

Georgia College & State University Graduate Catalog

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PRESIDENT DOROTHY LELAND



“As Georgia’s designated public liberal arts university, Georgia College & State University offers the kind of education found in exceptional private colleges but at public university prices. Georgia College helps to keep Georgia’s brightest students in the state by providing an engaging academic experience in a small-town, residential campus setting – small classes, active learning, exemplary undergraduate teaching, interactions with faculty inside and outside the classroom, significant and sustained opportunities to work with faculty on research and creative projects, residential learning, expansion of global awareness through study abroad, learning experiences in civic engagement and leadership development. Students learn to think creatively, communicate effectively, work well with others to solve problems, learn and adapt quickly, and apply cross-disciplinary approaches to difficult issues in order to find solutions. These are the graduates who are equipped to help create the strong knowledge economy, an economy based on innovation, that our state so desperately needs.”

–Dorothy Leland,
President

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DISCLAIMER

University Policies, procedures and catalog information are subject to change.
Please consult the university web site at www.gcsu.edu for recent updates and amendments

*What it means
to be Georgia's*
PUBLIC
Liberal Arts
University.



Life, liberty and the liberal arts

We're a liberal arts university with a larger mission. We educate every student as if one of them will someday be the leader of the free world. And it could happen.

After all, 95 percent of our students are HOPE scholars with an average SAT score significantly higher than the national average. They're involved. Informed. And eager to make a difference.

For them, we offer the broadest, deepest, most liberating education possible. Our methodology: small, personal classes taught by top scholars in 60 different majors.

In other words, we teach as if the world depended on it.



We teach as if the world depends on it.

It just might.

That's why we treat all of our students as if one of them will someday be the leader of the free world. To do that, we bring award-winning professors to teach on our campus. After all, we share the same mission: To educate students broadly and deeply, profoundly and personal.

One day, the world may thank us.

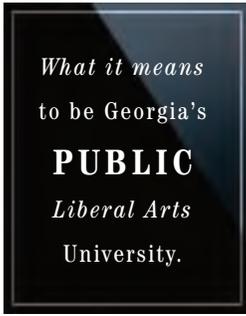


Dedicated to the proposition that all minds should be free

We treat all of our students as if one of them will someday be the leader of the free world. Our students are ambitious and their inspiration is our professors.

They're what you would expect of a liberal arts college with a larger mission. Friendly. Approachable. And very, very smart. (Ph.D.s from Duke, Cornell and Vanderbilt.) In small classes (average size, 17), they take our students across disciplines, across cultures, across continents.

All the way, perhaps, to the White House.



Georgia College & State University

Institutional History, Tradition and Setting

Georgia College & State University is Georgia's designated Public Liberal Arts University, located in historic Milledgeville, Georgia, less than a dozen miles from the geographic center of the State. Milledgeville was the antebellum capital of Georgia and is a center of history and culture featuring beautiful antebellum homes and historic buildings. The University enhances the town's beauty with its architectural blending of majestic buildings of red brick and white Corinthian columns. Georgia's Old Governor's Mansion, one of the finest examples of Greek revival architecture in the United States, is the founding building of the University and remains central to the University's Mission. The Milledgeville campus is complemented by additional acreage in Baldwin County with facilities for athletics, recreation and outdoor and integrative education.

GCSU was chartered in 1889 as Georgia Normal and Industrial College. Its emphasis at the time was largely vocational, and its major task was to prepare young women for teaching or industrial careers. In 1917, in keeping with economic and cultural changes in the state, Georgia Normal and Industrial College was authorized to grant degrees, the first of which was awarded in 1921. In 1922, the institution's name was changed to Georgia State College for Women. The University has been a unit of the University System of Georgia since it was formed in 1932. The name was changed to Women's College of Georgia in 1961, and, when the institution became coeducational in 1967, it became Georgia College at Milledgeville. The name was later shortened to Georgia College. In August of 1996, the Board of Regents approved a change of name to Georgia College & State University, and a new mission as Georgia's Public Liberal Arts University.

