but not limited to, service schools conducted by the armed forces of the United States.

Students who must miss class for ordered military duty will not be penalized and will be given an opportunity to complete any work missed as a result of the absence. The student should provide documentation of the ordered military duty in advance of the absence and make arrangements with the instructor to make up missed work. For service or training requiring excessive absences or the inability to complete a semester's work, the student may be eligible for Military Withdrawal from 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.

Note that the drop/add period for eCore courses may be different from that of Georgia Southwestern. Go to the [GSW eCore](#) page for complete information.

Students should 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 required to take co-requisite support classes may not drop the co-requisite support course without also dropping the class it supports. Student must reenroll in the course for which they have a required co-requisite support class and the co-requisite support class each term until they pass the required class.

Students receiving financial aid should discuss dropping courses with a financial aid counselor.

After the published add/drop period for GSW courses or eCore courses, students may adjust their schedules by "withdrawal" only. (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. Online classes will have a participation activity to document participation in the course for purposes of financial aid.

Withdrawal from a Course

To officially withdraw from a course after the add/drop period has ended, a student must complete the "Withdrawal from Class" form available under Student Forms on RAIN and the GSW Homepage and 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 on the academic calendar. 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) after the no-penalty date.

Students receiving financial aid should discuss withdrawing from courses with a financial aid counselor.

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.

Withdrawal from the University

Students withdrawing from all classes and exiting the University after the first day of classes must complete the Withdrawal from the University form available under Student Forms on RAIN and the GSW Homepage and in the Registrar's Office. The completed form should be submitted to the Director of the Academic Resource Center/First Year Advocate or faxed to 229-931-2277. The effective date of the withdrawal from the University is entered as the date from the Withdrawal from the University form.

Withdrawal from the University prior to the published no-penalty date 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 the Academic Resource Center/First Year Advocate.

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, spring, or summer terms, who attend none of the class meetings during the first week of classes and who 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.

Students who do not login/participate in online classes by the instructor deadline will be withdrawn from the course and receive a grade of W for withdrawal. No refunds will be issued for nonparticipation withdrawals unless it results in a complete withdrawal from the University.

Instructors must take roll during the first week of classes, until the drop/add period had ended. The faculty member will inform the Registrar of any student who has never attended or participated in the class by notation on the verification roll provided on RAIN after the add/drop period.

Students will be contacted through their official email accounts (radar) and informed of their withdrawal from classes. Errors are only corrected through the instructor of the class. Students receiving financial aid should be aware that this could negatively impact the amount of aid they receive for the term.

POLICY ON ACADEMIC INTEGRITY

Introduction

Academic Integrity is a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behavior that enable academic communities to translate ideals into action (International Center for Academic Integrity).

GSW's Policy on Academic Integrity sets forth principles of behavior intended to enable its community members to act according to these fundamental values, thereby fostering a community of excellence in teaching and learning. This policy defines academic integrity, assigns responsibility of community members for upholding these principles, defines academic dishonesty, and delineates the procedure for handling violations of the community standard.

Principles of Academic Integrity

Accurate Attribution of Ideas: While the free exchange of ideas does not demand that every idea a person expresses be her or his own original thought, it does demand that a person accurately represent the origin of the thoughts she or he expresses. The forms of attribution vary depending upon the formality of the setting in which ideas are exchanged. In conversation, attribution might be as simple referring to where you heard an idea while in a class

presentation or a written assignment, a specific style of attribution or documentation will be required. The specific format for such is usually defined by the academic discipline.

Collaboration on Assignments: Collaboration is a fundamental component of community building and a valued ability in the work force, as well as one of the most important practices of a democratic society, but it depends on community members exercising the values of fairness, respect, and responsibility. Respectfully listening to the perspectives of others, and shouldering the responsibility for contributing equitably to the success of the group demonstrate academic integrity. In the academic setting, collaboration has been shown to improve students' learning, but it must be balanced with the need to assess a student's individual mastery of a topic. Thus, faculty may actively discourage collaboration for some types of assignments, such as homework or papers, while encouraging it in others circumstances, like group projects or presentations.

Collection of Data: The academic community is a culture of evidence in which decisions are made and opinions evaluated largely on the basis of the factual or logical support. Therefore, whenever a community member presents data he or she has collected firsthand through observing, interviewing, surveying, or experimenting, he or she must be careful to describe clearly how the data were collected to verify that the results are presented accurately and to maintain all confidentiality agreements with participants.

Quizzes, Tests, and Examinations: The academic community often calls upon its members to demonstrate what they know, or what they can do individually, often under the pressure of time constraints, which can put a student's honesty, trust, fairness, respect, and responsibility to the test. Academic integrity requires that a student abide by the rules established by the faculty member for assessing individual learning.

Responsibility of Community Partners for Upholding the Values of Academic Integrity

Responsibility of the Faculty Member

Students do not always come to the GSW community knowing the principles of academic integrity and therefore teaching students to exercise these principles is the duty of the faculty. Given that the parameters of academic integrity are defined by the goal of an assignment or activity, the type of assessment being used, and the standards of the particular discipline, faculty members should be explicit about their expectations of students. To that end, faculty members should state in their syllabi the expectations for 1) attribution of ideas, 2) collaboration on assignments, 3) collection of data, and 4) quizzes, tests and examinations.

Responsibility of the Student

As partners in their own learning, students are responsible for making themselves aware of how the principles of academic integrity apply in each academic setting they enter. While the faculty member is responsible for setting expectations, it is the student's responsibility to seek guidance from the faculty member, especially when unsure of how to apply the principles in a particular situation. When in doubt, seek guidance from the instructor.

Academic Dishonesty

Violations of academic integrity will be subject to sanction by the academic community. The examples given below are intended to clarify the standards by which academic dishonesty may be judged.

Plagiarism

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 one's own.

Cheating on Examinations

Cheating on an exam includes, but is not limited to, giving or receiving unauthorized help before, during, or after an in-class or out-of-class exam. Examples of unauthorized help include using unauthorized notes in either hard copy or electronic form, viewing another student's exam, taking pictures of exams with cell phones or other electronic devices, allowing another student to view one's exam, and discussing an exam or sharing information on an exam's content with other students after the exam has occurred in one section but not in another.

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 a laboratory or writing assignment, online exams, etc.

Falsification

Falsification includes, but is not limited to the fabrication of citations or sources, of experimental or survey results, and of computer or other data.

Multiple Submissions

A student may not submit substantial portions of the same work for credit more than once without the explicit consent of the faculty 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 faculty member in advance to discuss necessary revisions. In cases where multiple submissions are approved, faculty members will require copies of the original documents for comparison.

Process for Resolving Academic Dishonesty Issues

Instances of academic dishonesty are a serious violation of community standards for academic integrity and may result in suspension or expulsion from GSW. While faculty members have the primary responsibility for establishing the parameters of academic integrity in the academic situations they supervise, it is the responsibility of all members of the GSW academic community to report suspected instances of academic dishonesty. Therefore, any member of the GSW academic community can lodge an academic dishonesty complaint with GSW's Student Conduct Officer (the Assistant Dean of Students).

Any member of the academic community who has evidence of academic dishonesty should report his or her suspicion and evidence to the faculty member of the student(s) believed to be in violation of the policy. The faculty member is then responsible for responding, and if she or he has adequate evidence, may file an Academic Dishonesty Violation Report with the Student Conduct Officer.

Faculty Reporting

If an instructor discovers a case of academic dishonesty, he or she may impose whatever penalty is deemed appropriate by the faculty member, given the standards and expectations shared with students in that course (including but not limited to rewriting assignments, failure on the assignment, or failure in the course). The faculty member's syllabus policies will establish how the violation will be handled in his or her own classroom if the student does not contest that a violation has occurred. In addition, the faculty member's syllabus policies will establish how the violation will be handled in his or her own classroom if the Academic Integrity Board confirms that a violation has occurred.

All incidents of academic dishonesty will be reported to the Student Conduct Officer using the Academic Integrity Violation Report Form which asks for a description of the incident, a copy of the faculty member's written policy on academic dishonesty, evidence that a violation has occurred, the penalty imposed by the faculty member, and the student's signature indicating the faculty member met with the student about the incident and explained the consequences.

The Student Conduct Officer will keep on file all Academic Integrity Violation Report forms. When a new report is received, the Student Conduct Officer will review the record to determine if the student has any other academic integrity violations on file. A first violation will be filed, but no action will be taken by the University unless the student chooses to dispute that a violation has occurred. If a student disputes that a first violation of this policy has occurred or the student has more than one violation on file, the Student Conduct Officer will call for a hearing of the Academic Integrity Board, and the faculty member may be asked to submit further documentation of the violation. All hearings of the Academic Integrity Board will be held in accordance with the due process procedures as specified in GSW's Conduct Code.

The Academic Integrity Board's first responsibility in a hearing is to determine if a violation of the academic integrity policy has occurred. In cases where a student is exonerated of accusations of academic dishonesty by the Academic Integrity Board, the student may appeal the faculty member's penalty through the regular grade appeal process. If the Academic Integrity Board determines the student to be in violation of the academic integrity policy and it is the student's first violation, no further action will be taken by the Student Conduct Officer. If the Academic Integrity Board determines the student to be in violation of the academic integrity policy and the Student Conduct Officer informs the Board that the student has previously violated the academic integrity policy, then the Board may consider recommending further sanctions. Recommended sanctions may be educational, such as assignments which require the student to research the topic of academic integrity or speaking to the UNIV 1000 classes about academic integrity, or may include probation, suspension, or expulsion. The Academic Integrity Board will provide in writing its recommendations on the case and sanction

recommendations to the Vice President for Academic Affairs within five business days of the hearing.

The Vice President for Academic Affairs will notify the faculty member, who referred the case, of the Academic Integrity Board's recommendations, including any University sanctions imposed, within five business days, excepting any days when the Vice President of Academic Affairs is travelling on university business. After this communication with the faculty, the Vice President for Academic Affairs will issue the final outcome letter to the student, with a copy to the faculty, as well as any other appropriate academic records file, within five (5) days following the communication with the faculty. If sanctions include suspension or expulsion, the student's Department Chair or Dean will also be notified. A student may not withdraw from the course in which an accusation has been made during the student conduct process. Students accused of academic dishonesty are entitled to the due process rights outlined in the Conduct Policy. A student has the right to appeal the Vice President of Academic Affairs' decision to the President of the University.

International Center for Academic Integrity. The Fundamental Values of Academic Integrity. Des Plaines, IL: Office of College Relations at Oakton Community College, 1999. 4. International Center for Academic Integrity. Web. 3 October 2012.

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 provides 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. Students should be able to access RAIN after they have left GSW for unofficial copies of transcripts or transcript release information. Instructions for access to RAIN can be found at www.gsw.edu or in the Registrar's Office.

DEGREE REQUIREMENTS

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. NOTE: A student who changes major may have to complete additional hours of course work beyond those required for completion of the program.
2. Candidates for baccalaureate degrees must satisfactorily complete the General Core Curriculum requirements.
3. All fulltime freshmen must complete UNIV 1000 The GSW Experience.
4. Candidates for baccalaureate degrees must have one credit of health education, one credit of physical activity, and two credits of CPR/First Aid beyond the 120 academic credits with the following exceptions:
 - a. Transfer students who have completed the Associate of Arts or Associate of Science degree;
 - b. Veterans and reservists with DD214 documentation (this must be presented to the Registrar's Office);
 - c. Students barred from physical activity by the recommendation of a doctor;
 - d. Students entering the B.S. in Nursing (Candidates for the B.S. in Nursing must have one credit of physical activity);
 - e. Students who demonstrate they meet the requirements of physical education courses through alternative means. (Approval can be granted through course substitution.)
 - i. Exceptions to the physical education requirements do not apply to majors in
 - ii. Exercise Science & Wellness and Health & Physical Education.
5. 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.
6. A grade point average of 2.0 or higher is required for graduation. Some curricula require a higher average. Grades from transfer credit are calculated for graduation with honors purposes only.
7. 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.
8. Degree candidates may earn credit by Advanced Placement (AP) Testing Program, the College Level Examination Program (CLEP), the International Baccalaureate (IB) Program, departmental challenge exams, and Prior Learning Assessment (PLA), or through transient credit, but not more than ten hours in the major discipline and not more than thirty total hours of credit earned in any of these ways will count toward degree requirements. CLEP credit is not awarded for courses the student is currently taking or has previously attempted past the add-drop date at an accredited institution of higher education.
9. Candidates for the B.A. degree must present credit for at least six hours of foreign language at the level specified by individual majors. International students from non-

English speaking countries who achieve the required TOEFL or IELTS score for admission to GSW will satisfy the foreign language requirements for the degree they are pursuing at GSW. These students will still need to fulfill total credit hour requirements for the B.A. degree.

- a. International students from English-speaking countries must meet the foreign language requirement either through a CLEP exam in another language or through foreign language courses. Multilingual students who are residents of the United States may fulfill their foreign language requirements either by taking the appropriate CLEP tests or by taking the required foreign language courses.
10. Candidates for the baccalaureate degree must complete all courses used to meet Core Area A requirements with grades of C or better.
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 two specific 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 B.A. degree must complete a minor field of study or a certificate program. The minor or certificate will consist of 15-19 semester hours in the field of study with at least nine hours at the upper division course level.
13. 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.

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 under Student Forms on RAIN and on the GSW homepage.

Graduation Term	Apply no later than one year prior to graduation
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 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.

Windows to the World Degree Requirement

All full-time first-time freshmen are required to complete "*Windows to the World*" (W2W), GSW's global learning initiative to prepare GSW graduates to gain intercultural communication skills to engage successfully and appropriately in today's global environment. Students are required to attend and evaluate six W2W events. Students have a variety of W2W experiences to choose from throughout their academic program. Upon completion of six W2W programs, students are enrolled in the W2W capstone INTL 3900, write a summative essay and take the Global Perspectives Inventory (GPI) to complete the degree requirement. Employers emphasize the value of intercultural competencies as increasingly important for today's workforce and as members of a global economy. *Windows to the World* provides opportunities to engage in stimulating intercultural experiences both on campus and through education abroad. For more information on the W2W program and degree requirement see this website:

<https://gsw.edu/academics/international-student-programs/w2w> .

UNIVERSITY SYSTEM OF GEORGIA CORE CURRICULUM

The USG core curriculum was developed with the goals of assuring institutional accountability for learning, incorporating learning requirements in global perspectives and critical thinking, allowing institutions some flexibility in tailoring courses to their institutional mission, while ensuring that core curriculum courses completed at one USG institution or through eCore, the USG's designated online core curriculum, are fully transferable to another USG institution. All core curriculum requirements must be completed as part of the associate of arts, associate of science, bachelor of arts and bachelor of science degree programs.

Each institution's core curriculum shall consist of 42 semester credit hours, with minimum credit hours in each area of the core as follows:

Area	Area Name	Descripti	Hours Required
A1	Communication Outcomes	Courses that address learning outcomes in writing in English	At least 6 semester hours
A2	Quantitative Outcomes	Courses that address learning outcomes in quantitative reasoning	At least 3 semester hours
B	Institutional Options	Courses that address general education learning outcomes of the institution's choosing	At least 3 semester hours
C	Humanities, Fine Arts, and Ethics	Courses that address learning outcomes in humanities, fine arts, and ethics	At least 6 semester hours
D	Natural Science, Mathematics, and Technology	Courses that address learning outcomes in the natural sciences, mathematics, and technology.	At least 7 semester hours, at least 4 of which must be a lab science
E	Social Sciences	Courses that address learning outcomes in the social sciences	At least 6 semester hours

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.

eCore

eCore - short for electronic core-curriculum - allows University System of Georgia (USG) students the opportunity to complete their first two years of their collegiate careers in an online environment. eCore courses are taught entirely online, except for the occasional proctored exam. eCore courses are designed, developed, taught and supported by faculty and staff from the University System of Georgia (USG). For more information, go to the [GSW eCore](#) page.

GENERAL CORE REQUIREMENTS

Area A: Essential Skills

Core Area A1 (Communication) Learning Outcome - 6 hours

Students will be able to write effectively for a variety of audiences to demonstrate collegiate-level writing development in various contexts.

ENGL 1101 - Composition I (available through eCore)	3 hours
ENGL 1102 - Composition II (available through eCore)	3 hours

For freshmen entering the USG system Fall Semester 2012 or later, students who have earned 30 credit hours but have not completed Area A1 must enroll in the next course necessary to make progress toward completing this Area in every semester in which they take classes.

Core Area A2 (Quantitative) Learning Outcome - 3 or 4 hours

Students will be able to analyze and apply mathematical concepts in various forms in order to solve a variety of quantitative problems.

Select one:

MATH 1101*- Intro to Math Modeling (available through eCore)	3 hours
MATH 1111 - College Algebra (available through eCore)	3 hours
MATH 1113 – Precalculus (available through eCore)	3 hours
MATH 1120 - Calculus I (available through eCore as MATH 1501)	4 hours

For freshmen entering the USG system Fall Semester 2012 or later, students who have earned 30 credit hours but have not completed Area A2 must enroll in the next course necessary to make progress toward completing this Area in every semester in which they take classes.

MATH 2204 (Elementary Statistics) may not be used to meet Core Area A2 requirements. MATH 1113 (Precalculus) is required in Area A for mathematics and science degree programs. MATH 1120 (Calculus I) is required by Georgia Institute of Technology and Georgia Southern University for the Regent's Engineering Transfer Program (RETP). Students who meet Core Area A requirements by earning credit for MATH 1120 will have the extra credit hour used in Free Electives, if applicable in their degree program.

*Programs accepting MATH 1101-Introduction to Math Modeling to meet Core Area A requirements:

- All Business programs - BBA
- Nursing programs - BSN
- All BA programs
- BFA program
- BS in History with Teaching Certification
- BS in Political Science, Psychology, Sociology
- BSEd in Special Education

*Programs confirmed as NOT accepting MATH 1101-Introduction to Math Modeling to meet Core Area A requirements:

- All Education programs with the exception of Special Education - BSEd
- BS in Biology, Chemistry, Geology
- Dual Degree mathematics/engineering programs
- Regents Engineering Transfer Program (RETP)
- BS in Mathematics
- BS in Mathematics with Teaching Certification
- BS in Computer Science
- BS in Information Technology

All students on a 2011-2012 curriculum sheet or later higher must earn a C or better for all core Area A courses including math. This includes those who changed majors during the 2011-2012 academic year.

Math Labs and Co-Requisite Math Support Courses

Math placement for new freshman is determined by the student's Math Placement Index (MPI). For students with SAT scores, the $MPI = (291 * \text{High School GPA}) + (\text{SATM})$. For students with ACT scores, the $MPI = (298 * \text{High School GPA}) + (25 * \text{ACTM})$.

- Any students with MPI scores of 1449 or higher are not required to take a math co-requisite or math lab when registering for MATH 1101 or MATH 1111.
- Regularly admitted students with MPI scores below 1449 are required to take MATH 1101L with MATH 1101 or MATH 1111L with MATH 1111.
- Students admitted as Presidential Exceptions with MPI scores of 1265-1448 are required to take MATH 1101L with MATH 1101 or MATH 1111L with MATH 1111.
- Students admitted as Presidential Exceptions with MPI scores of 1165-1264 must take MATH 1101L with MATH 1101 or MATH 0999 with MATH 1111.
- Students admitted as Presidential Exceptions with MPIs scores of 1045-1164 must take MATH 0998 with MATH 1101 or MATH 0999 with MATH 1111.

MATH 0998 and MATH 0999 are required Learning Support co-requisites for MATH 1101 and MATH 1111 respectively and do not carry college credit. Students are required to take the co-requisite course with their core math requirement until they complete the core math requirement with a grade of C or better. Students who place in MATH 0998 or 0999 may not withdraw from the co-requisite support class unless they are also withdrawing from the accompanying Math course (MATH 1101 or MATH 1111). Students who withdraw from MATH 1101 or MATH 1111 are required to enroll in the course in the following term and every subsequent term until a C or higher is earned.

Math labs, MATH 1101L and MATH 1111L, carry college credit. Students with MPI scores requiring the math lab may choose to take a Math Challenge Exam to exempt the lab course. Students who do not place out of the lab or who choose not to challenge their placement are required to take the appropriate Math Lab course as a co-requisite of MATH 1101 or MATH 1111. Students who pass MATH 1101 or MATH 1111 with a C or better do not have to repeat Math Labs, but their grades for the labs will remain on the transcript and are included in the students' GPAs. Students required to take the MATH 1101L or MATH 1111L may not withdraw from the lab without also withdrawing from MATH 1101 or 1111.

Area B: GSW Institutional Options - 4-5 hours

Core Area B (Institutional Options) Learning Outcomes

- Students will be able to evaluate information critically.
- Students will be able to understand cultural differences
- 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.
- Students who complete more than the necessary hours in Area B will have the extra hour or hours used in Free Electives, if applicable for their degree program.

Select from the following courses:

LIBR 1101 - Foundations of Information Literacy	1 hour
CIS 1000 - Computer Applications	3 hours
SOSC 1101 - The World and Its People	3 hours
ENGL 2200 - Introduction to Professional Writing	3 hours
COMM 1110 - Fundamentals of Speech (recommended for teacher education and exercise science majors)	3 hours
Foreign Language (must be a 2000 level or higher foreign language course) (eCore options: SPAN 2001 and 2002)	3 hours
THEA 1110 - Performance Skills for Business and Professions (recommended for teacher education and exercise science majors)	3 hours
WGSS 2001 - Introduction to Women, Gender, and Sexuality Studies	3 hours
POLS 2401 Introduction to Global Issues	3 hours
INTL 2000 – Intercultural Studies Seminar	1-3 hours

Area C: Humanities/Fine Arts - 6 hours

Core Area C (Humanities and Fine Arts) Learning Outcome

- Students will be able to articulate factual and conceptual knowledge concerning literature, and one of the fine or performing arts.

Select one of the following - 3 hours:

- ENGL 2111 - World Literature I (available through eCore)
- ENGL 2112 - World Literature II (available through eCore)
- ENGL 2121 - British Literature I
- ENGL 2122 - British Literature II
- ENGL 2131 - American Literature I (available through eCore)
- ENGL 2132 - American Literature II (available through eCore)

Select one of the following - 3 hours:

- ARTC 1100 - Art Appreciation
- MUSC 1100 - Music Appreciation
- THEA 1100 - Theater Appreciation

Area D: Mathematics, Science, Technology - 10-11 hours

Core Area D (Natural Sciences) Learning Outcomes

- Students will be able to interpret symbolic representations of data relevant to the physical world.
- Students will be able to evaluate the relationship between observation and inference in the natural sciences.

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 or 4 hours
One course from List A, List B, or List C below	3 or 4 hours

Dii: Science Majors

One 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
- CHEM 1151 & CHEM 1151L - Survey of Chemistry I Lecture and Lab
- CHEM 1152 & CHEM 1152L - Survey of Chemistry II Lecture and Lab
- CHEM 1211 & CHEM1211L - Principles of Chemistry I Lecture and Lab (available through eCore as CHEM 1211K)
- CHEM 1212 & CHEM1212L - Principles of Chemistry II Lecture and Lab (available through eCore as CHEM 1212K)
- GEOL 1121 - Introductory Geosciences I
- GEOL 1122 - Introductory Geosciences II
- PHYS 1111 - Introductory Physics I
- PHYS 1112 - Introductory Physics II
- PHYS 2211 - Principles of Physics I (available through eCore as PHYS 1211K)
- PHYS 2212 - Principles of Physics II List B (3 hours each)

List B (3 hours each)

- BIOL 1107 - Essentials of Biology I Lecture
- BIOL 1108 - Essentials of Biology II Lecture
- BIOL 1500 - Applied Botany
- CHEM 1020 - Everyday Chemistry
- CHEM 1211 - Principles of Chemistry I Lecture
- CHEM 1212 - Principles of Chemistry II Lecture
- ENVS 1100 - Introduction to Environmental Science (available through eCore as ENVS 2200)
- GEOL 1142 - The Geology of Georgia
- GEOL 1211 - The Earth's Evolving Environment
- PHYS 1222 - Stellar Astronomy

List C (3 or 4 hours each)

- CIS 2000 - Desktop Publishing and Multimedia Presentations
- CIS 2100 - Computer Interfacing & Configuration
- CSCI 2100 - Assembly Language Programming
- CSCI 2500 - Discrete Structures
- MATH 1113 – Precalculus (available through eCore)
- MATH 1120 - Calculus I (available through eCore as MATH 1501)
- MATH 2204 - Elementary Statistics (available through eCore as MATH 1401)
- PSYC 1102 - Psychology as a Natural Science

NOTE:

- BIOL 1107/1107L and 1108/1108L are not open to students with credit in BIOL 2107 or BIOL 2108.
- PHYS 1111 and PHYS 1112 are not open to students with credit in PHYS 2211 or PHYS 2212.
- Science majors cannot use CHEM 1511/1511L and CHEM 1512/1512L in Area D. PSYC 3301 Psychological Statistics and SOCI 3331 Sociological Statistics cannot be used to meet Core Area D requirements.
- Students who earn 12 hours in Core Area D will have the extra hour used in Free Electives, if applicable in their degree program.

