



GEORGIA SOUTHWESTERN
STATE UNIVERSITY

UNDERGRADUATE BULLETIN

Office of the Registrar

2022-23

Table of Contents

Contents

GEORGIA SOUTHWESTERN STATE UNIVERSITY..... 5

STATEMENT OF PURPOSE FOR THE BULLETIN 5

DEGREES AND CERTIFICATES OFFERED..... 5

UNDERGRADUATE AND GRADUATE COURSE DESCRIPTIONS 7

UNIVERSITY CALENDARS 7

GEORGIA SOUTHWESTERN STATE UNIVERSITY..... 7

 Accreditation..... 7

 State Authorization of Georgia Southwestern State University’s (GSW) Fully Online Programs..... 8

 Mission Statement 8

 Diversity Statement 8

 Statement on Disabilities and Accessibility 9

 University Learning Outcomes 9

 General Education in the University System of Georgia 9

 Confidentiality of Student Records: Family Educational Rights and Privacy Act (FERPA) 10

ADMISSION POLICIES 12

 Beginning Freshmen 14

 Non-Traditional Students..... 15

 Presidential Exception 16

 University College 16

 Opportunities for High School Students 16

 Homeschooled Students..... 16

 General Admission Requirements 17

 Advanced Placement..... 18

 Admission of Students with Outstanding Scores..... 18

 Transfer Students..... 18

 Transient Students from Other Universities 20

 International Students (Students on F-1 and J-1 Visas)..... 21

 Post Baccalaureate..... 23

 Second Baccalaureate Degree..... 23

 Readmission of Former Students 23

Graduate Students.....	24
FINANCIAL INFORMATION	24
Business Regulations.....	24
Lawful Presence Verification	28
Classification of Students as Residents and Non- Residents	29
Out-Of-State Tuition Waivers.....	30
FINANCIAL AID TO STUDENTS	33
Procedures for Applying For Financial Aid.....	33
Withdrawing, Failing, Not Attending, and Repeating Courses	38
Veterans' Benefits	39
CAMPUS SERVICES	40
Campus Bookstore	40
Library Services	40
Office of Accommodations and Access and Testing Center	41
Career Readiness.....	41
Counseling Services.....	41
Orientation Program	42
Emergency Student Locator Service.....	42
Housing/Residence Life	42
Food Services	44
Health Services.....	44
Student Engagement and Success.....	49
ACADEMIC REGULATIONS.....	49
Audit.....	50
Transient Credit	51
Credit by Examination	51
Academic Status.....	53
Good Standing And University Supported Enrollment.....	53
Academic Renewal	54
Final Examinations	56
Undergraduate Enrollment in Graduate Classes	56
Attendance	56
Schedule Adjustments.....	57
Policy on Academic Integrity	59
GSW Student Self Service	62
DEGREE REQUIREMENTS.....	63

University System of Georgia Core Curriculum	66
Double Majors	73
Second Baccalaureate Degree.....	74
Prior Learning.....	75
Military Credit	75
UNDERGRADUATE PROGRAMS OF STUDY	75
Associate and Baccalaureate Degree Programs.....	76
CERTIFICATE PROGRAMS	78
COLLEGE OF ARTS AND SCIENCES	89
Bachelor of General Studies.....	89
Department Of Biology	90
Department Of Chemistry, Geology and Physics.....	91
Department Of English and Modern Languages.....	95
Department Of History and Political Science	97
Department Of Mathematics	100
Department of Music, Communication, and Emerging Media	102
Department Of Psychology and Sociology	105
Department Of Visual Arts	108
COLLEGE OF BUSINESS AND COMPUTING	110
School Of Business Administration	110
Department of Computing	114
COLLEGE OF EDUCATION	117
Elementary Education.....	121
Special Education	122
Middle Grades Education.....	123
Secondary and P-12 Education.....	124
Endorsements	127
COLLEGE OF NURSING AND HEALTH SCIENCES.....	127
School Of Health Sciences.....	145
THE UNIVERSITY SYSTEM OF GEORGIA	146
BOARD OF REGENTS	146
HEADS OF THE INSTITUTION	146
FACULTY.....	148
DISCLAIMER	159

Undergraduate Bulletin 2022-2023

GEORGIA SOUTHWESTERN STATE UNIVERSITY

A State University of the University System of Georgia established in 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, disability, age, or national origin. The University is in compliance with all known federal, state, and local regulations regarding nondiscrimination.

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. 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 Colleges and Chairs of Departments, and the Provost/Vice President for Academic Affairs. Contact information for these and other offices can be found in the [campus directory](#). 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.

DEGREES AND CERTIFICATES OFFERED

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, and the Specialist in Education degrees. The Regents Engineering Pathway Program (REPP) in cooperation with Georgia Institute of Technology, Georgia Southern University, Kennesaw State University, Mercer University or the University of Georgia are available also.

Undergraduate certificate programs are offered in the following areas: American Studies, Caregiving Issues and Management, Composing Video Game Music, Criminal Justice, Digital Media Technology, Entrepreneurship, European Union Studies, Financial Technology, General Music, Health Communication, Media Studies, Pop Culture, Pop Music, President Jimmy Carter Leadership, Rhetoric, School Psychology, Social Justice, Sports Journalism, Strategic Communication and Women, Gender, and Sexuality Studies, Graduate certificate programs are offered in Computer Science, BSN/MSN Leadership, Healthcare Informatics, and Nurse Educator.

Undergraduate Degrees

Areas of Study	ASN	BA	BFA	BS	BSN	BSEd	BBA	BGS
Accounting							x	
Art		x	x					
Biology				x				
Chemistry				x				
Communication and Emerging Media		x						
Computer Science				x				
Criminal Justice (eMajor Online)				x				
Elementary Education						x		
English		x						
Secondary English Education						x		
Exercise Science				x				
General Studies								x
Health & Physical Education						x		
History		x						
Secondary History Education						x		
Human Resource Management							x	
Information Technology w/ Business Option				x				
Information Technology w/Multi-Media Option				x				
Long-Term Care Management				x				
Management							x	
Marketing							x	
Mathematics				x				
Secondary Mathematics Education				x				
Middle Grades Education						x		
Music		x						
Music with Teacher Certification		x						
Nursing	x				x			
Political Science				x				
Secondary Political Science Education						x		
Psychology				x				
Sociology				x				
Special Education						x		

UNDERGRADUATE AND GRADUATE COURSE DESCRIPTIONS

Click [here](#) to review course descriptions. 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.

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 thirty-three 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 associate, 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 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 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.

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 College of Education is accredited 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 (655 K Street NW Suite 750 Washington, DC 20001, 202-887-6791 x249) 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 Criminal Justice, Bachelor of Science (BS) in Long Term Care Management, Master of Business Administration (MBA), Master of Science (MS) in Computer Science, and Master of Science in Nursing (MSN).

GSW is authorized to deliver fully online programs to all fifty States, the District of Columbia, and several U.S. Territories. Authorization to deliver online programs does not imply that completion of the Bachelor of Business Administration degree will make a graduate eligible to take the Certified Public Account (CPA) examination in any state, including Georgia.

Mission Statement

Georgia Southwestern State University is a comprehensive university serving a diverse population of students, offering a range of strong undergraduate and graduate programs in a vibrant learning environment. The University is a collegial community that values collaboration and community engagement with an emphasis on faculty, staff, and student interactions. An active student body and state-of-the-art amenities enhance the learning experience on a visually appealing campus located in historic Americus, Georgia.

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.

Statement on Disabilities and Accessibility

Georgia Southwestern State University is committed to providing both physical accessibility and access to information resources and technologies to individuals with disabilities. To that end, the Office of Accommodations and Access, located in Sanford Hall, provides support and resource information for students with documented qualifying disabilities and operates under the guidelines of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act and its amendments (ADAAA). GSW strives to have a website that is accessible to all individuals.

Report accessibility problems to Office of Accommodations and Access at evelyn.oliver@gsw.edu, for web accessibility issues, please email University Relations univrel@gsw.edu.

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 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; GSW email address; major field of study; dates of attendance; degrees, honors and awards received; class 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 or approved advanced computer programming courses 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 area(s) of deficiency 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 students 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 in 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. Accuplacer (for English and Mathematics) - Students with fewer than four required units of English or mathematics and without SAT/ACT Scores are required to take the designated Accuplacer sections. Based on their scores or placement indices, students will exempt, which will satisfy the deficiency, or be placed in the appropriate co-requisite course in English or mathematics. Students will exit 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 their 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 Georgia Board of Regents 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 Recruitment and Admissions, Georgia Southwestern State University, 800 Georgia Southwestern State University Drive, Americus, Georgia 31709, or by emailing admissions@gsw.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/Accuplacer 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 requirements for the desired degree. The University reserves the right to reject any applicant whose general records, aptitude, and behavior do not indicate a probability of success in the University environment, notwithstanding the satisfaction of other requirements.

If it appears to the Director of Recruitment and Admissions that the educational needs of an applicant can best be met at some other institution within the University System of Georgia, the Director of Recruitment and Admissions 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 Director of Recruitment and Admissions 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 Director of Recruitment and Admissions. The decision is subject to the applicant's right of appeal. The Director of Recruitment and Admissions 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 Director of Recruitment and Admissions.

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 Recruitment and 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 Recruitment and 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 Recruitment and 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.

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 OR Reading score of 17 AND Math score of 17] or the College Board's SAT [Evidence Based.

Reading and Writing (EBRW) score of 480 and Math score of 440]. SAT tests taken prior to March 2016 must meet the minimum scores needed for that test's scoring method [critical reading score of 430 and Math score of 400]. Students interested in University College may also submit Accuplacer scores [Next-Generation Reading score of 216, WritePlacer score of 3, and Next-Generation Quantitative Reasoning, Algebra, and Statistics score of 212] to be considered for admission to that limited admission program. 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 sent to the student regarding orientation.

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, SAT or Accuplacer.
- 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 prior to making an appliance
- The student successfully meets minimum scores in all three areas of the 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 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 Recruitment and 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 Non-accredited High Schools

A student whose meets the minimum required SAT or ACT scores for beginning freshmen 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.

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 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.

University College

A student who is close to Southwestern's minimum admission standards may be admitted into the University College. The [University College](#) is a special, limited program that includes additional, required opportunities for academic support, peer mentorship, and college success programming. This unique, on-campus program provides students with the tools necessary to earn a future to be proud of. 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.

Homeschooled Students

Applicants who attend a home school or a non-accredited high school should submit the following materials, along with a completed application, for admission consideration: Official SAT, ACT or Accuplacer (University College) score; Official transcripts from any conventional public/private high school or colleges attended; a copy of the current Declaration of Intent to Home School form as filed with the local Board of Education, a transcript detailing courses taken or in process, grades achieved, and year taken; and submission of a portfolio of work and/or other evidence. More information is available on the university's webpage.

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 on test taken prior to March 2016). SAT tests taken later than March 2016 must meet the equivalent of the 970 using the USG concordance tables. Students need a minimum of 24 on the “New SAT Reading Test” and a 440 on the “New Math Section”. Those scores must then be converted and add up to the 970 using the concordance tables. ACT scores can also be used for admission with a required composite score of 20 (minimum score of 17 in English and 17 in Math required).
- Exemption of all 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.

The USG provides the following two opportunities for high school students to enroll prior to their high school graduation:

- Dual Enrollment provides eligible high school students with the opportunity to enroll in postsecondary courses for both high school and college credit.
- Joint Enrollment provides eligible high school students with the opportunity to enroll in postsecondary courses for college credit only.

High School Grade Point Average (HSGPA)

Institutions shall require at least a minimum 3.0 High School Grade Point Average (HSGPA) as calculated by the institution for admission purposes. Section 3.1.1.1 provides additional information on the HSGPA calculation.

Test Scores

Institutions shall establish minimum SAT and ACT score requirements of at least the following:

SAT: Evidenced-Based Reading and Writing Score: 480

ACT: English or Reading: 17
Math: 17

In addition, all applicants are required to take co-requisite Learning Support unless they meet one of the exemption criteria for English and Math. Section 2.9.1.2 of the USG Academic and Student Affairs Handbook provides additional information on the criteria for exempting Learning Support.

Institutions may opt to utilize ACCUPLACER for Dual Enrollment admission. Institutions utilizing ACCUPLACER shall establish minimum scores of at least the following:

- Reading: 237
- Math: 258 (266 for placement in College Algebra)
- WritePlacer: 4
- Parent/Guardian Consent

Institutions may opt to utilize PSAT for Dual Enrollment admissions. Institutions utilizing PSAT shall establish minimum scores of at least the following.

Total Score: 1050

Evidenced-Based Reading and Writing Score: 480

Math Score: 440

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 [here](#).

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 [here](#).

Admission of Students with Outstanding Scores

BoR Policy 4.2.1.3 permits institutions to consider those applicants who, through test scores and personal achievement, have demonstrated their potential for success in college. However, institutions are advised to assess the applicant's readiness to do college work. Factors that should be considered include academic experience, historical attendance patterns, and level of maturity. Students under the age of 18 are at greater risk for failure, and institutions are advised to admit only those students who show the greatest potential for success. Institutions seeking to enroll students under the age of 16 should consult federal guidelines for compliance rules before offering letters of acceptance.

Applicants admitted under the Admission of Applicants with Outstanding Scores provision are not counted against the institution's Limited Admission Exceptions.

Transfer Students

All regulations applying to newly admitted freshmen are applicable to students transferring from other colleges with fewer than 30 hours of transferable credit. The Office of Recruitment and Admissions will determine a transfer applicant's academic qualifications for admission on the basis of these college transcripts.

The Office of Recruitment and 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 submit official transcripts from all colleges previously attended sent to the Office of Recruitment and 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 SAT or 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 courses are excluded.

- Transfer students with fewer than 30 total semester hours of transfer credit must meet the admission requirements for beginning students.

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 accredited by a US Department of Education recognized national accrediting agency, 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 Recruitment and Admissions sends the student's folder to the Office of the Registrar 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 Office of the Registrar evaluates Areas A-E with Area F and the major classes evaluated by the 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 3000 and 4000 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 national 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 bulletin in order to receive a degree.
- Credit earned through correspondence, credit by examination and extension work is accepted, but limited to 30 semester hours, with a maximum of 10 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, but transfer grades are not used in the calculation of the GSW institutional GPA.
- A student transferring to GSW with a transfer 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, but courses in Area F will be subject to evaluation by the applicant's major department. A student transferring to GSW with an Associate of Arts or Associate of Science degree approved by the University System of Georgia in a specific discipline will have met all requirements for areas A-F as long as the student does not change majors. Transfer Students with transfer Associate degree or an Associate degree approved by the University System of Georgia in a specific discipline who change majors may have to meet additional degree requirements resulting in the need to complete credit hours in addition to the typical 120 credit hours for a Bachelor degree. Student transferring to GSW with an Associate degree from any non-University System of Georgia institution will have their credit evaluated in the same way as a transfer student who has not completed a degree.
- 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 from Other Universities

A student currently pursuing a degree at another university may apply to take classes at GSW as a transient student. Credit for coursework taken at GSW will then be transferred back to the student's home institution after the transient student requests a transcript from GSW. If a transient student subsequently transfers to GSW, hours earned at Georgia Southwestern as a transient student do not count toward GSW's residency requirement for graduation.

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

1. An applicant for admission as a transient student must be present from the Registrar of the institution last attended a statement recommending admission as a transient student. The statement should include the courses in which the student will be permitted to enroll.
2. The Director of Recruitment and Admissions 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 Director of Recruitment and Admissions 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 Director of Recruitment and Admissions 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 lawful presence and required immunizations prior to enrollment.
7. Because transient students are not working toward a GSW degree, transient students will not be assigned an academic advisor, will not have credit from other colleges evaluated and will not attend a new student Orientation. Transient students are also not eligible for financial aid from GSW.
8. If English is not the student's first language, the transient student must show proof of English proficiency. Choose one of the following ways to prove proficiency:
 - Critical Reading/Writing SAT score of 470 or ACT English or Reading score of 17.
 - Submit a TOEFL score of at least 193 on the computer-based exam.
 - Take the equivalent of English 1101 and 1102 (first year composition) at an accredited US institution and earn a minimum 2.0 combined GPA for the two courses. This must be reflected on an official transcript.
 - A band score of 6.5 or better on the IELTS.
 - Submit proof of an earned bachelor's degree at an accredited US institution

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 Recruitment and Admissions welcomes applications from international students interested in attending GSW. Students should go to the following website for application and admission information:

<https://www.gsw.edu/admissions/undergraduate/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 our [international student website](#).
2. Submit official transcripts:
 - Those currently in the US:
 - Those enrolled in a US college, submit official transcripts from each college or technical school attended. If currently enrolled, send preliminary transcript now and final transcript upon completion of term. If you also attended a college outside of the US, follow instructions below for sending college transcripts from schools outside of the US. If you have less than 30 hours of college transfer credit, you must also submit your final high school/secondary school transcript, an evaluation if the high school was outside of the US, along with official test scores. See below for information on sending official test scores.
 - Those enrolled in a US high school, submit an official copy of your high school transcript showing academic achievement in grades 9-11. You must send an additional "final" high school transcript after graduation that shows degree completion.
 - Those currently outside of the US:
 - Submit transcripts to an evaluation service and have an original evaluation sent directly to Georgia Southwestern State University. We only accept evaluations from members of the [National Association of Credential Evaluation Services, Inc. \(NACES\)](#). Josef Silny & Associates, Inc., World Education Services, Inc., and SpanTran: The Evaluation Company are three companies from which we often receive evaluations.
 - Freshman - Students applying as freshmen and not transferring college credit must submit an official "document-by-document" evaluation of the secondary school (high school) transcript.

Students should complete the high school degree before submitting transcripts for a final evaluation. The evaluation must include the equivalent of 9th through 12th grades in the U.S.

- Transfer - Students applying as transfers and that have completed college coursework in another country must submit an official course-by-course evaluation of all college transcripts.
- 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 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. Students not meeting the required English proficiency scores will be referred to the English Language Institute for admission into their program.

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 provided by GSW. Included; in this document is a Verification of Support and Bank Certification Letter. For the Bank Certification Letter you may use the included form or a bank letter/statement that includes the same information. A printed copy of the statement is acceptable if it includes a stamp from the bank.
- 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](#).) 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.

F1 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 Academic Affairs assists F-1 and J-1 international students with all matters pertaining to immigration, counseling, advising, and programming.

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, 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 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 Office of the Registrar and pay a \$25 readmission fee. Students who were on academic suspension at the time of their departure from the University are required to apply to the Associate Vice President for Academic Affairs for Academic Reinstatement before they can apply 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.

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 sixteen 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 published deadline for payment for each term.

A student, who is delinquent in his or her financial obligations to the University, may be administratively dropped 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 is to complete the [Petition for Reinstatement to the Class Roll](#). 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 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 and students can be administratively dropped from the University for not paying 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 access the Dining Hall, Chick-fil-A, Café Campesino and convenience store, Tryon Market.

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 Late Registration Day in the Canes Card Office located in Canes Central. The CanesCard office is open Monday- Thursday from 9am-5pm and Friday from 9am-2pm. Students can contact the CanesCard office at (229)931-2767 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 Office of Student Accounts. A photo can be submitted for the ID by using the following link: <https://www.gsw.edu/stormdayidphotosubmission>.

SEMESTER COSTS

Matriculation charges, board (meal plans), housing costs, fees and other charges are assessed on a term basis. 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 residential students are required to purchase a meal plan. 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 on 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 Office of the Registrar	\$5.00
Per request ordered online (See note below.)	\$8.00

Note: The secure website will include instructions for placing your transcript order. Georgia Southwestern State University charges \$5.00 per transcript. Parchment charges a \$3.00 processing fee for each transcript. 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
---	---------

Returned Check Fee

For each paper or electronic returned check	\$15.00 OR 5% of the face amount of the Check whichever is greater.
Bachelor's Degree	\$35.00

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	\$ 35.00
PEDS 2000 Fee	\$ 30.00
Education Ethics Fee	\$ 30.00
Exercise Science Lab Fee	\$ 25.00
Geology Lab Fee	\$ 15.00
Testing Fee per course	\$ 3.00
Music Appreciation Fee	\$ 15.00
Nursing Assessment Fee	\$100.00
Nursing Clinical Fee (for select Nursing courses)	\$ 75.00
Nursing Lab Fee (for select Nursing courses)	\$ 50.00
Student Teaching Fee	\$ 75.00
Theater Fee (for select Theater courses)	\$ 15.00
UNIV 1000	\$ 45.00

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

Biology Exit Examination	\$ 25.00
--------------------------	----------

CLEP	\$ 90.00
Accuplacer Re-Test	\$ 30.00
eCore Testing	\$ 25.00
Education (GACE) (proctor fee included)	Fee depends on test
ETS English Examination	\$ 27.00
Independent Study Testing	\$ 30.00
Miller's Analogy Testing (MAT) (proctor fee included)	\$ 75.00
Nursing Assessment Fee	\$100.00
Nursing Standardized Testing	\$563.00
Nursing HURST Review Course Testing	\$350.00
Nursing - HESI Testing (proctor fee included)	\$ 80.00
Prior Learning Assessment (PLA) per portfolio submitted	\$250.00
Proctoring	\$ 25.00
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.