Former presidents of the university are Dr. J. Harris Chappell, Dr. Marvin M. Parks, Dr. J.L. Beeson, Dr. Guy H. Wells, Dr. Henry King Stanford, Dr. Robert E. Lee, Dr. J. Whitney Bunting, Dr. Edwin G. Speir, and Dr. Rosemary DePaolo. Dr. Dorothy Leland became the 10th president of Georgia College & State University on January 1, 2004.

The Vision Statement

As the state's only public liberal arts university, Georgia College & State University is committed to combining the educational experiences typical of esteemed private liberal arts colleges with the affordability of public higher education. GCSU is a residential learning community that emphasizes undergraduate education and offers selected graduate programs. The faculty are dedicated to challenging students and fostering excellence in the classroom and beyond. GCSU seeks to endow its graduates with a passion for achievement, a lifelong curiosity, and an exuberance for learning.

GCSU's Principles

Georgia College & State University aims to produce graduates who are well prepared for careers or advanced study and who are instilled with exceptional qualities of mind and character. These include an inquisitive, analytical mind; respect for human diversity and individuality; a sense of civic and global responsibility; sound ethical principles; effective writing, speaking, and quantitative skills; and a healthy lifestyle.

While GCSU faculty are committed to community service and are creatively engaged in their fields of specialization, they focus their attention primarily on maintaining excellence in instruction and guiding students. Students are endowed with both information and values through small classes, interdisciplinary studies, close association with the faculty and staff in and beyond the classroom, lively involvement in cultural life, and service to the community. In turn, GCSU seeks to provide communities and employers with graduates who exhibit professionalism, responsibility, service, leadership, and integrity.

Core Mission Statement for State Universities

In addition to the University's Vision Statement and Principles, the University's mission embraces the following principles from the Board of Regents' Core Mission Statement for State Universities:

The core characteristics include:

- a commitment to excellence and responsiveness throughout the state, and outstanding programs with a liberal arts foundation that have a magnet effect throughout the region and state;
- a commitment to a teaching/learning environment, both inside and outside the classroom, that sustains instructional excellence, serves a diverse and college prepared student body, promotes high levels of student achievement, offers academic assistance, and provides learning support programs for a limited student cohort;
- a high quality general education program supporting a variety of disciplinary, interdisciplinary, and professional academic programming at the baccalaureate level, with selected master's and educational specialist degrees;
- a commitment to public service, continuing education, technical assistance, and economic development activities that address the needs, improve the quality of life, and raise the educational level within the university's scope of influence;
- a commitment to scholarly and creative work to enhance instructional effectiveness and to encourage faculty scholarly pursuits, and a commitment to applied research in selected areas of institutional strength and area need.

The Philosophy of a Public Liberal Arts University

Public liberal arts colleges and universities differ from other colleges and universities in the public sector in size, scope, and emphasis on student centered education. They do not attempt to be all things to all people, but rather focus their efforts on providing a liberal education. They offer the intimacy and intellectual atmosphere of private liberal arts colleges but do not abandon the public mandate to meet the economic workforce needs of the state. Public liberal arts universities are moderate size (less than 5,000 full-time equivalent students) and focus on exemplary undergraduate teaching and student learning.

Undergraduate programs are diverse, but the majority of degrees are awarded in the fields of arts and sciences. When professional undergraduate programs are offered, they include a heavy liberal arts foundation. The limited number of graduate programs offered at the Master's level are similarly built upon a strong liberal arts undergraduate preparation and are tied to the market economy of the state.