Area E: Social Sciences - 12 semester hours

Core Area E (Social Sciences) Learning Outcome

Students will be able to articulate factual and conceptual knowledge concerning societal dynamics.

POLS 1101 - American Government (available through eCore)	3 hours
HIST 1111 - World Civilization I (available through eCore) or HIST 1112 - World Civilization II	3 hours
HIST 2111 - US History I (available through eCore) or HIST 2112 - US History II	3 hours

Select one course from the following: 3 hours

- ECON 2105 - Principles of Macroeconomics
- HIST 1111 - World Civilization (available through eCore) or
- HIST 1112 - World Civilization II (additional World History course)
- PSYC 1101 - Intro to Psychology (suggested for students pursuing certification in teaching fields) (available through eCore)
- SOCI 1101 - Intro to Sociology (available through eCore)

Areas A-E of the Core Curriculum require a minimum of 42 semester credit hours.

CORE TRANSFER

Students completing any core curriculum course will receive full credit for that course upon transfer to another USG institution within the same major, even if a core area is not completed and even if it means giving transfer credit across areas (e.g., credit of a math course in Area C). Core courses required by GSW but not by the student's previous USG 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 the number of credit hours required for native students to earn the degree, excluding physical education and orientation. Students in this category who change majors may have additional core courses to complete, particularly in Core Areas A, 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.

For further information about Core Transfer, contact the Registrar's Office.

DOUBLE MAJORS

A GSW student who wishes to meet the requirements for more than one major within the same baccalaureate degree classification (B.A., B.S., B.B.A., B.S.Ed.) is pursuing a double major. Requirements for completion of a double major include the following:

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-one semester credit hours must be completed for the second major.
3. The twenty-one 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 fifteen of the additional hours for the second major must be at the 3000-4000 level within the degree program.
5. 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

For Students Who Have Earned a Previous Baccalaureate Degree from GSW

A student who has completed a baccalaureate degree from Georgia Southwestern State University 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., B.S.N.) conferred on the same or later date by meeting the following requirements:

1. All major degree requirements in the second degree must be met, including Core Area F. Courses completed for the first baccalaureate degree can be combined with courses completed after admission for the second degree to meet 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. A minimum of twenty-one semester credit hours of the above thirty hours must be 3000-4000 level courses in the major for the second degree.
4. If the second degree includes a minor, courses taken for the major of the first degree can be used to meet this requirement.
5. Additional requirements may be established for Core Areas A and D.

For Students Who Have Earned a Baccalaureate Degree from a University System of Georgia Institution

A student who has completed a baccalaureate degree from a University System of Georgia 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., B.S.N.) by meeting the following requirements:

1. All major degree requirements in the second degree must be met, including Core Area F. Courses completed for the first baccalaureate degree can be combined with courses completed after admission for the second degree to meet 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. A minimum of twenty-one semester credit hours of the above thirty hours must be 3000-4000 level courses in the major for the second degree.
4. If the second degree includes a minor, courses taken for the major of the first degree can be used to meet this requirement.
5. Additional requirements may be established for Core Areas A and D.

For Students Who Have Earned a Baccalaureate Degree at a Non-System Institution, Including International Students

A student who has completed a baccalaureate degree from a Non-System 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., B.S.N.) conferred on the same or later date by meeting the following requirements:

1. All major degree requirements in the second degree must be met, including Core Area F. 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. A minimum of twenty-one semester credit hours of the above thirty hours must be 3000-4000 level courses in the major for the second degree.
4. If the second degree includes a minor, the major from the first degree earned will be used in lieu of the minor.
5. International students must present a professional evaluation of credits earned for the first

- degree and confirmation of the awarding of the baccalaureate degree.
6. The Georgia Legislative History and Constitution requirements must be met. Additional requirements may be established.

EXPERIENTIAL LEARNING

EXPERIENTIAL LEARNING/ PRIOR LEARNING ASSESSMENT

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 Director of Prior Learning Assessment, 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 30 semester credit hours.

GSW grants no graduate level credit for experiential learning except under the supervision of the institution.

Prior Learning Assessment (PLA) is a process through which students identify areas of learning from their past experiences, demonstrate that learning through appropriate documentation, and submit their materials related to specific course objectives so that they can be assessed and possibly awarded academic credit. PLA will reduce the repetition of relevant, course-related material for students with prior learning (or with prior degrees). Students should contact Dr. Charles Huffman for more information.

MILITARY CREDIT

As an institutional member of the Service members Opportunity Colleges Consortium (SOCC), Georgia Southwestern State University provides service members with an option to petition for credit for military education/training when deemed applicable to a degree program. 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 should submit official documentation of military education/training (AARTS, SMART, or Community College of the Air Force transcript) to the Office of the Registrar for evaluation of degree-related training. Students should see the Office of the Registrar for additional information.

PROGRAMS OF STUDY

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 humankind.

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 in developing 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, and Bachelor of Science in Education degrees. Majors are available in the areas as follows:

Bachelor of Arts: Art, Dramatic Arts, English, History, Music, Psychology

Bachelor of Business Administration: Accounting, Management, Human Resource Management, Marketing

Bachelor of Fine Arts: Art

Bachelor of Science: Biology, Chemistry, Computer Science, Criminal Justice, Geology, Information Technology, Mathematics, Mathematics with Actuarial Science Option, Mathematics with Computational Science and Engineering Option, Mathematics with Financial Engineering Option, 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, Special Education

Bachelor's Degree with Teaching Certification: English, History, Mathematics, Music, Political Science

Many 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. Students must register any change in major with the department of the selected major.

ENGINEERING PROGRAMS

Dual Degree Program in Engineering and Mathematics

Georgia Southwestern State University and Georgia Institute of Technology offer a dual degree program that results in students who complete a BS in Civil Engineering, a BS in Electrical Engineering, or a BS in Mechanical Engineering receiving a BS in Mathematics from GSW. The dual degree student enrolls at Georgia Southwestern State University for approximately three years and then applies as a transfer student to Georgia Tech. Upon acceptance to Georgia Tech, the student then enrolls there for approximately two years. When all degree requirements for civil, electrical, or mechanical engineering at Georgia Tech have been met, all degree requirements in mathematics at GSW will be met and a student will earn bachelor degrees from both Georgia Southwestern and Georgia Tech. If a student who begins at GSW completes a degree in an engineering discipline other than civil, electrical, or mechanical engineering, that student will not receive a degree from GSW.

Regents' Engineering Transfer Program (RETP)

Georgia Southwestern State University offers qualified students the opportunity to transfer to an engineering program in Civil, Mechanical, or Electrical engineering at Georgia Institute of Technology or Georgia Southern University through the Regents Engineering Transfer Program (RETP). In the RETP, students enroll for their first two years of course work at Georgia Southwestern, where they are able to complete all of the mathematics and science courses required in the first two years of the Georgia Tech and Georgia Southern curricula. Students who successfully complete the RETP requirements at GSW are automatically accepted as transfer students to Georgia Tech or Georgia Southern and are able to continue their work toward completion of a Bachelor of Engineering degree.

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.

Students should follow the prescribed curriculum of the professional school in which they intend 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 Georgia Regents University, Georgia State University, University of North Georgia, Armstrong 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 is competitive and meets the admission requirements. The student should contact the institution offering the professional program early in the freshman year for information on admission requirements.

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/college or chair of the department offering the courses and the Campus Coordinator of the program. Course numbers 4920-4930 in each discipline are generally 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. These students should follow the General Core Curriculum outlined in this bulletin. Financial aid may be discontinued for students who have not declared a major field of study prior to the fourth semester of enrollment.

CERTIFICATE PROGRAMS

Georgia Southwestern State University offers certificate programs in the following areas: Caregiving Issues and Management, Cinema Production, Criminal Justice, English as a Second Language, European Union Studies, Global Studies, Information Technology, Professional Golf Management, and Women, Gender, and Sexuality Studies.

CAREGIVING ISSUES AND MANAGEMENT CERTIFICATE PROGRAM

The Caregiving Issues and Management Certificate Program is an online interdisciplinary program designed to foster understanding of the caregiving field through the exploration of the journey of a caregiver, evidenced-based caregiver support programs, vulnerable populations needing caregivers, and culturally appropriate approaches to caregiving. Estimates have consistently projected that the need for caregiving will escalate significantly in the coming decades. This increase in demand can be attributed to several key trends, including an aging demographic, increased longevity, and the growing burden of chronic illnesses. This certificate program is designed to inform both professionals in caregiving (e.g. business, health care, education, social services, public health, and psychology) and family caregivers about available

resources, support programs, and research findings for caregivers of individuals across the lifespan.

This Certificate is the only one of its kind in the state and represents a unique commitment of Georgia Southwestern State University to prepare leaders in the field of Caregiving. After completion of this certificate, students will be able to

- Analyze a caregiver's circumstances, needs, strengths, goals and cognitive cultural and spiritual situation.
- Translate information across healthcare system and healthcare providers.
- Assist family caregivers in identifying and accessing community and regional services in healthcare settings.
- Participate in an interdisciplinary team approach utilizing multiple health care and social service systems.
- Integrate knowledge and values of caregiving in an individual's career field, including, but not limited to business, health care, education, social work, social services, psychology, and public health.
- Apply knowledge of evidenced-based caregiver programs to support diverse individuals, families, and communities across the lifespan.

Click [HERE](#) for Caregiving Issues and Management Certificate Program curriculum sheet.

CINEMA PRODUCTION CERTIFICATE

The Cinema Production Certificate is designed to provide a curricular shell for students to receive credits for participating in Georgia Film Academy programing. The distinctive design allows for credits to also be counted toward completion of the BA Dramatic Arts. In that case, students would have to complete a separate minor.

Click [HERE](#) for Cinema Production Certificate Program curriculum sheet.

CRIMINAL JUSTICE CERTIFICATE

The purpose of the Criminal Justice Certificate Program (CJCP) is to provide students with knowledge about America's criminal justice system. The program is interdisciplinary and complementary to existing programs; specifically, students take courses from the Departments of Sociology and Political Science. Completing of the Criminal Justice Program certifies that individuals are familiar with the purpose, function, and operation of the criminal justice system.

Click [HERE](#) for Criminal Justice Certificate curriculum sheet.

ENGLISH AS A SECOND LANGUAGE CERTIFICATE

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 two years. The program at GSW's English Language Institute (ELI) is based on approximately 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 can be expanded for special groups of students who are studying English for specific purposes by adding more classes in the special interest area e.g. nursing. These expansions can be custom designed for the group.

Admission Requirements

- Completed and signed application
- \$50.00 non-refundable application fee
- Copy of passport, which must be current
- Foreign Student Financial Statement
- Affidavit of Financial Support
- Official English translations of high school and college/university transcripts
- Copy of most recent TOEFL or IELTS score, if it has been taken
- Completed health history and immunization form signed by a medical doctor

For more information, please refer to the website for the [English Language Institute](#).

Click [HERE](#) for ESL Certificates curriculum sheets.

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:

- The introductory course on the European Union (POLS 3200) with a grade of C or better
- 30 semester hours of earned academic credit
- Completion of HIST 1111 or 1112 (World or Western Civilization)

To earn the EU Studies certificate, students must complete the certificate curriculum (15 hours).

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 transcript. Students should refer to the European Union Studies curriculum sheet for individual course requirements.

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
- A practicum experience pertaining to the EU must be performed either in the form of an overseas visit or an internship

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.

For the practicum experience, 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 practice experience must be approved by the program's campus representative.

Broad Program Goals:

The European Union Certificate Program fosters interdisciplinary learning about the EU and encourages students to become global citizens.

It contributes to the institutional and Board of Regents goal of increased internationalization of the curriculum by allowing students to take a much broader range of courses (through the online consortium) on the EU and EU topics than they would otherwise be able to take. It enables students to globalize their educational experience and provides an additional credential that improves future employment and educational opportunities

Student Learning Outcomes: Basic Knowledge Goals:

The introductory course is structured to accomplish five learning outcomes which are measured by students demonstrating, on assignments and assessments such as exams, knowledge of

- The historical origins and development of the EU;
- The EU's governing institutions;
- The EU's policymaking processes;
- Current EU policies and issues;

EU-USA relations Student Learning Outcomes: In-depth Knowledge Goals:

The multidisciplinary course menu allows students to choose four topical classes. For each of the four topics:

- Students will demonstrate, in class discussion and on assignments or exams, in depth knowledge of that particular aspect of the EU or European integration;
- Students will demonstrate, in class discussion and on assignments or exams, in depth knowledge of issues that deal substantially with the impact or consequences of the EU and/or European integration;
- Students will demonstrate, in class discussion and on assignments or exams, in depth knowledge of the EU in comparative scope.

Student Learning Outcomes: Skills Goals:

The program has three skills objectives:

- Students will be able to find and process information about Europe and the European Union
- Students will be able to make connections between issues normally relegated to a single discipline and view the EU in a multidisciplinary way
- Students will be able to conduct intensive research on EU-related topics

Assessment and Review:

Courses taught in summer and fall are rotated from an already-approved catalog of eight courses. This catalog was approved at the time of program creation by a group of faculty representatives from each participating USG institution, as well as by the LMU in Munich and the Board of Regents.

Spring courses are occasionally different. These are what might be called special topics classes. At the time of course proposal, these are reviewed for academic content, learning outcomes, and academic rigor; the approval process is completed by the Executive Committee (ExComm) of the European Union Studies Program. The ExComm consists of 5 members from 5 schools and several disciplines. Instructors are vetted by the ExComm for their qualifications as well.

Student learning outcomes are assessed on an on-going basis throughout the year. Each instructor is responsible for assessing students through class discussion, exams, quizzes,

assignments, and term papers, among other assessment tools.

In addition, students evaluate each course via a standardized online assessment tool. Faculty is assessed based in part on student evaluations.

Each course is assessed for content by the Director and the instructor(s) and updated each time it is taught.

The Steering Committee will meet twice yearly to discuss program evaluation, course evaluation, and participation. These meetings may be telephone conference calls or face-to-face meetings.

The Director and/or members of the Executive Committee review program courses and evaluate program outcomes to ensure that courses continue to enable students to meet the program goals.

Click [HERE](#) for European Union Studies Certificate curriculum sheet.

GLOBAL STUDIES CERTIFICATE

The Global Studies Certificate (GSC) allows students to develop a more global perspective on issues in their lives and vocations, as well as issues in our increasingly global society. The certificate requirements are met through classes that focus on skills, perspectives and knowledge about global issues and understanding of other cultures. The program is interdisciplinary. Classes that fulfill the certificate requirements are chosen by the director of the certificate program. A current list can be obtained from the director of the program or from the curriculum sheet. Courses with more than 50% content dealing with non-US perspectives, issues, or skills may be substituted for approved classes with the approval of the director. Study abroad courses may also be used to complete the certificate requirements. The certificate program is open to all students who are already enrolled at Georgia Southwestern State University.

The certificate requires a minimum of 15 credit hours to complete. A grade of C or better is required for all courses. 9 hours must be at the 3000 level or above. Courses must be completed in each of three areas:

- Global Core - 3 hours
- Area/Cultural Studies & Skills - 6 hours
- Global Issues - 6 hours

A portfolio of samples of work from all approved classes must be maintained by the student and submitted to the director of the program before graduation.

Click [HERE](#) for Global Studies Certificate curriculum sheet

INFORMATION TECHNOLOGY CERTIFICATE

The primary goal of this certificate is to give students not majoring in the Computer Science or Information Technology degree programs an opportunity to gain skills in areas such as

Computer Interfacing and Configuration, Audio-Video Production Technology, Desktop Publishing & Multimedia Presentation, and some others. Completion of the program will be acknowledged by a special certificate. All credit hours from this certificate can be transferred to the Undergraduate Program in Information Technology at GSW.

While Georgia Southwestern State University endeavors to offer all of its programs to as wide an audience as possible, all Georgia Southwestern State University distance education programs may not be available in all states. States in which GSW is authorized to offer online programs may be found at the [GSW State Authorization](#) website.

Click [HERE](#) for Information Technology Certificate curriculum sheet

PROFESSIONAL GOLF MANAGEMENT CERTIFICATE

Earning this certificate will provide an excellent path for students to pursue a career in the golf industry. The certificate curriculum will equip students with golf specific areas such as teaching the game, game improvement, club repair and fitting, rules and tournaments, merchandising, golf car management, food and beverage operations, turf grass, and career development. Students will choose from a Human Resources, Management, or Marketing focus to further enhance the certificate. Students must also meet specific Golf Playing Ability standards found on the curriculum sheet.

Click [HERE](#) for Professional Golf Management Certificate curriculum sheet

WOMEN, GENDER, AND SEXUALITY STUDIES CERTIFICATE

The Women, Gender, and Sexuality Studies (WGSS) program is a multi-disciplinary approach to understanding gender and sexuality in history, society, and culture. The program encourages political and social activism, and emphasizes the importance of intersectionality as a discourse when discussing gender, sexuality, ethnicity, race, and class. The program seeks to challenge the status quo and to empower students to become critical thinkers engaged in the world around them.

The Women, Gender, and Sexuality Studies Certificate is an eighteen-hour course of study and can substitute for a minor. It is complementary to many existing undergraduate programs and is appreciated by perspective employers and graduate schools for its emphasis on critical thinking, community involvement, and academic rigor.

Click [HERE](#) for Women, Gender, and Sexuality Studies Certificate curriculum sheet.

CONTINUING EDUCATION

The primary goal of the Division of Continuing Education is to serve the educational and training needs of adults 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. Various types of non-credit courses are offered and designed to appeal to the professional, cultural, and recreational interests of residents in the community. Individuals may achieve their career and education goals with information technology focused e-learning. On-line certification training is available. Participants completing programs may receive Continuing Education Units (CEUs) which are a nationally recognized method for measuring non-credit work.

ENGLISH LANGUAGE INSTITUTE

Students from many countries come to the English Language Institute (ELI) at Georgia Southwestern State University to study English prior to becoming regular students at GSW or other academic institutions. In addition, the ELI welcomes students who want to study English for specific purposes, learn about American culture and society, improve business practices, and for professional/personal enrichment. The ELI offers learners options for short- and long-term English language study throughout the year.

Students are assigned to courses and levels on the basis of placement tests given at the beginning of each semester. Courses are taught in subject areas such as reading, writing, grammar, pronunciation, TOEFL prep, conversation, and idioms.

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 participation in a study 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 class rank, 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 admission applies.

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. Other requirements include the following:

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

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.)

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

CULTURAL ENRICHMENT: Each semester, students must attend a lecture, exhibit, concert, play or a similar event not connected to the student's course requirements.

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

SERVICE ENRICHMENT: Each semester, students must participate in one activity as a volunteer for a community or campus charity or outreach.

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.

LEARNING SUPPORT PROGRAM

Learning Support is a term for programs designed to assist students with collegiate work. Students who fall below regular placement standards but meet floor scores in the English Placement Index (EPI) and Math Placement Index (MPI) will receive co-requisite support in Mathematics or English.

Classification of Courses

There are two areas of support: English and Mathematics. These subjects will be taught as co-requisite support courses taken alongside the collegiate courses. Learning Support courses will be titled and numbered as follows:

- **ENGL 0999** – Support for English Composition (ENGL 1101)
- **MATH 0998** – Support for Mathematical Modeling (MATH 1101)
- **MATH 0999** – Support for College Algebra (MATH 1111)

English 0999. Paired Support for English 1101 is a course designed to offer individual and group support for students identified by the English Placement Index as needing supplemental instruction in the areas of reading and writing. Course content will parallel essential skills needed to be successful in English 1101. This course carries institutional credit and will not count toward graduation. This course may be taken multiple times for credit. Grades of A, B, C, and F will be distributed in this course. (0-2-1)

Co-requisite: English 1101

Math 0998: Math 1101 Paired Support is a course designed to offer individual and group support for students identified by the Math Placement Index as needing supplemental instruction in the area of mathematics. Course content will parallel essential skills needed to be successful in Math 1101. This course carries institutional credit and will not count toward graduation. Grades of A, B, C, and F will be distributed in this course. (1-0-1)

Co-requisite: Math 1101

Math 0999: Math 1111 Paired Support is a course designed to offer individual and group support for students identified by the Math Placement Index as needing supplemental instruction in the area of mathematics. Course content will parallel essential skills needed to be successful in Math 1111. This course carries institutional credit and will not count toward graduation. Grades of A, B, C, and F will be distributed in this course. (1- 0- 1)

Co-requisite: Math 1111

Evaluation for Learning Support Placement

A Mathematics Placement Index (MPI) and an English Placement Index (EPI) will be calculated based on High School Grade Point Average (HSGPA), SAT or ACT and, when indicated, the COMPASS or ACCUPLACER placement test.

Indices will be composed of the following:

1. HSGPA and SAT/ACT - when both are available
2. HSGPA and COMPASS/ACCUPLACER - when SAT/ACT are not available
3. COMPASS/ACCUPLACER - when neither HSGPA nor SAT/ACT is available

For some students who score below the cutoff EPI or MPI, COMPASS/ACCUPLACER test scores add some additional information over that contained in HSGPA and SAT/ACT; those students will be required to take the appropriate COMPASS/ACCUPLACER tests. The COMPASS/ACCUPLACER score will be combined with the HSGPA and SAT/ACT and the resultant EPI or MPI will be compared to the System level cut scores to determine students' Learning Support Placement.

When COMPASS/ACCUPLACER testing is required, the COMPASS Math (Algebra) or the ACCUPLACER Math (Elementary Algebra) test will be used for math placement. The Compass Reading and Writing tests or the ACCUPLACER Reading Comprehension and WritePlacer tests will be used for English placement.

EPIs and MPIs will be calculated as listed below, in priority order for calculation. That is, if available, SAT or ACT and High School Grade Point Averages (HSGPA) must be used in the calculations.

For the purposes of calculating placement indices, it is recommended that scores be no older than the maximums listed below.

Measure or Score	Recommended Maximum "Age"
SAT/ACT	7 years from date of administration
HSGPA	5 years from date of administration
COMPASS or ACCUPLACER	1 year from date of administration

Student has:	EPI	MPI
SAT and HSGPA	$(1603 * \text{HSGPA}) + \text{SATV}$	$(291 * \text{HSGPA}) + \text{SATM}$
with COMPASS or ACCUPLACER added	$(1475 * \text{HSGPA}) + (0.3 * \text{SATV}) + (5.1 * (\text{CompassR} + \text{eWrite}))$	$(287 * \text{HSGPA}) + (0.5 * \text{SATM}) + (5 * \text{CompassM})$
ACT and HSGPA	$(1553 * \text{HSGPA}) + (34 * \text{ACTE})$	$(298 * \text{HSGPA}) + (25 * \text{ACTM})$
with COMPASS or ACCUPLACER added	$(1315 * \text{HSGPA}) + (30 * \text{ACTE}) + (4.2 * (\text{CompassR} + \text{eWrite}))$	$(250 * \text{HSGPA}) + (27 * \text{ACTM}) + (2 * \text{CompassM})$
GPA only	$(794 * \text{HSGPA}) + (23.6 * (\text{CompassR} + \text{eWrite}))$	$(323 * \text{HSGPA}) + (6 * \text{CompassM})$
No info	$51.6 * (\text{CompassR} + \text{eWrite})$	$(10 * \text{CompassM}) + 795$
SAT only	$(6.3 * \text{SATV}) + (17.1 * (\text{CompassR} + \text{eWrite}))$	$(1.8 * \text{SATM}) + (14 * \text{CompassM})$
ACT only	$(155.3 * \text{ACTE}) + (13.8 * (\text{CompassR} + \text{eWrite}))$	$(63.2 * \text{ACTM}) + (6.0 * \text{CompassM})$

NOTE: ACCUPLACER Test will be administered beginning December 1, 2016 in place of the COMPASS Test. For calculating a student's Math or English Placement Index, ACCUPLACER scores will be converted to the COMPASS score equivalents.

Students with EPIs and MPIs equal to or greater than the minimum collegiate placement index scores listed below will be placed directly into the appropriate gateway college course(s). Note that because a higher level of preparation is required for success in Math 1111, a higher MPI will be required for direct placement into that course.

Minimum Collegiate Placement Index Scores		
English	Mathematics	
ENGL 1101	MATH 1101	MATH 1111
4230	1165	1265

Students with placement indices less than the minimum collegiate placement index will be placed into a co-requisite support course along with the gateway college course.