Students wishing to withdraw from all classes for the semester will complete the [Withdrawal from GSW Class\(es\)](#) form which is available online. For total withdrawals a refund of tuition and fees, in accordance with federal, state, and institutional policies, will be issued within 30 days of receipt of the completed withdrawal form by the Office of Student Accounts. 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%. The E-Campus programs(e-Core and E-Major) are excluded from this policy.

Students who 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.

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 eMajor courses), 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. Along with choosing either New or Used textbooks, the bookstore offers the capability of renting textbooks as well. Courses with Low Cost or No Cost textbook options can be found on the class schedule page.

More information about the bookstore can be found at: <https://www.bkstr.com/gswstore/home>

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.

Lawful Presence Verification

The Board of Regents and the University System of Georgia, as implemented under Board Policies 4.1.6 Admission of persons Not Lawfully Present in the United States, and 4.3.2.3 Non-Citizens and 4.3.4 Verification of Lawful Presence, requires that institutions confirm lawful presence of all enrolled students in order to receive in-state tuition. According to USG policy, individuals who apply for fall 2011 and beyond must submit documentation of US citizenship or permanent residency before being considered for in-state tuition. This includes students who have been previously enrolled at Georgia Southwestern State University and are either returning (Re-entry) to a degree program or applying for a new degree program. Transient students must also be verified.

- Verification through the Free Application for Federal Student Aid form (FAFSA). If the student is either a U.S. Citizen, Permanent Resident or eligible non-citizen (does not apply to international students on a visa) that has completed and submitted a FAFSA, the U.S. Department of Education will verify your lawful presence. If the student is unable to be confirmed as lawfully present the Office of Financial Aid will follow-up with the student for additional documentation.

When the FAFSA is loaded into the GSW Banner system, all students who have been verified as lawfully present by FAFSA will receive a

If the student does not submit the FAFSA, he/she can submit one of the following documents:

If the student does not submit the FAFSA, he/she can submit one of the following documents:

- An approved FAFSA form or other documentation demonstrating eligibility for federal financial aid.
- Copy of a current Driver's License/ID issued by the State of Georgia or any of the USG approved states listed below. Licenses/ID cards must be valid and meet USG requirements. - NOTE: A limited term license/ID or a license/ID issued for a period of less than two years is NOT acceptable.
- An approved FAFSA form or other documentation demonstrating eligibility for federal financial aid
- A Certified U.S. Birth Certificate showing the student was born in the U.S. or a U.S. territory (a photocopy is not acceptable)
- A U.S. Certificate of Naturalization (USCIS form N-550 or N-570)
- A U.S. Certificate of Citizenship (USCIS form N-560 or N-561)

- A U.S. Certificate of Birth Abroad issued by the Department of State (DS-350) or a Consular Report of Birth Abroad (FS-240)
- A current U.S. Passport
- A current ID issued by the State of Georgia after January 1, 2008
- A current military ID (service member only, not dependent)
- A current, valid Permanent Resident Card (USCIS form I-151 or I-551)
- An F, J, or M visa
- Verification through the SAVE program

Verification through the Systematic Alien Verification for Entitlements (SAVE) program. *Out of state tuition will be charged to any student who is unable to provide proof of lawful presence by at least one of the methods outlined above.*

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 Office of the Registrar 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 within 12 months or fewer may register as a resident.
 - A student who is transferred to Georgia by an employer is not subject to the 12 month 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.

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 & Military – Connected Students

Beginning Spring 2022 all previous military and military-connected students waiver applications will be combined into one application. Previous Applications included are as follows: Military Personnel, Georgia National Guard or U.S. Military Reserves, and Recently Separated Military Personnel.

Basis for Waiver Request must be one of the following

- Military Sponsor is an Active Duty Service Member; or
- Military Sponsor is an Active Member of the Georgia National Guard or the U.S. Military Reserves; or
- Military Sponsor is a Separated Military Member

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.)

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 Alabama, Florida, North Carolina, South Carolina, and Tennessee

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, such as, scholarships, grants, loans, and part-time work. The priority deadline for processing financial aid applications for the next academic year is 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 Office of Student Financial Aid. 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, 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 Office of Student Financial Aid at Georgia Southwestern State University. The FAFSA can be completed and submitted electronically at www.studenaid.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.studentaid.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 an "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 an FSA ID at <https://studentaid.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 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.

STATE SCHOLARSHIPS

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 Scholarship pays at least 90 percent of the previous 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.

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) to apply for all federal and state aid (including HOPE and Zell Scholarship). If you wish to apply for HOPE and/or Zell scholarship only, 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 Office of Student Financial Aid. 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 Recruitment and Admissions before a request is made to the Office of Student Financial Aid. 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, Dual Enrollment, Hero Grant, and Public Service Grant. The criteria for each can be found at GAFutures.org.

ACADEMIC 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.

A number of academic scholarships are available at Georgia Southwestern State University. Awards are on a competitive basis through an application and review process. Students should refer to the GSW web page at gsw.edu for information on available funds and qualifications.

FEDERAL WORK STUDY

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 Office of Student Financial Aid.

Under present arrangements, a student may work a maximum of 19 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. Available on-campus jobs are posted on the GSW website under Employment Opportunities.

FINANCIAL AID POLICIES

Satisfactory Academic Progress

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 (SAP) toward a degree as determined by federal standards. SAP requires a student to meet three measures of progress: GPA, 67% Completion Rate, and Maximum Time Frame.

GPA - Grades from coursework attempted at GSW will be used to determine Satisfactory Academic Progress (SAP) grade point average (GPA). To be eligible for financial aid, an undergraduate student who has fewer than 30 earned credit hours must have an SAP GPA of at least 1.75. Students with 30 earned credit hours or more must have an SAP GPA of at least 2.0. Graduate students must have an SAP GPA of at least 3.0. SAP policy uses the official grading scale of Georgia Southwestern State University. Grades for which a student has been granted Academic Renewal will be included in this GPA. Grades for coursework in courses numbered below 1000 and transfer coursework will not be factored into the SAP GPA. For repeated coursework, only the most recent attempt will count in SAP GPA. Incomplete grades will not count in this GPA until they are resolved and a final grade is assigned.

67% Pace of Completion - Students must successfully complete a minimum of two-thirds of hours attempted. Students must earn a grade of A, B, C, D, or S to successfully complete a class. Grades of F, W, WF, WS, U, IP, I, NR are considered attempted but not completed. Incompletes, courses that have been transferred in, grades for coursework in courses numbered below 1000, all repeated classes, and ESL courses are all counted in attempted hours for completion rate.

Maximum Time Frame – Federal regulations limit receipt of federal financial aid to no more than 150% of the course work required for any particular degree. All periods of enrollment count toward maximum time frame whether or not aid was received. Students who have completed all the coursework for their degree but have not received the degree are no longer eligible for aid.

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.

Students who fail to meet the standards have the right to appeal if there is a documented, mitigating circumstance that prevented them from making satisfactory progress. Please refer to the official SAP policy on the GSW website for the policy and guidance on the process for filing a financial aid appeal which is a separate appeal than an academic appeal.

HOPE GPA Definitions

HOPE Scholarship GPA

HOPE Scholarship is a merit-based award available to Georgia residents who have demonstrated academic achievement. A HOPE Scholarship recipient must graduate from high school with a minimum 3.00 grade point average (as calculated by GSFC) and maintain a minimum 3.00 cumulative postsecondary grade point average to remain eligible. Students must earn a minimum of four full rigor credits from the Academic Rigor Course List prior to graduating from high school. The scholarship provides tuition assistance to students pursuing an undergraduate degree at a HOPE Scholarship eligible college or university in Georgia. A ten-year

limit exists for students first receiving the HOPE Scholarship during summer term 2019 (FY20) or later. A seven-year limit exists for students first receiving the HOPE Scholarship during the 2011-2012 academic year (FY12) or later. A student is ineligible to receive HOPE Scholarship funds once the student has reached the 127 semester hour limit.

Zell Miller Scholarship GPA

Zell Miller Scholarship is a merit-based award available to Georgia residents, similar to the HOPE Scholarship, but with more stringent academic requirements. A Zell Miller Scholarship recipient must graduate from high school with a minimum 3.70 grade point average (as calculated by GSFC), combined with a minimum SAT score of 1200 on the math and reading portions or a minimum composite ACT score of 26 in a single national test administration, and maintain a minimum 3.30 cumulative postsecondary grade point average to remain eligible. Students must earn a minimum of four full rigor credits from the Academic Rigor Course List prior to graduating from high school. Eligible students are provided a higher level of tuition assistance while pursuing an undergraduate degree at a Zell Miller Scholarship eligible college or university in Georgia. A ten-year limit exists for students first receiving the Zell Miller Scholarship during summer term 2019 (FY20) or later. A seven-year limit exists for students first receiving the Zell Miller Scholarship during the 2011-2012 academic year (FY12) or later. A student is ineligible to receive Zell Miller Scholarship funds once the student has reached the 127 semester hour limit.

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.

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.

Please refer to the Office of Financial Aid website or contact the Office of Student Financial Aid, Canes Central 2nd Floor. Office hours are from 8:00 a.m. - 5:00 p.m., Monday through Friday.

Please refer to the Office of Financial Aid website or contact the Office of Student Financial Aid, Room 207, Sanford Hall. Office hours are from 8:00 a.m. - 5:00 p.m., Monday through Friday. 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, active military, veterans, or their dependents must be approved for registration by their ESO, military counselor or Service before they can register for classes.

- GSW permits any covered individual to attend or participate in the course of education during the period beginning on the date on which the individual provides to GSW a certificate of eligibility for entitlement to educational assistance under chapter 31 or 33 (a "certificate of eligibility" can also include a "Statement of Benefits" obtained from the Department of Veterans Affairs' (VA) website – eBenefits, or a VAF 28-1905 form for chapter 31 authorization purposes) and ending on the earlier of the following dates:
 1. The date on which payment from VA is made to the institution.
 2. 90 days after the date the institution certified tuition and fees following the receipt of the

certificate of eligibility.

- GSW ensures that we will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under chapter 31 or 33.

Additional information about eligibility may be obtained by calling the Department of Veteran Affairs at 1-888- 827- 1000.

CAMPUS SERVICES

Campus Bookstore

Campus Bookstore is managed by Follett Higher Education Group and is located in the Marshall Student Center. More information about the bookstore can be found at:

<https://www.bkstr.com/gswstore/home>

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 subscribes to numerous journals. The library has a small multimedia collection that includes LPs, audio- tapes, and CDs. Special collections include the Dr.

Harold Isaacs Global South Studies collection, GSW Historical collection, POW and Oral History collections, 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 provides individual and group study areas and a Collaboration Room for students. The Library's computer lab has 30 computers, with additional student computers and printers located on both floors of the building. The Library also provides wireless access.

Audiovisual equipment and facilities include a microfilm and microfiche reader- printer, a copy machine, 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's website.

Office of Accommodations and Access and Testing Center

OFFICE OF ACCOMMODATIONS AND ACCESS

Georgia Southwestern State University Office of Accommodations and Access provides equal educational and accessible services for students with disabilities. The Office of Accommodations and Access 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 Accommodations and Access after deciding to attend GSW. The objective of the Office of Accommodations and Access 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 Accommodations and Access 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 Accommodations and Access 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 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 us at <https://www.gsw.edu/testing/>.

Career Readiness

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:

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
- Handshake is an online platform that allows Georgia Southwestern students to search for local, regional, and national jobs and internships. Students are able to create a profile, personalize interests, and communicate with professionals
- Workshops and individual appointments on all career related issues, and more!

GSW students seeking career guidance should visit the First Year Experience office located in Canes Central. Several resources may be found on the GSW [Career Readiness](#) 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 are held in a private office and confidentiality is respected. Face-to-face counseling and Tele-therapy sessions are available by appointment. The counselor will assist students with scheduling an appointment should another person, office, community agency, or medical professional be required. Counselors are available at the recommendation of the Division

of Student Engagement & Success, the Counseling Services Office, the Financial Aid Office, the First Year Experience Office, and the Residence Halls. Counseling Services is located in the Herschel A. Smith Health Center, adjacent to the College of Nursing and Health Sciences(Carter I).

Orientation Program

Prior to the beginning of the student's first semester at Georgia Southwestern, the new student participates in an orientation program. The Office of First Year Experience designs 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 Engagement & Success at 229- 928-1387 or the Public Safety Office at 229-931-2245. Communication with the students will be made from these offices.

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.

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 or have a dependent child,
- 3) or they are living with a parent or legal guardian within 50 miles off campus.

Students who meet the criteria above, but 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 Executive Vice President for Student Engagement and Success, or designee. 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 full-time students who will begin studies at GSW during the fall semester should submit all housing paperwork to the Office of Admission. Continuing students and entering transfers during the fall semester must submit their application materials to the Office of Residence Life. All entering and continuing GSW 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. Residence halls are closed to residential students during the break between the fall and 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 Office of Student Accounts. Students who vacate their assigned room during the semester without an official withdrawal or official residency release, 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/Tryon Market, Café Campesino, convenience store 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 Tryon Market (located in the Student Success Center), Café Campesino (located in the Marshall Student Center) and the convenience store (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 Office of Residential Life). Purchases can also be made with cash, check, or credit card at any of the locations.

Special dietary 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, Preston Weaver, 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 Clinic 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 Clinic. The Herschel A. Smith Health Clinic is located within the Rosalynn Carter HHS Building 1. The Health Clinic 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 Clinic 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 Clinic 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 Clinic will notify family members and faculty if the student so requests.

The Health Clinic 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 Clinic medical services is expected to visit the Health Clinic at times that do not conflict with academic responsibilities. After a student has been assessed in the Health Clinic, 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 Clinic 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 four or more credits on GSW's campus. A student registered for less than four credit hours has the option to pay the semester health fee. The semester health fee entitles the student to consultation services with the professional Health Clinic 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 clinic, 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 Clinic is closed. Insurance coverage is also recommended for medical care that is not available at the Health Clinic, including treatment of major injuries, surgery, and hospitalization. The University System of Georgia has a student health insurance plan available to all Georgia Southwestern State University students. Applications for enrollment are available online for Domestic and International students at www.uhcsr.com.

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 Clinic staff, however, is available to assist the student in making arrangements with medical specialists.

The university physician is available for student visits at the Health Clinic 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 Clinic are the financial responsibility of the student for whom they are prescribed. The Health Clinic will assist patients who are pregnant with a recommendation to an obstetrician/gynecologist.

A student accepted for admission will receive immunization forms and a tuberculosis questionnaire form which are to be completed and returned to the Health Clinic once accepted for admission to the University. All new students (freshmen, transfers, graduate, and others) attending regularly scheduled classes on the campus 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 Clinic. 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 students 13th 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 previous 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 Office of Student Accounts. 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 website. 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 GSW web site and place in the search bar GSW Health Insurance or call 1-866-403-8267. Enrollment information is available in the Office of Student Accounts 229-931-2013.

For more information about the Health Clinic 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 behavior 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: [h https://www.gsw.edu/human-resources/titleIXcompliance](https://www.gsw.edu/human-resources/titleIXcompliance).

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

ADMINISTRATIVE MEDICAL WITHDRAWALS

For the provision of an academic learning environment and the protection of students and the total University community, the University has adopted a policy for the Administrative Medical Withdrawals of students by the Vice President of Student Engagement and Success. In making this decision, the Vice President may consult with the Counseling Services staff, the University physician, the Health Services staff, the Director of the University's Public Safety Office, Director of Student Rights and Responsibilities, Director of Human Resources, other appropriate university officials [such as Residence Life staff, 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 Engagement and Success 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 of Student Engagement and Success. The Director of Student Rights and Responsibilities will arrange a hearing with the Behavioral Intervention Team 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 Engagement and Success

The Division of Student Engagement & Success exists to plan, coordinate, and implement co-curricular programs and services which support students while they learn. The goal of the Division of Student Engagement & Success 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 Engagement & Success 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 Engagement & Success.

Under the leadership of the Vice President for Student Engagement & Success, the Division of Student Engagement & Success includes Admissions, Campus Life, Career Services, Counseling, Financial Aid, Fitness and Wellness, First Year Experience, Greek Life, Health Services, Intramural Sports and Recreation, Orientation, Residential Life, Student Rights and Responsibilities, University College and the Student Success 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 Engagement & Success.

STUDENT IDENTIFICATION CARDS (CanesCard)

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 access the Dining Hall, Café Campesino, convenience store and Chick-fil- A/ Tryon Market.

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 Office of Student Accounts.

ACADEMIC REGULATIONS

SEMESTER HOURS OF CREDIT

The academic year is divided into two semesters of 15 weeks and an exam week 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. Final Exams take place after the completion of the required hours of instructional time.

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 non-transferrable 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 may be approved to register for more than 18 credit hours, but no more than 21 credit hours, during fall or spring semester, or for more than 12 credit hours, but no more than 15 credit hours, during summer semester (including Maymester). To qualify for overload credit hours, a student must have a GSW Institutional GPA of 3.0 or better, be within 30 hours of graduation, or be granted permission by his or her Dean. A Dean's signature will be necessary on all requests for overload hours.

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.

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 auditing a course is not required to take examinations or meet course requirements beyond attendance. No credit is awarded for audited courses. To audit a course, a student must have permission from the course instructor, who will notify the Office of the Registrar once permission to audit is given. The student approved to audit a course will be registered by the Office of the Registrar, but an auditor's registration will only be provisional until the last day to add courses since preference in registration will be given to students taking a course for credit. Tuition

and fees for auditing courses are the same as those for taking courses for credit.

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 Office of the Registrar. Students will need to assure that the official transcripts of all transient grades have been sent to the GSW Office of the Registrar before their degree will be complete and transcripts or diplomas can be provided.
- Students must obtain permission from the Office of Academic Affairs prior to submitting the form to the Office of the Registrar.
- Students cannot take over 18 hours between all schools without permission of the Dean of their College.
- 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 Office of the Registrar at Georgia Southwestern State University.

The [Transient Permission](#) form must be completed with the appropriate signatures and turned in to the GSW Office of the Registrar prior to course enrollment for credit to be awarded. 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 institutional 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 on CLEP testing.

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
WF	Withdrawn Failing	0
S*	Satisfactory Performance	0
U*	Unsatisfactory Performance	0
V*	Audit	0
I*	Incomplete	0
K*	Credit by Exam	0
W*	Withdrawn	0
WM*	Withdrawn for Military Purposes	0
NR*	No grade reported by instructor	0

*Symbols not used to determine GSW Institutional 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 Grade Point Average (GPA) is the ratio of quality points earned to credit hours completed. The number of quality points earned for a particular class depends upon the grade received in the class. For an A, four quality points are awarded for each course credit hour. Thus, getting an A in a three credit hour courses results in an award of twelve quality points. GPA is calculated by dividing the number of quality points by the number of credit hours. A grade of B earns three quality points per credit hour, a C two, a D one, an F none, and a WF none. A grade of W does not carry either any quality points or any credit hours, so this grade does not affect the GPA. 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 GPA. Courses numbered below 1000 are not part of the GPA calculation. GSW keeps track of several types of GPA as defined below.

GSW Institutional GPA

Includes all grades and hours attempted and earned at GSW. Some courses are repeatable only for a grade, such as Core general education courses. For any courses of this type that are repeated, only the grade for the most recent attempt is included in the GSW Institutional GPA. Other courses are repeatable for both grades and credit, such as Special Topics courses in the major. For any repeated courses of this type all grades and credit hours are included in the GSW Institutional GPA. Courses numbered below 1000 are not part of the GPA calculation. GSW keeps track of several types of GPA as defined below.

Semester GPA

Includes all hours and grades earned in a term at GSW, but not hours and grades earned as a transient student. Courses numbered below 1000 are not part of the GPA calculation. GSW keeps track of several types of GPA as defined below.

Department GPA

GPA defined by a certain departments, schools or colleges that are used for specific processes such as admission to certain programs or determining eligibility for departmental scholarships.