The Distinguishing Characteristics of a Public Liberal Arts University

Emphasis on providing the quality, values, and virtues of a private liberal arts colleges at a lower and more reasonable cost

A highly selected undergraduate student body with a selected number of graduate programs

A strong emphasis on transformative, active learning experiences in and out of the classroom

A focus on student outcomes, with particular attention to the development of

- Strong communication skills (oral and written)
- Critical and analytical thinking skills
- A broad understanding of global issues
- An appreciation for diversity
- An ability to integrate information across disciplines
- Application of knowledge
- A foundation for making moral and ethical decisions
- Civic responsibility

A commitment to creating an intimate learning environment characterized by high quality student/faculty interactions through

- Small classes
- Innovative pedagogy
- Internships and service learning experiences
- International study experiences
- Faculty/student collaboration on scholarly/research projects
- Lectures, concerts, art shows, field experiences
- Senior culminating experiences

A rich culture of traditions and rituals that link students with the university beyond graduation

A commitment to meeting the needs of the state by producing graduates who can take their place within the workplace as leaders and thinkers

- Accessibility through affordability
- Limited number of professional and graduate master's level programs built on a liberal arts foundation

Expectations of Students

The Georgia College & State University experience is founded on the 3 R's: Reason, Respect, and Responsibility. Based on this foundation, we expect that during their time at GCSU students will:

- Set their own personal development goals and take responsibility for their own learning
- Be prepared to learn and to be intellectually challenged
- Strive for excellence in their studies and seek to achieve high academic expectations in all of their courses

- Acquire an inquisitive mind; respect for human diversity and individuality; a sense of civic and global responsibility; sound ethical principles; effective writing, speaking and quantitative skills; and a healthy lifestyle

- Be meaningfully engaged in and involved in the campus community

- Take full advantage of opportunities to develop and implement career plans

GCSU students are expected to achieve and maintain high ideals founded on the sound principles of utilizing REASON before acting or reacting, employing RESPECT for others, for ideas, for the law, and for property, and recognizing their RESPONSIBILITY as citizens and members of the campus community.

Accreditation

Georgia College & State University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award baccalaureate, master's and specialist degrees. The organization can be reached by mail at 1866 Southern Lane, Decatur, GA 30033-4097 or by telephone at (404) 679-4501.

The university has programmatic accreditation through the following organizations:

- School of Liberal Arts and Sciences: National Association of Schools of Music, National Association of Schools of Public Affairs and Administration
- J. Whitney Bunting School of Business: Association to Advance Collegiate Schools of Business
- John H. Lounsbury School of Education: National Council for Accreditation of Teacher Education, Georgia Professional Standards Commission, National Council for Accreditation of Teacher Education
- School of Health Sciences: American Music Therapy Association, Association for Experiential Education, Commission on the Accreditation of Allied Health Education Programs, National Association of Schools of Music, National Athletic Trainers' Association, National Council for Accreditation of Teacher Education, Georgia Professional Standards Commission, National Association for Sport and Physical Education, National League for Nursing Accrediting Commission

SPECIAL NOTE

TO STUDENTS

The academic and administrative policies of the university subscribe to the non-discrimination provision of Title VI of the Civil Rights Act of 1964, which states: "No person in the United States shall, on the ground of race, color, or national origin be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity" of Georgia College & State University. Georgia College & State University also adheres to the Rehabilitation Act of 1973 in that it does not discriminate on the basis of disability in regard to admission, employment, and access to programs or activities.

The academic and administrative policies of the university also subscribe to the non-discrimination provisions of Title IX of the Higher Education Act of 1972, which states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity" of Georgia College & State University.

It is understood that throughout this catalog and all other publications of Georgia College & State University, the terms he, his, himself, chairman, etc. are used without regard to gender.

Georgia College & State University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award Bachelors, Masters and Specialist degrees. Degree programs of the university are accredited by the AACSB International – The Association to Advance collegiate Schools of Business, Education, the National Council for Accreditation of Teacher Education, the Georgia Professional Standards Commission, the National Association of Schools of Music, the National Association of Schools of Public Affairs and Administration, the National Association of Music Therapy, the National League for Nursing, the Association for Experiential Education (Outdoor Education and Outdoor Education Center), and the Commission on the Accreditation of Allied Health Education Programs (Athletic Training). The university is a member of the American Association of State Colleges and Universities, the American Council on Education, and the Georgia Association of Colleges.