Students who score below the floor scores in both English and mathematics will be denied admission to GSW. The floor scores for the two indices are as follows:

Floor Scores	
EPI	MPI
3726	1045

If the EPI is **less than** 3726 **AND** the MPI is **less than** 1045, then the student may **NOT** be admitted to GSW.

For students who have no current SAT and HSGPA, the following Compass test “floor” scores will be used for placement in co-requisite courses:

COMPASS Test Scores for Placement into Co-Requisite Remediation		
test scores for		
Reading	English	Mathematics
66	40	25

Students who have taken COMPASS or ASSET placement tests at a SACSCOC- accredited TCSG college and transfer to GSW without interruption in their courses of study will not be required to take another placement test if the placement test was administered as part of the normal application process.

GSW may accept a student’s COMPASS scores administered by a USG or non-USG institution or agency as long as it has given prior authorization to the USG or non- USG institution or agency to administer the test to the student. Receipt of COMPASS scores produced under this provision may be through official transcript, e-mail from a pre-approved e-mail address, or fax from a pre-approved fax number.

Rules Regarding Learning Support Program Operation

1. Learning Support programs shall coordinate academic advisement of their students to ensure that these students are informed about their requirements.
2. No degree credit will be earned in co-requisite courses but institutional credit will be awarded.
3. The following grades defined in detail in Board of Regents (BOR) Policy 3.5 are approved for all co-requisite courses:

Grade	Definition
A, B, C, S	Passing course grade
F, U, or WF	Failing course grade
IP	Progress insufficient for completion of the course
I	Academic progress satisfactory, but coursework incomplete

W	Withdrawal without penalty
WM	Withdrawal without penalty for military service
V	Student auditing LS course that is not required but taken voluntarily

Rules for Students in Learning Support Programs

Learning Support Attempts and Exit

- A. There are no limits on attempts in co-requisite courses;
- B. Students will exit Learning Support by successfully passing the corresponding Area A collegiate-level course;
- C. The following requirements apply to those students who have co-requisite requirements:
 - During each semester of enrollment, a student must first register for required co-requisite courses before being allowed to register for other courses. This policy also applies to part-time students. Two exceptions are possible:
 - If two co-requisite areas are required and a student is enrolled in at least one course, a freshman orientation course or physical education or other activity or performance course may be taken that semester instead of one of the required co-requisite courses.
 - In the event that a required co-requisite course is not available, a student may enroll in a course for degree credit if the student has met the course requirements, subject to the written approval of the president or designee.

Policy Regarding Accumulation of Thirty Hours

- Students who have accumulated a maximum of 30 semester hours of college credit and have not successfully completed required co-requisite courses may enroll only in co-requisite courses until requirements are successfully completed. Students with transfer credit or credit earned in a certificate or prior degree program who are required to take co-requisite courses for their current degree objectives may earn up to 30 additional hours of college-level credit. After earning the additional hours, such students may enroll in co-requisite courses only.

Learning Support Rules for Returning Students

- A. Students who leave GSW for any reason may be re-admitted without co-requisite requirements if they meet one of the following conditions:
 - Students have completed all Learning Support requirements at a SACSCOC accredited TCSG institution and completion of Learning Support requirements is documented on their TCSG transcript.

- Students have earned transferable credit at a regionally-accredited non- USG institution for ENGL 1101 (for completion of the Learning Support English requirement) or an Area A mathematics course (for completion of the Learning Support Mathematics requirement).
 - Students have completed Learning Support at another USG institution and completion of Learning Support requirements is documented on their transfer transcript.
- B. Students who leave GSW and return without having satisfied their Learning Support requirements in the interim may be readmitted to the college under the following conditions:
- Students who have been suspended from the institution for a calendar year for failure to complete Learning Support may retest for potential placement in co-requisite courses according to a placement index calculated on the basis of Compass test scores.
 - Students in Learning Support who voluntarily leave GSW for periods of one calendar year or more must be retested with the COMPASS in any previously unsatisfied Learning Support area.
 - Such students may be readmitted without a Learning Support requirement if they meet the institutional criteria for exemption.
 - Students who do not score high enough on the COMPASS test to exempt Learning Support may be placed in co-requisite courses, depending on institutional placement policies.
- C. Students readmitted under this provision are subject to the 30-hour limit on college-level coursework and may not take credit work if they had earned 30 or more credit hours during their previous period(s) of enrollment and have not completed Learning Support requirements in the interim.
- D. Completion of transferable Area A courses in English or mathematics from any institution will eliminate further Learning Support requirements in that area upon transfer back to GSW.

COLLEGE OF ARTS AND SCIENCES

Dean: Dr. J. Kelly McCoy
 Academic Center for Excellence, Room 105-A
 (229) 931-2322
kelly.mccoy@gsw.edu

The College of Arts and Sciences provides a general, liberal arts, core education at Georgia Southwestern State University. All students at Southwestern study in this college in order to receive the broadening educational experience necessary for the academic development of all college students. Many students choose to major in one of the degree programs which this school administers; others 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 occurs within the College of Arts and Sciences.

In addition to teaching the courses required in the core curriculum, the College of Arts and Sciences offers degree programs leading to the 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 College of Arts and Sciences and will be assigned an advisor within the department administering that discipline. The college is made up of the Departments of Biology; Chemistry; English and Modern Languages; Geology and Physics; History and Political Science; Music; Psychology and Sociology; Theater, Communication, and Media Arts; and Visual Arts. 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.

DEPARTMENT OF BIOLOGY

Chair: Dr. Stephanie G. Harvey

Professors: Dr. Ian M. Brown, Dr. Stephanie G. Harvey, Dr.

J. Kelly McCoy, Dr. Anh-Hue Tu, Dr. Jones T. Wright

Assistant Professor: Dr. Anne Jacobs, Dr. O. Tom Lorenz

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 an 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.

BACHELOR OF SCIENCE DEGREE WITH A MAJOR IN BIOLOGY

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.

All graduating biology majors should be able to

- Demonstrate the ability to read, interpret and evaluate scientific information
- Demonstrate the ability to communicate scientific knowledge in a professional manner
- Demonstrate an understanding of experimental design and research methodology
- Demonstrate a clear understanding of the major biological concepts and an awareness of how these are connected to various areas of the biological sciences and are applicable to everyday life

Assessment of these outcomes will be determined from students' participation in the Biology Seminar Series that is a capstone course for the Biology Major. Specifically, a grading rubric will be used to evaluate outcomes 1-3 based on a student's senior seminar project. To assess the 4th outcome, students will take an exit exam as part of their senior seminar class.

MINOR IN BIOLOGY

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 the B.S. degree. It is most important that these students confer with their advisor.

Click [HERE](#) for Bachelor of Science Degree with a Major in Biology curriculum sheet.

Click [HERE](#) for Biology Minor curriculum sheet.

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 admission 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 admission requirements. University System of Georgia units offering programs in the allied health sciences includes Augusta University, Georgia State University, Armstrong Atlantic State University, Columbus State University, and North Georgia College and State University.

DEPARTMENT OF CHEMISTRY

Chair: Dr. M. Elizabeth Gurnack

Associate Professors: Dr. M. Elizabeth Gurnack, Dr. Nedialka I. Iordanova, Dr. Tzvetelin Iordanov, Dr. Michele L. Smith

The study of chemistry forms the basis for employment in a variety of industrial, governmental and other business positions. It is a challenging and rewarding discipline that prepares the student to continue in a life-long learning experience while working in positions that are interesting and productive. 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.

BACHELOR OF SCIENCE DEGREE WITH A MAJOR IN CHEMISTRY

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.

Selected Educational Outcomes:

- Students will demonstrate conceptual understanding of inorganic, organic, analytical, biological, and physical chemistry.
- Students will demonstrate critical thinking and problem solving skills.
- Students will be able to explain real problems and advances in chemistry.

The Department of Chemistry assesses the extent to which their program requirements create the desired outcomes by using a variety of techniques. Examples of these assessments include but are not limited to the following:

- Students will be required to take discipline specific American Chemical Society examinations.
- Students will be required to perform at least one project in an upper- division course with minimal direction from faculty.
- Students will be required to utilize special computer programs and on-line research strategies in the preparation of laboratory reports. Laboratory reports in upper-division courses will be required in publication format.
- Students will be required to perform both written and oral presentations in senior seminar courses.

Click [HERE](#) for Bachelor of Science Degree with a Major in Chemistry curriculum sheet.

Click [HERE](#) for Chemistry Minor curriculum sheet.

DEPARTMENT OF ENGLISH AND MODERN LANGUAGES

Department Chair: Dr. Eugenia Bryan

Professor Emerita: Dr. Gabriele Stauf

Professors: Dr. Bryan P. Davis, Dr. Elizabeth Kuipers, Dr. Milton J. Waldrop

Associate Professors: Dr. Eugenia P. Bryan, Dr. Paul G. Dahlgren, Dr. Lauren

DiPaula, Dr. Margaret A. Ellington, Dr. Olga Godoy

Assistant Professors: Dr. Anish Dave, Dr. Michael Moir

Senior Lecturer: Lydia G. Rogers

Lecturers: J. Kay Pace, Dr. Jennifer Ryer, Alwen Yeung

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.

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, publishing, technical writing, 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 allows considerable flexibility for students to choose their major classes. Students may choose the Literature option or the Professional Writing Option, both of which require a major core of literature and writing classes. The Literature Option adds a broad spectrum of literature classes. The Professional Writing Option focuses on writing effectively in a variety of contexts and for a wide range of audiences. With either option, 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 students 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.

Selected Educational Objectives

- Write for a variety of audiences while demonstrating writing proficiency and fluency in

- various contexts;
- Effectively communicate orally for a variety of audiences and purposes;
- Demonstrate an awareness of literary, rhetorical and linguistic approaches to the field.

Examples of Outcome Assessments

- Faculty will assess student's portfolios that span work completed while in the program.
- Faculty will assess senior research projects for both written and oral proficiency.

Click [HERE](#) for Bachelor of Arts Degree with a Major in English curriculum sheet.

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, exclusive of student teaching. This degree, as do all English programs, requires two classes of a modern language at an intermediate level.

Click [HERE](#) for Bachelor of Arts Degree with a Major in English with Teacher Certification curriculum sheet.

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 2112, ENGL 2121, ENGL 2122, ENGL 2131, or ENGL 2132 in Core Area C or ENGL 2111 in Area F . For English majors a grade of C or higher is required in each course in the major.

MINOR IN ENGLISH

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 a minor field of study in English with literature and professional writing tracks. This minor complements a variety of majors in business, as well as technical and social services.

MINOR IN 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 a minor in Spanish. Each minor track requires a minimum of 18 hours and each course must be completed with a grade of C or better.

Click [HERE](#) for English Minor curriculum sheet.

Click [HERE](#) for the Spanish Minor curriculum sheet.

DEPARTMENT OF GEOLOGY AND PHYSICS

Department Chair: Dr. Samuel T. Peavy

Professors: Dr. Samuel T. Peavy, Dr. Burchard D. Carter, Dr. Thomas J. Weiland

Associate Professor: Dr. Svilen Kostov

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.

The Geology and Physics Department at Georgia Southwestern State University is dedicated to providing the finest possible educational experiences for students of Georgia Southwestern in the areas of Earth and Physical Sciences. Towards that end, we shall:

- Serve the overall Mission of the University by providing quality instruction for all students in the areas of Geology, Physics and Astronomy;
- Provide required introductory, upper-level and graduate classes for students pursuing teacher certification through the GSW School of Education;
- Instill in our Majors and Non-majors a fascination with and dedication to lifelong learning about the Earth by providing a thorough background in Earth materials, processes and history;
- Integrate coursework training with up-to-date analytical techniques, field experiences and research projects throughout the program to provide our majors with the experiential background needed for successful graduate education and careers in the natural and physical sciences;
- Provide quality advisement and instruction in the fundamentals of physics for students in the Engineering Dual Degree Program and Regents Engineering Transfer Program (RETP); and
- Provide additional service to the University, community, local schools and the public through various outreach programs.

Selected Educational Outcomes

- Students will be able to analyze, synthesize and evaluate geological information from texts, journals, data repositories, etc.
- Students will be able to collect, analyze and interpret analytical and field data.

The Department of Geology and Physics assesses the extent to which their program requirements create the desired outcomes by using a variety of techniques. Examples of these assessments include but are not limited to the following:

- Written and oral presentations of Senior Project or capstone course research results.
- Departmental geologic knowledge exam based upon the required courses for the major and questions similar to those found on the Professional Geologists' Basic Exam.
- Student performance/grade in the Capstone Course (GEOL 4931 – Field Methods).

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 strength of biological materials such as bone and sinew, to contemplating what lies just beyond the visible edge of the universe. A thorough foundation in physics begins with introductory courses in, mechanics, thermodynamics, and electromagnetism.

Click [HERE](#) for Bachelor of Science in Geology curriculum sheet.

GEOLOGY MINOR PROGRAM

The geology minor curriculum requires 16 credit hours total with at least 12 hours in upper division courses.

Admission into the Geology Minor program must be approved by the Department Chair.

Click [HERE](#) for Geology Minor curriculum sheet.

DUAL-DEGREE PROGRAM

Career Opportunities

Industry, private engineering consulting practices, and governmental agencies are looking for the technologically educated person who has the broad overview that the Dual-Degree Program provides. The Dual-Degree Program has an established record for providing the path to a successful engineering career.

Program Description

Georgia Southwestern State University offers a Dual-Degree program of study jointly with the College of Engineering at the Georgia Institute of Technology. The typical Dual-Degree Program allows a student to study for three years at Georgia Southwestern State University, followed by two years of study in one of the engineering fields listed below at the Georgia Institute of Technology. The successful student in this program is awarded a Bachelor of Science degree in Mathematics from Georgia Southwestern and a BS in Engineering 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 an accessible track for transferring to one of the world's leading technological institutes, while giving them the benefits of a liberal arts curriculum.

Dual-Degree candidates from Georgia Southwestern State University are eligible to seek any of the following degrees from the College of Engineering at Georgia Tech:

- Bachelor of Civil Engineering
- Bachelor of Electrical Engineering
- Bachelor of Mechanical Engineering

Courses Which Are to Be Part of the Study Program at Georgia Southwestern State University

The following courses in the specified areas must be included in the three-year study program taken at Georgia Southwestern State University. Georgia Southwestern State University agrees to apply transfer credit from Georgia Tech toward the Georgia Southwestern State University degree for many of its mathematics major courses.

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. 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 Transfer as a Dual-Degree Student at Georgia Institute of Technology

In order for a student to become a Dual Degree candidate at Georgia Tech the student must:

- Complete 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.
- Have a recommendation from the designated official at Georgia Southwestern State University (dual-degree advisor).
- Provide official transcripts from Georgia Southwestern State University and all previous post-secondary institutions, which indicate that he or she could satisfactorily complete the degree requirements at Georgia Tech.

Hours Required by Georgia Institute of Technology for the Designated Bachelor's Degree

Program participants will be expected to meet all Georgia Tech degree requirements. Students can expect to take no less than 60 credit hours at Georgia Tech.

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

Because of their classification as transfer students, Dual-Degree Program applicants must meet all requirements for transfer admission and all other requirements as defined by the Office of Undergraduate Admission and the Dual Degree Coordinator at the partner institution. Any student who would not otherwise be admitted to Georgia Institute of Technology under their admission 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.

Click [HERE](#) for Dual Degree Program curriculum sheets.

REGENTS ENGINEERING TRANSFER PROGRAM (RETP)

Program Description

In addition to the Dual Degree Program, Georgia Southwestern State University offers a RETP program of study jointly with the College of Engineering at the Georgia Institute of Technology and ***a recently approved RETP program of study with Georgia Southern University in Civil, Mechanical and Electrical engineering.*** In its essence the RETP is a highly competitive and intensive transfer program which allows a student to study for only two years at Georgia Southwestern State University, followed by two years of study in a broad range of engineering fields at the Georgia Institute of Technology (Georgia Tech) or Georgia Southern University. The successful student in this program is awarded a Bachelor of Engineering degree from Georgia Tech or Georgia Southern in the chosen area of study.

Courses Which Are to Be Part of the Study Program at Georgia Southwestern State University

The following courses in the specified areas must be included in the two-year study program taken at Georgia Southwestern State University.

- 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.
- At least half of the humanities and social science/modern language credit hours required at Georgia Tech and Georgia Southern. 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 Transfer as a RETP Student at Georgia Institute of Technology

In order for a student to be admitted as a RETP transfer student at Georgia Tech, he or she must

- complete all required courses. The student will earn a minimum of 42 semester hours at Georgia Southwestern State University, but it is recommended that the student earn 60 hours at GSW before transferring. The student shall not be admitted to Georgia Tech with full third-year standing unless they have earned 60 hours.
- submit a recommendation from the designated official at Georgia Southwestern State University (dual-degree advisor);
- submit official transcripts from Georgia Southwestern State University and all previous post-secondary institutions, which indicate that he or she could satisfactorily complete the degree requirements at Georgia Tech;
- Meet the Georgia Tech admissions requirement for the intended engineer major;
- Meet the Georgia Tech transfer GPA requirements.

Hours Required by Georgia Institute of Technology for the Designated Bachelor's Degree

Program participants will be expected to meet all Georgia Tech degree requirements. Students can expect to take no less than 60 credit hours at Georgia Tech.

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

Because of their classification as transfer students, RETP Program applicants must meet all requirements for transfer admission and all other requirements as defined by the Office of Undergraduate Admission and the Pre-Engineering Programs Coordinator at GSW as well as those of Georgia Tech. Any student who would not otherwise be admitted to Georgia Institute of Technology under their admission evaluation criteria or who is projected not to complete the RETP Program may, after suitable consideration by Georgia Tech, may be declined admission to Georgia Tech. For a complete list of requirements of Georgia Tech, please visit the website <http://ceed.gatech.edu/programs/undergrad/retep>.

Requirements for Transfer as a RETP Student at Georgia Southern University

In order for a student to be admitted as a RETP transfer student at Georgia Southern, he or she must

- complete all required courses. The student will earn a minimum of 42 semester hours at Georgia Southwestern State University, but it is recommended that the student earn 60 hours at GSW before transferring. The student shall not be admitted to Georgia Southern with full third-year standing unless they have earned 60 hours.
- submit a recommendation from the designated official at Georgia Southwestern State University (dual-degree advisor);
- submit official transcripts from Georgia Southwestern State University and all previous post-secondary institutions, which indicate that he or she could satisfactorily complete the degree requirements at Georgia Southern;
- Meet the Georgia Southern admissions requirement for the intended engineer major;
- Meet the Georgia Southern transfer GPA requirements.

Hours Required by Georgia Southern University for the Designated Bachelor's Degree

Program participants will be expected to meet all Georgia Southern degree requirements. Students can expect to take no less than 60 credit hours at Georgia Southern.

Student Readmission

Students who attend Georgia Southern University 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

Because of their classification as transfer students, RETP Program applicants must meet all requirements for transfer admission and all other requirements as defined by the Office of Undergraduate Admission and the Pre-Engineering Programs Coordinator at GSW as well as those of Georgia Southern. Any student who would not otherwise be admitted to Georgia Southern University under their admission evaluation criteria or who is projected not to complete the RETP Program may, after suitable consideration by Georgia Southern, may be declined admission to Georgia Southern. For a complete list of requirements of Georgia Southern University, please visit the website

http://ceit.georgiasouthern.edu/degrees/engineering_studies/

Click [HERE](#) for RETP curriculum sheet.

DEPARTMENT OF HISTORY AND POLITICAL SCIENCE

Department Chair: Dr. Glenn M. Robins

Professor Emeritus: Dr. Richard L. Baringer

Professors: Dr. Glenn M. Robins

Associate Professors: Dr. D. Jason Berggren, Dr. Susan Bragg, Dr. Brian Parkinson, Dr. Brian G. Smith, Dr. Paula J. Martin

Assistant Professors: Dr. Evan Kutzler, Dr. John LeJeune

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 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 society and the world. 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.

BACHELOR OF ARTS DEGREE WITH A MAJOR IN HISTORY

Student Learning Outcomes for BA Degree Program in History

- Students will develop a basic understanding of history as a discipline and of its core fields.
- Students will develop their knowledge of global historical events and patterns, including U.S., European, and non-Western history.
- Students will be able to research, interpret, analyze, synthesize, and evaluate historical information drawn from texts, journals, primary, and other sources.
- Students will be able to effectively communicate knowledge within the discipline in organized written forms.
- Students will be able to effectively communicate knowledge within the discipline in organized oral form.

Examples of Assessment Measures

- Performance on research papers assigned in upper-level courses in the discipline
- Written and oral presentations of senior research project in the capstone course
- Performance on a content exam administered in a methods course

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.)

Click [HERE](#) for Bachelor of Arts with a Major in History curriculum sheet.

BACHELOR OF SCIENCE DEGREE WITH A MAJOR IN POLITICAL SCIENCE

This degree provides the background for careers which need the informed perspective of a liberal arts degree (journalism, public relations, etc.). It is a 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. It is also an appropriate preparation for graduate school and especially for law school.

Student Learning Outcomes for the BS Degree Program in Political Science

- Students will be able to demonstrate empirical knowledge relating to political science.
- Students will be able to demonstrate theoretical knowledge relating to political science
- Students will be able to demonstrate analytical and evaluative skills.
- Students will be able to use clear and concise communication in the written form.
- Students will be able to use clear and concise communication in the oral forms.

Examples of Assessment Measures

- Performance on research papers assigned in upper-level courses in the discipline
- Written and oral presentations of senior research project in the capstone course
- Performance on a content exam administered in introductory level and capstone courses

Click [HERE](#) for Bachelor of Science with a Major in Political Science 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.

Student Learning Outcomes for the BS Degree Program in History with Teacher Certification

- Students will develop a basic understanding of history as a discipline and of its core fields
- Student will develop their knowledge of global historical events and patterns, including U.S., European, and non-Western history.
- Students will be able to research, interpret, analyze, synthesize, and evaluate historical information drawn from texts, journals, primary, and other sources.
- Students will be able to design and develop units and lessons using state and national social studies/history standards, curriculum guides and connecting themes.
- Students will be able to effectively communicate knowledge within the discipline in both written and oral forms.

Examples of Assessment Measures

- Performance on research papers assigned in upper-level courses in the discipline
- Submission and approval of an electronic teaching portfolio
- Written and oral presentations of senior research project in the capstone course

Click [HERE](#) for Teacher Certification curriculum sheet.

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 History Minor curriculum sheet.

Click [HERE](#) for Political Science Minor curriculum sheet.

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.

EUROPEAN UNION 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.

Click [HERE](#) for European Union Certificate curriculum sheet.

GLOBAL STUDIES CERTIFICATE

The Global Studies Certificate (GSC) allows students to develop a more global perspective on issues in their lives and vocations, as well as issues in our increasingly global society. The certificate requirements are met through classes that focus on skills, perspectives and knowledge about global issues and understanding of other cultures. The program is interdisciplinary. Classes that fulfill the certificate requirements are chosen by the director of the certificate program.

A current list can be obtained from the director of the program or from the curriculum sheet. Courses with more than 50% content dealing with non-US perspectives, issues, or skills may be substituted for approved classes with the approval of the director. Study abroad courses may also be used to complete the certificate requirements. The certificate program is open to all students who are already enrolled at Georgia Southwestern State University.

Click [HERE](#) for Global Studies Certificate curriculum sheet.

DEPARTMENT OF MUSIC

Department Chair: Dr. Julie Megginson

Professor: Dr. Julie Megginson

Associate Professor: Dr. E. Mark Laughlin

Lecturers: Dr. Robert L. Bryant III, Alwen Yeung

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.

Selected Educational Outcomes

- Students will be able to perform standard repertoire for their instrument or voice at the appropriate skill level.
- Students will demonstrate piano keyboard skills, including playing scales, chords, transposing, and sight reading.
- Students will incorporate knowledge of Music History, Music Literature, and Performance skills in a capstone performance.

Example of Outcome Assessments

- Jury exams at the end of each semester determine whether student has demonstrated adequate progress at the appropriate skill level. All music faculty participate in the jury.
- Successful completion of MUSC 1401 Group Piano I, MUSC 1402 Group Piano II and Piano Proficiency Exam.
- Successful completion of MUSC 4800 Senior Recital - Public performance of 40-50 minute Senior Recital, including written program notes.

BACHELOR OF ARTS DEGREE WITH A MAJOR IN MUSIC WITH TEACHER CERTIFICATION

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

Click [HERE](#) for Bachelor of Arts Degree with a Major in Music curriculum sheet Click [HERE](#) for Bachelor of Arts Degree with a Major in Music with Teacher Certification curriculum sheet.

Click [HERE](#) for Music Minor curriculum sheet.