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 maybe used for other GPA calculations. A student should discuss how repeating courses affects financial aid with a financial aid counselor. There are a small number of courses, such as Special Topics courses in a major for which both the grade and the credit hours will be counted more than once.

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 And University Supported Enrollment

A GSW institutional grade point average (GPA) of 2.00 on the 4.0 scale is required for graduation from Georgia Southwestern State University, although some curricula may require a higher average. To remain in Good Academic Standing students must maintain the total GSW institutional GPA specified below.

The GSW Institutional GPA and academic status are determined at the end of each semester and appear on the academic transcript. The categories used by the University are Good Academic Standing and University Supported Enrollment. Academic status is different from financial aid status and Satisfactory Academic Progress (SAP). Contact the Office of Financial Aid to determine your financial aid status or SAP.

Good Academic Standing

Students are considered in Good Academic Standing when their total earned GSW institutional GPA is the following:

Students with fewer than 30 overall earned credit hours	1.75
Students with 30 or more overall earned credit hours	2.00

University Supported Enrollment

Students whose GSW institutional GPA fall below Good Standing will be placed on University Supported Enrollment. Students who are placed on University Supported Enrollment should know that it will not be easy to return to Good Standing, but that we are confident that they can meet this challenge once they have a plan and the support to carry out their plan. Students on University Supported Enrollment will have advising holds placed on their accounts, requiring them to the fill out and return the University Supported Enrollment Questionnaire and to meet with a professional advisor in Academic Affairs or the Office of First Year Experience to make an Academic Recovery Plan for returning to Good Standing. Students who have already registered for the semester following their placement on University Supported Enrollment will retain their schedules as long as they fill out and return the questionnaire,

and schedule an appointment to create an Academic Recovery Plan before the beginning of the next semester. Students should be aware that an Academic Recovery Plan will most likely require them to change an existing schedule.

The Academic Recovery Plan includes not only a recommended class schedule, but also recommended academic and student support, such as tutoring or counseling. Once the student has met with a professional advisor and made a recovery plan, the plan will be approved by the Associate Vice President for Academic Affairs. Students must agree to follow the approved plan and not to withdraw from any of the classes on the plan, since a withdrawal would compromise the effectiveness of the plan. Students on University Supported Enrollment must complete an Academic Recovery Plan for each semester until they return to Good Standing. Acceptance of an Academic Recovery Plan is not automatic nor is University Supported Enrollment an open ended status. Each term a student remains on University Supported Enrollment there will be a frank discussion between the student and a professional advisor about the advisability of continuing. For some students, leaving school and returning later on Academic Renewal may be a better option than continuing on University Supported Enrollment (see Academic Renewal Policy below).

Being on University Supported Enrollment and having an Academic Recovery Plan does not affect a student's financial aid status or SAP. Students should contact the Office of Financial Aid to determine their financial aid status or SAP.

Academic Reinstatement after Stopping Out

Students on University Supported Enrollment status who stop taking classes of GSW for one semester more must contact the Associate Vice President for Academic Affairs to request a link to the Academic Reinstatement application. When reinstatement is granted, the student must make an appointment with a professional advisor to develop a new Academic Recovery Plan. Students who have stopped out for more than one calendar year will also have to apply for readmission to the university. The Readmission Application maybe found on the Office of the Registrar webpage under Student Forms.

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 coursework 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. Such credit is considered in the same context as transfer credit, credit by examination, and courses with grades of "S".
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.
8. 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.
9. A student can be granted Academic Renewal status only one time.
10. Any scholastic suspensions that occurred in the past shall remain recorded on the student's permanent record.
11. 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.
12. 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.
13. 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.

ACADEMIC HONORS

President's List

During any semester, a student who completes a load of at least 12 semester hours of credit and earns a semester GPA 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 a semester GPA 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 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.

For the purposes of Academic Honors, graduate course grades for undergraduate students taking graduate courses will not be counted in the GPA calculations. Both graduate and undergraduate credit hours will be counted for the purpose of establishing whether a student is full or part-time.

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 45 semester hours of academic credit at Georgia Southwestern State University with an GSW institutional GPA of at least 3.5.

The GPA 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 GPA must fall into one of the following categories to graduate 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

Final exams occur after the completion of required hours of instruction have been completed, and may occur on a different day and time schedule. 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 by contacting the Associate Vice President for 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 and should be included on the course syllabus.

Undergraduate Enrollment in Graduate Classes

A student with junior 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 years of undergraduate work subject to the following regulations.

- No more than twelve hours of graduate credit may be earned.
- The maximum course load when enrolled in one or more graduate courses is 15 hours per semester.
- No more than two graduate courses may be taken by any undergraduate during a single semester.
- 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 Office of the Registrar and through the student's advisor.

Attendance

Class attendance is expected of all students enrolled at Georgia Southwestern State University. At the beginning of each semester, every instructor will distribute a course syllabus and that clearly states his or her attendance policy. It is the student's responsibility to inquire of the instructor if there are questions.

Every semester, faculty will provide electronic enrollment verification of class attendance for each student on each official class roll following procedures outlined by the Registrar. Class rolls become official at the close of the drop period each semester, the date of which can be found on the GSW Academic Calendar. Students reported as never attending a class will be dropped from the official class roll at the close of the enrollment verification period.

If a student wishes to be reinstated they must complete the [Petition for Reinstatement to Class Roll](#) with their instructor and submit it to Office of Student Accounts. The request will be reviewed and the Office of the Registrar will send an email to your Radar email address with further information. If you were dropped from more than one class, petitions for all forms must be submitted to the Office of Student Accounts before a decision will be made.

- For students who do not receive financial aid, loans or scholarships: tuition and fees will be recalculated after the class is removed from the schedule. If appropriate, a refund will be issued to the student.
- For students receiving financial aid, loans or scholarships: tuition and fees will be recalculated after the class is removed and financial aid, loans or scholarships will be adjusted accordingly. This adjustment could result in a reduction of aid awarded or loss of loan or scholarship funds.
- No student will be enrolled in a class after the close of the add period, the date of which can be found on the GSW Academic Calendar.

Student Absence Policy for University Sanctioned Events

A student who is absent from a class as a result of representing GSW 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 Associate Vice President for 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 absences of more than thirty days during a term, 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. [GSW Academic Calendar](#)

Note that the drop/add period for eCore and eMajor Criminal Justice courses may be different from that of Georgia Southwestern. See the top of the [Academic Calendar](#) page for more 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 college-level class it supports. Student must reenroll in the course for which they have a required co-requisite support class and the college-level class each term until they pass the college-level 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 scheduled within the enrollment verification period 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 GSW Class\(es\)](#) form. The form has several options. The student needs to choose the best option for their situation and follow the information provided. The student is fully responsible for collecting the appropriate signatures and submitting the completed form to the Office of the Registrar. The effective date of the withdrawal from class is the date the completed form was received by the Office of the Registrar.

Withdrawal from class without academic penalty requires the student to complete the [Withdrawal from GSW Class\(es\)](#) form and return it to the Office of the Registrar by the published no academic penalty date on the academic calendar. A student following this procedure will receive a grade of W (Withdrawn).

Withdrawal from class without academic penalty will not be permitted after the published 'no penalty' date except for non-academic reasons. Documentation of the non-academic reason for withdrawal 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.

Course withdrawals from eCore or eMajor courses follow the same procedure as with withdrawal from any other class taken for GSW credit.

Withdrawal from GSW for the Term

Students withdrawing from all classes and exiting the University for the term after the first day of classes must complete the Withdrawal from GSW for the Term form found [HERE](#). Students should choose from the options on the form and follow the information provided to complete the process. The effective date of the withdrawal from the University is entered as the date the Withdrawal from the University form was received by the Office of the Registrar

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

All withdrawals from the University for the term must be approved and completely processed before the last day of classes. The student is fully responsible for supplying all pertinent documentation to accompany the form.

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

Drops for Non-Attendance

Instructors must take attendance during the first week of classes, until the drop/add period has ended. The faculty member will report their Enrollment Verification to the Registrar after the published drop/add period ends for the term. It is the responsibility of the faculty member to document absences. Any student reported as not attending/participating in their online or on campus course will be dropped from that course and will be notified via their official email account (radar).

If a student wishes to be reinstated in the class or an error has been made by the instructor, the [Petition for Reinstatement to Class Roll](#) form must be completed. The deadline for seeking reinstatement is 14 days after the published Enrollment Verification date, found on the GSW Academic Calendar.

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 as 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 attribution 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 another's works or ideas as one's own.

Cheating on Examinations

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, or an online exam.

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. Unauthorized collaboration includes giving your GeorgiaVIEW or GoVIEW login credentials to anyone; these credentials are for your use only (see also GSW Computer and Network Acceptable Use Policy section 4.7.1 Sharing of Access).

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 Director of the Office of Student Rights and Responsibilities 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 Director of the Office of Student Rights and Responsibilities will keep on file all Academic Integrity Violation Report forms. When a new report is received, the director 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 Director of the Office of Student Rights and Responsibilities 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 Director of the Office of Student Rights and Responsibilities 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 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 Provost and Vice President for Academic Affairs within five business days of the hearing.

The Provost and 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 Provost and Vice President of Academic Affairs is travelling on university business. After this communication with the faculty, the Provost and 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 Provost and 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.

GSW Student Self Service

GSW Student Self Service allows students to access their academic and financial records on-line. Students can view holds, midterm grades, final grades, unofficial academic transcripts, registration status, class schedules, DegreeWorks, as well as their financial aid status, account summaries and fee assessments. Students can access GSW Student Self Service through MyGSW found on the GSW homepage.

It 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 GSW Student Self Service, including term specific notices and deadlines.

DEGREE REQUIREMENTS

General Associate 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 associate degree.

1. Candidates for an associate degree must earn a minimum of 60 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 associate degrees must satisfactorily complete at least 15 semester hours of the General Education.
3. A grade point average of 2.0 or higher is required for graduation. Some curricula may require higher average. Grades from transfer credit are calculated for graduation with honors purposes only.
4. A candidate must earn at least eighteen credit hours in residence to be awarded an associate degree by GSW. A student may count a maximum of 51 transfer credit hours towards an associate degree at GSW.
5. 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 fifteen 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.
6. Candidates for the associate degree must complete all courses used to meet Core Area A requirements with grades of C or better.
7. Candidates are required to satisfy the provisions of the section §20-3-68 of the Official Code of Georgia, 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.
8. Students in some degree programs and majors are required to take an exit examination prior to graduation. A minimum score may be required. Students should contact their advisors for specific details.

General 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 first-time fulltime students must complete UNIV 1000 The GSW Experience within their first two semesters at GSW. A first-time fulltime student is a student who has earned nine or fewer semester credit hours at an institution of higher education between graduating from high school and entering GSW, regardless of how many semester hours of credit the student earned while in a dual enrollment program before graduating from high school.
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 Office of the Registrar); or any active duty military persons with proof of active duty status.

- 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 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 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 by taking six elective hours to fill the credits allotted for foreign language.
 - 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 section §20-3-68 of the Official Code of Georgia, 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 and some B.S. degrees in Social Science, including Political Science, and Psychology, 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. Students in these programs must declare a minor by the time they reach 45 hours of credit towards a degree. For students using a certificate to complete a minor requirement, courses taken to satisfy Core Areas A through E may not be counted as coursework in the certificate, but Core Area F courses may be counted as coursework in the certificate. Note to Advisors: while courses can be double counted for content, they can only be counted once for credit hours. Every course that is double counted must be made up in elective hours to achieve the required total of 120 credit hours (see requirement # 1 above).
 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

Graduation is held twice a year, at the end of the fall and spring terms. Participation in graduation exercises is limited to students who have met all graduation requirements. Students with six or fewer credits hours remaining towards a degree may petition to participate in graduation exercises a semester early, but will not officially graduate until all degree requirements are fulfilled. No student may be declared a graduate of the University until all requirements for entrance and for graduation have been met, the degree is conferred and the diploma has been awarded. Students who complete all requirements in summer may participate in fall graduation exercises.

Catalog for Graduation

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 will be evaluated for graduation from the catalog in effect at the time of readmission 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

Applications for graduation are available at the Office of the Registrar or click [here](#). You and your advisor will complete the process together.

Graduation Term	Apply no later than two full semesters prior to graduation
Fall	January 15
Spring	June 15
Summer	August 15

Students who have applied for graduation by the dates specified above have guaranteed registration in the courses specified on the application as needing to be completed. Students who apply for graduation after the specified date have no such guarantee.

UNIV 1000 the GSW Experience

Georgia Southwestern State University requires a one credit hour first-year experience course (UNIV 1000) of all first-time, full-time students as defined in the General Baccalaureate Degree Requirements. New entering transfer students with fewer than nine transfer hours must also enroll in UNIV 1000. This course facilitates a new student's transition to college-level work at GSW.

Windows to the World Degree Requirement

All first-time, fulltime students as defined in the General Baccalaureate Requirements are required to complete the “*Windows to the World*” (W2W) requirement, GSW’s cultural diversity and inclusion learning initiative to prepare GSW graduates to engage successfully and appropriately in today’s global and diverse environment. Students are required to attend six W2W events. Students have a variety of W2W experiences to choose from throughout their academic program. Upon

completion of six W2W programs, students should ask their advisors how to be enrolled the W2W capstone INTL 3900, during which they will complete a general assessment of the events they attended in order to complete the degree requirement. *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](#).

Georgia Legislative Requirements

The U.S. and Georgia constitution requirements can be satisfied by earning a passing grade in POLS 1101 American Government or its equivalent taken at another University System of Georgia institution. Transfer students who receive credit for POLS 1101 from a non-University System of Georgia institution or by Advanced Placement, International Baccalaureate, or CLEP will satisfy the U.S. constitution portion of the requirement, but not the Georgia constitution portion of the requirement unless you graduated from a Georgia High School. The Georgia constitution requirement can be satisfied by passing POLS 2201 State and Local Government or by passing an examination. Contact the Associate Vice President for Academic Affairs for information on the challenge examination.

The U.S. and Georgia history requirements can be satisfied by earning a passing grade in HIST 2111 or HIST 2112

U.S. History or its equivalent taken at another University System of Georgia institution. Transfer students who bring credit for the U.S. History course from a non-University System of Georgia institution or Advanced Placement have satisfied the U.S. portion of the requirement but not the Georgia history portion. The Georgia History requirement will be met with Advanced Placement credit if the student graduated from a Georgia high school. The Georgia history portion can be satisfied by passing HIST 3810 or by passing the Georgia history examination. Contact the Associate Vice President for Academic Affairs for information on the challenge examination.

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 bachelor of arts, bachelor of business administration, bachelor of fine arts, bachelor of general studies, 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	Description	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 generally be completed during the first two years.

eCore

GSW is a participant in the eCore Cooperative Academic Agreement that allows students to earn GSW credit for taking Core curriculum courses online. For more information, go to the [GSW eCore page](#) or email ecore@gsw.edu

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 until the requirement is fulfilled.

Co-Requisite English Support Courses

All entering students will be enrolled in ENGL 1101 English Composition I and the co-requisite LS course, ENGL0999 Support for English Composition unless they meet one of the exemption criteria listed below or are enrolled in a program for which ENGL 1101 is not required. If students enroll in programs that do not require ENGL 1101, but they choose to take this course, standard assessment and placement rules will apply.

Students meeting any of the criteria on the list below may enroll in ENGL 1101 without the co-requisite Learning Support course, ENGL 0999:

- Student already has credit for an Area A English course (must meet the minimum grade requirement for the course for the institution – which may be a “C” or higher).
- Student has an English Placement Index of 4230 or higher.*
- Student has a final high school GPA (HSGPA – this is the same HSGPA that is used in calculation of the Freshman Index) of 2.5 or higher and has completed the Required High School Curriculum (RHSC) in English.
- Student has an ACT English score of 17 or higher.
- Student has an SAT Verbal/Critical Reading score of 430 or higher on the “old” SAT.

- Student has an SAT Reading test score of 24 or higher on the “new” SAT.
- Student has an Accuplacer Reading Comprehension score of 61 or higher AND an Accuplacer WritePlacer score of 4 or higher.
- Student has an Accuplacer Next-Generation Reading score of 237** or higher AND an Accuplacer WritePlacer score of 4 or higher.

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 1001*- Quantitative Reasoning	3 hours
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
MATH 1401 - Elementary Statistics (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 A2 must enroll in the next course necessary to make progress toward completing this Area in every semester in which they take classes.

MATH 1113 (Precalculus) is required in Area A for mathematics and science degree programs.

MATH 1120 (Calculus I) is required in Area A for all the Regent’s Engineering Pathway Program (REPP) students. 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 1001-Quantitative Reasoning to meet Core Area A requirements:

- All Nursing programs – ASN&BSN
- All BA programs
- BFA program
- BS in Criminal Justice
- BS in Political Science
- BS in Psychology
- BS in Sociology
- Bachelor of General Studies
- Health and Physical Education program (BSED)
- Special Education (BSED)
- BS in Long-Term Care Management

*Programs confirmed as NOT accepting MATH 1001-Quantitative Reasoning to meet Core Area A requirements:

- All Business Programs - BBA
- BS in Biology, Chemistry
- Dual Degree mathematics/engineering programs
- Regents Engineering Pathway Program (REPP)
- BS in Mathematics
- BS in Mathematics with Teaching Certification
- BS in Computer Science
- BS in Information Technology
- BSED in Middle Grades Education

**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
- BS in Long-Term Care Management

******Programs confirmed as NOT accepting MATH1101-Introduction to Math Modeling to meet Core Area A requirements:

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

******* Programs accepting MATH 1401-Elementary Statistics to meet Core Area A2 requirements:

- All BA Programs
- BFA in Art
- Bachelor of General Studies
- BS Psychology
- BS Political Science
- BS Sociology
- BS Education

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.

Co-Requisite Math Support Courses

All entering students will be enrolled in one of three standard Area A college-level credit bearing mathematics courses (MATH 1001 Quantitative Reasoning, MATH 1101 Introduction to Mathematical Modeling, or MATH 1111 College Algebra) and a co-requisite Learning Support (LS) course unless they meet one of the exemption criteria listed below or are enrolled in a program for which a mathematics course is not required. Note that MATH 1111 has higher placement and exemption criteria than MATH 1001 and MATH 1101. If students enroll in programs that do not require a mathematics course, but they choose to take a mathematics course, standard assessment and placement rules will apply.

MATH 1001 Quantitative Reasoning and MATH 1101 Introduction to Mathematical Modeling MATH 1401 Elementary Statistics

Students meeting any of the criteria on the list below may enroll in MATH 1001 MATH 1101 or MATH 1401 without the co-requisite Learning Support courses, MATH 0996, MATH 0997, or MATH 0998:

- Student already has credit for an Area A mathematics course (must meet the minimum grade requirement for the course for the institution – which may be a “C” or higher).
- Student has a Mathematics Placement Index of 1165 or higher.*
- Student has placed in pre-calculus or a higher mathematics course (e.g., College

Trigonometry or some form of calculus).

- Student has a high school GPA (HSGPA – this is the same HSGPA that is used in calculation of the Freshman Index) of 2.5 or higher and has completed the Required High School Curriculum (RHSC) in mathematics.
- Student has an ACT Mathematics score of 17 or higher.
- Student has an SAT Mathematics score of 400 or higher on the “old” SAT.
- Student has an SAT Math test score of 22 or higher on the “new” SAT.
- Student has an Accuplacer Elementary Algebra score of 67 or higher (for students who will take MATH1001 or 1101, see below).
- Student has an Accuplacer Next-Generation Quantitative Reasoning, Algebra, and Statistics score of 258** or higher (for students who will take MATH 1111, see below).

MATH 1111 College Algebra

Students who do not qualify for initial enrollment in MATH 1111 (with or without co-requisite Learning Support) may enroll in MATH 1001, MATH 1101 or MATH 1401 (with or without co-requisite support), and may later enroll in MATH 1111 after successfully completing MATH 1001 or MATH 1101.

Criteria for Placement into MATH 1111 with co-requisite support: Students meeting any of the criteria on the list below may enroll in MATH 1111 with co-requisite support, MATH 0999. (Institutions may set higher requirements to enroll in MATH 1111 with co-requisite support.)

- Student has a Mathematics Placement Index of 1165 or higher.*
- Student has a high school GPA (HSGPA – this is the same HSGPA that is used in calculation of the Freshman Index) of 2.5 or higher and has completed the Required High School Curriculum (RHSC) in mathematics.
- Student has an ACT Mathematics score of 17 or higher.
- Student has an SAT Mathematics score of 400 or higher on the “old” SAT.
- Student has an SAT Math test score of 22 or higher on the “new” SAT.
- Student has an Accuplacer Elementary Algebra score of 67 or higher.
- Student has an Accuplacer Next-Generation Quantitative Reasoning, Algebra, and Statistics score of 258** or higher.