TO WHOM IT MAY CONCERN

Georgia College & State University, in compliance with the Family Educational Rights and Privacy Act of 1974 (the "Buckley Amendment"), releases no personal information restricted by that Act without written consent of the student. This Act prohibits university officials from disclosing any records, including grade reports, academic standings, transcripts of records, or any other records, files, documents, and materials in whatever medium, which contain information directly related to the student and from which the student can be individually identified.

Authorization for parental access to student records covered by this Act must be made in writing by the student and addressed to the Associate Vice President for Enrollment Services, Georgia College & State University.

Georgia College & State University, established in 1889, is the comprehensive liberal arts university of the University System of Georgia and is an Equal Opportunity/Affirmative Action/American Disabilities Act institution.

CAMPUS SECURITY ACTS

A copy of the annual GCSU Public Safety Report including information required by the Federal Crime Awareness Act of 1990 and the Drug Free Schools and Communities Act is available upon request. Copies are maintained in the Public Safety Office, Human Resources, and Admissions. The Report may also be viewed on the university web site at http://info.gcsu.edu/intranet/public_safety/.

ADMISSIONS

GRADUATE PROGRAMS

The mission of the graduate programs at Georgia College & State University is to educate our students at the highest level in their academic discipline and to provide them with a foundation for continuous learning as future scholars, teachers, and professionals. This is accomplished by providing high quality programs in several specialties of arts and sciences, and in business, education, and health sciences. Admission is based on criteria specific to each program. The programs of study emphasize independent and advanced applied research skills, professional development, cultural breadth beyond the baccalaureate degree, and sophisticated techniques that are applicable to many paths taken by students with superior academic qualifications who are judged capable of performing acceptably in advanced studies.

Graduate study is much more than a continuation of undergraduate work and should be contemplated only by students who have demonstrated in earlier studies an exceptional intellectual ability and capacity for independent thought and investigation. Admission requirements serve to maintain the high standards that are characteristic of graduate study and serve to benefit the students in helping them decide early whether they should undertake such a course of action. By means of an admission classification system, Georgia College & State University provides for the maintenance of high standards in its degree programs. It also provides for, and makes its facilities available to, a wide variety of students who are not eligible for advanced degrees, or who do not wish to become applicants for degrees.

All graduate programs are administered through the Academic Schools. The Graduate Council, which includes representative faculty from throughout the university, advises the Vice President and Dean of Faculties on all matters appropriate to graduate program development, admission standards and program evaluation. Program coordinators monitor graduate programs, provide assistance to students, make admission decisions, and perform other operational functions for their particular program areas.

Graduate programs at Georgia College & State University are designed to provide advanced training in professional studies including business, education, logistics management, management information systems, health services, and public administration as well as disciplinary areas including biology, history, English, and criminal justice. The programs award the degrees of Master of Accountancy, Master of Arts, Master of Arts in Teaching, Master of Business Administration, Master of Education, Master of Fine Arts in Creative Writing, Master of Management Information Systems, Master of Music Therapy, Master of Public Administration, Master of Science, Master of Science in Administration, Master of Science in Nursing, Joint MSN/MBA, and Specialist in Education.

Programs in teacher education at the Masters level (M.Ed.) are provided in administration and supervision, early childhood education, middle grades education, health promotion, health and physical education, special education, instructional technology, and the following secondary fields: English, mathematics, natural science (biology), social science, and foreign languages. Masters of Arts in Teaching programs (MAT) are offered in art, health, French, Spanish and the following secondary fields: English, mathematics, history, political science, biology, chemistry, physics, and business education. Programs at the Specialist level include: administration and supervision, early childhood education, health and physical education, middle grades education, natural science education (biology), and social science education.