DEPARTMENT OF PSYCHOLOGY and SOCIOLOGY

Department Chair: Dr. Charles M. Huffman

Professors: Dr. Ellen M. Cotter, Dr. Gary Fisk, Dr. Charles M. Huffman, Dr. LaVerne G. Worthy

Associate Professors: Dr. Jamie I. MacLennan

Assistant Professors: Dr. Marianna Baykina, Dr. Joseph Comeau, Dr. Judy Orton-Grissett

Lecturer: J. Leigh Laughlin

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.

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 and mental processes. 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.

Selected Educational Outcomes

- To design, run, analyze, and write reports using APA approved style.
- To use appropriately the technical language of the science of Psychology in both oral and written communication.
- To examine and evaluate career and educational opportunities for those with an undergraduate psychology degree.
- To acquire a general knowledge of the various areas of specialization provided by an undergraduate degree in psychology.

Examples of Outcome Assessments

- Student research reports will be assessed by individual faculty members using appropriate criteria.
- Students will be required to take the nationally standardized Field Exam in

psychology during their senior year.

- Student performance/grade in the Capstone Course (PSYC 4450 - Seminar in Psychology).

Click [HERE](#) for Bachelor of Science with a major in Psychology curriculum sheet.

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 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.

Selected Educational Outcomes

- To design, run, analyze, and write reports using APA approved style.
- To use appropriately the technical language of the science of Psychology in both oral and written communication.
- To examine and evaluate career and educational opportunities for those with an undergraduate psychology degree.
- To participate in a guided senior research project.
- To acquire a general knowledge of the various areas of specialization provided by an undergraduate degree in psychology.

Examples of Outcome Assessments

- Student research reports will be assessed by individual faculty members using appropriate criteria.
- Students will be required to take the nationally standardized Field Exam in psychology during their senior year.
- Student performance/grade in the senior research project (PSYC 4498 Senior Research II).
- Student performance/grade in the Capstone Course (PSYC 4450 - Seminar in Psychology).

Click [HERE](#) for Bachelor of Arts with a major in Psychology curriculum sheet.

Click [HERE](#) for Psychology Minor curriculum sheet.

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.

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 Phoebe Sumter Medical Center, Magnolia Manor Retirement Center, and the Rosalynn Carter Institute.

Selected Educational Outcomes

- To design, run, analyze, and write reports using ASA approved style.
- To use appropriately the technical language of the science of Sociology in both oral and written communication.
- To examine and evaluate career and educational opportunities for those with an undergraduate sociology degree.
- To acquire a general knowledge of the various areas of specialization provided by an undergraduate degree in sociology.

Examples of Outcome Assessments

- Student research reports will be assessed by individual faculty members using appropriate criteria.
- Students will be required to take the nationally standardized Field Exam in sociology during their senior year.
- Student performance/grade in the Capstone Course (SOCI 4450 – Seminar in Sociology).

Click [HERE](#) for Bachelor of Science with a major in Sociology curriculum sheet.

Click [HERE](#) for Sociology Minor curriculum sheet.

BACHELOR OF SCIENCE DEGREE WITH AN eMAJOR IN CRIMINAL JUSTICE -ONLINE

The Bachelor of Science with a major in criminal justice is an eMajor collaborative degree program with Dalton State College, and all classes are online. This program is specifically designed to meet the needs of adult learners, military students, working adults and returning students seeking degree completion. The B.S. with a major in Criminal Justice prepares individuals for career success in the field of criminal justice by providing students with a foundation of the knowledge, principles, theories, and functions common to the American Criminal Justice system.

Selected Educational Outcomes

- Students will demonstrate mastery of the essential content of the criminal justice core curriculum
- Students will demonstrate the ability to critically analyze major concepts and theoretical perspectives in criminal justice.
- Students will demonstrate an understanding of essential elements of academic and professional writing.

- Students will demonstrate an understanding of academic and professional research and scholarship.
- Students will demonstrate an understanding of professional and ethical values in the criminal justice field.

Examples of Outcome Assessments

- Student research reports will be assessed by individual faculty members using appropriate criteria.
- Student performance/grade in CRJU 4700 Ethical Issues in CJ

Click [HERE](#) for Bachelor of Science with a major in Criminal Justice curriculum sheet.

CRIMINAL JUSTICE CERTIFICATE

The purpose of the Criminal Justice Certificate Program (CJCP) is to provide students with knowledge about America's criminal justice system. The program is interdisciplinary and complementary to existing programs; specifically, students take courses from the Departments of Sociology and History and Political Science. Completing of the Criminal Justice Program certifies that individuals are familiar with the purpose, function, and operation of the criminal justice system.

Click [HERE](#) for Criminal Justice Certificate curriculum sheet.

DEPARTMENT OF THEATER, COMMUNICATION, AND MEDIA ARTS

Bachelor of Arts Degree with a Major in Dramatic Arts - Performance Emphasis, Dramatic Arts - Design and Technology Emphasis, and Dramatic Arts - Communication and Media Arts Emphasis

Department Chair: Jeffrey Green

Professor: Jeffrey Green

Assistant Professor: Joseph Watson

The Theater, Communication and Media Arts program provides students an interdisciplinary approach to the study of performance as both an art and a fundamental form of human communication. With related course offerings in fields of theater, digital cinema, television and new media, the distinctive characteristic of the program is an integral focus on performance in everyday life, stage and on camera. The degree program truly integrates theater and media arts (cinema and television) within a unified course of study. After a common set of foundation courses, students then choose from concentrations of advanced courses in performance, theater design and technology, and media arts.

A premise of the program is that the study of communication and theater as liberal arts serves as a viable foundation for entry into a wide range of professions and occupations. The entertainment industry is one of the leading exports of this country. This degree program serves as a gateway degree into that industry. The focus of the studio training is to provide students with the essential skills and experience to secure admission and assistantships in the best graduate programs in the country. Students who have graduated from the program have secured jobs in fields ranging from broadcasting, corporate event planning, film production, teaching, the ministry, as well as theater.

Selected Educational Outcomes

- Students will be conversational in basic history of performance from its classical traditions to contemporary practices and in basic literature of theater, cinema, television and communication.
- Students will critically assess their work and its relation to the work of others as a part of the collaborative process of making live theater and performance via mediated forms.
- Through participation in departmental productions, students will demonstrate collaborative, creative, intellectual, and interpersonal skills, which will help promote the arts in the region through quality work.

Examples of Outcomes Assessment

- External juried review of student work in departmental production.
- Progressive and comparative imbedded student surveys and self-assessments.
- A capstone portfolio comprised of archival video of student work, samples of student writing, documentation exhibiting advanced technical, design, or performance skills and assessments of personal strengths and weaknesses.

Click [HERE](#) for Bachelor of Arts Degree with a Major in Dramatic Arts – Performance Emphasis curriculum sheet.

Click [HERE](#) for Bachelor of Arts Degree with a Major in Dramatic Arts - Design and Technology Emphasis curriculum sheet.

Click [HERE](#) for Bachelor of Arts Degree with a Major in Dramatic Arts -Communication and Media Arts Emphasis curriculum sheet.

Click [HERE](#) for Dramatic Arts Minor curriculum sheet.

DEPARTMENT OF VISUAL ARTS

Department Chair: Laurel J. Robinson

Professors: Laurel J. Robinson

Associate Professors: Charles R. Wells, Keaton Wynn

BACHELOR OF FINE ARTS DEGREE WITH A MAJOR IN ART

The BFA degree provides an intensive background in the practice, theory, and history of the 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 forms the basis of the production of art. Problem solving, frequent critiques, and student responsibility for reasoned explication of his or her work form an important part of the educational process. After a demonstration of competence in the foundation areas of drawing and design, the student will 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 digital arts) at the upper division level. Competence at this level is demonstrated by successful participation in a required senior exhibition and a written thesis.

Selected Educational Outcomes

- to develop conceptual and formal understanding of techniques, processes and methodology in a wide range of studio disciplines and art history from the foundation/survey to advanced levels.
- to acquire, practice and integrate creating, interpreting, presenting, analyzing, and evaluating within the studio areas of visual arts, art history, criticism and theory and to concentrate in one major studio discipline to accumulate capabilities for independent work in art professions and/or pursue graduate degree in specific studio art disciplines (this degree does not contain a minor)

Examples of Outcome Assessments

- Midpoint Assessment: Sophomore Review: students submit portfolio and paper for critique assessing students' abilities in art/design foundations and ability to address relevant personal concepts with those of contemporary art history/theory.
- Junior Exhibition: All students who pass Sophomore Review the year before, plus any students who are assessed to need one more exhibition/critique prior to senior exhibition, are assessed at this point.
- Capstone Assessment - Senior Exhibition and Thesis: Final senior gallery exhibition to include submission of final professional packet (digital) comprised of the artist statement, electronic portfolio and resume.

Requirements for the BFA degree

BFA students are to participate in a Sophomore Review, Junior Exhibition, 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 Bachelor of Fine Arts in Art curriculum sheet.

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/ Photography with a minor in English, a major in Art/ Digital Arts with minor in Business Management or Advertising. The student may elect to concentrate in Digital Arts, Ceramics, Drawing and Painting, Glassblowing, Sculpture, Photography, and Printmaking while at the same time minoring in an area of the student's choice.

Selected Educational Outcomes

- To develop conceptual and formal understanding of techniques, processes and methodology in a wide range of studio disciplines from the foundation to advanced levels.
- To acquire, practice and integrate creating, interpreting, presenting, analyzing and evaluating within studio areas and broadly within the history of world art. (Specific studio area concentration and art history requirement are less comprehensive than BFA degree)
- To accumulate capabilities for independent work in art professions especially as linked to a specific non-art academic minor (this program includes a minor)

Examples of Outcome Assessments

- Midpoint Assessment: Sophomore Review: students submit portfolio and paper for critique assessing students' abilities in art/design foundations and ability to address relevant personal concepts with those of contemporary art history/theory.
- Junior Exhibition: All students who pass Sophomore Review the year before, plus any students who are assessed to need one more exhibition/critique prior to senior exhibition, are assessed at this point.
- Capstone Assessment: Senior Exhibition and Thesis: Final senior gallery exhibition to include submission of final professional packet (digital) containing artist statement, electronic portfolio and resume.

Bachelor of Arts Requirements

The B.A. 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 students will present at least one acceptable example of work for a permanent gallery collection.

Click [HERE](#) for Bachelor of Arts Degree with a Major in Art curriculum sheet (BA Arts).

Click [HERE](#) for Art Minor curriculum sheet.

SCHOOL OF BUSINESS ADMINISTRATION

Dean: Dr. M. Elizabeth Wilson Business History Building, Room 213 (229) 931-2120

liz.wilson@gsw.edu

Professors: Dr. Michael Fathi, Dr. Brian Heshizer, Dr. Philip I. Szmedra, Dr. M. Elizabeth Wilson

Associate Professors: Dr. Robert Bennett, Dr. Curtis Howell, Dr. Cecilia Maldonado, Dr. Yangil Park, Dr. John S. Stovall, Dr. Feng Xu

Assistant Professors: Dr. Carol Bishop, Dr. Gaynor Cheokas, Dr. Suzanne Conner, Dr. Mark Grimes, Dr. Baek-Kyoo Joo, Dr. Qian Wang

Senior Lecturer: Susan M. Robinson, Joseph Warther

Lecturer: Cori Crews

Director of the Center for Business and Economic Development: Dr. Gaynor Cheokas

Director of External Programs: Shannon Perry

Director of MBA Program: Dr. Carol Bishop

Director of PGM Program: Phil Pendergrass

GENERAL DEFINITION OF THE BBA DEGREE PROGRAM

The BBA degree program in business educates students in a broad range of knowledge and skills including accounting, human resources, management, and marketing majors as a basis for careers in business. Learning expectations build on the students' pre-collegiate educations to prepare students to enter and sustain careers in the business world and to contribute positively in the larger society. Students achieve knowledge and skills for successful performance in a complex environment requiring intellectual ability to organize work, make and communicate sound decisions, and react successfully to unanticipated events. Students develop learning abilities suitable to continue higher-level intellectual development.

ACCREDITATION

The School of Business Administration is accredited by AACSB International - The Association to Advance Collegiate Schools of Business. AACSB accreditation is the hallmark of excellence in business education and has been earned by less than five percent of the world's business schools. AACSB International is located at 777 South Harbour Island Boulevard, Suite 750, Tampa, FL 33602-5730 USA, telephone number 813-769-6500 and fax number 813-769-6559 (<http://www.aacsb.edu/>).

VISION STATEMENT

The School of Business Administration will be a source of high quality undergraduate and graduate students and business expertise in Georgia and recognized as an outstanding school of business among its peers in the University System of Georgia.

MISSION STATEMENT

The mission of the School of Business Administration is to provide its diverse student population quality undergraduate and graduate-level educational programs that produce graduates with

the knowledge and skills to help them excel in their business careers, further academic studies, and fulfill their personal potential. To accomplish this mission, the SOBA seeks to accomplish the following strategic goals:

1. Provide the requisite resources required to retain students currently enrolled in the SOBA and increase student enrollment.
2. Create academic, business, and community partnerships.
3. Maintain accreditation by the Association to Advance Collegiate Schools of Business (AACSB).

DISTANCE EDUCATION

Each of the states has its own approval processes for out-of-state institutions offering distance education. While Georgia Southwestern State University endeavors to offer all of its programs to as wide an audience as possible, all Georgia Southwestern State University distance education programs may not be available in all states. States in which GSW is authorized to offer online programs may be found at the [GSW State Authorization](#) website.

APPROACHES TO ASSURANCE OF LEARNING

There are three direct assessment methods to assure that the school is meeting the learning objectives: selection, course-embedded measurement, and stand- alone testing or performance.

The selection process in recruiting students in the School of Business Administration complies with the University standards.

The School of Business Administration uses the following assessment methods:

- course-embedded measurements
- standardized tests (ETS Major Field Test)
- EBI exit survey (indirect method)

GOALS

The learning goals describe the desired educational accomplishments of the BBA degree program. These goals state the broad educational expectations for the BBA degree program and specify the intellectual and behavioral competencies the program is intended to instill. By developing operational definitions of the goals and assessing student performance, the school measures its level of success at accomplishing the goals.

General knowledge and skills areas for the BBA program are:

- Business Knowledge
- Communication (Oral and Written)
- Ethical Reasoning
- Critical Thinking / Analytical Skills
- Use of Information Technology
- Globalization and Diversity
- Teamwork

PRE-BUSINESS ADVISEMENT

Effective Fall 2015, a student who meets the criteria for admission to Georgia Southwestern State University may be admitted to the University for any semester and be classified as pre-accounting, pre-human resources, pre-management, or pre-marketing, depending on the chosen major. Pre-major students will be assigned an advisor with expertise in the particular major program within the School of Business. Admission to the University as a pre-major student allows the student to take general core curriculum courses (Area A-E and PE), required Area F courses, and 6 credit hours of business core courses. Pre-major students are not guaranteed admission to the Bachelor of Business Administration degree programs.

ACADEMIC REQUIREMENTS

Students must meet the following requirements in order to be considered for admission into one of the School of Business degree programs and for graduation:

- Complete all general core curriculum courses from Area A with a grade of C or better.
- Effective Fall 2013, students must earn an overall grade point average of 2.25 (on a 4.0 scale) or higher in Area A (ENGL 1101, ENGL 1102 and MATH) and the following three (3) courses from Area F: ACCT 2101, BUSA 2101, and either ECON 2105 or ECON 2106 whether at Georgia Southwestern State University or at other colleges/universities. Students dropping below the minimum GPA requirement will have 2 semesters to bring their GPA up to the 2.25 level before they would be placed back into the pre-major advising group.
 - Complete a minimum of 60 semester hours from general core curriculum (Areas A-E and PE), required Area F courses, and allowable business core courses while maintaining a minimum grade point average (GPA) of 2.25 (on a 4.0 scale) in Area A, Area F and Business Core/Major courses, whether at Georgia Southwestern State University or other colleges/universities.
- Earn at GSW a minimum of 50% of the semester credit hours in business required for the School of Business Administration undergraduate programs.

UNDERGRADUATE DEGREE REQUIREMENTS BACHELOR OF BUSINESS ADMINISTRATION DEGREE BBA

Degree in Accounting

The accounting program is designed to prepare students for the numerous types of positions available in accounting such as public accounting, tax accounting, industry, and government. The program focuses on accounting skills from a base of general and business areas. Leadership, communication, technical, and interpersonal skills will be integrated throughout the accounting and business curriculum.

Click [HERE](#) for BBA in Accounting curriculum sheet.

Information regarding the CPA examination can be found at the [American Institute of CPAs](#) website.

BBA Degree in Management

The BBA degree 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 management major will build on a general core and business disciplines of accounting, finance, marketing, information systems, and policy. Communication, computer skills, and international business concepts will be integrated throughout the management curriculum.

Click [HERE](#) for the BBA in Management curriculum sheet.

BBA Degree in Human Resource Management

The BBA degree in HR Management is designed to equip students with the knowledge and skills needed for successful entry into Human Resource management positions. The program equips students with the training to enter into careers such as health and safety administration, recruiting and training for profit and not-for-profit organizations. The HR management major will build on a general core and business disciplines of accounting, finance, marketing, communication, computer skills, and international business concepts throughout the HR management curriculum.

Click [HERE](#) for the BBA in HR Management curriculum sheet.

BBA Degree in Marketing

The BBA degree 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 program emphasizes the use of analytical and behavioral skills in approaches to market position, consumer behavior, product development, and marketing management. The marketing major will build on a general core and business disciplines of accounting, finance, marketing, information systems, and policy. Communication, computer skills, and international business concepts will be integrated throughout the marketing curriculum.

Click [HERE](#) for the BBA in Marketing curriculum sheet.

CERTIFICATE PROGRAM IN BUSINESS ADMINISTRATION

Professional Golf Management Certificate

This certificate combined with a BBA in Management, Marketing or Human Resources will provide an excellent path for students to pursue a career in the golf industry. The chosen core business curriculum will provide students with general accounting, finance, management, marketing, communication, computer skills, and international business concepts. The certificate curriculum will equip students with knowledge in golf-specific areas such as teaching the game, game improvement, club repair and fitting, rules and tournaments, merchandising, golf car management, food and beverage operations, turf grass, and career development.

Click [HERE](#) for the Professional Golf Management Certificate curriculum sheet.

MINOR FIELDS OF STUDY IN BUSINESS ADMINISTRATION

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. The BBA degree programs do not have minor fields of study.

Click [HERE](#) for the Minor in Business Administration curriculum sheets.

SCHOOL OF COMPUTING AND MATHEMATICS

Dean: Dr. Boris Peltsverger Crawford Wheatley Hall, Room 100 (229) 931-2100
boris.peltsverger@gsw.edu

MISSION STATEMENT

The School of Computing & Mathematics is committed to strong, dynamic undergraduate and graduate programs in mathematics and computing, emphasizing knowledge that is relevant to educational, technological and business needs, offering students personalized and challenging experiences. The faculty committed to scholarship, creative work and community services. In addition, the School is dedicated to providing mathematics leaning support courses and computer applications courses for all University students. Its faculty serves as an advocate for the development and use of appropriate technologies across the campus, and in regional businesses, and industries. The school promotes an environment of collegiality and equal opportunity for all faculty, staff and students.

INFORMATION ABOUT THE SCHOOL

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 Computing and Mathematics provide a diverse spectrum of expertise and experience. Students are therefore provided a unique blend of theory, current practice, and technology.

The state-of-the-art computer network, which is connected directly to the University System of Georgia network, PeachNet, is available to students. The network contains virtual labs and also a set of different servers and workstations.

The School of Computing and Mathematics offers the Master of Science in Computer Science degree program and Bachelor of Science degree programs in Information Technology with options in business, multi-media, and information technology online (WebBSIT); Computer Science; Mathematics; Mathematics with Teaching Certification; and Mathematics with options in financial engineering, actuarial science, and computational science and engineering.

DEPARTMENT OF COMPUTER SCIENCE

Department Chair: Dr. Alexander M. Yemelyanov Professor Emeritus: Dr. Arvind C. Shah

Professors: Dr. Boris Peltsverger, Dr. Alexander M. Yemelyanov

Associate Professor: Dr. Simon S. Baev

Assistant Professor: Dr. Linqiang Ge

Senior Lecturer: Karen S. Cook

BACHELOR OF SCIENCE DEGREE WITH A MAJOR IN INFORMATION TECHNOLOGY

The Bachelor of Science in Information Technology provides instruction and training for persons wishing to enter the exciting world of Information Technology. 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 program of study includes the following two options: business and multimedia. The graduate of this program can expect initial employment as a network administrator, a database administrator, a Webmaster and a multimedia designer. The program provides the flexibility to meet almost any career aspirations in computer infrastructure set up and information processing.

Program Learning Outcomes:

Program Outcomes describe what students are expected to know and are able to do by the time of graduation.

2. Demonstrate breadth of knowledge in areas of information technology, including programming, data processing, Internet technologies and computer networks, information systems, computer security, projects and practical experience.
3. Demonstrate an ability to identify and analyze user needs and take them into account in the selection, creation, evaluation and administration of information systems.
4. Demonstrate an ability to function effectively on teams to accomplish an academic goal.
5. Demonstrate an understanding of professional, ethical, legal, security and social issues and responsibilities.
6. Demonstrate an ability to communicate effectively orally and in writing with a range of audiences.
7. Be prepared for entry-level employment or master's degree.

Click [HERE](#) for Bachelor of Science in Information Technology with Business Option curriculum sheet.

Click [HERE](#) for Bachelor of Science in Information Technology with Multimedia Option curriculum sheet.

GEORGIA WebBSIT

Many individuals are looking for the chance to advance their skills in the technology field. With more jobs requiring a degree for advancement, a bachelor's degree allows students to move to the next stage in the Information Technology (IT) career. The WebBSIT program is designed for people seeking a bachelor's degree in IT, but whose lifestyles make it difficult to attend traditional classes on campus. People who have family commitments, travel frequently, serve in the military, or simply prefer online learning now have the opportunity to earn the degree. With Georgia WebBSIT program, all courses are available online, so education is only a mouse click away anytime, anywhere. Moreover, the WebBSIT program lets students continue their current jobs while pursuing the degree.

Each of the states has its own approval processes for out-of-state institutions offering distance education. While Georgia Southwestern State University endeavors to offer all of its programs to as wide an audience as possible, all Georgia Southwestern State University distance education programs may not be available in all states. States in which GSW is authorized to offer online programs may be found at the [GSW State Authorization](#) website.

Program Learning Outcomes:

Program Outcomes describe what students are expected to know and are able to do by the time of graduation.

1. Use and apply current IT discipline-related concepts and practices.
2. Identify and analyze organizational and individual problems or opportunities in the IT realm and define requirements for addressing them when an IT solution is appropriate.
3. Design and develop effective, IT-based solutions and integrate them into the user environment.
4. Create and implement effective project plans.
5. Identify and investigate current and emerging technologies and assess their applicability to address individual and organizational needs.
6. Analyze the impact of technology on individuals, organizations, and society.
7. Collaborate in teams to accomplish common goals.
8. Communicate effectively and efficiently.
9. Recognize the qualities necessary to succeed in a professional environment.

Click [HERE](#) for WebBSIT curriculum sheet.

BACHELOR OF SCIENCE DEGREE WITH A MAJOR 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.

Program Learning Outcomes:

Program Outcomes describe what students are expected to know and are able to do by the time of graduation.

1. Demonstrate breadth of knowledge in areas of computer science, including programming fundamentals, algorithms, computer architecture & organization, operating systems, and database management systems.
2. Demonstrate an ability to apply knowledge of computing and mathematics, analyze given problems, and implement solutions.
3. Demonstrate an ability to function effectively on teams to accomplish an academic goal.
4. Demonstrate an understanding of professional, ethical, legal, security and social issues and responsibilities.
5. Demonstrate an ability to communicate effectively orally and in writing with a range of audiences.
6. Be prepared for entry-level employment or master's degree.

Click [HERE](#) for Bachelor of Science in Computer Science curriculum sheet.

INFORMATION TECHNOLOGY CERTIFICATE

The primary goal of this certificate is to give students not majoring in the Computer Science or Information Technology an opportunity to gain skills in areas such as Computer Interfacing and Configuration, Audio-Video Production Technology, Desktop Publishing & Multimedia Presentation, and some others. Completion of the program will be acknowledged by a special certificate. All credit hours from this certificate can be transferred to the Undergraduate Program in Information Technology at GSW.

Each of the states has its own approval processes for out-of-state institutions offering distance education. While Georgia Southwestern State University endeavors to offer all of its programs to as wide an audience as possible, all Georgia Southwestern State University distance education programs may not be available in all states. States in which GSW is authorized to offer online programs may be found at the [GSW State Authorization](#) website.

Information Technology Certificate Learning Outcomes

1. Demonstrate an ability to identify and analyze user needs and take them into account in the selection, creation, evaluation and administration of information systems.
2. Demonstrate an understanding of professional, ethical, legal, security, and social issues and responsibilities.