Criteria for Direct Placement into MATH 1111: Students meeting any of the criteria on the list below may enroll in MATH 1111 without the co-requisite Learning Support course, MATH 0999. (Institutions may set higher requirements for direct enrollment in MATH 1111.)

- Student already has credit for an Area A mathematics course (must meet the minimum grade requirement for the course for institution – which may be a “C” or higher).
- Student has a Mathematics Placement Index of 1265 or higher.*
- Student has placed in pre-calculus or a higher mathematics course (e.g., College Trigonometry or some form of calculus).
- Student has a high school GPA (HSGPA – this is the same HSGPA that is used in calculation of the Freshman Index) of 2.8 or higher and has completed the Required High School Curriculum (RHSC) in mathematics.
- Student has an ACT Mathematics score of 20 or higher.
- Student has an SAT Mathematics score of 470 or higher on the “old” SAT.
- Student has an SAT Math test score of 25.5 or higher on the “new” SAT.
- Student has an Accuplacer Elementary Algebra score of 79 or higher.

Student has an Accuplacer Next-Generation Quantitative Reasoning, Algebra, and Statistics score of 266** or higher.

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, or
- Students will be able to apply leadership knowledge and skills to promote civic engagement within diverse and changing societies.

Other notes on Area B:

- 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	2 hours
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
HIST 2800 African Diaspora	3 hours
SOCI 1200 Global Social Justice	3 hours
LEAD 2020 Introduction to Leadership	2 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)
- ARTC 1100 - Art Appreciation (available through eCore as ARTS 1100)
- MUSC 1100 – Music Appreciation (available through eCore)
- 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 and Health 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 (available through eCore as BIOL 1011K)BIOL 1108 & BIOL 1108L - Essentials of Biology II Lecture and Lab (available through eCore as BIOL1012K)
- 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 1211K - Principles of Chemistry I (available through eCore)
- CHEM 1212K- Principles of Chemistry II (available through eCore)
- GEOL 1121K - Introductory Geosciences I (available through eCore)
- GEOL 1122K - Introductory Geosciences II
- PHYS 1111K - Introductory Physics I
- PHYS 1112K - Introductory Physics II
- PHYS 2211K - Principles of Physics I (available through eCore)
- PHYS 2212K - Principles of Physics II List B (available through eCore)

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
- 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 1401 - Elementary Statistics (available through eCore)
- 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 1111K and PHYS 1112K are not open to students with credit in PHYS 2211K or PHYS 2212K.
- 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 (available through eCore)	3 hours
HIST 2111 - US History I (available through eCore) or HIST 2112 - US History II (available through eCore)	3 hours

Select one course from the following: 3 hours

- ECON 2105 - Principles of Macroeconomics (available through eCore)
- HIST 1111 - World Civilization or
- HIST 1112 - World Civilization II
- 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 requires 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, 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 Office of the Registrar.

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 Office of the Registrar 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., BGS., BSCJ) 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 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., BGS., BSCJ) 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., BGS., BSCJ) 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 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.

Prior 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, is 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.

UNDERGRADUATE PROGRAMS OF STUDY

Georgia Southwestern State University encourages the development of character through intellectual inquiry and examination of personal and professional values.

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
- Leadership
- 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 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

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.

Associate and Baccalaureate Degree Programs

The University offers programs leading toward the Associate of Science, 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:

Associate of Science: Nursing

Bachelor of Arts: Art, Communication and Emerging Media, English, History, Music

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

Bachelor of Fine Arts: Art

Bachelor of General Studies

Bachelor of Science: Biology, Chemistry, Computer Science, Criminal Justice, Exercise Science, Information Technology, Long-Term Care Management, Mathematics, Mathematics with Computational Science and Engineering Option, Political Science, Psychology, Sociology

Bachelor of Science in Criminal Justice Bachelor of Science in Nursing

Bachelor of Science in Education: Elementary Education, Health and Physical Education, Middle Grades Education, Special Education, Secondary Education (English, History, Mathematics, and Political Science)

Bachelor's Degree with Teaching Certification: Music

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 minor 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.

The Regents' Engineering Pathway (REPP) was established in 2017 to expand the availability of engineering education opportunities for Georgians. In its current structure, students complete two or more years of pre-engineering courses at participating University System of Georgia (REPP Partner) institutions and then transfer to Georgia Institute of Technology, Georgia Southern University, Kennesaw State University, Mercer University or the University of Georgia (REPP Engineering Institutions) to complete a Bachelor of Science degree in Engineering.

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 Augusta University, Georgia State University, University of North Georgia, Georgia Southern 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 offers students local, state-wide, and national internship opportunities. Students may receive a maximum of twelve semester hours toward their degree for work as interns in businesses and public and non-profit agencies. Students from all academic areas who are at least a junior or senior are eligible to enroll in an internship course for academic credit.

Internship 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. Interested students should contact the departmental or college internship coordinator or the Director of Experiential Learning.

GSW Focus Areas

Students who have not decided on a particular program of study will be asked to choose a Focus Area, such as Business, Education, Health Sciences, Humanities, Social Science, or STEM. The student will then be assigned to a Focus Area academic advisor. Financial aid may be discontinued for students who have not declared a major field of study prior to the fourth semester of enrollment.

Certificates, Minors, and Endorsements

Only courses taken to satisfy Area F of the Core may be counted in a minor or certificate program. Courses taken to satisfy Core Areas A through E of the Core or to satisfy major requirements may not be counted in a minor or certificate program.

A minor is a set of courses typically within one discipline and usually consisting of 18 semester credit hours with at least 9 hours of upper division credit. Completion of a minor indicates a familiarity with this discipline but not the level of mastery indicated by completion of a major. The minor is usually a subset of the courses required for the major designed to introduce the discipline and provide foundational concepts. Many degree plans require completion of a minor along with the major field to demonstrate that the graduate has some experience outside the major discipline. A minor can only be completed as part of a degree plan.

A certificate is a set of courses, sometimes in the same discipline but often interdisciplinary, that are all related to the same specific field of study, skillset, or competency. Certificates usually consist of 15 to 18 semester credit hours with at least 9 hours of upper division credit. Completion of a certificate demonstrates a level of competency within the subject of the certificate. A certificate may be completed as a stand-alone program. In some degree programs completion of a certificate may fulfill the requirement for a minor.

An endorsement is a small group of courses in a specialized area of study. Endorsements typically consist of fewer than 12 credit hours all upper division.

CERTIFICATE PROGRAMS

Georgia Southwestern State University offers certificate programs in the following areas: American Studies, Caregiving Issues and Management, Criminal Justice, Composing Video Game Music, Digital Media Technology, European Union Studies, Entrepreneurship, Financial Technology, Pop Music, School Psychology, Social Justice, President Jimmy Carter Leadership Program Certificate in Leadership, and Women, Gender, and Sexuality Studies.

AMERICAN STUDIES

The American Studies program gives students a critical understanding of America through an interdisciplinary framework. It emphasizes the political, cultural, and social structures of the United States through classes in fields such as literature, history, and political science. Students study the United States in a global context by investigating the U.S. role in the world as well as pathways of migration and diaspora. Students also employ a variety of critical lenses, including race, gender, sexuality, and class.

Click [HERE](#) for the American Studies Curriculum Sheet

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.

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.

DIGITAL MEDIA TECHNOLOGY CERTIFICATE

The primary goal of this certificate is to prepare students for entry-level jobs in the digital design and multimedia industry. The program develops technical skills through practical applications that employ current and emerging standards and technologies in audio-video production, computer Interfacing and configuration, human- computer Interaction, and mass media.

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

ENTREPRENEURSHIP CERTIFICATE

The online Entrepreneurship Certificate program is designed for both business and non-business students. This program combines entrepreneurship classes with critical business classes to provide skills necessary for success. Students have the opportunity to create business plans, create and analyze financial statements and budgets, devise financing, and overall prepare for their business ventures.

Click [HERE](#) for the Entrepreneurship Certificate curriculum sheet.

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 GSW institutional 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 (POLS3200) 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 multi-disciplinary 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.

FINANCIAL TECHNOLOGY CERTIFICATE

The certificate in Financial Technology (FinTech) is a collaborative effort with the Georgia FinTech Academy and Georgia Southwestern State University. FinTech is an online talent development platform developed with Georgia's FinTech industry leaders. Courses and programs designed through

the FinTech Academy allow students to access the specialized educational experiences necessary to enter the FinTech sector regardless of geographic location. The certificate in financial technology prepares the student for a high demand career in areas such as information technology, cybersecurity, data science, and business.

Click [HERE](#) for the FinTech Certificate curriculum sheet.

POP MUSIC CERTIFICATE

The Pop Music Certificate is an online program that allows students the opportunity to study music beyond traditional Art music, and provides online students the opportunity to participate in a certificate program. The certificate is open to all students, regardless of major, and may be used in the place of a minor. The program does not require co- requisites or prerequisites, students may begin the certificate any semester, and it may be completed in three semesters.

Click [HERE](#) for Pop Music Certificate curriculum sheet

SCHOOL PSYCHOLOGY CERTIFICATE

The School Psychology Certificate provides students with a background in course work relevant to school psychology. Students pursuing a B.S. in Psychology are eligible for this certificate. Obtaining the certificate DOES NOT guarantee acceptance into a graduate program of study, nor licensure of any kind.

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

SOCIAL JUSTICE CERTIFICATE.

The Social Justice Certificate explores social issues that challenge humanity worldwide. Through considering the topic of social justice, students will understand the different values, priorities, and beliefs held by communities of people around the globe. Ultimately, students will gain a nuanced understanding of some of the most urgent challenges facing humanity today.

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

PRESIDENT JIMMY CARTER LEADERSHIP PROGRAM CERTIFICATE IN LEADERSHIP

This certificate is designed to be completed by students participating in the President Jimmy Carter Leadership Program and can be counted as a minor in their degree programs. Through the certificate requirements, students will be led through the Social Change Model of Leadership Development, learning qualities of effective leadership through study and applying those qualities through practicums or focused research. The student will complete twelve hours of specifically designated leadership courses and six hours of leadership-related courses in the student's major discipline or areas of interest. Following the guidelines of the Council on Advancement of Standards in Higher Education, this certificate will prepare students for "leadership roles and responsibilities", while providing them "with opportunities to develop and enhance a personal philosophy of leadership that includes understanding of self, others, and the community, and acceptance of responsibilities inherent in community membership".

Click [HERE](#) for President Jimmy Carter Leadership Program Certificate in Leadership 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 prospective 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.

ENDORSEMENTS

GSW offers endorsements in the following areas: Autism Education, and Case Management and Care Coordination Endorsement.

AUTISM EDUCATION

The purpose of the post baccalaureate Autism Education Endorsement program is to prepare general and special education certified teachers to increase their knowledge in the area of teaching students with Autism Spectrum Disorders. The program is comprised of 3 online courses (EDSP 4410, EDSP 4420, and EDSP 4430). The three courses focus on the identification of characteristics, classroom and behavioral strategies, and planning for instruction for individuals with an Autism Spectrum Disorder. Upon successful completion of the endorsement program, certified teachers will apply for the endorsement add-on to their Georgia teaching certificate.

CASE MANAGEMENT AND CARE COORDINATION ENDORSEMENT

This certificate program is designed to inform individuals on best practices for providing assistance to navigate the healthcare system. The certificate program consists of three academic courses (3 credits each) for a total of 9 academic credits. The overall learning outcomes for certificate graduates is to learn how to work effectively with others, work collaboratively as an inter-professional practice, identify client needs, plan care with a client, develop creative resources, and design appropriate referrals for services. The knowledge gained in this certificate will be useful to those who are studying to take the NACCM (National Academy of Certified Care Managers) exam and/or the CMC (Certified Case Manager) exam.

Click [HERE](#) for Case Management and Care Coordination Endorsement curriculum sheet

THE PRESIDENT JIMMY CARTER LEADERSHIP PROGRAM

Students with outstanding academic performance and demonstrated leadership skills at the high school level will be invited to participate in the President Jimmy Carter Leadership Program (PJCLP) prior to their freshman year at Georgia Southwestern. Following the Social Change Model of Leadership Development, this Program focuses on growing leaders who will work for the betterment of others, the community, and society, while maturing in self-knowledge and leadership competencies.

This model of leadership is based on the premise that students need to appreciate their own beliefs, strengths, and values first to understand the impact these qualities have on the type leader they can

become. Year one of the Program is spent on this topic with various activities, assessments, and opportunities designed to assist the students in reaching these goals.

The second year emphasis is on the dynamics of leadership in a group setting. Students will explore the various roles within a group, work on building trust, and learn to work effectively with others toward a common goal.

Year three centers on the community and society at large, determining the kinds of service activities most effective in energizing the group and in developing desired personal qualities in the individual. At this time, each student will select one of the two tracks offered in the Program:

1. Research Track: Students will develop and complete an academic research project with a faculty mentor.
2. Service Track: Students will work together to design and implement a major service project to benefit the GSW campus or the local community.

For Program students in the fourth year, time will be spent on completion, implementation, and assessment of the chosen project.

Throughout the four years, PJCLP students will have opportunities to participate in a number of leadership, cultural, and service activities outside of the classroom, designed to enhance leadership development and personal growth. They will enroll in one academic leadership course each fall and spring semester for the four years.

Program Admission Requirements and Scholarship

After acceptance to GSW, students who meet the following criteria should complete the Beginning Freshman Scholarship Application, indicating their interest in the PJCLP by including a required brief statement (200-300 words) on their views of leadership.

1. Minimum combined score of 1100 on the new SAT or composite ACT score of 22
2. High School curriculum grade point average of 3.0 or greater
3. Demonstrated leadership and service experience in high school

After the application review process is complete, accepted students will be offered an annual scholarship of

\$1500 (\$750 per fall and spring semesters). Continuing Program Requirements

To remain in the PJCLP and continue receiving the annual scholarship, the following requirements must be met:

1. Maintain a college grade point average of 3.0 or higher
2. Live on campus the first two years of participation in the Program
3. Be an active member of at least two campus organizations annually
4. Attend a minimum of ten campus events each semester
5. Fulfill service hours requirements each semester
6. Enroll in at least one academic leadership course per semester for four years.

Co-Requisite Learning Support

Co-Requisite Learning Support is 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

GSW provides support in both English and Mathematics. These subjects will be taught as co-

requisite support courses taken alongside the collegiate courses. Courses will be titled and numbered as follows:

- **ENGL 0999** – Support for English Composition (ENGL 1101)
- **MATH 0996** - Support for Elementary Statistics (MATH 1401)
- **MATH 0997** - Support for Quantitative Reasoning (MATH1001)
- **MATH 0999** – Support for College Algebra (MATH 1111)

English 0999. 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 0996 Support for MATH 1401** This Learning Support course provides co-requisite support for students enrolled in MATH 1401 - Elementary Statistics. Topics will parallel topics being studied in MATH 1401 and the course will provide support for the essential skills needed to be successful in MATH 1401. Taken with MATH 1401, topics to be covered will include descriptive statistics, probability theory, confidence intervals, hypothesis testing, and other selected statistics topics. Co-requisite: MATH 1401. (1-0-1)

MATH 0997 Support for MATH 1001 This course is intended to provide co-requisite support for students with a Math Placement Index score below 1449 while they are enrolled in MATH 1001 – Quantitative Reasoning. It is designed to help students taking MATH 1001 concurrently. Topics in this course include the prerequisites for MATH 1001 focusing on mathematical reasoning and skills. (1-0-1). Co-requisite: MATH 1001.

Math 0999: Support for MATH 1111 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)

Evaluation for Placement

Students meeting one the following criteria will be exempt from co-requisite support for English 1101.

- Student already has credit for an Area A English course (must meet the minimum grade requirement for the course for the institution – which may be a “C” or higher).
- Student has an English Placement Index of 4230 or higher.*
- Student has a final high school GPA (HSGPA – this is the same HSGPA that is used in calculation of the Freshman Index) of 2.5 or higher and has completed the Required High School Curriculum (RHSC) in English.
- Student has an ACT English score of 17 or higher.
- Student has an SAT Verbal/Critical Reading score of 430 or higher on the “old” SAT.
- Student has an SAT Reading test score of 24 or higher on the “new” SAT.
- Student has an Accuplacer Reading Comprehension score of 61 or higher AND an Accuplacer WritePlacer score of 4 or higher.
- Student has an Accuplacer Next-Generation Reading score of 233 or higher AND an Accuplacer WritePlacer score of 4 or higher.

Students meeting one the following criteria will be exempt from co-requisite support for MATH 1001, MATH1101, or MATH 1401.

- Student already has credit for an Area A mathematics course (must meet the minimum grade requirement for the course for the institution – which may be a “C” or higher).
- Student has a Mathematics Placement Index of 1165 or higher.*
- Student has placed in pre-calculus or a higher mathematics course (e.g., College Trigonometry or some form of calculus).
- Student has a high school GPA (HSGPA – this is the same HSGPA that is used in calculation of the Freshman Index) of 2.5 or higher and has completed the Required High School Curriculum (RHSC) in mathematics.
- Student has an ACT Mathematics score of 17 or higher.
- Student has an SAT Mathematics score of 400 or higher on the “old” SAT.
- Student has an SAT Math test score of 22 or higher on the “new” SAT.
- Student has an Accuplacer Elementary Algebra score of 67 or higher (for students who will take MATH 1001 or 1101, see below).
- Student has an Accuplacer Next-Generation Quantitative Reasoning, Algebra, and Statistics score of 258 or higher (for students who will take MATH 1001 or 1101, see below).

Students meeting one the following criteria will be exempt from co-requisite support for MATH 1111.

- Student already has credit for an Area A mathematics course (must meet the minimum grade requirement for the course for institution – which may be a “C” or higher).
- Student has a Mathematics Placement Index of 1265 or higher.*
- Student has placed in pre-calculus or a higher mathematics course (e.g., College Trigonometry or some form of calculus).
- Student has a high school GPA (HSGPA – this is the same HSGPA that is used in calculation of the Freshman Index) of 2.8 or higher and has completed the Required High School Curriculum (RHSC) in mathematics.
- Student has an ACT Mathematics score of 20 or higher.
- Student has an SAT Mathematics score of 470 or higher on the “old” SAT.
- Student has an SAT Math test score of 25.5 or higher on the “new” SAT.
- Student has an Accuplacer Elementary Algebra score of 79 or higher.
- Student has an Accuplacer Next-Generation Quantitative Reasoning, Algebra, and Statistics score of 288 or higher.

Rules for Students in

Programs Attempts and Exit

1. There are no limits on attempts in co-requisite courses;
2. Students will exit by successfully passing the corresponding Area A collegiate-level course;
3. The following requirements apply to those students who have co-requisite requirements:
 - a. During each semester of enrollment, a student must first register for required college-level and co-requisite courses before being allowed to register for other courses. This policy also applies to part-time students. Two exceptions are possible:
 - I. 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.
 - II. 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.
4. Students are required to take the co-requisite course each semester until they complete corresponding college-level course with a grade of C or better. Students may not withdraw from

the co-requisite support class unless they also withdraw from the college-level course. Students who withdraw from an Area A college-level course are required to enroll in that course and the corresponding co-requisite course in the following term and every subsequent term until a C or higher is earned.

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.

Rules for Returning Students

1. Students who leave GSW for any reason may be re-admitted without co-requisite requirements if they meet one of the following conditions:
 - a. Students have completed all requirements at a SACSCOC accredited TCSG institution and completion of requirements is documented on their TCSG transcript.
 - b. Students have earned transferable credit at a regionally-accredited non-USG institution for ENGL 1101 (for completion of the English requirement) or an Area A mathematics course (for completion of the Mathematics requirement).
 - c. Students have completed at another USG institution and completion of requirements is documented on their transfer transcript.
2. 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:
 - a. Students who have been suspended from the institution for a calendar year for failure to complete may retest for potential placement in co-requisite courses according to a placement index calculated on the basis of Compass test scores.
 - b. Students in who voluntarily leave GSW for periods of one calendar year or more must be retested with the Accuplacer in any previously unsatisfied area.
 - c. Such students may be readmitted without a requirement if they meet the institutional criteria for exemption.
 - d. Students who do not score high enough on the Accuplacer test to exempt may be placed in co-requisite courses, depending on institutional placement policies.
3. 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 requirements in the interim.
4. Completion of transferable Area A courses in English or mathematics from any institution will eliminate further requirements in that area upon transfer back to GSW.