ADMISSIONS

Consideration for admission to graduate study at Georgia College & State University will be given to applicants who hold a baccalaureate degree from a regionally accredited institution and who present evidence of probable success in graduate work. Students who are presently enrolled in or have taken graduate work elsewhere must be in good standing at that institution to be eligible for admission to graduate study at Georgia College & State University.

The application deadlines are July 1 for the fall semester, November 15 for the spring semester and April 1 for Maymester/Summer. International students and other applicants to the program requiring standardized test scores should complete these examinations at least eight weeks prior to matriculation. International students must submit additional documents as required by the Office of International Services and Programs.

All applicants desiring to enroll in graduate classes are required to provide the Office of Graduate Admissions with two official transcripts of all undergraduate and graduate academic work taken at each college attended. An application for admission (accompanied by a \$25 nonrefundable application fee for new applicants) should be mailed to the Office of Graduate Admissions. All applicants for degree programs must also provide acceptable results of their performance on the applicable graduate test, i.e.: Graduate Record Examination, Graduate Management Admission Test, or Miller Analogies Test. Other supporting materials may be required by specific degree programs. Test scores may not be more than ten years old. An application is not considered complete, nor will it be processed, until all required transcripts and examination scores are on file in the Office of Graduate Admissions.

The degree program coordinator gives approval for admission to a degree program, subject to the minimum requirements of the university. Program admission requirements are frequently more demanding and specific than general admission requirements. A student will be admitted to a degree program only with the recommendation of the degree program coordinator. A student will not be allowed to register for more than 12 semester hours in any degree program without being regularly admitted.

IMMUNIZATION REQUIREMENTS

Georgia College & State University and The University System of Georgia require immunization documents from every newly admitted and readmitted student. Georgia College & State University will forward to each newly admitted and readmitted student an immunization certificate form to be completed immediately. This form should be returned to Georgia College & State University Office of the Registrar, CBX 069, Milledgeville, GA 31061 for evaluation prior to enrollment. A printable immunization form is available from the web at http://www.gcsu.edu/acad_affairs/enrl_srvcs/admissions/allforms.html

RESIDENCY DEFINITION

A student is in residence if enrolled in courses offered at an approved Georgia College & State University residential facility. These facilities are the Milledgeville Campus, GCSU at Robins AFB, the GCSU Macon location.

INTERNATIONAL STUDENT ADMISSIONS REGULATIONS

Students from countries other than the United States who intend to be in F-1 or J-1 student visa status must apply for admission through GCSU's International Education Center. Prospective students may download admissions materials from the International Center website at www.gcsu.edu/international, telephone (478) 445-4789, email intladm@gcsu.edu or write International Admissions, Campus Box 49, Georgia College & State University, Milledgeville, GA 31061 USA. At the time of application, prospective international students may apply for the International Student Scholarship, which is equivalent to a waiver of half or all of out-of-state tuition fees. Selection is based upon academic scholarship, extracurricular activity, and financial need. PLEASE NOTE: All first-year (freshman) students under 21 years of age are required to live on campus for two consecutive semesters.

The following regulations apply:

1. International applicants must complete all parts of the application as provided by the GCSU International Education Center; the recommended deadlines are April 1 for Fall Semester and September 1 for Spring Semester.
2. To be considered for admission, international applicants must have achieved a level of education at least equivalent to high school graduation in the United States.
3. Applicants must present official transcripts (certified or attested) in the original language, as well as official translations in English (certified or attested by the official translator) of all high school/secondary school and all college/university level work. Please note that all documents become the property of the University.
4. Prospective students must present an OFFICIAL document for one of the following:
 - T.O.E.F.L. (Test of English as a Foreign Language) score report with MINIMUM score of 500 (paper-based test), 173 (computer-based test), or 61 (Internet-based test) required for admission.