Click [HERE](#) for Information Technology Certificate curriculum sheet

INFORMATION TECHNOLOGY MINOR

Students taking a minor in Information Technology have a variety of electives, which allows for a mini-concentration in programming, Internet technologies, and IS project management.

Minor in Information Technology Learning Outcomes

1. Demonstrate an ability to identify and analyze user needs and take them into account in the selection, creation, evaluation and administration of information systems.
2. Demonstrate an understanding of professional, ethical, legal, security, and social issues and responsibilities.

Click [HERE](#) for minor in Information Technology curriculum sheet.

COMPUTER SCIENCE MINOR

Students taking a minor in Computer Science have a variety of electives, which allows for a mini-concentration in programming, software engineering, and database management.

Minor in Computer Science Learning Outcomes

1. Demonstrate an ability to apply knowledge of computing and mathematics, analyze given problems, and implement solutions.
2. Demonstrate an ability to function effectively on teams to accomplish an academic goal.

Click [HERE](#) for minor in Computer Science curriculum sheet.

DEPARTMENT OF MATHEMATICS

Department Chair: Dr. Kailash C. Ghimire

Professors Emeriti: Dr. O. Jay Cliett III, Dr. William E. Kipp, Dr. Lettie Watford

Assistant Professor Emeritus: Thomas L. Wheeler

Associate Professors: Dr. Kailash C. Ghimire, Dr. Chadwick A. Gugg, Dr. Dongwen Qi

Assistant Professor: Dr. Manoj K. Thapa

Senior Lecturer: Ervin D. Anderson

Lecturer: Jan Boesten

BACHELOR OF SCIENCE IN MATHEMATICS

The Bachelor of Science in Mathematics provides training and instruction for students who wish to prepare for graduate work in mathematics. It requires two of our three, two term courses: Analysis I and II, Modern Algebra I and II, and Topology I and II, making it the broadest, as well as the deepest of our undergraduate mathematics programs. With that said, many students select this program for the analytic training it provides them to work on advanced degrees in law and engineering, where logical thinking skills are valued.

Program Learning Outcomes:

Program Learning Outcomes describe what students are expected to know and are able to do at the time of graduation.

1. Majors will acquire analytical skills which guarantee
 - a. An understanding of the basic rules of logic,
 - b. The ability to distinguish a coherent argument from a fallacious one, both in mathematical reasoning and in everyday life,
 - c. An understanding of the role of axioms and assumptions,
 - d. The ability to abstract general principles from examples.
2. Majors will become proficient in the use of problem solving and modeling skills, including
 - a. The ability to recognize which real-world problems are amenable to mathematical reasoning,
 - b. The ability to make vague ideas precise by representing them in mathematical notation, when appropriate,
 - c. Have a command of the techniques for solving problems expressed in mathematical notation.
3. Majors will have appropriate communication skills, in particular
 - a. The ability to formulate mathematical statements precisely
 - b. The ability to write a coherent proof
 - c. The ability to present a mathematical argument verbally
4. Majors will acquire reading and research skills, which are based on
 - a. Sufficient experience in mathematical language and foundational material to allow them to be well prepared to extend mathematical knowledge through independent reading.
 - b. An exposure to and successful experience in solving mathematical problems, which represent a substantial intellectual challenge.
5. Majors will have an appreciation for the culture of mathematics

Click [HERE](#) for Bachelor of Science in Mathematics curriculum sheet.

BACHELOR OF SCIENCE DEGREE WITH A MAJOR IN MATHEMATICS WITH TEACHING CERTIFICATION

The Bachelor of Science in Mathematics with Teaching Certification provides training and instruction for students who wish to teach mathematics at the secondary level in Georgia. Only slightly less mathematically demanding than the Bachelor of Science in Mathematics, since it requires only one of the three, two term courses, it offers both rigorous training in content, as well as appropriate pedagogical training, leading to student teaching in a high school setting, and the state certification examination.

Program Learning Outcomes:

Program Learning Outcomes describe what students are expected to know and are able to do at the time of graduation.

1. Majors will acquire analytical skills which guarantee:
 - a. An understanding of the basic rules of logic,

- b. The ability to distinguish a coherent argument from a fallacious one, both in mathematical reasoning and in everyday life,
 - c. An understanding of the role of axioms and assumptions,
 - d. The ability to abstract general principles from examples.
- 2. Majors will become proficient the use of in problem solving and modeling skills, including:
 - a. The ability to recognize which real-world problems are amenable to mathematical reasoning,
 - b. The ability to make vague ideas precise by representing them in mathematical notation, when appropriate,
 - c. Have a command of the techniques for solving problems expressed in mathematical notation.
- 3. Majors will have appropriate communication skills, in particular:
 - a. The ability to formulate mathematical statements precisely,
 - b. The ability to write a coherent proof,
 - c. The ability to present a mathematical argument verbally,
 - d. The ability to prepare and present lectures on topics relevant to public school mathematics
- 4. Majors will acquire reading and research skills, which are based on:
 - a. Sufficient experience in mathematical language and foundational material to allow them to be well prepared to extend mathematical knowledge through independent reading.
 - b. An introduction to the literature of mathematics pedagogy, and educational research.
- 5. Majors will have an appreciation for the culture of mathematics, and be able to develop materials for the secondary classroom, which show mathematics as a human endeavor, with rich applications to daily life.

Click [HERE](#) for Bachelor of Science in Mathematics with Teaching Certification curriculum sheet.

BACHELOR OF SCIENCE WITH OPTION IN FINANCIAL ENGINEERING

The Bachelor of Science in Mathematics with option in financial engineering provides training and instruction for students who wish to prepare for graduate work in financial engineering, or quantitative finance. It requires students to be proficient in Analysis I and II, Mathematical Statistics, Partial Differential Equations, Financial Engineering, and Quantitative Finance, making it a serious undergraduate mathematics introduction to the mathematical techniques of financial mathematics.

Program Learning Outcomes

1. Majors will acquire analytical skills which guarantee the following:
 - a. An understanding of the basic rules of logic,
 - b. The ability to distinguish a coherent argument from a fallacious one, both in mathematical reasoning and in everyday life,
 - c. An understanding of the role of axioms and assumptions,
 - d. The ability to abstract general principles from examples.
2. Majors will become proficient in the use of in problem solving and modeling skills, including the ability to recognize which real-world problems are amenable to mathematical reasoning,

- a. The ability to make vague ideas precise by representing them in mathematical notation, when appropriate,
 - b. Have a command of the techniques for solving problems expressed in mathematical notation.
- 3. Majors will have appropriate communication skills, in particular
 - a. The ability to formulate mathematical statements precisely,
 - b. The ability to write a coherent proof,
 - c. The ability to present a mathematical argument verbally,
- 4. Majors will acquire reading and research skills, which are based on
 - a. Sufficient experience in mathematical language and foundational material to allow them to be well prepared to extend mathematical knowledge through independent reading.
 - b. An exposure to, and successful experience in the use of numerical methods and software to solve problems in options pricing and general quantitative finance.
- 5. Majors will have an appreciation for the culture of mathematics

Click [HERE](#) for Bachelor of Science in Mathematics with Option in Financial Engineering curriculum sheet.

BACHELOR OF SCIENCE WITH OPTION IN COMPUTATIONAL SCIENCE AND ENGINEERING

The Bachelor of Science in Mathematics with option in computational science and engineering provides training and instruction for students who wish to prepare for graduate work in computational modeling. It requires students to be proficient in Analysis I and II, Mathematical Statistics, Partial Differential Equations, Computational Science I, and Computational Science II, making it a serious undergraduate mathematics introduction to the computational techniques of applied mathematics.

Program Learning Outcomes

- 1. Majors will acquire analytical skills which guarantee:
 - a. An understanding of the basic rules of logic,
 - b. The ability to distinguish a coherent argument from a fallacious one, both in mathematical reasoning and in everyday life,
 - c. An understanding of the role of axioms and assumptions,
 - d. The ability to abstract general principles from examples.
- 2. Majors will become proficient in the use of in problem solving and modeling skills, including:
 - a. The ability to recognize which real-world problems are amenable to mathematical reasoning,
 - b. The ability to make vague ideas precise by representing them in mathematical notation, when appropriate,
 - c. Have a command of the techniques for solving problems expressed in mathematical notation.
- 3. Majors will have appropriate communication skills, in particular:
 - a. The ability to formulate mathematical statements precisely,
 - b. The ability to write a coherent proof,
 - c. The ability to present a mathematical argument verbally,
- 4. Majors will acquire reading and research skills, which are based on:

- a. Sufficient experience in mathematical language and foundational material to allow them to be well prepared to extend mathematical knowledge through independent reading.
 - b. An exposure to, and successful experience in solving computational problems involving boundary values, large linear systems, multigrid methods, fast Fourier transforms, level sets, and optimization using a combination of analytic and computer methods.
5. Majors will have an appreciation for the culture of mathematics

Click [HERE](#) for Bachelor of Science in Mathematics with Option in Computational Science and Engineering curriculum sheet.

BACHELOR OF SCIENCE WITH OPTION IN ACTUARIAL SCIENCE

The Bachelor of Science in Mathematics with option in actuarial mathematics provides training and instruction for students who wish to prepare for graduate work in actuarial science. It requires students to be proficient in Analysis I and II, Mathematical Statistics, Partial Differential Equations, Actuarial Mathematics I, and Actuarial Mathematics II, making it a serious undergraduate mathematics introduction to the computational techniques of the actuarial field.

Program Learning Outcomes:

1. Majors will acquire analytical skills which guarantee:
 - a. An understanding of the basic rules of logic,
 - b. The ability to distinguish a coherent argument from a fallacious one, both in mathematical reasoning and in everyday life,
 - c. An understanding of the role of axioms and assumptions,
 - d. The ability to abstract general principles from examples.
2. Majors will become proficient in the use of in problem solving and modeling skills, including:
 - a. The ability to recognize which real-world problems are amenable to mathematical reasoning,
 - b. The ability to make vague ideas precise by representing them in mathematical notation, when appropriate,
 - c. Have a command of the techniques for solving problems expressed in mathematical notation.
2. Majors will have appropriate communication skills, in particular:
 - a. The ability to formulate mathematical statements precisely,
 - b. The ability to write a coherent proof,
 - c. The ability to present a mathematical argument verbally,
3. Majors will acquire reading and research skills, which are based on:
 - a. Sufficient experience in mathematical language and foundational material to allow them to be well prepared to extend mathematical knowledge through independent reading.
 - b. An exposure to and successful experience in the use of numerical methods and software to solve problems in actuarial mathematics, including analysis of risk.
4. Majors will have an appreciation for the culture of mathematics.

Click [HERE](#) for Bachelor of Science in Mathematics with Option in Actuarial Science curriculum sheet.

MINOR IN MATHEMATICS

Students taking a minor in mathematics have a variety of electives, which allow for a mini-concentration in applied mathematics, analysis, or modern algebra.

Minor in Mathematics Learning Outcomes

- Minors will acquire analytical and logical skills.
- Minors will become proficient in modeling and problem solving.
- Minors will be able to communicate in the language of mathematics.
- Minors will become proficient in reading texts and articles related to their minor concentration, e.g., analysis, applied mathematics, or algebra.
- Minors will have an appreciation for the relationship between their minor concentration and its application to daily life.

Click [HERE](#) for minor in Mathematics curriculum sheet.

SCHOOL OF EDUCATION

Dean: Dr. Rachel L. Abbott Education Center, Room 202A (229) 931-2145
rachel.abbott@gsu.edu

Mission Statement

The mission of the School of Education is to prepare effective teachers who demonstrate the essential knowledge, skills, and dispositions necessary to promote student achievement.

The School of Education is committed to the following:

- Developing leaders in education who have the essential knowledge, skills, and dispositions to make skilled, reflective decisions and who view student learning as the focus for their work.
- Motivating life-long learning to adapt to the evolving needs of a global society and its diverse populations through high quality programs based upon exemplary instruction, knowledge of content, emergent technologies, and relevant research.
- Developing candidates who accurately assess, reflect and make appropriate decisions about instruction resulting in achievement for all learners.
- Collaborating professionally with families, schools, community partners, and others to improve the preparation of candidates and the effectiveness of practicing teachers.

The School of Education endorses the mission statement of Georgia Southwestern State University and envisions its mission within the context of those principles.

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 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, English, Health and Physical Education, History, Mathematics, Middle Grades Education, Music, Political Science, and Special Education. 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

Student Learning Outcomes for Teacher Preparation Programs

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 the following skills:

- Apply knowledge of the skills and central concepts of their disciplines and incorporate the concepts into an integrated curriculum to facilitate and support content understandings;
- Define and describe the growth and development characteristics of children and adolescents and a knowledge of content and critical historical, philosophical, and theoretical themes in education;
- Instruct students from diverse populations who vary in rate, ability, compatibility, cultural background, and style of learning;
- Plan and implement a variety of instructional strategies to promote subject specific understanding by using language demands and opportunities for guided practice;
- Apply classroom management skills using various techniques including the ability to manage the physical classroom;
- Employ effective communication strategies to identify and respond to potential misconceptions and build on peer comments;
- Cite evidence of student struggles and misunderstandings and use balanced feedback of strengths and weaknesses as guidance for self-evaluation that leads to deeper understanding of current and future work;
- Apply effective assessment techniques for the purpose of diagnosing subject specific gaps in student learning and providing strategic support grounded in research and /or theory;
- Identify professionalism, to include dispositions, and the knowledge and ability to effectively collaborate and communicate with appropriate stakeholders;
- Integrate instructional technology to foster learning and student achievement.

The prospective candidate 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, Music, Political Science, and Special Education. In addition, students may earn the Bachelor of Science in Education degree in Exercise Science/Wellness, a non- teaching degree.

Student Learning Outcomes for Exercise Science/Wellness

- The exercise science/ wellness students will demonstrate and apply functional anatomy and biomechanics of human body
- The exercise science/wellness students will demonstrate an understanding of the physiological basis of exercise and physical activity in direct application to physical and athletic conditioning.
- The exercise science/wellness students will demonstrate the ability to assess health status, conduct fitness testing, and prescribe and administer exercise program.
- The exercise science/wellness students will demonstrate an understanding of the principles of nutrition and role of diet and exercise on body composition and weight control.

- The exercise science/wellness students will demonstrate an understanding of health and wellness programming based upon ability to assess need, and to design, implement, and evaluate a program.

Employment Opportunities

Highly qualified teachers are in demand in Georgia public schools. Georgia and other states in the southern region offer attractive employment opportunities to teachers and graduates of education programs, especially those in critical fields such as mathematics, science, and special education.

Basic Requirements for All Undergraduate Teacher Education Programs

Teacher Education programs at Georgia Southwestern State University are approved by the Georgia Professional Standards Commission. Successful completion of an approved Teacher Education program leads to a certificate of eligibility. Since these professional programs lead to licensure, candidates must meet requirements and responsibilities not common to other degree programs.

Academic Requirements

All Teacher Education candidates 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, candidates 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 pre-service teacher education programs. Field experiences provide developmental, systematic, and authentic contact between Teacher Education candidates and the tasks involved in teaching P-12 students. Most education courses have field experience requirements as an integral part of the course requirements. Collaboration with the area Partner School Network enables candidates to observe and participate in classrooms beginning with the Education foundation courses and continuing through the capstone field experience--Student Teaching. Candidates are expected to complete the equivalent of one year of field experience hours including student teaching. Candidates enrolled in the Area F foundations courses (EDUC 2110, 2120, and 2130) must have a Criminal Background Check and provide proof of educational liability insurance prior to beginning field experience assignments. Candidates admitted to Teacher Education must have a preservice certificate and proof of educational liability insurance in order to begin field experience assignments.

Admission to Teacher Education Programs

All candidates 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 candidates 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.

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.

All applicants must submit the application and a two-page autobiography to the School of Education office. Students are notified by letter of 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 candidates meeting the following requirements:

1. Completion of EDUC 2110 (Investigating Issues in Education), EDUC 2120 (Exploring Diversity in Education), and EDUC 2130 (Exploring Teaching and Learning) 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 GACE I Program Admission tests in Reading, Mathematics, and Writing.*
5. Successful completion of ENGL 1101, ENGL 1102, and Core Area C with grades of C or higher in order to demonstrate adequate writing competence.
6. Proficiency in communication skills, which is subject to review by the School of Education at any time during the program. Completion of COMM 1110 or THEA 1110 with a grade of C or higher is required. COMM 1110 or THEA 1110 may be taken in Area B to satisfy this requirement.
7. Completion of Georgia Educator Program Entry Ethics Assessment.
8. Recommendation by the academic advisor and one other professor who has recently taught the student (other than the instructor of EDUC 2110).
9. Completed self-evaluation of Professional Dispositions

* **NOTE:** Candidates are exempt from this requirement if they have earned qualifying scores on any of these tests:

- SAT minimum score: 1000 (critical reading score plus math score);
- GRE minimum score: 1030 (verbal reasoning score plus quantitative reasoning score);
- 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 Clinical Director in consultation with program faculty and Partner School Network liaisons.

Admission to Student Teaching

Completion of Student Teaching, under the guidance of a Partner School Network master teacher and a university supervisor is required of each Teacher Education candidate. Student Teaching occurs during the senior year and is considered a "fulltime" experience. Candidates may not enroll for additional courses other than those required with Student Teaching while Student Teaching without special permission by the dean, nor should they engage in outside activities that divert attention and energy from Student Teaching.

Student Teaching is conducted in elementary, middle, and secondary schools within the Partner School Network. Each assignment is made by the School of Education after a careful study of the candidate's academic record and general college/university experience. The School of Education reserves the right to assign a student to any school within the Partner School Network according to the best interests of the candidate and the University.

Applications for Student Teaching must be filed with the Clinical Director.

Prerequisites for Student Teaching

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 content methods course specific to the majors;
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. A minimum grade point average of 2.50 is required in each concentration for Middle Grades Education candidates;
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. Documentation of a valid Pre-Service Certificate issued by the Georgia Professional Standards Commission.

Exit Examination

The GACE Content Assessment serves as the content knowledge exit exam for undergraduate candidates completing a teacher preparation program. Teacher education candidates must take the GACE in the appropriate certification area and have scores submitted to the School of Education prior to graduation. Passing scores on the GACE Content Assessment are not required for graduation; however, teacher education candidates must have passing scores submitted to the Georgia Professional Standards Commission in order to hold an induction certificate.

The GACE Program Exit Ethics Assessment serves as the exit exam for undergraduate candidates completing a teacher preparation program. Teacher education candidates must take the GACE Program Exit Ethics Assessment and have scores submitted to the School of Education prior to graduation. Passing scores are not required for graduation; however, teacher education candidates must have passing scores submitted to the Georgia Professional Standards Commission in order to hold an induction certificate.

The edTPA serves as the pedagogical skills exit exam for undergraduate candidates completing a teacher preparation program. Teacher education candidates must submit an edTPA portfolio to

Pearson for national scoring prior to graduation. Passing scores on the edTPA is a requirement to hold an induction certificate from the Georgia Professional Standards Commission.

Certification

Teacher certification is granted by the Georgia Professional Standards Commission. All graduates of GSW who plan to seek certification in Georgia must file an application for a certificate of eligibility. This will include opening a MyPSC account with the Georgia Professional Standards Commission and claiming GSW as the program provider. All candidates for a teaching certificate must earn passing scores on the three required Georgia certification assessments – GACE Content Assessment, GACE Program Exit Ethics Assessment, and edTPA. Once a candidate is hired by a school system, the school system will apply for an induction certificate for the individual. Candidates should complete application forms and submit them prior to the end of the semester in which they anticipate completing certification requirements.

EARLY CHILDHOOD

Programs Chair: Dr. Sheryl Venable

Associate Professors: Dr. Sheryl Venable, Dr. Chu Chu Wu

Assistant Professors: Dr. Rebecca Short

Lecturers: Jennifer Dickens, Lynn Larsen

The candidate 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. Candidates 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. Candidates 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 candidate 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 candidates to develop understanding and abilities that are essential for teaching young students.

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 3160, EDRG 3260, and EDRG 3280.

The Early Childhood Education program requires the completion of a concentration in Mathematics. Courses that are taken to complete this requirement include EDEC 3100, MATH 2008, MATH 3002, MATH 3003 and MATH 4490.

Click [HERE](#) for Early Childhood curriculum sheet.

SPECIAL EDUCATION

Programs Chair: Dr. Sheryl Venable

Professor Emerita: Dr. Judith Spann Assistant Professor: David Hunter Senior Lecturer: Katherine O. Barnettson Lecturer: Gavin M. Bernstein

Candidates planning to teach individuals with disabilities should enroll in this program leading to certification in 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.

BACHELOR OF SCIENCE IN EDUCATION WITH A MAJOR IN SPECIAL EDUCATION

Core Curriculum Requirements: Core Curriculum requirements should be completed during the first two years of college study. Candidates 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 candidate 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 candidates to develop understanding and competencies essential for teaching students with disabilities.

Academic Concentration: The Special Education program requires the completion of a concentration in Reading. Courses that are taken to satisfy this requirement include: EDRG 3020, EDRG 3060, EDRG 3160, EDRG 3260, and EDRG 3280.

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 candidates 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. Candidates spend approximately 20 hours per week as interns serving special education students in public schools under the supervision of master teachers. Additionally, they are enrolled in university course work on campus.

Click [HERE](#) for Bachelor of Science in Education with a major in Special Education curriculum sheet.

MIDDLE GRADES EDUCATION

Programs Chair: Dr. Sheryl Venable

Professor: Dr. Queen H. Brown

Assistant Professors: Dr. Alanna Bowie, Dr. Rebecca Short

Lecturer: Lynn Larsen

Instructor: Kelly J. Britsky

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 candidates 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. Candidates 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 candidate 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 candidates to develop understanding and competencies essential for teaching students 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.

Academic Concentration: The Middle Grades Education program requires completion two concentration areas, each requiring a total of 15 semester hours of course work. A minimum grade point average of 2.50 is required in each concentration area. The concentrations must be selected from the areas of Language Arts, Social Studies, Science, and Mathematics.

The following courses marked with an asterisk (*) are required when a candidate 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 3100, ENGL 3010, ENGL 3220 or ENGL 4035, EDRG 4100 or 3 hour English elective.

Social Science: EDMG 4050*, and at least one course from each of the following areas: Regional Perspectives (HIST 4551, 4561, 3810), World Perspectives (HIST 4110, 4110, 4781, 4780, 4800, POLS 3205, 3210), US Government Perspective (POLS 3110, 4460, 4470, 4570), 3 hour Social Studies elective.

Science: EDMG 3060*, 4-hr science elective*, 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 3311, OR GEOL 3411.

Mathematics: EDMG 3100*, 3002, 3003, 4490, 3 hour Mathematics elective.

NOTE: Other courses in concentration may be approved where appropriate at the discretion of the advisor and the Programs Chair.

Click [HERE](#) for Middle Grades Education curriculum sheet.

SECONDARY AND P-12 EDUCATION

Programs Chair: Dr. Sheryl Venable

Professor: Dr. Queen H. Brown

Assistant Professors: Dr. Alanna Bowie, Dr. Rebecca Short

Georgia Southwestern State University offers programs leading to certification in secondary education in English, History, Political Science, and Mathematics. A P-12 program is offered which leads to certification in Music. These programs complement a strong academic background in the teaching field while providing the knowledge, skills, and experiences that are prerequisite to effective instruction. Candidates who plan to teach grades 6-12 must enroll in the appropriate secondary program. Requirements for each program are established jointly by the School of Education and the School of Computing and Mathematics or the College of Arts and Sciences and respective departments. Candidates 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.

Candidates should be familiar with the BASIC REQUIREMENTS FOR ALL UNDERGRADUATE TEACHER EDUCATION PROGRAMS listed previously, denoting requirements specifically for Teacher Education candidates. Changes in major program requirements must be approved in writing by the Dean of the School of Education and the dean of the appropriate academic school or college.

Core Curriculum Requirements: Candidates 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. Candidates 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.

Admission to Teacher Education: Admission to Teacher Education is required for a candidate 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 professional sequence consists of twenty-six semester hours of professional education courses. Admission to Teacher Education is required for a candidate to enroll in all 3000-4000 level education courses including EDRG 3060, EDUC 3200, EDUC 4620, EDSC 4060, EDSC 4080, EDSC 4100, EDSC 4970, EDSC 4980, EDSC 4990, EDUC 4970, EDUC 4980, and EDUC 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 English, history, and music can be found in Arts and Sciences departmental information and for mathematics in the Computing and Mathematics departmental information.

Click [HERE](#) for BA in English with Teacher Certification curriculum sheet.

Click [HERE](#) for BS in History with Teacher Certification curriculum sheet .