COLLEGE OF ARTS AND SCIENCES

Interim Dean: Dr. Mark Laughlin, Jackson Hall, Room 122 (229) 931-2250

Interim Associate Dean: Dr. Paul Dahlgren, English Building, Room 230 (229) 931-2191

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 College of Business and Computing, Education, or Nursing and Health Sciences. 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, the Bachelor of Fine Arts, and the Bachelor of General Studies 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; Physics; History and Political Science; Mathematics, 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.

Bachelor of General Studies

Coordinator: Dr. Paul Dahlgren, English Building, Room 230 (229) 931-2191

Advisors: Dr. Julie Megginson, Jackson Hall, Room 121 (229) 931-2240 and Dr. Glenn Robins, Business History Building, Room 314 (229) 931-2108

This program provides students with an avenue to an interdisciplinary bachelor's degree and a degree completion option for students who have substantial credit hours without attaining a degree. The Bachelor of General Studies consists of 60 hours in the core curriculum conforming to USG and GSW requirements plus the completion of three areas of concentration. Each area of concentration may be satisfied by completing the requirements for a minor or certificate. The Bachelor of General studies also includes a capstone course in interdisciplinary studies.

AMERICAN STUDIES CERTIFICATE

The American Studies program gives students a critical understanding of America through an interdisciplinary framework. It emphasizes the political, cultural, and social structures of the United States through classes in fields such as literature, history, and political science. Students study the United States in a global context by investigating the U.S. role in the world as well as pathways of migration and diaspora.

Students also employ a variety of critical lenses, including race, gender, sexuality, and class. The American Studies Certificate is an eighteen-hour course of study and can be substituted for a minor.

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

WOMEN, GENDER, AND SEXUALITY STUDIES CERTIFICATE

Contact: Dr. Susan Bragg
Director of Women, Gender, & Sexuality Studies susan.bragg@gsw.edu

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. Students may take introductory courses in the WGSS program as part of their core curriculum, as well as earn a certificate demonstrating advanced study in topics related to women, gender, and sexuality. Approved courses for the certificate offer the opportunity of interdisciplinary study in a wide variety of Arts & Sciences programs.

Department Of Biology

Chair: Dr. Stephanie G. Harvey

Emerita: Dr. Elisabeth Elder

Professors: Dr. Ian M. Brown, Dr. Stephanie G. Harvey, Dr. Anh-Hue Tu

Associate Professors: Dr. Anne Jacobs, Dr. Tom Lorenz

Assistant Professor: Dr. Surya Amarachintha , Dr. Lee Wright

The study of biology at Georgia Southwestern State University is intended to provide the student with a broad base in biological science rather than specialized expertise in one narrow discipline. The flexibility within the program allows for individualized pathways to direct one's study toward areas of interest such as pre-professional (preparation for medical, dental, veterinarian, and PA programs), wildlife biology, conservation biology, agriculture, ecology, microbiology and molecular biology. 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 techniques and scientific knowledge 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

Research Capstone I and II. A grading rubric will be used to evaluate the outcomes based on a student's research project. Additionally, to assess the 4th outcome on a broader basis, students will take the ETS Major Field Exam in Biology (a nationally recognized assessment tool) as part of the capstone series.

MINOR IN BIOLOGY

To earn a minor in biology, the student should complete 18 hours of upper division biology. Biology 2107 and 2108 are prerequisites 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.

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 important that these students confer regularly 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, may meet the entrance requirements of those programs 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, Geology and Physics

Chair: Dr. Elizabeth Gurnack

Emeritus: Dr. Harold E. "Bud" Cofer, Dr. Burhcard Carter, Dr. Thomas Weiland

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

Associate Professors: Dr. Svilen Kostov

The Department of Chemistry, Geology and Physics 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, the faculty in this Department will

- 1) Serve the overall Mission of the University by providing quality instruction for all students in the

areas of Chemistry, Geology, Physics, and Astronomy.

- 2) Provide required introductory, upper-level classes for students pursuing teacher certification through the GSW College of Education.
- 3) Instill in all students a fascination with and dedication to lifelong learning about the world around them by providing a thorough background in the composition, processes, and physical laws that define the Universe.
- 4) Integrate coursework training with up-to-date analytical techniques, field experiences and research projects throughout our programs to provide our majors with the experiential background needed for successful graduate education and careers in the natural and physical sciences.
- 5) Provide additional service to the University, community, local schools and the public through various outreach programs.

The Department offers the following degree programs and minors:

- Bachelor of Science with a Major in Chemistry
- Minor in Chemistry

And the following Pre-Professional programs:

- Pre-Engineering
- Pre-Pharmacy
- Pre-Medicine

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 world problems and advances in chemistry.

The Department 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.

CHEMISTRY MINOR PROGRAM

The chemistry minor curriculum requires 17 credit hours total in upper division courses. Admission into the Chemistry Minor program must be approved by the Department Chair. Click [HERE](#) for

Chemistry Minor curriculum sheet.

PRE-PROFESSIONAL PROGRAMS

The Department of Chemistry, Geology and Physics has several pre-professional options, including pre-engineering, pre-pharmacy and pre-medical options. Each of these is detailed below.

Pre-Engineering

Industry, private engineering consulting practices, and governmental agencies are increasingly seeking a technologically educated person who has the broad overview of science and technology that a university pre-engineering program provides. GSW's Pre-Engineering Program has an established record for providing the path to a successful engineering career through the Regents Engineering Pathways Program (REPP). Georgia Southwestern State University (GSW) is a participating partner (REPP Partner) within the REPP. The forerunner to the REPP was originally established in 1986 to expand the availability of engineering education opportunities for Georgians. In its current structure, students complete two or more years of pre-engineering courses REPP Partner institutions and then transfer to either Georgia Institute of Technology, Georgia Southern University, Kennesaw State University, Mercer University or the University of Georgia (REPP Engineering Institutions) to complete a Bachelor of Science degree in Engineering. In addition, GSW has separate transfer guidelines with the Samuel Ginn College of Engineering at Auburn University, which allows our pre-engineering students to continue their education outside the State of Georgia if they choose to do so.

For the first two years, typically, students in this program attend GSW, where they take all of the mathematics and science and some of the engineering courses required in the first two years of the REPP Engineering institution's engineering curricula. Upon successful completion of the REPP requirements at GSW, students may be admitted to the REPP Engineering Institution to work toward completion of a Bachelor of Science in engineering degree. ***Please note that successful completion of courses at GSW does not guarantee transfer admission to an engineering program at a REPP participant school.***

Mission Statement: To encourage and accommodate students who desire to study engineering, but who for various reasons may prefer to attend another college before coming to an REPP Engineering Institution; this program offers motivated and successful students the opportunity to transfer to an REPP Engineering Institution through the Regents' Engineering Pathway. REPP students enjoy many of the advantages of regular (first year) engineering program students: they have equal access to engineering majors after transfer; they can also participate in the co-op program. Prior to transfer, they are invited to the REPP Engineering Institution campus once a year for campus tours, information sessions, and meetings with advisors in their engineering majors.

If you have any questions please email the pre-engineering advisor, Dr. Svilen Kostov at Svilen.Kostov@gsu.edu

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

Pre-Pharmacy

The goal of this program is to provide the basic foundation for admittance to a school of pharmacy. Your success will depend on your personal commitment to your professional goal. A pre-pharmacy program is a series of courses that satisfy the prerequisites for admission to a pharmacy school. These courses can be offered at any accredited institution and typically require three years to complete. The actual Doctor of Pharmacy Degree must be earned from an accredited pharmacy

school, typically requiring an additional four years. The specific courses required vary from pharmacy school to pharmacy school so you must carefully consider this fact as you plan your course of study. Your pre-pharmacy advisor is your greatest source of help in this endeavor. In general, the pre-pharmacy curriculum includes a strong background in the sciences and mathematics as well as varied courses in the arts and humanities.

Course grades as well as the sequence in which courses are taken in the pre-pharmacy program can determine whether or not a student will be successful in acceptance into a pharmacy school. Pharmacy schools typically only enroll one class each year and that class might be limited to 140-150 students.

Competition for those seats is strong so preparation is mandatory. In most cases a pre-pharmacy student applies to pharmacy schools (note the plural) in the summer or early fall of their second year. It is important to note that the first indicator evaluated by the admissions personnel is your academic GPA, always keep that in mind. Many pharmacy schools also require scores on the PCAT, a standardized exam. In order to do well on that test, the first chemistry and biology series should have been completed, as well as most of the math. Once again, the pre-pharmacy advisor will be of great help in the scheduling of your courses.

A typical pre-pharmacy curriculum is given as an example for students looking at the four pharmacy schools in the area (Mercer University-College of Pharmacy and Health Sciences, University of Georgia School of Pharmacy, The South University School of Pharmacy, and Philadelphia College of Osteopathic Medicine (PCOM)). Students interested in applying to pharmacy schools outside of Georgia are encouraged to contact their advisor when planning their coursework to determine if any additional coursework is required.

If you have any questions please call Dr. Michele L. Smith at (229)-931-2332 or email her at Michele.Smith@gsw.edu

Click [HERE](#) for the typical pre-pharmacy curriculum.

Pre-Medicine

A common misleading notion is that to be accepted to a medical school it is necessary to major in Chemistry or Biology. In most cases a student has the opportunity to choose almost any major, as long as specific prerequisite courses are completed in the process. Since a large number of these courses lie in the areas of math and science it is usually more expedient to choose majors accordingly, with Chemistry or Biology the most common.

Typically, the requirements for entrance into medical school include:

- a year of general chemistry with lab
- a year of biology with lab
- a year of organic chemistry with lab
- a year of physics with lab
- a year of mathematics

On top of those requirements it is strongly recommended that students complete additional coursework in biology and chemistry which will aid them on the MCAT and in their first year of medical school.

Typical coursework is selected from offerings such as Biochemistry, Analytical Chemistry, Anatomy and Physiology, Cell and Molecular Biology, and others, with the object of developing a stronger background of knowledge.

While coursework and GPA are obviously of great importance, the successful applicant will also have

to furnish references, perform well on the MCAT, and demonstrate an involvement in extracurricular activities on campus and in the community. Anything a student can use to strengthen his or her application package will aid in this competitive process. At Georgia Southwestern we will supply the academic opportunity and guidance, but student success depends solely on individual commitment to a career goal.

For additional information you are invited to contact either, or both, of the following

- Chemistry – Dr. M. Elizabeth Gurnack at Elizabeth.Gurnack@gsu.edu
- Biology – Dr. Stephanie Harvey at Stephanie.Harvey@gsu.edu

Department Of English and Modern Languages

Department Chair: Dr. Paul Dahlgren

Professor Emerita: Dr. Gabrielle U. Stauf

Professors: Dr. Paul Dahlgren, Dr. Bryan P. Davis, Dr. Eugenia P. Bryan, Dr. Milton J. Waldrop

Associate Professors: Dr. Anish Dave, Dr. Lauren DiPaula, Dr. Olga Godoy, Dr. Michael Moir, Dr. Jesse Russell

Assistant Professors: Dr. Alaina Kaus

Senior Lecturers: Lydia G. Rogers, Kay Sassi, Alwen Yeung

Lecturers: Elizabeth Blue Argo, J. Dr. Jennifer Ryer

Good communication skills are essential for success in the modern 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 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 writing allows students to communicate effectively in their social, civic and, economic environments. Studying foreign languages and world literatures is essential in an increasingly globalized world. 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

- Compose effective written responses to a given rhetorical situation.
- Formulate research and locate it within a specific interpretive, disciplinary or intellectual context; evaluate and cite appropriate secondary sources; and situate this argument in a critical conversation.
- Demonstrate the ability to think critically or creatively, and to integrate material from diverse intellectual backgrounds.

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 written 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.

AMERICAN STUDIES CERTIFICATE

The American Studies program gives students a critical understanding of America through an interdisciplinary framework. It emphasizes the political, cultural, and social structures of the United States through classes in fields such as literature, history, and political science. Students study the United States in a global context by investigating the U.S. role in the world as well as pathways of migration and diaspora. Students also employ a variety of critical lenses, including race, gender, sexuality, and class. The American Studies Certificate is an eighteen-hour course of study and can be substituted for a minor.

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

Department Of History and Political Science

Department Chair: Dr. Glenn Robins

Emeritus: Dr. Richard L. Baringer

Professors: Dr. Brian Parkinson, Dr. Glenn M. Robins, Dr. Brian Smith

Associate Professors: Dr. D. Jason Berggren, Dr. Susan Bragg, Dr. Evan Kutzler, Dr. John LeJeune, Dr. Paula J. Martin

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 departmental so 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 College of Education: B.A. in History with Teacher Certification.

Student Learning Outcomes for the BA 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.

Department Of Mathematics

Department Chair: Dr. Kailash C. Ghimire

Professor emerita: Dr. Lettie Watford

Associate Professor Emeritus: Dr. John Stroyls

Assistant Professor Emeritus: Thomas L. Wheeler

Senior Lecturer Emeriti: Ervin Anderson

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

Associate Professor: Dr. Manoj K. Thapa

Lecturers: Joshua Slatton, Daniel Zarzutski

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 every day 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 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.

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.

Department of Music, Communication, and Emerging Media

Department Chair: Dr. Julie Megginson

Professor: Dr. Julie Megginson, Dr. E. Mark Laughlin

Assistant Professors: Dr. Jonathan Carter, Dr. Ashley Jones

Senior Lecturer: Alwen Yeung

Lecturer: Beau Palmer

BACHELOR OF ARTS DEGREE WITH A MAJOR IN MUSIC

Professor: Dr. Julie Megginson, Dr. E. Mark Laughlin;

Senior Lecturer: Alwen Yeung

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 Capstone. The Senior Capstone can take any scholarly form on an approved musical topic presented in a public form. Examples include, but are not limited to: a recital, research paper, lecture recital, multi-media presentation, etc.

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.

BACHELOR OF ARTS DEGREE WITH A MAJOR IN COMMUNICATION AND EMERGING MEDIA

The Bachelor of Arts in Communication and Emerging Media challenges students to understand the social and cultural implications of communication in a constantly changing technological world. The program reflects a commitment to the concept of applied humanities, as the curriculum balances theoretical understanding drawn from media studies, digital media, rhetoric, technical writing, communication, psychology, sociology, and humanities with opportunities for practical application. These diverse perspectives help students to develop critical skills and technological expertise to become a communicator that is prepared to succeed in the shifting media landscape by using critical, creative, and collaborative skills to:

- Develop creative ways to use emerging technology to express ideas and solve problems,
- Analyze communication opportunities to determine appropriate media and rhetorical strategies when creating content for existing and/or emerging media platforms,
- Adapt messages to audiences and technological constraints while retaining (and amplifying) the benefits provided by emerging media, and
- Anticipate the ethical implications of emerging media and their power to shape public opinion.

Example of Outcome Assessments

All graduates should be aware of certain core values and competencies and be able to:

- Demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
- Demonstrate an understanding of gender, race ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications;
- Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society;
- Understand concepts and apply theories in the use and presentation of images and

information;

- Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
- Conduct research and evaluate information by methods appropriate to the communications professions in which they work; Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
- Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- Apply basic numerical and statistical concepts;
- Apply tools and technologies appropriate for the communications professions in which they work.
- Successful completion of Senior Capstone.

DIGITAL MEDIA TECHNOLOGY CERTIFICATE

The primary goal of this certificate is to prepare students for entry-level jobs in the digital design and multimedia industry. The program develops technical skills through practical applications that employ current and emerging standards and technologies in audio-video production, computer Interfacing and configuration, human- computer Interaction, and mass media.

GENERAL MUSIC CERTIFICATE

The General Music Certificate is a program that can be completed online or face-to-face. The certificate allows students the opportunity to study music beyond traditional Art music, and provides online students the opportunity to participate in a certificate program. The certificate is open to all students, regardless of major, and may be used in the place of a minor. The program does not require co-requisites or prerequisites, students may begin the certificate any semester, and it may be completed in three semesters.

POP MUSIC CERTIFICATE

The Pop Music Certificate is an online program that allows students the opportunity to study music beyond traditional Art music, and provides online students the opportunity to participate in a certificate program. The certificate is open to all students, regardless of major, and may be used in the place of a minor. The program does not require co-requisites or prerequisites, students may begin the certificate any semester, and it may be completed in three semesters.

COMPOSING VIDEO GAME MUSIC CERTIFICATE

Composing Video Game Music Certificate is designed to provide students with a foundation in the creative process of sound design and composing music for video games. Students will review the elements of musical style, history, and techniques as it relates to video game music.

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 Bachelor of Arts Degree with a Major in Communication & Emerging Media curriculum sheet Click [HERE](#) for Music Minor curriculum sheet.

Click [HERE](#) for Digital Media Technology Certificate Click [HERE](#) for General Music Certificate

Click [HERE](#) for Pop Music Certificate

Click [HERE](#) for Composing Video Game Music Certificate

Department Of Psychology and Sociology

Department Chair: Dr. Charles M. Huffman

Professors: Dr. Ellen M. Cotter, Dr. Gary Fisk, Dr. Charles M. Huffman, Dr. Jamie MacLennan

Associate Professors: Dr. Joseph Comeau, Dr. Judy Orton-Grissett, Dr. Debra Palmer

Assistant Professors: Dr. Marianna Baykina, Dr. Debaleena Ghosh, Dr. Sally Merritt

Lecturer: Brandon Bell

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, B.S. in Sociology, and B.S. in Criminal Justice—Online. The department also offers minors in Psychology, Sociology, and certificates in Criminal Justice, School Psychology, Social Justice, and Women Gender and Sexuality Studies.

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.

SCHOOL PSYCHOLOGY CERTIFICATE

The School Psychology Certificate provides students with a background in course work relevant to school psychology. Students pursuing a B.S. in Psychology are eligible for this certificate. Obtaining the certificate DOES NOT guarantee acceptance into a graduate program of study, nor licensure of any kind.

Click [HERE](#) for School Psychology Certificate 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 IN CRIMINAL JUSTICE -ONLINE

The Bachelor of Science with a major in criminal justice is an online program offered through a Cooperative Academic Arrangement between GSW, Dalton State College, Georgia Highlands College, and the University of West Georgia. 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. 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.

SOCIAL JUSTICE CERTIFICATE.

The Social Justice Certificate explores social issues that challenge humanity worldwide. Through considering the topic of social justice, students will understand the different values, priorities, and beliefs held by communities of people around the globe. Ultimately, students will gain a nuanced understanding of some of the most urgent challenges facing humanity today.

AMERICAN STUDIES CERTIFICATE

The American Studies program gives students a critical understanding of America through an interdisciplinary framework. It emphasizes the political, cultural, and social structures of the United States through classes in fields such as literature, history, and political science. Students study the United States in a global context by investigating the U.S. role in the world as well as pathways of migration and diaspora. Students also employ a variety of critical lenses, including race, gender, sexuality, and class. The American Studies Certificate is an eighteen-hour course of study and can be substituted for a minor.

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

Department Of Visual Arts

Department Chair: Laurel J. Robinson

Professors: Laurel J. Robinson, Charles Wells, Keaton Wynn

Senior Lecturer: Justin Hodges

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, print making, 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.

COLLEGE OF BUSINESS AND COMPUTING

Dean: Dr. Gaynor Cheokas, Business & History Building, room 212, 229-931-2726, gaynor.cheokas@gsu.edu

Business Administration Faculty:

Professor Emeritus: Dr. Philip Szmedra, Dr. M. Elizabeth Wilson

Assistant Dean for Online Learning: Dr. Shannon Perry

Professors: Dr. Robert Bennett, Dr. Gaynor Cheokas, Dr. Michael Fathi, Dr. Mark Grimes

Associate Professors: Dr. Carol Bishop, Dr. Suzanne Conner, Dr. Cecilia Maldonado, Dr. J. Dr. Yangil Park, Dr. John S. Stovall, Dr. Qian Wang

Assistant Professors: Dr. Jim Aller, Dr. Allen Brown, Dr. Mohammed Dehzoeei, Dr. Sondra Smith, Dr. Darrin Theriault, Dr. Irina Toteva

Senior Lecturers: Joni Hammond, Dawn D. Hart, Danielle Taylor

Lecturer: Amber Stovall

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

Director of MBA Program: Dr. Jim Aller

eMajor Liaison: Dr. Shannon Perry

Computing Faculty:

Department Chair: Dr. Shannon Perry

Professor: Dr. Alexander M. Yemelyanov

Associate Professor: Dr. Wei Ding

Assistant Professor: Dr. Sai Mukkavilli

Senior Lecturer: Dr. Karen S. Cook

The College of Business and Computing is comprised of the School of Business Administration (SOBA) and the Department of Computing (DOC). The College is dedicated to offering quality academic programs at the undergraduate and graduate levels.

College of Business and Computing

The mission of the GSW College of Business and Computing is to provide its diverse student population quality undergraduate and graduate-level educational programs that produce graduates with the requisite practical and relevant knowledge, skills, and professional qualities to excel in their business, computing, and information management careers and to fulfill their personal potential.

Specifically, our mission is to produce business and computing graduates who:

1. Can express themselves effectively and can communicate both orally and in writing. Are highly ethical and moral.
2. Have a strong working knowledge of and ability to utilize modern information technology.
3. Are analytical problem solvers and critical thinkers who can dissect complex business and computing scenarios and formulate and implement effective recommendations and direction.
4. Are fully prepared in terms of business and/or computing knowledge and the abilities to apply such knowledge as they analyze, assess, and take action in critical professional scenarios.

School Of Business Administration

General Definition of the BBA Degree Program

The Bachelor of Business Administration (BBA) degree is designed to give students a broad knowledge of the functional aspects of organizations and their interconnection. It also allows for specialization in areas including Accounting, Human Resource Management, Management and

Marketing. The degree develops the student's practical, managerial and communication skills, and business decision-making capability.

The goal of a BBA degree is to graduate ethical, globally-thinking, and technically prepared individuals who are ready to begin or move ahead in business careers.

eMAJOR

A partnership with USG public institutions, eMajor provides quality, affordable, high-demand post-secondary degrees and credentials that address the workplace needs of Georgia and beyond.* The eMajor program is supported by the USG's eCampus service unit, which also supports the state's eCore program. The BBA degree program is ideal for students who meet the criteria for online status and wish to take advantage of online courses and for working professionals, military members, transfer students and returning students seeking alternative routes to degree completion.

Additionally, through GSW's Prior Learning Assessment program, students are able to earn credits for prior learning and reduce the time it takes them to graduate. Ultimately, students can earn the same degree in management, marketing, accounting or human resource management as traditional, on-campus students. For more information visit <https://gsw.edu/bba>.

*Disclaimer: 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.

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).

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 (in direct 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 Administration. 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 the Bachelor of Business Administration degree program and for graduation:

- Complete a minimum of 60 credit hours of College-level work (at GSW or transferred in from another school or completed through Dual Enrollment).
- Complete all three Area A courses.
- Complete at least three courses from the six in Area F
- Achieve a minimum 2.25 department GPA across any combination of six courses taken from Area A and/or Area F.

UNDERGRADUATE DEGREE REQUIREMENTS BACHELOR OF BUSINESS ADMINISTRATION DEGREE BBA

These requirements are in addition to the degree requirements by the University:

- Complete a minimum of 124 semester hours from general core curriculum (Areas A-E and PE), required Area F courses, and business core/major courses while maintaining a minimum department 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 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 [National Association of State Boards of Accountancy](#) (NASBA) 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.

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.

Entrepreneurship Certificate

The online Entrepreneurship Certificate program is designed for both business and non-business students. This program combines entrepreneurship classes with critical business classes to provide skills necessary for success. Students have the opportunity to create business plans, create and analyze financial statements and budgets, devise financing, and overall prepare for their business ventures.

Click [HERE](#) for the Entrepreneurship Certificate curriculum sheet.

Financial Technology Certificate

The certificate in Financial Technology (FinTech) is a collaborative effort with the Georgia FinTech Academy and Georgia Southwestern State University. FinTech is an online talent development platform developed with Georgia's FinTech industry leaders. Courses and programs designed through the FinTech Academy allow students to access the specialized educational experiences necessary to enter the FinTech sector regardless of geographic location. The certificate in financial technology prepares the student for a high demand career in areas such as information technology, cybersecurity, data science, and business.

Click [HERE](#) for the FinTech Certificate curriculum sheet.

Department of Computing

Department Chair: Dr. Shannon Perry

Professor Emeritus: Dr. Boris Peltsverger, Dr. Arvin Shah

Professor: Dr. Alexander M. Yemelyanov

Associate Professors: Dr. Wei Ding

Assistant Professor: Dr. Sai Mukkavilli

Senior Lecturer: Karen S. Cook

The Department of Computing is committed to strong, dynamic undergraduate and graduate programs in computing, emphasizing the fast-changing technologies and skills relevant to educational, technological and computing needs, while offering students personalized and challenging experiences.

MISSION STATEMENT

The mission of the Department of Computing 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 computing careers, further academic studies, and fulfill their personal potential. To accomplish this mission, the DOC seeks to accomplish the following strategic goals:

- Provide the highest quality and most dynamic learning experiences through innovation, enthusiastic, and relevant instruction, and enrichment. Develop an affinity for assessment and continuous improvement and develop a culture in COBAC that supports innovation, best practices, and continuous improvement in our delivery of learning opportunities.
- Develop a faculty that is truly exceptional in terms of presenting innovative instruction and providing students with experiential and applied learning scenarios. Develop an exceptional faculty in terms of caring for students, being readily available and approachable, and enthusiastic in terms of helping students reach their full potential academically and with professional aspirations.
- Actively engage and seek curricular and co-curricular input, collegiality, financial support and scholarships, and engagement from stakeholders such as other academic institutions, business organizations, and major employers, recent graduates, business and community leaders, and local Chambers of Commerce. Provide numerous curricular and co-curricular engagement opportunities such as internship, leadership development, volunteerism and service-learning opportunities, involvement in the community, guest speakers, class field trips, career preparations, and the like.

APPROACHES TO ASSURANCE OF LEARNING

Direct assessment methods are used to assure that the department is meeting the student outcomes. The selection process in recruiting students in the Department of Computing complies with the University standards.

The Department of Computing uses the following assessment methods:

- course-embedded measurements
- Senior Exit Survey (SES)

PROGRAM EDUCATIONAL OBJECTIVES

The Program Educational Objectives describe the desired educational accomplishments of the BS Computer Science and BS Information Technology degree program. These objectives state the broad educational expectations for the BS Computer Science and BS Information Technology degree program and specify the intellectual and behavioral competencies the program is intended to instill.

1. Graduates will be thoroughly grounded in the principles and practices of computing enriched with mathematics and science and properly prepared to apply knowledge and skills to complete software-related projects.
2. Graduates will be responsible members of the computing profession, and informed and contributing members to society.
3. Graduates will be successfully employed in the computing profession and/or will be actively pursuing advanced degrees.

STUDENT OUTCOMES

By developing operational definitions of the objectives and assessing student performance, the department measures its level of success at accomplishing the objectives.

1. Analyze a complex computing problem and apply principles of computing and other relevant disciplines to identify solutions
2. Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.
3. Communicate effectively in a variety of professional contexts.
4. Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.
5. Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline.

6. Apply computer science theory and software development fundamentals to produce computing-based solutions.

BACHELOR OF SCIENCE DEGREE WITH A MAJOR IN COMPUTER SCIENCE

A computer science degree from GSW offers many technical and non-technical skills that are highly valued by employers, from leadership to programming. The increasing scope of computer science means you have plenty of choices in a wide variety of highly specialized areas. With computer technologies playing an ever-growing role in all aspects of modern life, you're likely to find your computer science skills in high demand across many different industries. These include financial organizations, management consultancy firms, software houses, communications companies, data warehouses, multinational companies (IT-related, financial services, and others), governmental agencies, universities, and hospitals.

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

BACHELOR OF SCIENCE DEGREE WITH A MAJOR IN INFORMATION TECHNOLOGY

The Information Technology program at GSW prepares students to learn the basic elements of problem-solving and critical reasoning via programming logic and object-oriented programming techniques, structured programming techniques, and web scripting abilities using current, industry-standard programming and scripting languages. Students will also learn the basics of database design and administration, and the fundamentals of networking and systems administration.

The program of study includes the following two options: Business and Multimedia

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.

DIGITAL MEDIA TECHNOLOGY CERTIFICATE

The primary goal of this certificate is to prepare students for entry-level jobs in the digital design and multimedia industry. The program develops technical skills through practical applications that employ current and emerging standards and technologies in audio-video production, computer architecture, human-computer Interaction, and mass media.

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

INFORMATION TECHNOLOGY MINOR

Students who are completing a minor in Information Technology can select from electives to provide a mini-concentration in a specialized field within Information Technology.

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

COMPUTER SCIENCE MINOR

Students who are completing a minor in Computer Science can select from electives to provide a mini-concentration in a specialized field within Computer Science.

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

COLLEGE OF EDUCATION

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

Assistant Dean: Dr. Christopher Pritchett Education Center, Room 202-A (229) 931-2254

Mission Statement

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

The College 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 College 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 College 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 College of Education is the preparation of teachers for Georgia schools. Through cooperative efforts with other schools and departments of the University, the College of Education offers Teacher Education programs for Elementary Education, English, Health and Physical Education, History, Mathematics, Middle Grades Education, Music, Political Science, and Special Education. The College of Education also offers initial teaching certification only programs in Special Education and Health and Physical Education and an endorsement in Autism Education. The College 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 College of Education and the other major academic units of the University. All programs are coordinated by the College 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 Elementary Education, English, Health and Physical Education, History, Mathematics, Middle Grades Education, Music, Political Science, and Special Education.

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 (GaPSC). Successful completion of an approved Teacher Education program leads to an induction certificate. 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 department GPA of 2.75 on a 4.0 scale for Admission to Teacher Education, for Admission to Student Teaching, and for graduation. The Georgia Professional Standards Commission changed the minimum GPA requirements effective July 1, 2022. Beginning, July 1, 2022, the College of Education will require a 2.5 department GPA for admission to teacher education. If a teacher candidate is below the 2.5 minimum, they may appeal to the Dean of the College of Education. 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 College 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. The application form is electronic. The link may be obtained from the academic advisor.

All applicants must submit the application and a two-page autobiography. 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 department GPA of 2.5 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 department GPA 2.5 is required to be admitted and to remain in the program.
3. A department GPA of 2.5 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 ENGL 1101, ENGL 1102, and Core Area C with grades of C or higher in order to demonstrate adequate writing competence.
5. Proficiency in communication skills, which is subject to review by the College 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.
6. Successful completion of Georgia Educator Ethics Assessment.
7. Recommendation by the academic advisor and one other professor who has recently taught the student
8. Completed self-evaluation of Professional Dispositions

Opening School Experience

During the academic year in which a candidate completing a degree program with certification is scheduled to student teach, she/he must complete the Opening School Experience in the placement

where the student teaching is to be completed. Opening School Experiences, student teaching placements, and all other field experiences will be authorized by the Director of Field and Clinical Experiences 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 College of Education after a careful study of the candidate's academic record and general college/university experience. The College 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 Director of Field and Clinical Experiences.
Prerequisites for Student Teaching

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 2.5 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 College 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.

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 preservice certificate. 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

two required Georgia certification assessments – GACE Content Assessment and, GACE Program Exit Ethics Assessment. 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.

Elementary Education

Dean: Dr. Rachel Abbott

Professor Emerita: Dr. Sheryl Venable

Professor: Dr. Chu Chu Wu

Associate Professors: Dr. Rebecca Short

Assistant Professor: Dr. Michael Crosby, Dr. Mary Huffman

Senior Lecturer: Jennifer Dickens

Lecturer: Rebecca Miller, Susan Stephens, Zachery Ward

The candidate who specializes in Elementary 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 ELEMENTARY 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 College 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.

Elementary Education Professional Sequence: The Elementary Education professional sequence enables candidates to develop understanding and abilities that are essential for teaching young students.

Special Education Course: The special education requirement is satisfied by completing EDSP 3000: The Exceptional Student. Effective July 1, 2019, the Georgia Professional Standards Commission Rule 505-2-.24 requires students to earn a grade of “B” or better.

Academic Concentrations: The Elementary 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 Elementary 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 3004.

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

Special Education

Dean: Dr. Rachel Abbott

Professor Emerita: Dr. Judith Spann

Assistant Professor: Dr. Michele McKie, Dr. Jessica Watson

Lecturer: Allison Tarrer

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 College 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 College 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.

Special Education Course: The special education requirement is satisfied by completing EDSP 3000: The Exceptional Student. Effective July 1, 2019, the Georgia Professional Standards Commission Rule 505-2-.24 requires students to earn a grade of "B" or better.

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

Middle Grades Education

Dean: Dr. Rachel Abbott

Associate Professor: Dr. Christopher Pritchett, Dr. Rebecca Short

Assistant Professors: Dr. Michael Crosby, Dr. Mary Huffman, , Dr. Thelma Sexton

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 College 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 College 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 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 College of Education. Major teaching field courses should be taken during the junior and senior years and must be completed prior to Student Teaching.

Special Education Course: The special education requirement is satisfied by completing EDSP 3000: The Exceptional Student. Effective July 1, 2019, the Georgia Professional Standards Commission Rule 505-2-.24 requires students to earn a grade of "B" or better.

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: BIOL3300, BIOL 3600, BIOL 3710, BIOL 4050, BIOL 4350, BIOL 4500, BIOL 4800, GEOL 3111, GEOL 3311, OR GEOL 3411.

Mathematics: EDMG 3100*, 3002, 3003, 3004, 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

Associate Professor: Dr. Mary Huffman, Dr. Christopher Pritchett, 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 College of Education and the College of Arts and Sciences and respective departments. Candidates are assigned academic advisors from within the College of Education. The College of Education plans and schedules courses in the professional sequence. All programs are designed to lead to an 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 College of Education

Core Curriculum Requirements: Candidates must meet the General Core Curriculum requirements as established by the University for each Teacher Education program. A department 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 department 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 2.5 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 EDGR 3060, EDUC 3200, EDUC 4620, EDSC 4500, EDSC 4510, EDSC 4520, EDSC 4970, EDSC 4980, EDSC 4990, EDUC 4970, EDUC 4980, and EDUC 4990.

Special Education Course: The special education requirement is satisfied by completing EDSP 3000: The Exceptional Student. Effective July 1, 2019, the Georgia Professional Standards Commission Rule 505-2-24 requires students to earn a grade of "B" or better.

Required Teaching Field Courses: Teaching field requirements are established by the College 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.

Click [HERE](#) for BSED with Major Concentration in English.

Click [HERE](#) for BSED with Major Concentration in History curriculum sheet.

Click [HERE](#) for BSED with Major Concentration in Political Science curriculum sheet.

Click [HERE](#) for BSED with Major Concentration in Mathematics curriculum sheet.

Click [HERE](#) for BA in Music with Teacher Certification curriculum sheet.

Health and Physical Education

Dean: Dr. Rachel Abbott **Professors:** Dr. Rachel L. Abbott **Lecturer:** Jason Cribbs
Instructor: Shannon Greene, Josh McDonald

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.

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 College 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.

Special Education Course: The special education requirement is satisfied by completing EDSP 3000: The Exceptional Student. Effective July 1, 2019, the Georgia Professional Standards Commission Rule 505-2-.24 requires students to earn a grade of "B" or better.

Required Teaching Field Courses: Teaching field requirements are established by the College 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.

Certification Only Programs

Special Education - General Curriculum

The purpose of the Special Education-General Curriculum certification only post baccalaureate program is to prepare individuals for professional opportunities in public schools and other settings concerned with meeting the needs of individuals with disabilities. Completion of program requirements and successful completion of the GACE Content Exam lead to certification by the Georgia Professional Standards Commission.

Admissions Requirements: Hold a bachelor's degree from an accredited college or university with an earned 2.5 or better department GPA; obtain Georgia pre-service certification; complete the Georgia Educator Ethics Assessment; and pass the GACE Special Education-General Curriculum Content Assessment.

Admission to Teacher Education: Admission to the program and 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 student teaching.

Contact the College of Education at 229-931-2146 for further information.

Health and Physical Education

The purpose of the Health and Physical Education certification only post baccalaureate program is to prepare individuals 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 program requirements and successful completion of the GACE Content Exam lead to certification by the Georgia Professional Standards Commission.

Admissions Requirements: Hold a bachelor's degree from an accredited college or university with an earned 2.5 or better department GPA; obtain Georgia pre-service certification; complete the

Georgia Educator Ethics Assessment; and pass the GACE Health and Physical Education Curriculum Content Assessment.

Admission to Teacher Education: Admission to the program and 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 student teaching.

Contact the College of Education at 229-931-2146 for further information.

Endorsements

Autism Education Endorsement

The purpose of the post baccalaureate Autism Education Endorsement program is to prepare general and special education certified teachers to increase their knowledge in the area of teaching students with Autism Spectrum Disorders. The program is comprised of 3 online courses (EDSP 4410, EDSP 4420, and EDSP 4430). The three courses focus on the identification of characteristics, classroom and behavioral strategies, and planning for instruction for individuals with an Autism Spectrum Disorder. Upon successful completion of the endorsement program, certified teachers will apply for the endorsement add-on to their Georgia teaching certificate.

Admission requirements: induction or professional level teaching certificate; minimum of 2.5 grade point average as reported on official transcripts; apply for post baccalaureate admission to GSW

Program requirements: all coursework must be taken at GSW; no transfer credit is accepted; completion of the three course sequence with a minimum grade point average of 3.0

Contact the College of Education at 229-931-2146 for further information.

COLLEGE OF NURSING AND HEALTH SCIENCES

Dean: Dr. Sandra Daniel

Rosalynn Carter Health and Human Sciences Complex, Carter Building I, Room 148 (229) 931-2275 sandra.daniel@gsw.edu

Nursing Faculty:

Associate Dean: Dr. Teresa Teasley

Professors: Dr. Sandra Daniel, Dr. Teresa Teasley

Assistant Professors: Dr. Laura Gosa, Dr. Michele Ragsdale, Dr. Rhonda Slocumb,

Senior Lecturer: Bonnie Gary

Lecturers: Carrie Bachhofer, Brittany Mellinger, Jessica Ouzts, Brandy Pfeiffer, Natasha Snider, Laura Stanley, Leigh Swords

Health Sciences Faculty:

Associate Dean: Dr. Leisa Easom

Professors: Dr. Leisa Easom

Associate Professor: Dr. Benjamin Meador

Assistant Professor: Dr. Sisi Chen

The College of Nursing and Health Sciences provides both undergraduate and graduate degree programs of study leading to professional careers in health and wellness fields. The College is

comprised of the School of Nursing and the School of Health Sciences.

School Of Nursing

Associate Dean:

Dr. Teresa Teasley
Rosalynn Carter Health and Human Sciences Complex,
Carter Building I, Room 145,
(229) 931-2275
Teresa.teasley@gsw.edu

The undergraduate program of the School of Nursing (SON) offers the Bachelor of Science in Nursing (BSN) and Associate of Science Degree in Nursing (ASN). Graduates of the BSN 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 undergraduate BSN nursing program is offered in two program tracks: Pre-licensure and RN-BSN. The prelicensure track is comprised of:

- Traditional prelicensure
- 2nd degree prelicensure
- LPN-BSN prelicensure

The RN-BSN program track is designed for actively licensed RNs who have an associate degree or diploma in nursing and is offered online.

The Associate Degree in Nursing (ASN) is a two-year program designed for students wishing to enter the medical field as registered nurses. This program prepares graduates to take the NCLEX exam through hands-on training and rigorous coursework. The ASN program will facilitate educational advancements for LPNs and provide an additional pathway for students wanting to complete a degree in a shorter period of time than a baccalaureate program. Nursing students train in a wide variety of clinical settings-including hospitals, outpatient and community clinics, treatment centers and long-term care facilities- and work with patient populations diverse in age, gender, ethnicity, health status, socioeconomic background, and geographic distribution. Graduates of the program will be prepared to practice in a wide variety of healthcare settings. Graduates from the ASN program upon licensure of the NCLEX are eligible to apply to the [online RN-BSN Program](#).

ACCREDITATION

The BSN 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 655 K Street, NW, Suite 750, Washington, DC 20001 202-887-6791). The graduate program is accredited by the Commission on Collegiate Nursing Education (655 K Street, NW, Suite 750, Washington, DC 20001 202-887-6791). GSW has received initial approval from the Georgia Board of Nursing to offer a new ASN Nursing Program and is in the candidacy process for accreditation through the Accreditation Commission for Education in Nursing (ACEN).

MISSION STATEMENT

The mission is to prepare safe, competent, and compassionate nurses, who in collaboration with others, provide or facilitate high quality patient centered care in a global society. Students achieve

academic excellence through a vibrant learning environment using evidence- based practice, creative inquiry, and the pursuit of lifelong learning.

STATEMENT OF PHILOSOPHY AND CONCEPTUAL FRAMEWORK

The philosophy, affirmed by the faculty, is consistent with the Georgia Southwestern State University mission, which is a comprehensive university serving a diverse population of students, offering a range of strong undergraduate and graduate programs in a vibrant learning environment. The University is a collegial community that values collaboration and community engagement with an emphasis on faculty, staff, and student interaction. 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.