Click [HERE](#) for BS in Political Science with Teacher Certification curriculum sheet.

Click [HERE](#) for BS in Mathematics with Teacher Certification curriculum sheet.

Click [HERE](#) for BA in Music with Teacher Certification curriculum sheet.

HEALTH AND PHYSICAL EDUCATION

Programs Chair: Dr. Sheryl Venable
Associate Professors: Dr. Rachel L. Abbott
Assistant Professors: Dr. Catalina Casaru
Lecturer: Lucas Bianco, Jason Cribbs

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 GACE Exam lead to certification by the Georgia Professional Standards Commission.

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 English, history, and music can be found in Arts and Sciences departmental information and for mathematics in the Computing and Mathematics departmental information.

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

Candidates planning to teach Health and Physical Education in grades P-12 must enroll in this program leading to certification.

Core Curriculum Requirements: Core curriculum requirements should be completed during the first two years of college study. Candidates 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 candidate 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 candidates to develop understanding and competencies essential for teaching students 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 Bachelor of Science in Education with a Major in Health and Physical Education curriculum sheet.

EXERCISE SCIENCE/WELLNESS

Programs Chair: Dr. Sheryl Venable
Associate Professors: Dr. Rachel L. Abbott
Assistant Professors: Dr. Catalina Casaru
Lecturer: Lucas Bianco, Jason Cribbs

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 and education opportunities.

BACHELOR OF SCIENCE IN EDUCATION WITH A MAJOR IN EXERCISE SCIENCE/WELLNESS

The program does not lead to certification to teach.

Click [HERE](#) for Bachelor of Science in Education with a Major in Exercise Science/Wellness curriculum sheet.

SCHOOL OF NURSING

Dean: Dr. Sandra Daniel

Rosalynn Carter Health and Human Sciences Complex, Carter Building I, Room 148

(229) 931-2275

sandra.daniel@gsw.edu

Department Chair for Graduate Studies: Dr. Bonnie Simmons

Department Chair for Undergraduate Studies: Dr. Teresa Teasley

Professors: Dr. Sandra Daniel, Dr. Leisa Easom, Dr. Bonnie J. Simmons, Dr. Teresa Teasley

Assistant Professors: Dr. Michele Dykes, Dr. Kim Hasbach, Dr. Joy Humphrey, Dr. Ramona Mulleins-Foreman, Dr. Mary Ann Shepherd

Senior Lecturers: Paula Bryant, Bonnie Gary

Lecturers: Heather Kemp, Michele Ragsdale, Jayme Roseth, Rhonda Slocumb, Rebecca Smith

The School of Nursing (SON) offers the Bachelor of Science in Nursing (BSN) programs and Master of Science in Nursing (MSN) degree program. Graduates of the programs are prepared to practice in a variety of settings, including acute care facilities and hospitals, public and community health agencies, long term care facilities, home health agencies, schools, and industries. Baccalaureate education also establishes the basis for further learning in graduate programs. The Master of Science in Nursing (MSN) degree offers a concentration in nursing education, nursing leadership, nursing informatics, and family nurse practitioner.

ACCREDITATION

The nursing program has full approval from the Georgia Board of Nursing (237 Coliseum Drive, Macon, GA 31217-3858, 478-207-1300 or 1640). The undergraduate program is accredited by the Commission on Collegiate Nursing Education (One Dupont Circle NW, Suite 530, Washington, DC 20036-1120, 202-887-6791). The graduate program is accredited by the Commission on Collegiate Nursing Education (One Dupont Circle NW, Suite 530, Washington DC 20036-1120, 202-887-6791).

MISSION STATEMENT

The mission of the School of Nursing is to prepare safe and competent professional nurses, who in collaboration with others, provide or facilitate high quality patient- centered care in a global society.

STATEMENT OF PHILOSOPHY AND CONCEPTUAL FRAMEWORK

The philosophy, affirmed by the faculty, is consistent with the Georgia Southwestern State University mission, which is to cultivate excellence in learning and teaching that encourages intellectual, personal, and social growth for students, faculty, staff and the community. Through this philosophy, the faculty expresses its commitment to excellence in the profession of nursing and quality education. The academic program(s) is based on the faculty's beliefs about patient-centered care, evidence based practice, quality improvement, safety, collaboration, innovation, and compassion. BSN PROGRAM STUDENT LEARNING OUTCOMES (SLOS)

1. Provide patient-centered care / with sensitivity & respect for the diversity of experience. (QSEN & Essential IX)

2. Utilize inter- and intra-professional collaboration skills/ to provide holistic nursing care (QSEN & Essential VI)
3. Integrate best current evidence with clinical expertise. (QSEN & Essential III)
4. Create a safe care environment that results in high quality patient outcomes. (QSEN & Essential II)
5. Employ emerging technology & information management tools / to inform decision-making in the delivery of care. (QSEN & Essential IV)
6. Utilize critical thinking / to provide care for individual & communities. (Essential VII)
7. Analyze the effects of healthcare policy / on the quality & safety in the practice environment. (Essential V)
8. Assume responsibility for personal & professional behaviors. (Essential VIII)
9. Integrate knowledge, skills, and attitudes from the sciences, arts, humanities, and nursing science in providing nursing care in a global society. (QSEN & Essential I)

Student learning outcomes were developed based on AACN 2008 Essentials of Baccalaureate Education for Professional Nursing Practice and the Quality and Safety Education for Nurses Project.

PROFESSIONAL STANDARDS

Students of the School of Nursing will be held to the American Nurses' Association's "Standards of Nursing Practices" and "Code for Nurses," Rules of the Georgia Board of Nursing, IOM Core Competencies, and the National Council of State Boards of Nursing. Failure to uphold these standards may result in dismissal from any nursing program. Students must abide by the School of Nursing Policy and Professional Behaviors. Violation of this policy will result in sanctions ranging from counseling to nursing program dismissal. (Refer to the Nursing Student Handbook.)

TECHNICAL STANDARDS FOR STUDENT WITH DISABILITIES

Georgia Southwestern State University (GSW) School of Nursing has a responsibility to educate competent nurses to care for their patients (persons, families and/or communities) with critical judgment, broadly based knowledge, and well-honed technical skills. The School of Nursing has academic as well as technical standards that must be met by students in order to successfully progress in and graduate from its programs.

Technical Standards: The School of Nursing provides the following description/examples of technical standards to inform prospective and enrolled students of a sampling of technical standards required in completing their nursing science curriculum. These technical standards reflect a sample of the performance abilities and characteristics that are necessary to successfully complete the requirements of this nursing program. The standards are not requirements of admission into the programs and the examples are not all-inclusive. Individuals interested in applying for admission to the programs should review these standards to develop a better understanding of the skills, abilities and behavioral characteristics required to successfully complete the programs. Key areas for technical standards in nursing include having abilities and skills in the areas of: (1) acquiring fundamental knowledge; (2) developing communication skills; (3) interpreting data; (4) integrating knowledge to establish clinical judgment; and, (5) incorporating appropriate professional attitudes and behaviors into nursing practice capabilities.

GSWs School of Nursing wishes to insure that access to its facilities, programs and services is

available to all students, including students with disabilities (as defined by Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990 and the ADA Amendments Act of 2008) and all students can study and practice nursing with or without reasonable accommodation. GSW's School of Nursing provides reasonable accommodations to all students on a nondiscriminatory basis consistent with legal requirements as outlined in the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990 and the ADA Amendments Act of 2008. A reasonable accommodation is a modification or adjustment to an instructional activity, equipment, facility, program or service that enables a qualified student with a disability to have an equal opportunity to fulfill the requirements necessary for graduation from the nursing program. To be eligible for accommodations, a student must have a documented disability of (a) a physical or mental impairment that substantially limits one or more major life activities of such individual; (b) a record of such impairment; or, (c) be regarded as having such a condition.

GSW School of Nursing Technical Standards Requirements

Requirements	Standards	Examples
Acquiring fundamental knowledge	<ol style="list-style-type: none"> 1. Ability to learn in classroom and educational settings 2. Ability to find sources of knowledge and acquire the knowledge 3. Ability to be a life-long learner 4. Novel and adaptive thinking 	<ul style="list-style-type: none"> • Acquire, conceptualize and use evidence-based information from demonstrations and experiences in the basic and applied sciences, including but not limited to information conveyed through online coursework, lecture, group seminar, small group activities and physical demonstrations • Develop health care solutions and responses beyond that which is rote or rule-based
Developing communication skills	<ol style="list-style-type: none"> 1. Communication abilities for sensitive and effective interactions with patients (persons, families and/or communities) 2. Communication abilities for effective interaction with the health care team (patients, their supports, other professional and non-professional team members) 3. Sense-making of information gathered from communication 4. Social intelligence 	<ul style="list-style-type: none"> • Accurately elicit or interpret information: medical history and other info to adequately and effectively evaluate a client or patient's condition • Accurately convey information and interpretation of information using one or more means of communication (verbal, written, assisted (such as TTY) and/or electronic) to patients and the health care team • Effectively communicate in teams • Determine a deeper meaning or significance in what is being expressed • Connect with others to sense and stimulate reactions and desired interactions

Interpreting data	1. Ability to observe patient conditions and responses to health and illness	<ul style="list-style-type: none"> Obtain and interpret information from assessment maneuvers such
	2. Ability to assess and monitor health needs 3. Computational thinking 4. Cognitive load management	as assessing respiratory and cardiac function, blood pressure, blood sugar, neurological status, etc. <ul style="list-style-type: none"> Obtain and interpret information from diagnostic representations of physiologic phenomena during a comprehensive assessment of patients Obtain and interpret information from assessment of patient's environment and responses to health across the continuum Obtain and interpret for evaluation information about responses to nursing action Translate data into abstract concepts and to understand data-based reasoning
Integrating knowledge to establish clinical judgement	1. Critical thinking, problem-solving and decision making ability needed to care for persons, families and/or communities across the health continuum and within (or managing or improving) their environments – in one or more environments of care 2. Intellectual and conceptual abilities to accomplish the essential of the nursing program (for example, baccalaureate essentials) 3. Media literacy 4. Transdisciplinary 5. Design mindset	<ul style="list-style-type: none"> Accomplish, direct or interpret assessment of persons, families and/or communities and develop, implement and evaluate of plans of care or direct the development, implementation and evaluation of care Critically assess and develop content that uses new media forms, and to leverage these media for persuasive communication Literacy in and ability to understand concepts across disciplines Represent and develop tasks and work processes for outcomes
Incorporating appropriate professional attitudes and behaviors into nursing practice	1. Concern for others, integrity, ethical conduct, accountability, interest and motivation 2. Acquire Interpersonal skills	<ul style="list-style-type: none"> Maintain effective, mature, and sensitive relationships with clients/patients, students, faculty, staff and other professionals under all

	<p>for professional interactions with a diverse population of individuals, families and communities</p> <p>3. Acquire Interpersonal skills for professional interactions with members of the health care team including patients, their supports, other health care professionals and team members</p> <p>4. Acquire the skills necessary for promoting change for necessary quality health care</p> <p>5. Cross-cultural competency</p> <p>6. Virtual collaboration</p>	<p>circumstances</p> <ul style="list-style-type: none"> • Make proper judgments regarding safe and quality care • Function effectively under stress and adapt to changing environments inherent in clinical practice • Demonstrate professional role in interactions with patients, intra and inter professional teams • Operate in different cultural settings (including disability culture) • Work productively, drive engagement, and demonstrate presence as a member of virtual team
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To be qualified for Georgia Southwestern State University School of Nursing, individuals must be able to meet both our academic standards and the technical standards, with or without reasonable accommodations. For further information regarding services and resources to students with disabilities and/or to request accommodations please contact the Georgia Southwestern Office for Disability Services and Testing Center.

PRE-NURSING ADVISEMENT

A student who meets the criteria for admission to Georgia Southwestern State University may be admitted to the University for any semester and be classified as a pre-nursing student. Pre-nursing students will be assigned a nursing advisor. Once admitted to the University, students should contact the Student Services Coordinator within the School of Nursing to obtain the name and contact number of their nursing advisor. Students should then schedule an initial advising appointment with the nursing advisor in the School of Nursing. The nursing advisor will review the nursing curriculum requirements and assist the student in developing a course progression calendar to insure enrollment in the correct pre-nursing courses from the first semester of study at the University. Failure to meet with the nursing advisor may result in the pre-nursing student taking unnecessary courses that may delay timely admission into the program.

Admission to the University as a pre-nursing student only allows the student to take core curriculum courses. Pre-nursing students are not guaranteed admission to the upper level professional nursing program.

SCHOOL OF NURSING GRADING SCALE

The grading scale for courses in the School of Nursing is:

90-100	A
80-89	B
75-79	C
65-74	D
<65	F

Faculty determines and documents in their syllabi the criteria for grading in each of their classes. The clinical components of all courses are graded as satisfactory or unsatisfactory.

MANDATORY HEALTH INSURANCE FOR NURSING STUDENTS

The Board of Regents mandates health insurance for students in the Mandatory Student Health Insurance Plan (SHIP) Category. Effective July 1, 2012, the BOR changed the health insurance carrier for Georgia Colleges and Universities to United Healthcare. As of this date, the School of Nursing also elected to change its policy regarding health insurance coverage required for nursing students.

Nursing students registered for nursing courses requiring a lab with an off-site clinical component (including online courses) will automatically be enrolled by the GSW Student Accounts Office in the new Mandatory Plan. Other nursing students not enrolled in nursing courses with labs and who wish to be covered under the Mandatory Plan (OPT Enrollment) can enroll themselves at <https://www.uhcsr.com/> as a voluntary student.

Regardless of what nursing courses they are taking, students who fall into the Mandatory SHIP Categories listed below must purchase the USG SHIP policy:

- All graduate students receiving a Full Tuition Waiver as part of their graduate assistantship award;
- All undergraduate, graduate and ESL International students holding F or J visas;
- All undergraduate and graduate students enrolled in programs that require proof of health insurance;
- All graduate students receiving fellowships that fully fund their tuition;

International Scholars

See [Health Insurance Rates on Student Accounts](#) for rates and <https://www.uhcsr.com/> for all other information such as login information, ID cards, etc. Students will be charged for spring/summer; however they can receive a waiver for summer term.

Mandatory Insurance Waiver

Nursing students (registered for nursing courses with an off-site lab) who are covered by a policy held by a parent, spouse, company or organization may apply for a waiver of the Mandatory Plan by going to the United HealthCare site <https://www.uhcsr.com/>. The student must enter his/her name and date of birth to process a waiver. United Healthcare will evaluate

the current insurance and will approve or deny the waiver. If a nursing student is not registered for one of the nursing courses requiring the Mandatory Plan and tries to request a waiver, an error message will appear saying we were unable to find a student record for the submitted information. Please check your information and try again, or contact your school administrator. This message means you are not required to have the Mandatory Plan for nursing courses the current semester.

TRADITIONAL BSN PROGRAM

ADMISSION ELIGIBILITY Traditional BSN Program Track

The Traditional Bachelor of Science in Nursing (BSN) is for students with no nursing licensure who want to become graduate nurses.

Upon acceptance to GSW, students are first enrolled as Pre-Nursing students. This allows the student to satisfy the Core curriculum requirements in the first two years of study. Application to the School of Nursing Traditional program should occur during the last semester of the second year of full-time study at the University. Pre-Nursing students are assigned to a nursing advisor, giving the student guidance to follow their Model Plan of Study through to graduation.

There are two admission cycles for traditional students, summer and fall. Students anticipating qualifying for entrance in the summer semester must apply for admission to the program by January 15. Students anticipating qualifying for entrance in the fall semester must apply for admission by February 15. Students should contact the School of Nursing Student Services Coordinator for more information, or visit the [School of Nursing](#) website for application instructions and forms.

Traditional BSN Program admission eligibility requirements

1. Attain admission in good standing to the University.
2. Return the completed application and required supporting documents to the School of Nursing by the published deadlines.
3. Complete all general education/ core curriculum courses.
4. Must lack no more than a three hour elective in Area F.
5. Must have a grades of C or higher in Area A, Area D, and Area F.
6. Area F sciences must be completed within 5 years of projected admission.
7. Testing is required for those applicants who completed these courses five years ago or longer. Remediation may be required.
8. Earned a Grade Point Average (GPA) of 3.0/4.0. Admission is competitive. A GPA of 3.0 does not guarantee admission. Calculation of GPA is based on grades in Area A, Area D, and Area F (excluding the Area F elective). If any of the applicable courses have been repeated, **all attempts** are included in this calculation.
9. Successful completion of a standardized preadmission exam for nursing. Information regarding exam and minimum score is located on the School of Nursing website.
10. Must not have been excluded from another nursing program for any reason, including but not limited to, academic misconduct, disruptive behavior, or program failure. A

nursing course failure in another institution counts as a course failure at this institution.

It may not be possible to admit all students who meet the minimum requirements for admission. If there are more qualified applicants than positions available in a nursing class, selection for admission will be based upon the following:

- Grade Point Average - greater than the minimum of 3.0
- Grades in Science courses - minimum of B is preferred
- Standardized preadmission exam for nursing. Information including minimum score is located on the School of Nursing website.
- Patterns of withdrawal from courses/schools
- Grades of Ds and/or Fs
- Written communication ability
- Availability of space in clinical sites
- Availability of faculty resources

TOEFL Exam Scores: The official Test of English as a Foreign Language (TOEFL) test scores are required for applicants whose first language is not English. Exemption from the TOEFL requirement is allowed for undergraduate students who complete courses equivalent to English Composition I and II at a regionally accredited United States college or university and earn at least a C on the courses.

Transfer students only

- Upon applicant's acceptance to GSW, a letter of acceptance and transcript evaluation will be available to the SON. These documents must be on file in GSW Office of Undergraduate Admissions and are required before the Admission & Progression Committee can review the SON application.
- If applicant is taking or in progression of courses at other institutions during the admission process, applicants must make note of what courses they are taking on their nursing application.
- Applicant must submit an official transcript verifying final course grades to the Registrar's Office and an unofficial transcript verifying final course grades to the School of Nursing Student Services Coordinator ASAP after completion.

There are two types of admission in the School of Nursing:

Conditional acceptance is conferred until completion of the following:

- Students taking core classes spring or summer must submit final grades to the SON immediately at end of semester showing the core has been satisfactorily completed and student GPA maintained.
- Students must return the Reservation Form along with required signed documents that they will receive in their SON acceptance packet by the indicated deadline.
- The background check, drug screen, and immunization package described in that packet must be purchased and the required documents uploaded and approved by the indicated deadline.

(Failure to do any of the above will result in the conditional acceptance status being revoked and student will have to reapply for admission during another cycle.)

Full acceptance is granted when all of the above requirements have been met.

Click [HERE](#) for Traditional BSN curriculum sheet.

2nd DEGREE BSN PROGRAM TRACK

The 2nd Degree Bachelor of Science in Nursing (BSN) is for students who have completed a bachelor's degree or higher in a non-nursing field of study.

This program builds on previous learning experiences and provides the quickest route for those with undergraduate degrees to transition into nursing. This BSN takes approximately the same length of time as would be necessary for an associate degree in nursing while offering better long range opportunities to the graduate.

The core and general education requirements met by the first degree are accepted by the University. The U.S. and Georgia History and Constitution Requirements of the University System of Georgia must be met by all second degree students who are admitted to the program prior to the senior year of coursework. Pre-Nursing students are assigned a nursing advisor giving the student guidance to follow their Model Plan of Study through to graduation.

There are two admission cycles for 2nd Degree students, summer and fall. Students anticipating qualifying for entrance in the summer semester must apply for admission to the program by January 15. Students anticipating qualifying for entrance in the fall semester must apply for admission by February 15. Students should contact the School of Nursing Student Services Coordinator for more information, or visit the [School of Nursing](#) website for application instructions and forms.

2nd Degree BSN Program Admission Eligibility Requirements

1. Attain admission in good standing to the University.
2. Return the completed application and required supporting documents to the School of Nursing by the published deadlines.
3. Must have completed a bachelor's degree or higher from a recognized college or university with an overall GPA of 3.0 or higher. In addition to degree GPA, grades on courses in Area F (excluding the Area F elective) and Area D Elementary Statistics as noted below will be considered with preference given to those with higher grades than minimum.
4. Must have completed the following prerequisites by program entry:
 - a) Area F with grade of C or higher
 - BIOL 2030 Anatomy and Physiology I
 - BIOL 2040 Anatomy and Physiology II
 - BIOL 2050 Microbiology*
 - PSYC 2103 Human Growth and Development
 - b) Area D MATH 2204 Elementary Statistics (Or equivalent course) with grade of C or higher

Testing is required for those applicants who completed these courses five (5) years ago or longer. Remediation may be required.
5. Successful completion of a standardized preadmission exam for nursing.
 - a. Information regarding exam and minimum score is located on the School of
 - b. Nursing website.
6. Must not have been excluded from another nursing program for any reason, including but not limited to, academic misconduct, disruptive behavior, or program failure. A nursing course failure in another institution counts as a failure in this institution.

It may not be possible to admit all students who meet the minimum requirements for admission. If there are more qualified applicants than positions available in a nursing class, selection for admission will be based upon the following:

- Successful completion of a standardized preadmission exam for nursing. Information regarding exam and minimum score is located on School of Nursing website.
- Availability of space in clinical sites
- Availability of faculty resources
- Grade Point Average - greater than the minimum of 3.0
- Grades in Science courses - minimum of B is preferred
- Patterns of withdrawal from courses/schools
- Grades of D or F in all core areas
- Written communication ability
- TOEFL Exam Scores: The official Test of English as a Foreign Language (TOEFL) test scores are required for applicants whose first language is not English. Exemption from the TOEFL requirement is allowed for undergraduate students who complete courses equivalent to English Composition I and II at a regionally accredited United States college or university and earn at least a C on the courses.

Information for students transferring to GSW

- Upon applicant's acceptance to GSW, a letter of acceptance and transcript evaluation will be available to the SON. These documents must be on file in GSW Office of Undergraduate Admissions and are required before the Admission & Progression Committee can review the SON application.
- If applicant is taking or in progression of courses at other institutions during the admission process, applicants must make note of what courses they are taking on their nursing application.
- Applicant must submit an official transcript verifying final course grades to the Registrar's Office and an unofficial transcript verifying final course grades to the School of Nursing Student Services Coordinator ASAP after completion.

There are two types of admission in the School of Nursing:

Conditional acceptance is conferred until completion of the following:

- Students taking core classes spring or summer must submit final grades to the SON immediately at end of semester showing the core has been satisfactorily completed and student GPA maintained.
- Students must return the Reservation Form along with required signed documents that they will receive in their SON acceptance packet by the indicated deadline.
- The background check, drug screen, and immunization package described in that packet must be purchased and the required documents uploaded and approved by the indicated deadline.

(Failure to do any of the above will result in the conditional acceptance status being revoked and student will have to reapply for admission during another cycle.)

Full acceptance is granted when all of the above requirements have been met.

Click [HERE](#) for 2nd Degree BSN curriculum sheet.

RN-BSN PROGRAM TRACK

The RN-BSN Program is a fully on-line program designed to specifically meet the needs of RNs who are completing the BSN degree. While Georgia Southwestern State University endeavors to offer all of its programs to as wide an audience as possible, all Georgia Southwestern State University distance education programs may not be available in all states. States in which GSW is authorized to offer online programs may be found at the [GSW State Authorization](#) website.

Recognizing the barriers that RNs face in terms of employment demands, travel time, and family responsibilities, the program has been designed to allow full-time or part-time study and flexibility in the sequencing of courses. (International student must take courses on campus.) Students enrolled in courses with clinical components work with a preceptor who holds the qualifications required by the Georgia Board of Nursing.

Students in this program finish in one to three (1-3) years, but under special circumstances have up to five (5) years from the start of their nursing courses to complete the degree requirements. Advisors develop an individual model plan of study to help students stay on track for completion of the degree. Students are required to take a minimum of one class per academic year, and to begin their course of study the semester they are admitted to the program. RNs may need to take some core courses before taking only nursing courses. However, NURS 3010 must be taken as the first nursing course. Understanding the unexpected demands sometimes experienced by RNs, the School of Nursing does allow a one-time Application for Readmission if a student finds it necessary to interrupt their course of study.

There are three admission cycles for RN-BSN students. Admission cycles and deadlines are:

- Summer Admission-March 15
- Fall Admission-June 15
- Spring Admission-October 15

Students should contact the School of Nursing Student Services Coordinator for more information, or visit the [School of Nursing](#) website for application instructions and forms.

Eligibility Requirements for RN-BSN Program

Each of the states has its own approval processes for out-of-state institutions offering distance education. While Georgia Southwestern State University endeavors to offer all of its programs to as wide an audience as possible, all Georgia Southwestern State University distance education programs may not be available in all states. States in which GSW is authorized to offer online programs may be found at the [GSW State Authorization](#) website.