ASN PROGRAM STUDENT LEARNING OUTCOMES (SLOS)

1. Provide patient-centered care with sensitivity & respect for diverse patients and family. (QSEN)
2. Employ therapeutic communication skills to act as patient advocate for continuity of care through collaboration to provide holistic nursing care. (QSEN)
3. Accept and make assignments and delegate tasks to other members of the health care team using best current evidence that takes patient safety, scope of practice, and clinical experience into consideration (QSEN)
4. Create a safe environment that results in high quality patient outcomes. (QSEN)
5. Uses innovation including use of technology to provide quality care. (QSEN)
6. Utilize critical thinking skills to provide care for individuals and families. (QSEN)
7. Assume responsibility for personal & professional behaviors.
8. Integrate knowledge, skills, and attitudes from the sciences, arts, humanities, and nursing science in providing nursing care for patients and families. (QSEN)

The professional nursing standards and guidelines used to develop the student learning outcomes for the ASN program include the Quality and Safety Education for Nurses Project (QSEN), 2007, and the Institute of Medicine (IOM), 2009. The program outcomes of the ASN program support the goals of GSW.

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.

GSW's School of Nursing wishes to ensure 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	<ol style="list-style-type: none"> 4. Ability to observe patient conditions and responses to health and illness 5. Ability to assess and monitor health needs 6. Computational thinking 7. Cognitive load management 	<ul style="list-style-type: none"> • Obtain and interpret information from assessment maneuvers such as assessing respiratory and cardiac function, blood pressure, blood sugar, neurological status, etc. • 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	<ol style="list-style-type: none"> 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 environment 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 and 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	<ol style="list-style-type: none"> 1. Concern for others, integrity, ethical conduct, accountability, interest and motivation 2. Acquire Interpersonal skills for professional interactions with a diverse population of individuals, families and communities 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 4. Acquire the skills necessary for promoting change for necessary quality health care 5. Cross-cultural competency 6. Virtual collaboration 	<ul style="list-style-type: none"> • Maintain effective, mature, and sensitive relationships with clients/patients, students, faculty, staff and other professionals under all circumstances. • 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

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. Once admitted to the University, the student should contact the Student Services Coordinator in the School of Nursing to obtain the name and number of their nursing advisor. Students should 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 facilitate timely completion of pre-nursing requirements and timely application to the nursing program. Pre-nursing students are required to meet with the nursing advisor each semester prior to course registration. 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 Office of Student Accounts 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.

ASN Program admission eligibility requirements:

1. Attain admission to Georgia Southwestern in good standing.
2. Return the completed ASN application and required supporting documents to the College of Nursing and Health Sciences by the published deadlines.

3. Complete all core curriculum courses the semester prior to entering the nursing program in the Summer semester. Admissions must have final transcripts for Transfer students before nursing classes begin.
4. Area F courses (Anatomy & Physiology 2 and Microbiology) must be completed within 5 years of projected nursing admission.
5. Earned a department GPA of 2.5/4.0. Admission is competitive. A department GPA of 2.50 does not guarantee admission. Calculation of GPA is based on most recent course grades
6. Successful completion of a standardized preadmission exam for nursing. Information regarding exam and minimum score is located on the College of Nursing and Health Sciences website.
7. Must not have been excluded from any nursing program for misconduct or disruptive behavior. A program failure within 5 years of the application date will be reviewed for consideration by the admissions committee.

It is required that students have an iPad or laptop for in-class use. The student is responsible for ensuring that the operating device supports the platforms used for teaching and testing.

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 2.5
- 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

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 professional nursing advisor, giving the student guidance to follow their Model Plan of Study through to graduation.

The School of Nursing admits pre-licensure nursing students fall and spring semesters. Students anticipating qualifying for entrance must apply by either the preferred deadline of February 15 preceding the fall entry semester, or October 15 preceding spring entry semester. Students should contact the School of Nursing Student Services Coordinator for more information, or visit the [College of Nursing and Health Sciences](#) 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 the semester prior to beginning the nursing program. Transcripts for transfer students must be received before nursing classes begin.
4. Must lack no more than one three hour elective course in Area F.
5. Must have a grades of C or higher in Area A, Area C English Literature course, Area D, and Area F.

6. Area F courses (excluding the elective) must be completed within 5 years of projected admission.
7. Earned a department GPA of 2.8/4.0. Admission is competitive. A GPA of 2.8 does not guarantee admission. Calculation of department GPA is based on grades in Area A, Area C English Literature course, Area D, and Area F (excluding the Area F elective). If any of the applicable courses have been repeated, all attempts within 5 years are included in this calculation.
8. Must have completed three science courses toward the degree major, Area A, and English literature course before applying.
9. Successful completion of a standardized preadmission exam for nursing. Information regarding exam and minimum score is located on the College of Nursing and Health Sciences website.
10. Must not have been excluded from this or any other nursing program for any reason, including but not limited to, academic misconduct, disruptive behavior, or program failure. A nursing course failure within 5 years prior to the application date to the program from another institution counts as a course failure at this institution.

It is required that students have an iPad or laptop for in-class use. The student is responsible for ensuring that the operating device supports the platforms used for teaching and testing.

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 2.8
- 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 Recruitment and 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 Office of the Registrar 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:

Acceptance pending the successful completion of core and GPA is conferred until completion of the following:

- Students taking core classes spring or Maymester 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 acceptance pending 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.

Guaranteed Acceptance Program (GAP) – For High School Seniors

GAP assures eligible students a place in our nursing program contingent upon fulfilling certain requirements. Students who choose to begin their college career at GSW are given the opportunity to apply for the GAP. GAP students are given priority over any other applicants. The early action deadline is March 1st and the final application deadline for GAP is May 1st.

To apply for the Guaranteed Acceptance Program, students must submit a completed GAP Application

Form. To be eligible for the Guaranteed Acceptance Program, students must:

- Have Freshman Index (FI) of 2300 or greater.

The formulas to determine the student's admission status are:

- Freshman Index based on SAT scores: $FI = \text{High School Academic GPA} \times 500 + \text{SAT Critical Reading} + \text{SAT Math}$
- Freshman Index based on ACT scores: $FI = \text{High School Academic GPA} \times 500 + (\text{ACT composite} \times 42) + 88$

While completing the core curriculum at GSW, GAP students will be advised by a professional nursing advisor. This gives the student a mentor and helps them navigate the core so that they are on track for application and entrance to the School of Nursing for the fall admission cycle.

In order to continue consideration as a GAP student, students must:

1. Maintain continual fulltime enrollment in good standing with GSW between enrollment to the university and entrance to the nursing program.
2. Attend Student Transition Success Program which may be mandatory depending on applicant's freshman index score.
3. Take all courses at GSW (with the exception of dual enrollment courses taken during high school).
4. Meet all GSW School of Nursing enrollment requirements and begin nursing program within 2 years from university entrance.
5. Fill out the Traditional BSN Application Form (no supporting documents needed) to the School of Nursing by the published deadlines for the Traditional BSN Program.
6. Complete all general education/core curriculum courses.
7. Must lack no more than a three hour elective in Area F.
8. Must have a grade of "C" or higher in Area A, Area C Literature course, Area D, and Area F.
9. Earn an overall Grade Point Average (GPA) of 3.0/4.0. Calculation of GPA is based on grades in Area A, Area C Literature course, Area D, and Area F. If any of the applicable courses have been repeated, all attempts are included in this calculation.
10. Successful completion of the HESI A2 (minimum score of 75%)

High school seniors admitted to GSW as Beginning Freshmen who do not meet the GAP requirements or who are denied admission to the GAP Program will still be listed as "pre-nursing" majors and will apply to the School of Nursing during their sophomore year at GSW.

2ND DEGREE BSN PRE-LICENSURE PROGRAM

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 professional nursing advisor giving the student guidance to follow their Model Plan of Study through to graduation.

The School of Nursing admits students fall and spring semesters. Students anticipating qualifying for entrance must apply by the deadline of February 15 preceding the fall entry semester, or October 15 preceding the spring entry semester. Students should contact the School of Nursing Student Services Coordinator for more information, or visit the [College of Nursing and Health Sciences](#) 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 2.8 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 at the time of application:
 - 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) AreaD MATH 1401 Elementary Statistics(or equivalent)with grade of C or higher*These courses must be takenwithin5 years of the anticipated entry date
5. Successful completion of a standardized preadmission exam for nursing. Information regarding the minimal score is located on the College of Nursing and Health Sciences website.
6. Must not have been excluded from this or any other nursing program for any reason, including but not limited to, academic misconduct, disruptive behavior, or program failure within the five years of the application date. A nursing course failure in another institution counts as a failure in this institution.
7. It is required that students have an iPad or laptop for in-class use. The student is responsible for ensuring that the operating device supports the platforms used for teaching and testing.

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 2.8
- 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 Recruitment and 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 Office of the Registrar and an unofficial transcript verifying final course grades to the School of Nursing Student Services Coordinator ASAP after completion. These courses must be completed by the end of the "Maymester" prior to entering the nursing program.

There are two types of admission in the School of Nursing:

Pending acceptance is conferred until the successful completion of the following:

- Students taking core classes the semester prior to entry 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, it is recommended that NURS 3010 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- April 15
- Fall Admission- July 15
- Spring Admission- November 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

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 professional 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.
- 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 60 hours of general education courses. The junior and senior nursing courses total approximately 60 hours.
 - RN-BSN students are awarded 32 nursing credit hours after successfully completing 6 semester hours of nursing credit.
 - MATH 1401 Elementary Statistics is a prerequisite for NURS 4810: Evidence-based Practice in Nursing.
 - Review the Curriculum sheet for RN-BSN Program track (2020-2021).
3. All non-nursing course requirements must be completed before taking NURS 4900: Practicum in Nursing.
4. It is recommended that NURS 3010 Professional Nursing Practice be taken the first semester that the student takes nursing courses.
5. 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.

6. 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 [HERE](#) for more information. Students should be aware that they are responsible for Proctor U 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 Recruitment and 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 Office of the Registrar 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:

Pending acceptance is conferred until the successful 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.
- 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 PRE-LICENSURE PROGRAM

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 professional nursing advisor, giving the student guidance to follow their Model Plan of Study through to graduation.

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 Associate Dean 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 for 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.

The School of Nursing admits pre-licensure nursing students fall and spring semesters. Students anticipating qualifying for entrance must apply by either the preferred deadline of February 15 preceding the fall entry semester or October 15 preceding the spring entry semester. 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.

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 C English Literature course, Area D, and Area F.
6. Area F courses(excluding the elective) must be completed within 5 years of projected admission.
7. Earned a Grade Point Average (GPA) of 2.8/4.0. Admission is competitive. A GPA of 2.8 does not guarantee admission. Calculation of GPA is based on grades in Area A, Area C English Literature course, Area D, and Area F (excluding the Area F elective). If any of the applicable courses have been repeated, **all attempts within 5 years are** included in this calculation.
8. Must have completed 3 science courses required for the nursing major, Area A, and Area C Literature course prior to applying.
9. Successful completion of a standardized preadmission exam for nursing. Information regarding exam and minimum score is located on the College of Nursing and Health Sciences website.
10. Must not have been excluded from any nursing program for any reason, including but not limited to, academic misconduct, disruptive behavior, or program failure within 5 years of the application date. A nursing course failure in another institution counts as a failure in this institution.
11. Must submit a copy of active unencumbered LPN license.
12. It is required that students have an iPad or laptop for in-class use. The student is responsible for ensuring that the operating device supports the platforms used for teaching and testing.

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 2.8
- 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 Recruitment and 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 Office of the Registrar and an unofficial transcript verifying final course grades to the School of Nursing Student Services Coordinator ASAP after completion. These courses must be completed by the end of the "Maymester" prior to entering the nursing program.

There are two types of admission in the School of Nursing:

Pending acceptance is conferred until the successful completion of the following:

- Students taking core classes spring or Maymester 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 pending 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 series³. 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);
5. Professional Liability Insurance, minimum coverage \$1,000,000/claim; \$6,000,000/aggregate (information available through SON)
6. Criminal background check and drug/alcohol testing per School of Nursing policies
7. 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 most current publication 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*.

PROGRAM DISMISSAL/INTERRUPTION OF STUDY

Dismissal: If a nursing student is dismissed from the program, he/she must wait five years from time of dismissal to reapply for admission. If the student reapplies and is accepted, the student must start the

nursing curriculum over from the beginning.

Interruption of Studies for Pre-RN licensure students (traditional, second degree, LPN-BSN:

If a student fails or withdraws from a nursing course(s) and remains academically eligible to continue in the program, that student must enroll in the course(s) as soon as it is offered again. If a student's studies have been interrupted and the student has not been enrolled in required nursing courses for more than one calendar year, then the student will need to reapply for admission to the nursing program. If admitted, all nursing courses must be repeated and passed according to the nursing policies.

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 RN licensure board of the state in which the graduate applies. Further information about licensing requirements may be obtained from the state in which the student is applying for licensure.

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).

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 National Council of State Boards of Nursing website.

Graduation from a nursing program is only one required component of eligibility consideration for taking the licensure exam in a given state.

School Of Health Sciences

Health Science is a field of study that embraces the application of science to health. Two Health Sciences under graduate degrees are offered at GSW:

- Bachelor of Science in Long-Term Care Management
- Bachelor of Science in Exercise Science

Associate Dean: Dr. Leisa Easom

Rosalynn Carter Health and Human Sciences Complex, Carter Building I, Room 142 (229)931-2670
leisa.easom@gsw.edu

LONG-TERM CARE MANAGEMENT

The Bachelor of Science in Long-Term Care Management (LTCM) is an interdisciplinary degree which prepares graduates to assist patients and families to connect with community resources, transition from hospital to home, and manage the care of residents in an institutional setting. Offered online and in the classroom settings, students take courses from a variety of disciplines: sociology, psychology, business, and nursing. Completion of the undergraduate degree will prepare the graduate with managerial skills needed in the health care workforce today with a wide range of employment opportunities in hospitals, area agencies on aging, long-term residential settings and graduation education opportunities.

Graduates will be prepared to work with the nation's aging and /or disabled populations. Click [HERE](#) for Bachelor of Science in Long Term Care Management curriculum sheet.

EXERCISE SCIENCE

Associate Dean: Dr. Leisa Easom

Associate Professor: Dr. Benjamin Meador

Assistant Professor: Dr. Sisi Chen

The Bachelor of Science in Exercise Science degree is designed to prepare students who desire careers in corporate fitness, personal fitness training, clinical exercise physiology (cardiac rehabilitation), or as a pre- health professional training (e.g. physical therapy, occupational therapy, or physician's assistant). Students will study aspects of human performance, strength training and conditioning and exercise physiology.

Completion of the undergraduate degree program will provide the graduate with the entry level skills and knowledge base to function competently in a wide range of fitness/wellness employment and graduate education opportunities.

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

CASE MANAGEMENT AND CARE COORDINATION ENDORSEMENT

This certificate program is designed to inform individuals on best practices for providing assistance to navigate the healthcare system. The certificate program consists of three academic courses (3 credits each) for a total of 9 academic credits. The overall learning outcomes for certificate graduates is to

learn how to work effectively with others, work collaboratively as an inter-professional practice, identify client needs, plan care with a client, develop creative resources, and design appropriate referrals for services. The knowledge gained in this certificate will be useful to those who are studying to take the NACCM (National Academy of Certified Care Managers) exam and/or the CMC (Certified Case Manager) exam.

Click [HERE](#) for Case Management and Care Coordination Endorsement curriculum sheet

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, 9 state universities, and 19 state colleges. These 26 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

For a list of active members of the Board of Regents, please visit <http://www.usg.edu/regents/members>.

USG Institutions

For a list of University System of Georgia institutions, please visit <http://www.usg.edu/inst/>.

University System Office Administrative Personnel of the Board of Regents For a list of Administrative Personnel of the University System of Georgia, please visit <http://www.usg.edu/directory/administration>.

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
2015-2017	Charles E. Patterson, Interim President, Georgia Southwestern State University
2017-	Neal R. Weaver, President, Georgia Southwestern State University

OFFICERS OF ADMINISTRATION

Neal R. Weaver	President
Suzanne R. Smith	Provost and Vice President for Academic Affairs and Dean of Faculty
Laura Boren	Executive Vice President for Student Engagement and Success
Jeff Hall	Vice President for Business and Finance
Michael Leeder	Director of Athletics

ADMINISTRATIVE PERSONNEL

Rachel Abbott	Dean, College of Education
Jamie Kinsley	Director of Student Accounts
Vacant	Director of Counseling Services
Michael Wright	Director of Financial Aid
Beverly Carroll	Director of Enterprise Services
Gaynor G. Cheokas	Dean, College of Business and Computing, Associate Professor Management and Director of the Center for Business and Economic Development
Brian Mallett	Director of Institutional Research
Sandra Daniel	Dean, College of Nursing and Health Sciences
Bryan Davis	Director, Institutional Effectiveness and Planning, SACS/COC Liaison and Associate Vice President for Academic Affairs
Christa Faison	Director, Residential and Campus Life
William Miller	Systems Administrator
Katrina Guest	Postal Service Supervisor
Royce W. Hackett	Director of Information and Instructional Technology
Gaye Hayes	Assistant Vice President for Enrollment Management
David Jenkins	Director of First Year Experience
Christy Barry	Comptroller
Angela Smith	Alumni Engagement Specialist
Mark Laughlin	Interim Dean, College of Arts and Sciences

Michele McKie	Assessment Director, College of Education
Evelyn Oliver	Director of Accommodations and Access
Vacant	Director of Physical Plant
Krista Smith	Registrar
Stephen E. Snyder	Assistant Vice President for University Advancement and Executive Director of the GSW Foundation
Ru Story-Huffman	Dean, James Earl Carter Library
Michael Lewis	Director of Public Safety
Michelle Underwood	Director of Procurement
John Brooks	Director of Human Resources

FACULTY

Rachel L. Abbott	Dean and Professor, College of Education
BS, Longwood University; MS, Florida State University; M.Ed., Georgia Southern University; PhD, University of Alabama	
Jim Aller	Assistant Professor, Human Resource Management
BA, Marietta College, MS, LaRoche College, Ph.D. The University of Texas	
Elizabeth Blue Argo	Lecturer, English
BA, Agnes Scott College; MFA, University of Iowa	
Surya Amarachintha	Assistant Professor and Thomas Distinguished Biology Chair, Biology
BS, Ranga Argicultural University, Tirupati, India; MS, PhD, Bowling Green State University	
Carrie Bachhofer	Lecturer, Nursing
BSN, MSN, Georgia Southwestern State University	
Marianna Baykina	Assistant Professor, Psychology
MA, San Jose State University; PhD, Texas Tech University	
Brandon Bell	Lecturer, Criminal Justice
BS, University of Tennessee; MS, University of the Cumberland	
Robert H. Bennett	Professor, Management
BS, University of South Alabama; MBA, University of Georgia; PhD, Florida State University	
D. Jason Berggren	Associate Professor Political Science
BA, Eckerd College; MA, Florida State University; PhD, Florida International University	
Carol Bishop	Associate Professor, Accounting, MBA Director and Graduate Programs Chair
BBA, Valdosta State University; MAcc, University of Georgia; DBA, Kennesaw State University	
Susan Bragg	Associate Professor, History
BA, MA California State-Sacramento; PhD University of Washington	
Ian M. Brown	Professor, Biology
BS, PhD, University of Otago, Dunedin, New Zealand	
J. Allen Brown	Assistant Professor, Management
BS, Southern Polytechnic State University; MBA, Clayton State University; PhD, Kennesaw State University	
Eugenia P. Bryan	Professor, English and Modern Languages
BA, MA, University of Mississippi; PhD, University of Louisiana at Lafayette	
Paula H. Bryant	Associate Dean and Professor , Nursing Graduate Studies
AS, Middle Georgia College; BSN, Georgia College; MSN, Georgia College and State University; Ed.D, University of Alabama	
Jonathan Carter	Assistant Professor, Communications