All theory (didactic/lecture) courses are offered online via GOVIEW online platform. Delivery will be both synchronous and asynchronous.

The clinical requirements (preceptorship, practicum internship) in the curriculum will not be online. Preceptors for these experiences will be arranged in the student's locale whenever

feasible. The student and preceptor in a clinical course must hold licensure as a registered nurse in the state in which the clinical experience will be provided and will comply with the Board of Nursing's regulations regarding placement.

Pre-Nursing RN students are assigned a nursing advisor, giving the student guidance to follow their Model Plan of Study through to graduation.

In order to meet eligibility requirements for full admission into the program, RN-BSN program applicants must

- Meet the requirements of the Georgia RN-BSN Articulation Model. (The GSW 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 33 nursing credit hours after successfully completing 6 semester hours of nursing credit.)
- Provide proof of licensure as a registered nurse in Georgia
- Have not been excluded from another nursing program for any reason, including (but not limited to) academic misconduct, disruptive behavior, or program failure. A nursing course failure in another institution counts as a failure in this institution.

Additional responsibilities and information for the RN-BSN student

1. The student is responsible for arranging their precepted experiences. The Clinical Services Manager will facilitate this process and will ensure required contracts are in place between facilities. It is imperative to contact the Clinical Services Manager well in advance of taking a clinical course if there is a possibility that a new contract must be initiated.
2. Curriculum guidelines: Students complete approximately 61 hours of general education courses. The junior and senior nursing courses total approximately 61 hours.
Note: MATH 2204 Elementary Statistics is a prerequisite for NURS 4800 Nursing Research.
3. All non-nursing course requirements must be completed before taking NURS
4. 4900 Practicum in Nursing.
5. Review the Curriculum sheet for RN-BSN Program track.
6. It is recommended that NURS 3010 Professional Nursing Practice be taken the first semester that the student takes nursing courses.
7. Validation testing: Completion of validation testing will be required of all associate degree or diploma graduates who graduated from non-NLNAC accredited schools outside the state of Georgia, who graduated more than four years ago, and who have less than 1,000 clinical practice hours. Validation testing includes standardized exams and clinical competencies.
8. Proctored exams: Students enrolled in online courses through the School of Nursing may be required to take one or more proctored exams per semester. You can go to <http://www.proctoru.com/gsw/> for more information. Students should be aware that they are responsible for ProctorU testing fees. The projected cost for a two hour exam is approximately \$25.00.

Information for students transferring to GSW

- Upon applicant's acceptance to GSW, a letter of acceptance and transcript evaluation will be available to the SON. These documents must be on file in GSW Office of Undergraduate Admissions and are required before the Admission & Progression Committee can review

the SON application.

- If applicant is taking or in progression of courses at other institutions during the admission process, applicants must make note of what courses they are taking on their nursing application.
- Applicant must submit an official transcript verifying final course grades to the Registrar's Office and an unofficial transcript verifying final course grades to the School of Nursing Student Services Coordinator ASAP after completion.

There are two types of admission in the School of Nursing:

Conditional acceptance is conferred until completion of the following:

- RN-BSN students must sometimes take core curriculum classes and while completing these courses, are listed as pre-nursing RN-BSN students. These courses can sometimes be taken at the same time as nursing courses. Until all core is completed, the student may be conditionally accepted.
- RN-BSN students must return the Reservation Form along with required signed documents that they will receive in their SON acceptance packet by the indicated deadline.
- RN-BSN students must purchase the background check, drug screen, and immunization package described in that packet and the required documents must be uploaded and approved by the indicated deadline. RN students taking on-line courses are not exempt from this requirement.

(Failure to do any of the above will result in the conditional acceptance status being revoked and student will have to reapply for admission during another cycle.)

Full acceptance is granted when all of the above requirements have been met.

Georgia RN-BSN 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 33 nursing credit hours after successfully completing six semester credit hours of required nursing courses. (Contact the School of Nursing office for details: phone 229-931-2275)

Click [HERE](#) for RN-BSN curriculum sheet.

LPN-BSN PROGRAM TRACK

The LPN-BSN program is designed for LPNs who want to further their education and become registered nurses with a BSN.

Upon acceptance to GSW, students who wish to enter the School of Nursing LPN- BSN Program must apply and be accepted at the upper division level. This generally occurs during the second year of full-time study at the University. Students are first enrolled at GSW as Pre-LPN Nursing Students. This allows the student to satisfy the Core curriculum requirements in the first two years of study. Pre-Nursing LPN students are assigned a nursing advisor, giving the student guidance to follow their Model Plan of Study through to graduation.

There are two admission cycles for LPN-BSN students, summer and fall. Students anticipating qualifying for entrance in the summer semester must apply for admission to the program by January 15. Students anticipating qualifying for entrance in the fall semester must apply for admission by February 15. Students should contact the School of Nursing Student Services Coordinator for more information, or visit the [School of Nursing](#) website for application instructions and forms.

Once admitted to the School of Nursing, the student may be eligible to take content and/or clinical proficiency examinations and credit may be awarded for the following courses: NURS 3003 Fundamentals of Nursing, and NURS 3100 Nursing of Adults I. A student who wishes to take the proficiency examinations should request a meeting with the BSN chair to discuss eligibility and to review the student's education and background. An examination date will be determined and the student will receive the necessary preparation tools to be successful on the examinations. The student is responsible for the cost of the examinations, test materials, and preparation for the examinations. The student will be given a maximum of thirty days to prepare for the examinations. The proficiency examinations will cover NURS 3003 and NURS 3100, and will cover content in both courses. NURS 3100 will also consist of three components: 1) medical-surgical content, 2) clinical proficiency via simulation, and 3) a dosage and calculation content requiring 100% accuracy. The student will receive credit to the separate courses based on their ability to be successful with each proficiency examination. The student must take the proficiency examinations the semester prior to starting the nursing program. The student may elect not to take the proficiency examinations and may follow the LPN-BSN course of study.

LPN-BSN Program admission eligibility requirements

1. Attain admission in good standing to the University.
2. Return the completed application and required supporting documents to the School of Nursing by the published deadlines.
3. Complete all general education/ core curriculum courses.
4. Must lack no more than a three hour elective in Area F.
5. Must have a grade of C or higher in Area A, Area D, and Area F.
6. Area F sciences must be completed within 5 years of projected admission. Testing is required for those applicants who completed these courses five years ago or longer. Remediation may be required.
7. Earned a Grade Point Average (GPA) of 3.0/4.0. Admission is competitive. A
 - a. GPA of 3.0 does not guarantee admission. Calculation of GPA is based on grades in Area A, Area D, and Area F (excluding the Area F elective). If any of the applicable courses have been repeated, all attempts are included in this calculation.
8. Successful completion of a standardized preadmission exam for nursing. Information regarding exam

and minimum score is located on School of Nursing website.

9. Must not have been excluded from another nursing program for any reason, including but not limited to, academic misconduct, disruptive behavior, or program failure. A nursing course failure in another institution counts as a failure in this institution.

It may not be possible to admit all students who meet the minimum requirements for admission. If there are more qualified applicants than positions available in a nursing class, selection for admission will be based upon the following:

- Successful completion of a standardized preadmission exam for nursing. Information regarding exam and minimum score located on School of Nursing website.
- Availability of space in clinical sites
- Availability of faculty resources
- Grade Point Average - greater than the minimum of 3.0
- Grades in Science courses - minimum of B is preferred
- Patterns of withdrawal from courses/schools
- Grades of D or F
- Written communication ability
- TOEFL Exam Scores: The official Test of English as a Foreign Language (TOEFL) test scores are required for applicants whose first language is not English. Exemption from the TOEFL requirement is allowed for undergraduate students who complete courses equivalent to English Composition I and II at a regionally accredited United States college or university and earn at least a C on the courses.

Information for students transferring to GSW

- Upon applicant's acceptance to GSW, a letter of acceptance and transcript evaluation will be available to the SON. These documents must be on file in GSW Office of Undergraduate Admissions and are required before the Admission & Progression Committee can review the SON application.
- If applicant is taking or in progression of courses at other institutions during the admission process, applicants must make note of what courses they are taking on their nursing application.
- Applicant must submit an official transcript verifying final course grades to Registrar's office and an unofficial transcript verifying final course grades to the School of Nursing Student Services Coordinator ASAP after completion.

There are two types of admission in the School of Nursing:

Conditional acceptance is conferred until completion of the following:

- Students taking core classes spring or summer must submit final grades to the SON immediately at end of semester showing the core has been satisfactorily completed and student GPA maintained.
- Students must return the Reservation Form along with required signed documents that they will receive in their SON acceptance packet by the indicated deadline.
- The background check, drug screen, and immunization package described in that packet must be purchased and the required documents uploaded and approved by the indicated deadline.

(Failure to do any of the above will result in the conditional acceptance status being revoked and student will have to reapply for admission during another cycle.)

Full acceptance is granted when all of the above requirements have been met.

Click [HERE](#) for LPN-BSN curriculum sheet.

REQUIREMENTS OF ALL STUDENTS UPON PROGRAM ACCEPTANCE

As part of the admissions process, after notification of their acceptance status, all nursing students are required to have the following documentation completed and returned to the School of Nursing by the specified deadline found in the acceptance letter. These forms and information will be sent to them with their Acceptance Letter and Accepted Student Packet of Information.

1. Confidentiality Statement
2. Authorization for Release of Records and Information
3. Statement of Infectious Disease Risks
4. Student Applied Learning Experience Agreement
5. Reservation Form
6. Photo/Video Release Form

When notified of their conditional acceptance, students must purchase the package consisting of immunization tracker, background check, and drug/alcohol screening. The following documentation must be submitted online via the directions included in the packet:

1. Completed Student Statement of Health and Physical Exam Forms
2. Immunization Record (must be current and complete) including documentation of measles, mumps, rubella, tetanus; varicella; and hepatitis B vaccine series
3. Tuberculosis screening within the past 12 months (PPD or chest x-ray as appropriate)
3. Flu shot for current season
4. Current CPR certification (American Heart Association BCLS for Healthcare Providers); Professional Liability Insurance, minimum coverage \$1,000,000/claim; \$6,000,000/aggregate (information available through SON)
5. Criminal background check and drug/alcohol testing per School of Nursing policies
6. Proof of LPN or RN licensure, if applicable

Details and additional clinical policies and explanation may be found in the most recent publication of the *Pre-Licensure Nursing Student Handbook and the RN-BSN Nursing Student Handbook*.

SCHOOL OF NURSING TOTAL TESTING POLICY

A program of progression testing and evaluation is in place at the School of Nursing to assist faculty and students in identifying areas of student knowledge that require attention in order to successfully complete the nursing program, as well as for BSN graduates to be well prepared to take the NCLEX-RN licensure examination.

In addition to successful completion of course work, students are required to participate in the Total Testing Program. The Total Testing Program includes standardized testing prior to admission to the program; critical thinking testing at the beginning of the program and during the last semester; course exam testing; standardized content mastery testing within selected nursing courses throughout the program of study; and a comprehensive NCLEX-RN predictor test during the final semester (refer to section on Graduation).

The Total Testing Policy is located in the most recent version of the Nursing Student Handbook. Changes in testing policies made by the faculty which may occur during a student's program of study will be communicated to the students in writing and are found in the Nursing Student Handbook.

SCHOOL OF NURSING TESTING FEES

There is a mandatory testing fee associated with these tests charged upon enrollment in the program. Failure to pay testing fees will result in administrative withdrawal from the program. Additional fee information is found in the Nursing Student Expenses section of this document.

PROGRAM PROGRESSION REQUIREMENTS

The School of Nursing has specific policies related to program progression. These policies are found in the most current version of the Nursing Student Handbook. Although there is flexibility in the sequencing of some classes, other classes have prerequisites and co-requisites. Course prerequisites and co-requisites are found in the most recent version of the Nursing Student Handbook.

NURSING STUDENT EXPENSES

Nursing students will incur expenses throughout the nursing program above the fees identified in the Georgia Southwestern State University Undergraduate Bulletin. These additional expenses may include but are not limited to uniforms, standardized exam fees, specialty textbooks, computer software, medical supplies and equipment, student nursing organization membership dues, licensure preparation review course, application fees for licensure testing, and transportation to and from clinical agencies. (Reference Nursing Student Handbook for more information.)

STUDENT EMPLOYMENT

The nursing program is a rigorous program of study. Significant study and preparation are required outside the class and lab times. Classes and clinical may involve traditional Monday-Friday schedules; however, nontraditional times such as weekends and evenings for classes and/or clinical experiences may be required. Because of these requirements, full-time employment is discouraged. Any employment cannot conflict with the nursing program schedule.

Georgia Board of Nursing regulates nursing student employment. According to section 410-3.07(4): "Unlicensed students shall be employed only as unlicensed nursing personnel. They shall not represent themselves, or practice, as nursing students except as part of a learning activity in a practice setting which is integral to the curriculum."

GRADUATION

Students in the School of Nursing must meet the graduation requirements and application for graduation deadlines found in the Georgia Southwestern State University Undergraduate Bulletin. It is the student's responsibility to submit the completed Application for Graduation to the academic advisor by the first two weeks of the semester proceeding the graduating semester and pay the graduation application fee to the Office of the Registrar by the required date. Students are expected to be aware of and meet all deadlines for graduation.

RN LICENSURE TESTING ELIGIBILITY

Graduates of the BSN program who meet all program requirements are eligible to take the Registered

Nurse Licensure Exam (NCLEX-RN). Permission to sit for the NCLEX-RN exam for a graduate who has a felony conviction, conviction of a crime involving moral turpitude, DUI or DWI offense during enrollment in the nursing program or within twelve months prior to enrollment, or violation of the controlled substance act or substance abuse related disorder, or who has had a license encumbered in the past rests solely with the Georgia Board of Nursing. Further information about licensing requirements may be obtained from the Georgia Board of Nursing.

Preparation for Licensure

Each student is responsible for preparing adequately to take the licensing examination. The School of Nursing will provide information to graduating seniors in preparation for licensure and inform them of the procedures to follow for application to the National Council Licensure Examination for Registered Nurses (NCLEX-RN).

Students are required to attend ALL review sessions made available by the School of Nursing to satisfactorily meet one component of the *NURS 4900* Practicum requirements.

During the final term of the senior year, designated faculty will meet with students to discuss the NCLEX-RN process. Students planning to take the licensure exam in Georgia will find information and instructions for online application procedures at the Georgia Board of Nursing website:

<http://sos.ga.gov/index.php/licensing/plb/45>. Graduation from a nursing program is only one required component of eligibility consideration for taking the licensure exam in a given state.

THE UNIVERSITY SYSTEM OF GEORGIA

The University System of Georgia includes all state-operated institutions of higher education in Georgia - 4 research universities, 4 comprehensive universities, 10 state universities, and 11 state colleges. These 29 public institutions are located throughout the state.

The Board of Regents of the University System of Georgia was created in 1931 as a part of a reorganization of Georgia's state government. With this act, public higher education in Georgia was unified for the first time under a single governing and management authority. The governor appoints members of the Board to a seven year term and regents may be reappointed to subsequent terms by a sitting governor. Regents donate their time and expertise to serve the state through their governance of the University System of Georgia – the position is a voluntary one without financial remuneration. Today the Board of Regents is composed of 19 members, five of whom are appointed from the state-at-large, and one from each of the state's 14 congressional districts. The Board elects a chancellor who serves as its chief executive officer and the chief administrative officer of the University System. The Board oversees the public colleges and universities that comprise the University System of Georgia and has oversight of the Georgia Archives and the Georgia Public Library System.

The mission of 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, masters, professional, and doctorate degrees; by pursuing leading- edge basic and applied research, scholarly inquiry, and creative endeavors; and by bringing these intellectual resources, and those of the public libraries, to bear on the economic development of the State and the continuing education of its citizens.

BOARD of REGENTS

University System of Georgia
270 Washington Street, S.W.
Atlanta 30334-1450

Members of the Board of Regents

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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
1996-2007	Michael L. Hanes, President, Georgia Southwestern State University
2007-2015	Kendall A. Blanchard, President, Georgia Southwestern State University
2015-	Charles E. Patterson, Interim President, Georgia Southwestern State University

OFFICERS OF ADMINISTRATION

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Brian U. Adler	Professor and Vice President for Academic Affairs and Dean of Faculty
W. Cody King	Vice President for Business and Finance
Gaye S. Hayes	Vice President for Enrollment Management
Samuel T. Miller	Vice President for Student Affairs
Michael Leeder	Director of Athletics

ADMINISTRATIVE PERSONNEL

Rachel Abbott	Dean and Assessment Director, School of Education
Christy Barry	Director of Student Accounts
Darcy Bragg	Assistant Dean of Students
Angela V. Bryant	Director of Student Financial Aid
Beverly Carroll	Database Administrator
Gaynor G. Cheokas	Director of the Center for Business and Economic Development
Lisa A. Cooper	Director of Institutional Research
Joshua Curtin	Director of Campus Life
Sandra Daniel	Dean, School of Nursing
Bryan Davis	Director, Institutional Effectiveness and Planning, SACS/COC Liaison
Amber DeBaise	Director of Auxiliary Services
Leisa Easom	Executive Director of the Rosalynn Carter Institute
Timothy Faircloth	Systems Administrator
Sandra Fowler	Director of Career Services
John Fox	Director of International Student Programs

Katrina Guest	Postal Service Supervisor
Royce W. Hackett	Director of Information and Instructional Technology
Jeff Hall	Comptroller
Angela Hobbs	Director of Intramural and Recreational Sports
Karen Holloway	Director, Alumni Affairs
Alma G. Keita	Director of Counseling Services
Kelly McCoy	Dean, College of Arts and Sciences
Michele McKie	Clinical Director, School of Education
Evelyn Oliver	Director of Disability Services and Testing Center
Boris V. Peltsverger	Dean, School of Computing and Mathematics
Jim Posey	Director of Physical Plant
Lynda Lee F. Purvis	Interim Associate Vice President for Academic Affairs
Linda B. Randall	Director of Academic Resource Center and First Year Advocate
Krista P. Smith	Registrar
Stephen E. Snyder	Director of University Relations
Sarah Speir	Director of International Programs
Ru Story-Huffman	Dean, James Earl Carter Library
Natalie Thomas	Director of Student Health Services
Mike Tracy	Director of Public Safety
Michelle Underwood	Director of Procurement
Jason Wicker	Director of Residence Life
Gena Wilson	Director of Human Resources
M. Elizabeth Wilson	Dean, School of Business Administration

FACULTY

Rachel L. Abbott	Dean and Associate Professor, School of Education
BS, Longwood University; MS, Florida State University; PhD, University of Alabama; 2009	
Brian U. Adler	Professor and Vice President for Academic Affairs and Dean of Faculty
BA, University of South Carolina; MA, University of Georgia; PhD, University of Tennessee; 2008	
Ervin Anderson	Senior Lecturer, Mathematics, Learning Support
BS, Savannah State College; MEd, Georgia Southwestern College; 1985	
Simon S. Baev	Associate Professor, Computer Science
BS, MS, South Ural State University; MS, PhD, University of Alabama in Huntsville; 2008	
Katherine O. Barnetson	Senior Lecturer, Special Education
BSEd, MEd, Georgia Southwestern State University; 2008	
Marianna Baykina	Assistant Professor, Psychology
MA, San Jose State University; PhD, Texas Tech University; 2016	
Robert H. Bennett	Associate Professor, Management
BS, University of South Alabama; MBA, University of Georgia; PhD, Florida State University; 2012	
D. Jason Berggren	Associate Professor Political Science
BA, Eckerd College; MA, Florida State University; PhD, Florida International University; 2009	

Gavin Bernstein	Lecturer, Special Education
BA, University of North Carolina; MA, University of Charleston; ES, Lincoln Memorial University; 2010	
Lucas Bianco	Lecturer, Health and Human Performance
BS, Lynchburg College; MS, University of Nevada-Las Vegas; 2015	
Carol Bishop	Assistant Professor, MBA Director and Graduate Programs Chair, School of Business Administration
BBA, Valdosta State University; MAcc, University of Georgia; DBA, Kennesaw State University; 2014	
Jan Boesten	Lecturer, Mathematics
AS, Seminole Community College; BS, Georgia Southwestern State University; 2011; MS, Georgia Southwestern State University; 2012	
Alanna Bowie	Assistant Professor, Math Education
BA, Chicago State University; MEd, University of West Georgia; EdS, Piedmont College; EdD, Kennesaw State University; 2015	
Susan Bragg	Associate Professor, History
BA, MA California State-Sacramento; PhD University of Washington; 2010	
Kelly J. Britsky	Instructor/Head Women's Basketball Coach
BA, MEd, LaGrange College; 2007	
Ian M. Brown	Professor, Biology
BS, PhD, University of Otago, Dunedin, New Zealand; 2002	
Queen H. Brown	Professor, Middle Grades
BS, MEd, Georgia Southwestern State University; EdS, Albany State University; EdD, Georgia Southern University; 2002	
Eugenia P. Bryan	Department Chair and Associate Professor, English
BA, MA, University of Mississippi; PhD, University of Louisiana at Lafayette; 2007	
Paula H. Bryant	Senior Lecturer, Nursing
AS, Middle Georgia College; BSN, Georgia College; MSN, Georgia College and State University; 2013	
Robert L. Bryant III	Lecturer, Music
BS, Florida A&M University; MME, Florida State University; PhD, Mercer University; 2015	
Burchard D. Carter	Professor, Geology
AB, West Georgia College; PhD, West Virginia University; 1983	
Catalina Casaru	Assistant Professor, Health and Human Performance
BS, University of Alabama; MA, University of Alabama; PhD, University of Alabama, 2012	
Gaynor G. Cheokas	Assistant Professor and Director, Center for Business and Economic Development, School of Business Administration
BS, Columbus State University; MS, Georgia Southwestern State University; EDB, Georgia State; University 2005	
Joseph A. Comeau	Assistant Professor, Sociology
BS, Grand Canyon University; MEd, Northern Arizona University; PhD, University of North Texas; 2013	

Suzanne Conner	Assistant Professor, Marketing
AS, Southwestern Illinois College, BAS, PhD, New Mexico State University; 2015	
Karen S. Cook	Senior Lecturer, Computer Science
BS, MS, Georgia Southwestern State University; 2001	
Lisa A. Cooper	Assistant Professor and Director, Institutional Research
AB, MS, PhD, University of Georgia; 2001	
Ellen M. Cotter	Professor, Psychology
BS, Grand Canyon University; MEd, Northern Arizona University; PhD, University of North Texas; 1999	
Cori Crews	Lecturer, Accounting
AA, Waycross College; BBA, Valdosta State University; MAcc, University of Georgia; 2014	
Jason Cribbs	Lecturer, Health and Physical Education
BS, Armstrong Atlantic State; MS, Georgia Southern University; 2015	
Paul G. Dahlgren	Associate Professor, English
BA, Pomona College; MA, PhD University of California-Irvine; 2010	
Sandra D. Daniel	Professor and Dean, School of Nursing
BSN, Georgia Southwestern College; MSN, Valdosta State College; PhD, Medical College of Georgia; 1986	
Anish Dave	Assistant Professor, English
BComm, Gujarat University, India; MBA, Gujarat University, India; MFA, University of Nevada; PhD, Iowa State; 2010	
Bryan P. Davis	Director of Institutional Effectiveness and Professor, English
BA, University of Dayton; MA, Wright State University; PhD, Ohio State University; 1998	
Jennifer Dickens	Lecturer, Early Childhood
BS, Georgia Southern University; MEd, Columbus State University; 2011	
Lauren DiPaula	Associate Professor, English
BA, James Madison University; MS, Towson University; PhD, Indiana University of Pennsylvania; 2010	
Michelle Dykes	Assistant Professor, Nursing
BSN Valdosta State University; MSN Valdosta State University; EdD, Georgia Southern State University; 2014	
Leisa R. Easom	Executive Director of the Rosalynn Carter Institute and Professor, Nursing
BSN, MSN, Valdosta State University; PhD, Medical College of Georgia; 2007	
Margaret A. Ellington	Associate Professor, English
BS, Weber State University; MS, PhD, Utah State University; 2001	
M. Michael Fathi	Professor, Technology Management
BS, University of Jundi; MBA, University of Baltimore; DBA, Nova Southeastern University; 1999	
Gary D. Fisk	Professor, Psychology
BA, Luther College; PhD, University of Alabama at Birmingham; 2000	
Bok Shim Fox	Assistant Professor and Cataloging and Bibliographic Database Manager, James Earl Carter Library
BS, Georgia Southwestern State University; MLS, Valdosta State University; 2016	