BS, Northwestern University; MS, Illinois State University; PhD, University of Nebraska	
Sisi Chen	Assistant Professor, Exercise Science
BS, Beijing Sport University, PR China; MEd, University of Macau, PR China; PhD, Michigan State University	
Gaynor G. Cheokas	Dean, College of Business and Computing, Professor, Management: Director, Center for Business and Economic Development
BS, Columbus State University; MS, Georgia Southwestern State University; DBA, Georgia State; University	
Joseph A. Comeau	Associate Professor, Sociology
BS, Grand Canyon University; MEd, Northern Arizona University; PhD, University of North Texas	
Suzanne Conner	Associate Professor, Marketing
AS, Southwestern Illinois College, BAS, PhD, New Mexico State University	
Karen S. Cook	Senior Lecturer, Computer Science
BS, MS, Georgia Southwestern State University; EdD, Columbus State University	
Ellen M. Cotter	Professor, Psychology
BA University of Virginia; MA and PhD, University of Alabama, Birmingham	
Jason Cribbs	Lecturer, Health and Physical Education
BS, Armstrong Atlantic State; MS, Georgia Southern University	
Michael Crosby	Assistant Professor, Education
BS, Armstrong Atlantic; MEd, EdS, EdD, Georgia Southern University	
Paul G. Dahlgren	Interim Associate Dean of Arts and Sciences Department Chair of English and Modern Languages and Professor, English
BA, Pomona College; MA, PhD University of California-Irvine	
Sandra D. Daniel	Professor and Dean, College of Nursing and Health Sciences
BSN, Georgia Southwestern College; MSN, Valdosta State College; PhD, Medical College of Georgia	
Anish Dave	Associate Professor, English and Director, Writing Center
BComm, Gujarat University, India; MBA, Gujarat University, India; MFA, University of Nevada; PhD, Iowa State	
Bryan P. Davis	Associate Vice President for Academic Affairs and Director of Institutional Effectiveness and Professor, English
BA, University of Dayton; MA, Wright State University; PhD, Ohio State University	
Jennifer Dickens	Senior Lecturer, Elementary
BS, Georgia Southern University; MEd, Columbus State University	
Wei Ding	Associate Professor, Computer Science
MS, University of Science and Technology of China, Hefei, P.R. China; PhD, Louisiana State University	
Lauren DiPaula	Associate Professor, English
BA, James Madison University; MS, Towson University; PhD, Indiana University of Pennsylvania	
Marni Dodd	Assistant Professor, Nursing
BSN, Georgia Regents University; DNP/FNP, University of Tennessee;	
Michelle Dykes	Associate Professor, Nursing
BSN Valdosta State University; MSN Valdosta State University; EdD, Georgia Southern State University	
Leisa R. Easom	Associate Dean, Professor, Health Sciences
BSN, MSN, Valdosta State University; PhD, Medical College of Georgia	
Kevin Ellis	Lecturer, English, University College
BA, MA, Georgia Southwestern State University; PhD, (expected 2021) Indiana University of Pennsylvania	

M. Michael Fathi	Professor, Management
BS, University of Jundi; MBA, University of Baltimore; DBA, Nova Southeastern University	
Gary D. Fisk	Professor, Psychology
BA, Luther College; PhD, University of Alabama at Birmingham	
Jason B. Franklin	Lecturer, Mathematics, University College
BA, Clemson University; ALM, Harvard University	
Bonnie Gary	Senior Lecturer, Nursing
ASN, BSN, Georgia Southwestern State University; MSN, University of Phoenix;	
Kailash C. Ghimire	Department Chair and Professor, Mathematics
BSc, MSc, Tribhuvan University; MPhil, Kathmandu University; PhD, Oregon State University	
Debealeena Ghosh	Assistant Professor, Sociology
MA, University of Calcutta, India; MA, PhD, Southern Illinois University, Carbondale	
Olga Godoy	Associate Professor, Spanish
BA, Western Michigan University; MA, PhD, Florida State University	
Laura Gosa	Assistant Professor, Nursing
ASN, Darton College; BSN, MSN, Georgia Southwestern State University; DNP, Georgia State University	
Shannon Greene-Spanolios	Assistant Director of Athletics for Sports Medicine and Performance, and Instructor, College of Education
BS, University of South Florida; MPA, Columbus State University	
Mark Grimes	Professor, Management
BA, Samford University; MBA, Kennesaw State University; DBA, Argosy University	
Judy Orton Grissett	Director of Experiential Learning and Associate Professor, Psychology
BS, Georgia Southwestern State University; MS, Georgia State University; PhD, Georgia State University	
Chadwick Gugg	Professor, Mathematics
BA, University of Wisconsin-Milwaukee; MS, Oregon State University; PhD, University of Illinois at Urbana-Champaign	
M. Elizabeth Gurnack	Department Chair and Professor, Department of Chemistry and Physics
AAS, William Rainey Harper College; BS, University of Illinois at Chicago; PhD, University of Minnesota	
Dawn Hart	Associate Professor, Accounting
BS, MBA, Albany State University	
Joni Hammond	Senior Lecturer, Accounting
BBA, Columbus State; MAcc, Auburn University	
Stephanie G. Harvey	Professor and Department Chair , Biology
BA, Wesleyan College; MS, Georgia College and State University, Ph.D., University of Tennessee, Knoxville	
Kimberly Hasbach	Associate Professor, Nursing
BSN, Wright State University; MSN-FNP, DNP, Troy State University	
Justin Hodges	Senior Lecturer, Visual Arts
BFA, Georgia Southwestern State University; MFA, University of Cincinnati	
Charles Huffman	Department Chair of Psychology and Sociology and Professor, Psychology
B.S. Buena Vista University; M.S. Emporia State University, Ph.D. University of Southern Mississippi	
Mary Huffman	Assistant Professor, Education

EdD, Walden University	
Tzvetelin D. Iordanov	Professor, Chemistry
BS, MS, Sofia University St. Kliment Ohridski; PhD, Pennsylvania State University	
Nedialka I. Iordanova	Professor, Chemistry
MS, Sofia University St. Kliment Ohridski; PhD, Pennsylvania State University	
Anne Jacobs	Associate Professor, Biology
BS, University of California-Davis; PhD, University of California-Riverside	
Ashley Jones	Assistant Professor, Communications
BA, MA, University of Northern Iowa; MS, Walden University; PhD, Georgia State University	
Svilen D. Kostov	Associate Professor, Physics
MS, University of Sofia, Bulgaria; PhD, City University of New York	
Evan Kutzler	Associate Professor, History
BA, Centre College; MA, PhD, University of South Carolina	
E. Mark Laughlin	Interim Dean of Arts and Sciences and Professor, Music
BM, University of North Alabama; MM, University of Memphis; M.Ed., Georgia Southern, DMA, University of South Carolina;	
W. Michael Leeder	Director of Athletics and Instructor
BA, Florida State University; MS, Nova Southeastern University	
John LeJeune	Associate Professor, Political Science
BA, Boston University; MA, Marquette University; PhD, University of California-San Diego	
Tom Lorenz	Associate Professor, Biology
BS, Western Michigan University; MS, Southeastern Louisiana University; PhD, University of New Orleans	
Jamie I. MacLennan	Professor, Sociology
MA, PhD, Rutgers State University at New Brunswick	
Cecilia M. Maldonado	Associate Professor, Marketing
BS, Tecnologico de Monterrey; MS, Texas A & M; PhD, University of Texas, Pan American	
Paula J. Martin	Associate Professor, History
BA, Texas A & M; MA, Tarleton State University; PhD, University of Nevada, Reno	
Josh McDonald	Instructor and Head Baseball Coach, College of Education
BS, Georgia Southwestern State University, MEd., Georgia College and State	
Michelle McKie	Assistant Professor Education/Special Education
BSEd, MEd, Georgia Southwestern State University; EdD Valdosta State University	
Benjamin Meador	Associate Professor, Exercise Science
BA, PhD, University of Illinois, Urbana	
Julie E. Megginson	Interim Department Chair of Music, Communication and Emerging Media and Professor, Music
BME, MA, Eastern Michigan University; DMA, University of South Carolina	
Brittany Mellinger	Lecturer, Nursing
BS, University of Georgia; MSN, Augusta State University	
Sally Merritt	Assistant Professor, Psychology
BA, College of Charleston; MS, PhD, Tulane University	
Rebecca Miller	Lecturer, Education

BA, Valdosta State University; MA, Walden University; EdS, Valdosta State University	
Michael A. Moir, Jr.	Associate Professor, English
BA, Muhlenberg College; MA, Catholic University of America; PhD, Catholic University of America	
Mohammadhadi Mostafavi Dehzoeei	Assistant Professor, Economics
MSC, Sharif University; PhD, Virginia Tech	
Ramona Mulleins-Foreman	Associate Professor, Nursing
BSN, Salem State; MSN Regis University; DNP, University of Tennessee Health and Science Center;	
Sai Mukkavilli	Assistant Professor, Computer Science
ME, Old Dominion University, Ph.D, Tennessee State University	
Jessica Ouzts	Lecturer & Simulation Education Coordinator, Nursing
BSN, MSN Georgia Southwestern State University	
Debra Palmer	Associate Professor of Psychology
B.S. College of Charleston, M.A. East Tennessee State University; Ph.D. University of Utah	
Yang IL Park	Associate Professor, Management
BA, Mokpo National University of North Korea; MBA, Jackson State University; MS, Mississippi State; PhD, University of Mississippi	
Brian R. Parkinson	Professor, History
BA, Georgia Southern University; MA and PhD, Florida State University	
Samuel T. Peavy	Professor, Geology
B.S., McNeese State University; M.Sc., Memorial University of Newfoundland; Ph.D., Virginia Tech	
Shannon A. Perry	Assistant Dean of Online Programs and Department Chair, Computing
BBA, MBA, Georgia Southern University; EdD, Nova Southeastern University	
Brandy Pfeiffer	Lecturer, Nursing
BSN, MSN, FNP, Georgia Southwestern State University	
Christopher Pritchett	Assistant Dean of Education and Associate Professor, Education
MEd, Auburn University; EdS, Columbus State University; EdD, Liberty University	
Dongwen Qi	Professor, Mathematics
BS, MS, Beijing University; PhD, Ohio State University	
Michele Ragsdale	Director of ASN Program and Assistant Professor, Nursing
ASN, BBA, BSN, Georgia Southwestern State University; MSN, Albany State University; EdD University of West Georgia	
Glenn M. Robins	Department Chair of History and Political Science and Professor, History and Political Science
BA, Carson-Newman College; MA, East Tennessee State University; PhD, University of Southern Mississippi	
Laurel J. Robinson	Department Chair of Visual Arts and Professor, Visual Arts
BFA, MFA, University of Cincinnati	
Lydia G. Rogers	Senior Lecturer, English
BA, Georgia Southwestern State University; MEd, State University of West Georgia	
Jesse B. B. Russell	Associate Professor, English
MA, Franciscan University; MA, Catholic University; PhD, Louisiana State University	
Jennifer Ryer	Lecturer, English

BA, Mercer University; MA, PhD, University of Connecticut	
Janice Kay Sassi	Senior Lecturer, English
BA, Georgia Southwestern State University; MA, Bowling Green State University	
Thelma Sexton	Assistant Professor, Education
BBA, Wesleyan College; MBA, Georgia College and State University; Ed.D., University of Georgia	
Rebecca G. Short	Associate Professor, Reading
BA, MA, Georgia Southwestern State University; EdD, Columbus State University	
Joshua Slatton	Lecturer, Mathematics
BS, University of Tennessee; MS, University of Tennessee	
Rhonda Slocumb	Assistant Professor, Nursing
BS, BSN, Georgia Southwestern State University; MPH, Mercer University; MSN, Clayton State, PhD, Mercer University	
Brian G. Smith	Professor, Political Science
BA, Oberlin College; MA, PhD, Brown University	
Krista P. Smith	Registrar
BBA, Valdosta State University; MBA, Georgia Southwestern State University	
Michele L. Smith	Professor and STEM Coordinator, Chemistry
BS, Wilson College; PhD, Auburn University	
Sondra Smith	Assistant Professor, Accounting
BBA, MPAcc, University of West Georgia; DBA, Kennesaw State University	
Natasha Snider	Lecturer, Nursing
BBA, Belmont University; BSN, Georgia Southwestern State University; MSN, Western Governors University	
Laura Stanley	Student Success Mentor of ASN Program and Lecturer, Nursing
BSN Georgia Southwestern State University; MSN Thomas University	
Susan Stephens	Lecturer, Education/Reading
BSEd, MS, and EdS, Georgia Southwestern State University	
Mary L. Ru Story-Huffman	Professor and Dean of Library Services
BA, Buena Vista College; MEd, Georgia Southern University; MLS, Emporia State University	
Amber Stovall	Lecturer, Management
BS, Edinboro University; MBA, Penn State	
John S. Stovall	Associate Professor, Marketing
BS, MBA, PhD, University of Illinois at Chicago	
Sandra Leigh Swords	Lecturer, Nursing
ASN, Darton College; BSN, MSN, Georgia Southwestern State University	
Allison Tarrer	Lecturer, Education
BS, University of Georgia; MEd, Georgia Southwestern State University; EdS, Columbus State University	
Danielle Taylor	Lecturer, Accounting
BBA, MAcc, Georgia Southern University	
Teresa P. Teasley	Associate Dean, Undergraduate Associate Dean and Professor/Fuller E. Callaway Chair
ASN, BSN, Georgia Southwestern State University; MSN, Troy University; DNP, Medical College of Georgia	
Manoj Thapa	Associate Professor, Mathematics

BS, MS, Tribhuvan University; PhD, University of Texas at Arlington	
Darrin E. Theriault	Assistant Professor, Management
BS, Georgia College and State University; MS, Troy State University; PhD, Kennesaw State University	
Irina Toteva	Assistant Professor, Marketing
BS, BA, University of Florida; Ph.D., Florida Atlantic University	
Anh-Hue Thi Tu	Professor, Biology
AA, Jefferson State Community College; BS, Baylor University; PhD, Texas A & M Health Science Center	
Milton Jeffrey Waldrop	Professor, English
BA, MA, Florida State University; PhD, University of Mississippi	
Qian Wang	Associate Professor, Finance
BS, South China University of Technology; MS, PhD Mississippi State University	
Zachery H. Ward	Lecturer, Education
BSEd, MEd, and EdS, Georgia Southwestern State University	
Jessica Watson	Assistant Professor, Education
BSEd,, MEd, Georgia College and State University; EdS, Georgia State University	
Charles R. Wells	Professor, Art
AAA, Cisco Junior College; BFA, Midwestern State University; MFA, Texas Christian University	
John P. Wilson	Associate Professor, Reference Librarian and Government Documents Supervisor, James Earl Carter Library
BA, Georgia Southwestern State University; MLS, Valdosta State University	
Lee D. Wright	Assistant Professor, Biology
BS, Mississippi State University; PhD, Virginia Tech	
Chu Chu Wu	Professor, Elementary Education
BA, Fu-Jen Catholic University; MS, Iowa State University; PhD, Syracuse University	
Keaton Wynn	Professor, Art
BFA, Southwest Missouri State University; MFA, Kent State University; MA, Virginia Commonwealth	
Alexander M. Yemelyanov	Professor, Computer Science
MS, Moscow State University; DSc, Supreme Certification Board under the Council of Ministers of the Academy of Science of the USSR	
Alwen Yeung	Senior Lecturer, English and Music
BA, Florida State University; MM, Florida State University	
Daniel Zarutzki	Lecturer, Mathematics
BS, Middle Tennessee State; MA, Aurora University	

FACULTY EMERITI

Brian Adler	Vice President Emeritus
BA, University of South Carolina; MA, University of Georgia; Ph.D., University of Tennessee (2008- 2018)	
Ervin Anderson	Senior Lecturer Emeritus, Mathematics
BS, Savannah State University; MEd, Georgia Southwestern State University (1985-2021)	

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)	
Burchard Carter	Professor Emeritus, Geology
BS, Valdosta State College; MS, West Georgia University; PhD, West Virginia University (1983-2022)	
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)	
Lee Ann Dalzell	Associate Professor Emerita, Library Services
BA, Western Kentucky University; MSLS, University of Kentucky; (1978-2016)	
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)	
Elisabeth Elder P	Professor Emerita, Biology
BS, Southern Methodist University; MS, Stephen F Austin State University; PhD, Texas A&M University; (1980-2003)	
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)	
Gregory Hawver	Professor Emeritus, Education
B.S.E.D., Georgia Southern College; M.Ed., Georgia Southwestern State University; Ed.D., University of Mississippi (1981-2014)	
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)	
Brian Heshizer	Professor Emeritus
BA, Columbus College; MA, Florida State University; Ph.D., University of Wisconsin-Madison (2002- 2017)	
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)	
Gary Kline	Professor Emeritus
BA, MA, Ph.D., University of Texas at Austin (1990-2016)	
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)	
Sam Miller	Vice President Emeritus, Student Affairs
BA, MA, University of North Carolina at Greensboro; MEd, PhD, Mississippi State University (2000-2018)	
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)	
Beau Palmer	Lecturer of Music
Bachelor of Music, California State University, Northridge Master of Music, Mercer University 2019	
Joseph P. Parker	Assistant Professor Emeritus, History
BS, Clemson College; MA, University of Rhode Island (1962-1978)	
C. Alan Parks	Vice President for Business and Finance Emeritus
BS, University of Florida; MBA, MPA Valdosta State University; DBA, Argosy University-Sarasota (1986-2008)	
Rebecca W. Parks	Assistant Professor Emerita, Business
BS, University of Georgia; MA, George Peabody College for Teachers; Professional Degree, Columbia University (1968-1984)	
Henry W. Peabody	Professor Emeritus, English
BA, Emory University; MA, University of Georgia; PhD, University of Denver (1972-1997)	
Boris Peltsverger	Professor Emeritus, Computer Science
MSEE, PhD, Chelyabinsk State Technical University; Post-doctoral Studies, Moscow State University (1997-2020)	
Edgar F. Peterson	Professor Emeritus, Education
BS, MEd, Auburn University; EdD, University of Alabama (1967-1993)	
Lynda Lee F. Purvis	Vice President and Dean Emerita, Academic Affairs
BS, University of Georgia; MA, University of Alabama (1991-2012)	
Ondee Ravan	Professor Emerita, English
AB, Brenau College; MA, EdD, University of Georgia (1968-1994)	
Richard P. Reese	Professor Emeritus, Education
BS, Auburn University; MEd, EdD, University of Southern Mississippi (1966-1994)	
Ruth Roland	Dean Emerita, Academic Affairs
BA, Northeastern University; MA, PhD, New York University (1966-1990)	
James W. Russell	Professor Emerita, English
BS, MEd, EdD, University of Georgia (1965-1994)	
Ora Jane Sawyer	Professor Emeritus, Education
BS, Georgia College at Milledgeville; MS, University of Tennessee; EdS, University of Georgia (1961-1989)	
Arvind C. Shah	Professor Emeritus, Computer Science
MS, PhD, University of Georgia (1997-2015)	
Bonnie Simmons	Professor Emerita, Nursing
BSN, Georgia Southwestern State University; MSN, Valdosta State College; PhD, Georgia State University (1993-2019)	
Helen H. Slaughter	Associate Professor Emerita, Assistant Librarian
BS, Jacksonville State College; MEd, Auburn University (1969-1999)	
Kent M. Sole	Associate Professor Emeritus, Political Science
BA, MA, West Virginia University (1966-2000)	
Judith Spann	Assistant Dean and Professor Emerita, College of Education
BSEd , MEd, West Georgia College; PhD, Florida State University (1985-2010)	
Gabriele Stauf	Professor Emerita, English
BS, Texas Lutheran College; MA, Southwest Texas State University; PhD, Florida State University (2001-2012)	
John Stroyls	Associate Professor Emeritus
BA, Western Virginia University; AM, University of Michigan; Ph.D., State University of New York at Buffalo (1989-2015)	
Philip I Szmedra	Professor Emeritus, Economics
BA, The Pennsylvania State University; MS, PhD, University of Georgia (2001-2019)	
Mildred C. Tietjen	Associate Professor & Associate Dean Emerita

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)	
J. Terrell Turner	Assistant Professor Emeritus, Mathematics
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)	
Sheryl Venable	Associate Professor Emerita
BSHE, University of Georgia; BS, Medical College of Georgia; M.Ed., Augusta State University; Ed.S., Georgia Southwestern State University; Ed.D., Georgia Southern University (2008-2018)	
Lettie Watford	Dean and Professor Emerita, College of Education
BA, Tift College; MEd, Georgia Southwestern College; EdS, PhD, University of Georgia; (1997-2013)	
Thomas J. Weiland	Professor Emeritus
BS, Eastern Carolina University; MS and Ph.D, University of North Carolina (1988-2018)	
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
BS, MS, PhD, Auburn University (1970-1997)	
Mary Elizabeth Wilson	Professor Emerita, Business
BA, MA, PhD, University of Alabama at Tuscaloosa (1990-2020)	
William J. Wysochansky	Professor Emeritus, Chemistry
BS, PhD, Memphis State University (1980-2006)	

DISCLAIMER

The statements set forth in this bulletin 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 bulletin, 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 stay apprised of current graduation requirements for a degree program in which he or she is enrolled.