John E. Fox	Instructor and Director, International Student Programs
BBA, MBA, Georgia Southwestern State University; 2001	
Bonnie Gary	Senior Lecturer, Nursing
AND, BSN, Georgia Southwestern State University; MSN, University of Phoenix; 2016	
Linqiang Ge	Assistant Professor, Computer Science
BE, Qingdao University; MS, DSc, Towson University; 2016	
Kailash C. Ghimire	Department Chair and Associate Professor, Mathematics
BSc, MSc, Tribhuvan University; MPhil, Kathmandu University; PhD, Oregon State University; 2007	
Olga Godoy	Associate Professor, Spanish
BA, Western Michigan University; MA, PhD, Florida State University; 2011	
Jeffrey Green	Department Chair and Professor, Theater, Communication & Media Arts
BS, MFA, Ohio University; 1999	
Mark Grimes	Assistant Professor, Management
BA, Samford University; MBA, Kennesaw State University; DBA, Argosy University; 2013	
Judy Orton Grissett	Assistant Professor, Psychology
BS, Georgia Southwestern State University; MS, Georgia State University; PhD, Georgia State University; 2013	
Chadwick Gugg	Associate Professor, Mathematics
BA, University of Wisconsin-Milwaukee; MS, Oregon State University; PhD, University of Illinois at Urbana-Champaign; 2011	
M. Elizabeth Gurnack	Associate Professor and Department Chair, Chemistry
AAS, William Rainey Harper College; BS, University of Illinois at Chicago; PhD, University of Minnesota; 2002	
Stephanie G. Harvey	Professor and Department Chair , Biology
BA, Wesleyan College; MS, Georgia College and State University, Ph.D., University of Tennessee, Knoxville; 2002	
Kimberly Hasbach	Assistant Professor, Nursing
BSN, Wright State University; MSN-FNP, DNP, Troy State University; 2016	
Gaye S. Hayes	Vice President for Enrollment Management
BS, Georgia Southwestern College; MEd, University of Georgia; PhD, Georgia State University; 1991	
Brian P. Heshizer	Professor, Management
B.A., Columbus State University; M.A., Florida State University; Ph. D., University of Wisconsin-Madison; 2002	
Curtis C. Howell	Associate Professor, Accounting
BS, MAS, EdD, Northern Illinois University; 2001	
Charles M. Huffman	Department Chair and Professor, Psychology
BA, Buena Vista College; MS, Emporia State University; PhD, University of Southern Mississippi; 2007	
Joy S. Humphrey	Assistant Professor, Nursing
AA, AS, ASN, Macon State College; BSN, MSN, Georgia College and State; DNP, Georgia Regents University; 2010	
David J. Hunter	Assistant Professor, Special Education

BS, Bowie State University; MEd, Georgia Southwestern State University; 1999	
Tzvetelin D. Iordanov	Associate Professor, Chemistry
BS, MS, Sofia University St. Kliment Ohridski; PhD, Pennsylvania State University; 2005	
Nedialka I. Iordanova	Associate Professor, Chemistry
MS, Sofia University St. Kliment Ohridski; PhD, Pennsylvania State University; 2005	
Anne Jacobs	Assistant Professor, Biology
BS, University of California-Davis; PhD, University of California-Riverside; 2016	
Baek-Kyoo Joo	Assistant Professor, Human Resource Management
BA, Sogang University; MA, University Minnesota; PhD, University of Minnesota, 2016	
Heather Kemp	Lecturer, Nursing
BS, Valdosta State University; BSN, Georgia Southwestern State University; 2015	
Svilen D. Kostov	Associate Professor, Physics
MS, University of Sofia, Bulgaria; PhD, City University of New York; 2004	
Elizabeth A. Kuipers	Professor, English
BA, Wesleyan College; MA, PhD, Auburn; 1998	
Evan Kutzler	Assistant Professor, History
BA, Centre College; MA, PhD, University of South Carolina; 2016	
Lynn Larsen	Lecturer, Early Childhood
AS, Abraham Baldwin College; BS, University of Georgia; MEd, Georgia Southwestern State University; 2011	
E. Mark Laughlin	Associate Professor, Music
BM, University of North Alabama; MM, University of Memphis; DMA, University of South Carolina; 2008	
J. Leigh Laughlin	Lecturer, Sociology
BS, Georgia Southwestern State University; MA, Arizona State University, 2016	
W. Michael Leeder	Director of Athletics and Instructor
BA, Florida State University; MS, Nova Southeastern University; 2006	
John LeJeune	Assistant Professor, Political Science
BA, Boston University; MA, Marquette University; PhD, University of California-San Diego; 2016	
Tom Lorenz	Assistant Professor, Biology
BS, Western Michigan University; MS, Southeastern Louisiana University; PhD, University of New Orleans; 2013	
J. Kelly McCoy	Dean, Arts and Sciences and Professor, Biology
BS, PhD, Oklahoma State University; 2011	
Jamie I. MacLennan	Associate Professor, Sociology
MA, PhD, Rutgers State University at New Brunswick; 2008	
Cecilia M. Maldonado	Associate Professor, Marketing
BS, Tecnologico de Monterrey; MS, Texas A & M; PhD, University of Texas, Pan American; 2007	
Paula J. Martin	Associate Professor, History
BA, Texas A & M; MA, Tarleton State University; PhD, University of Nevada, Reno; 2008	
Bryan S. McLain	Instructor and Head Baseball Coach
AA, South Georgia College; BBA, State University of West Georgia; MEd, Georgia Southwestern State	
Julie E. Megginson	Professor and Department Chair, Music

BME, MA, Eastern Michigan University; DMA, University of South Carolina; 2000	
Samuel T. Miller	Associate Professor and Vice President of Student Affairs
BA, MA, University of North Carolina at Greensboro; MEd, PhD, Mississippi State University; 2000	
Michael A. Moir, Jr.	Assistant Professor, English
BA, Muhlenberg College; MA, Catholic University of America; PhD, Catholic University of America; 2013	
Ramona Mulleins-Foreman	Assistant Professor, Nursing
BSN, Salem State; MSN Regis University; DNP, University of Tennessee Health and Science Center;	
Janice Kay Pace	Lecturer, English
BA, Georgia Southwestern State University; MA Bowling Green State University; 2015	
Yang IL Park	Associate Professor, Management
BA, Mokpo National University of North Korea; MBA, Jackson State University; MS, Mississippi State; PhD, University of Mississippi; 2010	
Brian R. Parkinson	Associate Professor, History
BA, Georgia Southern University; MA and PhD, Florida State University; 2005	
Samuel T. Peavy	Professor and Department Chair, Geology
B.S., McNeese State University; M.Sc., Memorial University of Newfoundland; Ph.D., Virginia Tech; 2000	
Boris V. Peltsverger	Professor and Dean, Computing and Mathematics
MS.EE, PhD, Chelyabinsk State Technical University; 1997	
Phil Pendergrass	PGM Director, Business
BS, Clemson University; MS, Coastal Carolina University; 2012	
Shannon A. Perry	Director, External BBA Degree Program
BBA, MBA, Georgia Southern University; 2005	
Dongwen Qi	Associate Professor, Mathematics
BS, MS, Beijing University; PhD, Ohio State University; 2007	
Michele Ragsdale	Lecturer, Nursing
ASN, BBA, BSN, Georgia Southwestern State University; MSN, Albany State University	
Glenn M. Robins	Professor and Department Chair, History and Political Science
BA, Carson-Newman College; MA, East Tennessee State University; PhD, University of Southern Mississippi; 2001	
Laurel J. Robinson	Professor and Department Chair, Visual Arts
BFA, MFA, University of Cincinnati; 1978	
Susan M. Robinson	Senior Lecturer, Accounting
BS, North Georgia College; MACC, University of Georgia; 2009	
Lydia G. Rogers	Senior Lecturer, Learning Support Reading
BA, Georgia Southwestern State University; MEd, State University of West Georgia; 2008	
Jayme S. Roseth	Lecturer, Nursing
ASN, Georgia Southwestern State University; BSN, Georgia Southwestern State University; 2012	
Mary Anne Shepherd	Assistant Professor and Director FNP Program, Nursing
Family Nurse Practitioner Certificate, University of North Carolina; BSN, Georgia Southwestern State	

Rebecca G. Short	Assistant Professor, Reading
BA, MA, Georgia Southwestern State University; EdD, Columbus State University; 2008	
Bonnie J. Simmons	Graduate Program Chair, Assessment Director, and Professor, Nursing
Diploma, Piedmont Hospital; BSN, Georgia Southwestern College; MSN, Valdosta State University; PhD, Georgia State University; 2003	
Rhonda Slocumb	Lecturer, Nursing
BS, Georgia Southwestern State University; BSN, Georgia Southwestern State University; MPH, Mercer University; MSN, Clayton State; 2012	
Brian G. Smith	Associate Professor, Political Science
BA, Oberlin College; MA, PhD, Brown University; 2007	
Krista P. Smith	Registrar
BBA, Valdosta State University; MBA, Georgia Southwestern State University; 2009	
Michele L. Smith	Associate Professor, Chemistry
BS, Wilson College; PhD, Auburn University; 2003	
Rebecca Smith	Lecturer, Nursing
ADN, Georgia Southwestern College; BSN Georgia Southwestern State University, MSN, Family Nurse Practitioner, Troy University; 2015	
Mary L. Story-Huffman	Professor and Dean of Library Services
BA, Buena Vista College; MEd, Georgia Southern University; MLS, Emporia State University; 2007	
John S. Stovall	Associate Professor, Marketing
BS, MBA, PhD, University of Illinois at Chicago; 2005	
Philip I. Szmedra	Professor, Economics
BA, Pennsylvania State University; MS, PhD, University of Georgia; 2001	
Teresa P. Teasley	Undergraduate Program Chair and Professor/Fuller E. Callaway Chair, Nursing
AA, BSN, Georgia Southwestern State University; MSN, Troy University; DNP, Medical College of Georgia; 2008	
Manoj Thapa	Assistant Professor, Mathematics
BS, MS, Tribhuvan University; PhD, University of Texas at Arlington; 2016	
Anh-Hue Thi Tu	Professor, Biology
AA, Jefferson State Community College; BS, Baylor University; PhD, Texas A & M Health Science Center; 2004	
Sheryl F. Venable	Associate Professor and Programs Chair, School of Education
BSHE, University of Georgia; BS Medical College of Georgia; MEd Augusta State University; EdS, Georgia Southwestern State University; EdD, Georgia Southern University; 2008	
Milton Jeffrey Waldrop	Professor, English
BA, MA, Florida State University; PhD, University of Mississippi; 1994	
Qian Wang	Assistant Professor, Finance
BS, South China University of Technology; MS, PhD Mississippi State University; 2015	
Christie L. Ward	Associate Athletic Director/Compliance Coordinator/Senior Women's Administrator and Instructor, Health & Human
AA, Abraham Baldwin Agricultural College; BS, Georgia Southwestern State University; JD, John Marshall Law School; 2009	
Joseph F. Warther	Senior Lecturer, Accounting

BS, Kent State University; MTx, Akron University; 2013	
Joseph Watson	Assistant Professor, Communications
BA, University of Memphis; MA, University of Memphis; 2013	
Thomas J. Weiland	Professor, Geology
BS, East Carolina University; MS, PhD, University of North Carolina; 1988	
Charles R. Wells	Associate Professor, Art
AAA, Cisco Junior College; BFA, Midwestern State University; MFA, Texas Christian University; 2002	
John P. Wilson	Assistant Professor, Reference Librarian and Government Documents Supervisor, James Earl Carter Library
BA, Georgia Southwestern State University; MSL, Valdosta State University; 2015	
Mary E. Wilson	Professor and Dean, School of Business Administration
BA, MA, University of Alabama at Tuscaloosa; PhD, University of Alabama at Birmingham; 1990	
LaVerne G. Worthy	Professor, Psychology
BS, Georgia Southwestern State University; MS, PhD, Auburn University; 1999	
J. Thomas Wright	Professor/Russell & Margaret Thomas Chair, Biology
BS, Columbus College; PhD, Emory University; 1995	
Chu Chu Wu	Associate Professor, Early Childhood Education
BA, Fu-Jen Catholic University; MS, Iowa State University; PhD, Syracuse University; 2005	
Keaton Wynn	Associate Professor, Art
BFA, Southwest Missouri State University; MFA, Kent State University; MA, Virginia Commonwealth	
Feng Xu	Associate Professor, Management
BEcon, Sichuan University, China; MS, South Dakota State University; MBA, PhD, The George Washington University; 2008	
Alexander M. Yemelyanov	Department Chair & Professor, Computer Science
MS, Moscow State University; DSc, Supreme Certification Board under the Council of Ministers of the	
Alwen Yeung	Lecturer, English and Music
BA, Florida State University; MM, Florida State University; 2010	

FACULTY EMERITI

Millard E. Agerton	Assistant Professor Emeritus, Chemistry
AB, Mercer University; MS, PhD, University of Georgia (1968-1979)	
Daniel D. Arden, Jr.	Professor Emeritus, Geology
AB, MS, Emory University; PhD, University of California (1970-1982)	
James E. Bagwell	Professor Emeritus, History
AA, Georgia Southwestern College; BS, University of Georgia; MA, Georgia Southern College; PhD, University of Southern Mississippi (1967-2004)	
Richard L. Baringer	Professor and Interim Dean Emeritus
BS, Loyola University; MA and PhD, George Peabody College for Teachers (1967-2003)	

John W. Bates	Professor, Business
BCE, Georgia Institute of Technology; MBA, PhD, Georgia State University	
Clifton A Baxter	Professor Emeritus, Computer Information Systems
BS, MEd, Georgia Southern College; EdS, EdD, University of Georgia (1972-1991)	
Mary Elizabeth Blackshear	Assistant Professor Emerita, Education
BS, Albany State College; MEd, Georgia Southwestern College (1973-1995)	
John B. Blount	Assistant Professor Emeritus, History
BS, Georgia Southern College, MA, EdS, George Peabody College for Teachers (1964-1984)	
Michael E. Bohleber	Associate Professor Emeritus, Business
BA, MA, University of Georgia; PhD, University of Wisconsin (1981-1996)	
Fred H. Boska	Professor Emeritus, Education
BME, MME, PhD, Florida State University (1970-1993)	
Martha S. Buhler	Professor Emeritus, Nursing
BSN, Northwestern State College; MSN, University of Florida; EdD, Auburn University (1971-1997)	
Frank L. Butler, Jr.	Assistant Professor Emeritus, Physics
Junior College Diploma, Georgia Southwestern College; BSEE, Georgia Institute of Technology (1962-1983)	
William H. Capitan	President Emeritus
BA, University of Michigan; MA, PhD, University of Minnesota (1979-1995)	
A. Dickson Carroll	Professor Emeritus, Education
BS, Georgia Southern College; MEd, EdD, Auburn University (1973-1994)	
Sara Nell Carroll	Associate Professor Emerita, Nursing
BSN, MN, Emory University (1973-1992)	
Dowe P. Carter	Professor Emerita, Chemistry
BS, MEd, EdD, University of Georgia (1967-1989)	
Jack C. Carter	Professor Emeritus, Biology
BS, Davidson College; MEd, EdD, University of Georgia (1967-1995)	
Bob C. Clark	Professor and Director of Athletics Emeritus, Physical Education
BSE, MSE, State College of Arkansas; EdD, University of Arkansas (1969-1992)	
O. Jay Cliett, III	Professor Emeritus, Mathematics
BS, MA, EdD, University of Georgia (1970-2006)	
H. E. Cofer	Professor Emeritus, Geology
AB, MS, Emory University; PhD, University of Illinois (1966-1988)	
Reginald L. Comer	Assistant Professor Emeritus, French
BS, MEd, University of Georgia (1970-2000)	
Wayne B. Counts	Professor Emeritus, Chemistry
BS, Furman University; PhD, University of North Carolina (1969-2001)	
Gwendolyn S. Creswell	Associate Professor Emerita, Director of Library Services
BS, East Tennessee State University; MLS, Emory University (1970-1998)	
Thomas B. Daniel	Vice President for Business & Finance Emeritus
BBA, University of Georgia (1966-1991)	
Ned R. DeJournett	Professor Emeritus, Music
BA, Marshall University; MM, Northwestern University; PhD, Florida State University (1982-1996)	
Rosella Deriso	Associate Professor Emerita, Nursing
BSN, Medical College of Georgia; MN, Emory University (1964-1980)	

Barbara DeStefano	Professor Emerita, English
BA, MA, PhD, University of California, Santa Barbara	
William B. Dragoin	Professor Emeritus, Psychology
BS, Troy State University; MS, Auburn University; PhD, George Peabody College (1972-1999)	
Charles K. Ewing	Professor Emeritus, Biology
BS, University of Georgia; MS, University of Massachusetts (1946-1980)	
David L. Ewing	Professor, Physics
AB, Mercer University; MEd, EdD, University of Georgia (1966-1993)	
June Brooks Ewing	Professor Emerita, Education
BS, MEd, EdD, University of Georgia (1967-1992)	
James E. Faircloth	Associate Professor Emeritus, Business
BS, MS, Florida State University, CPA, Georgia (1969-1994)	
William H. Fisch	Professor Emeritus, Business
BBA, Texas A&M University; MBA, Georgia College; CPA, Georgia (1975-1997)	
Lynn H. Frisbie	Professor & Division Chair Emeritus, Education
BS, MS, Kansas State College; EdD, University of Arkansas (1969-1994)	
John H. Gore	Associate Professor Emeritus, English
AB, Wayne State University; MA, University of Denver; PhD, Wayne State University (1966-1982)	
J. Hubert Greene	Professor Emeritus, Business
BS, Berry College; MS, EdD, New York University (1950-1981)	
Richard Hall	Professor Emeritus, History
BA, Vanderbilt University; MA, PhD, Ohio State University (2002-2015)	
Michael Hanes	President Emeritus
BS, MS, PhD, Indiana University (1996-2007)	
Ralph E. Harvey	Associate Professor Emeritus, Art
BFA, State University of Iowa; MFA, Auburn University (1976-2002)	
John F. Henry	Dean Emeritus Academic, Business
B.S., Auburn University; M.S., Georgia Institute of Technology; Ph.D., University of Alabama (1986-1996)	
Robert E. Herrington	Professor Emeritus, Biology
BA, University of Evansville; MS, Georgia College; PhD, Washington State University (1986-2015)	
Kenneth M. Huddleston	Assistant Professor Emeritus, Economics
B.S., Georgia Institute Technology; M.B.A., Georgia State University (1970-2001)	
Harold Isaacs	Professor Emeritus, History
BS, MA, PhD, University of Alabama (1965-2005)	
Duke W. Jackson, Jr.	Professor Emeritus, Music
BM, MM, DM, Florida State University (1970-1999)	
Harold T. Johnson	Vice President for Academic Affairs/ Dean of the Faculty Emeritus
BA, Troy State; MEd, EdD, Auburn University (1968-1984)	
Evelyn L. Jones	Registrar Emerita
BS, MEd, Georgia Southwestern College (1969-1986)	
Frank B. Jones	Professor Division Chair Emeritus, Computer and Applied Sciences
BS, MS, University of Georgia; PhD, Georgia Institute of Technology (1968-1994)	
William B. King	President Emeritus
BS, Georgia Southern College; MEd, University of Georgia; PhD, New York University (1963-1978)	
William E. Kipp	Professor Emeritus, Mathematics

BIE, Georgia Institute of Technology; MEd, University of Georgia; PhD, Florida State University (1968-2003)	
Jose J. Larraz	Assistant Professor Emeritus, English
BS, Central University; MA, University of Miami; Doctor of Law, University of Havana (1971-1982)	
Don C. Lee	Professor Emeritus, Psychology
BS, MA, George Peabody College; PhD, University of Georgia (1973-1996)	
Jack R. Lewis	Professor Emeritus, Fine Arts
BA, University of South Florida; MVA, Georgia State University	
Shirley F. Litwhiler	Associate Professor Emerita, English
BA, Mississippi State College for Women; MA, University of Southern Mississippi; PhD, Auburn University (1968-1998)	
Frank M. Lowrey	Professor Emeritus, History
BA, Birmingham-Southern College; MA, PhD, University of Alabama (1968-2001)	
John P. Manker	Professor Emeritus, Geology
BA, MA, University of South Florida; PhD, Rice University (1975-1999)	
Bobbie L. McCarter	Associate Professor Emerita, Associate Librarian
BA, BS, Texas Women's University; MA, Louisiana State University; MALS, University of Missouri (1987-1998)	
Jacqueline A. McKinney	Professor Emerita, Business
BS, Troy State College; MS, EdD, Auburn University (1967-1990)	
Max T. McKinney	Professor Emeritus, Mathematics
BS, Troy State College; MEd, EdD, Auburn University (1964-1990)	
Rebecca L. McNeill	Associate Professor/Director of Financial Aid Emerita
BSEd, MEd, University of Georgia (1967-1992)	
Bruce A. Middlebrooks	Professor Emeritus, Education
BS, Centenary College; MEd, Northwestern State University; EdD, Northeast Louisiana University (1973-1994)	
H. Lamon Moates	Professor Emeritus, Psychology
BA, Furman University; BD, Southern Seminary; MEd, Furman University; EdD, Auburn University (1969-1994)	
C. Angelia Moore	Professor Emerita, English
BSEd, Wesleyan College, National University of Mexico, University of Georgia; MA, Middlebury College; EdD, University of Georgia (1978-2005)	
Carl E. Niles	Associate Professor Emeritus, English
AB, MA, EdD, University of Tennessee (1965-1983)	
Jack Norton	Assistant Professor Emeritus, English
BS, MA, Appalachian State University (1966-1998)	
Alexander A. Palamiotis	Professor Emeritus, Political Science
BA, MA, GCIR, PhD, University of Utah (1960-1985)	
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BS, Clemson College; MA, University of Rhode Island (1962-1978)	

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BS, University of Florida; MBA, MPA Valdosta State University; DBA, Argosy University-Sarasota (1986-2008)	
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BS, University of Georgia; MA, George Peabody College for Teachers; Professional Degree, Columbia University (1968-1984)	
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BA, Emory University; MA, University of Georgia; PhD, University of Denver (1972-1997)	
Edgar F. Peterson	Professor Emeritus, Education
BS, MEd, Auburn University; EdD, University of Alabama (1967-1993)	
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BS, University of Georgia; MA, University of Alabama (1991-2012)	
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AB, Brenau College; MA, EdD, University of Georgia (1968-1994)	
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BS, Auburn University; MEd, EdD, University of Southern Mississippi (1966-1994)	
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BA, Northeastern University; MA, PhD, New York University (1966-1990)	
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BS, MEd, EdD, University of Georgia (1965-1994)	
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BS, Georgia College at Milledgeville; MS, University of Tennessee; EdS, University of Georgia (1961-1989)	
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MS, PhD, University of Georgia (1997-2015)	
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BS, Jacksonville State College; MEd, Auburn University (1969-1999)	
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BA, MA, West Virginia University (1966-2000)	
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BSEd , MEd, West Georgia College; PhD, Florida State University (1985-2010)	
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BS, Texas Lutheran College; MA, Southwest Texas State University; PhD, Florida State University (2001-2012)	
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AB, Berry College; MALS, George Peabody College for Teachers (1964-1994)	
William L. Tietjen	Professor Emeritus, Biology
BS, University of Georgia; PhD, University of Tennessee-Knoxville (1967-1998)	
Allen D. Towery	Associate Professor Emeritus, English
BA, Delta State College; MA, PhD, University of Mississippi (1970-1998)	
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BS, Troy University; MEd, University of Georgia (1967-1991)	
Sarah Anne Ulmer	Assistant Professor Emerita, Nursing
BS, East Tennessee State University; MSN, Medical College of Georgia (1970-1980)	

Lettie Watford	Dean and Professor Emerita, School of Education
BA, Tift College; MEd, Georgia Southwestern College; EdS, PhD, University of Georgia; (1997-2013)	
Vera Weisskopf	Professor Emerita, Library Services
BA, Oberlin College; MAS, University of Alabama; MLS, University of Alabama (1998-2012)	
Raymond Westra	Professor Emeritus, Biology
BA, Calvin College; MA, University of North Carolina; PhD, University of Georgia (1968-1990)	
Thomas L. Wheeler	Assistant Professor Emeritus, Mathematics
BS, Southern Methodist University; MA, MEd, Eastern New Mexico University; BA, MS, MBA, Georgia Southwestern State University (1983-2005)	
Mary M. White	Professor Emerita, Education
BA, Newberry College; MEd, EdD, University of Georgia (1978-1992)	
Mary A. Whitt	Professor Emerita, English
BS, MS, Jacksonville University; PhD, University of Alabama (1969-2000)	
Jerry F. Williams	Professor Emeritus, Mathematics and Vice President Emeritus, Academic Affairs
BS, MS, PhD, Auburn University (1970-1997)	
William J. Wysochansky	Professor Emeritus, Chemistry
BS, PhD, Memphis State University (1980-2006)	

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