International students whose TOEFL score is 500 (PBT)/173 (CBT)/61 (IBT) or above but below 550 (PBT)/213 (CBT)/ 80 (IBT) are required to take ESLG 1001 (Introduction to American Language and Culture) or ESLG 1002 (Introduction to American Language and Culture) during their first semester.

If international students receive a grade of D or F in ESLG 1001 or ESLG 1002, they will be required to take ESLG 1002 or ESLG 1001, which are not sequential, in the following semester. Other undergraduate or graduate international students who need additional English or American cultural support are encouraged to take ESLG 1001 or ESLG 1002.

ESLG 1001 and ESLG 1002 are enrichment rather than remedial classes.

- E.L.S. Language Center Level 112.
 - Other appropriate document supporting English proficiency as determined by the International Admissions Committee at GCSU.
5. International applicants must present evidence of adequate and assured financial resources for the entire time the student will attend GCSU (complete the GCSU Declaration of Finances form).

6. International students must meet College Preparatory Curriculum requirements if they graduated from a high school located inside the United States or inside the jurisdiction of the United States educational system.
7. Upon admission and subsequent enrollment, international students are required to join and pay for the GCSU International Student Health Insurance Plan.

The following guidelines apply to students whose native language is other than English and who have chosen majors that require foreign language study:

1. The International Education Center will evaluate the academic credentials of all international students entering on a student visa to verify the language of instruction for the equivalent of the U.S. high school education (the last four years of secondary education).
 - a. Students whose language of instruction is determined to have been English will be required to complete the foreign language requirement. The International Education Center will notify the department of the student's chosen major.
 - b. Students presenting academic documents indicating the equivalent of a minimum of four (4) years of a language of instruction other than English will be exempt from the foreign language requirement as stated in the GCSU catalog. The International Educational Center will notify the department of the student's chosen major.
 - c. Students presenting academic documents that do not clearly specify the language of instruction may petition a committee comprised of the International Student Adviser and the Chair of the Modern Foreign Languages Department to review all available educational documents in an effort to determine the student's eligibility for a waiver of the foreign language requirement.
2. Students who are granted an exemption from the language requirement will not receive credit toward the CORE or graduation requirements for introductory courses in their language of exemption. They may enroll in intermediate and advanced courses offered by GCSU with the approval of the Chair of the Department of Modern Foreign Languages.

INTERNATIONAL EXCHANGE STUDENTS

International students who will attend GCSU under the terms of an exchange agreement with their home institution will be admitted according to the provisions specified in each agreement. Students should contact their home institution's exchange coordinator or the International Education Center at GCSU for specific guidelines.

ACADEMIC POLICY

Every graduate student and every prospective graduate student should become thoroughly familiar with the regulations and requirements for degrees contained in this catalog. Failure to follow the regulations and requirements may result in complications which could cause inconvenience to students. It is especially important that students note that it is their responsibility to keep apprised of current graduation requirements for the degree program in which they are enrolled.

A student is advised by the degree program coordinator or by other professors designated for such advising. Advisement in matters pertaining to teacher certification is the responsibility of the Coordinator of Graduate Programs in the School of Education and the appropriate department chairperson.

Courses numbered 6000 and above are exclusively for graduate students. Courses numbered 5000 are primarily for graduate students, but, on occasion, are open to qualified seniors or special students. A graduate student will not be permitted to take a graduate level course with the same title/name previously taken at the undergraduate level. Admission to graduate standing is a prerequisite for enrollment in graduate courses for graduate credit. Each graduate student is responsible for consulting with the appropriate faculty adviser for the completion of individual courses.

Unless noted otherwise under specific degree program requirements, all credit applied to the planned program must have been earned within the prescribed period of seven years after initial acceptance to the graduate program. However, the requirements for individual programs may vary. Please refer to the degree program sections of the catalog for individual program requirements. At least 18 semester hours of graduate work must be completed in regular Georgia College & State University courses on campus or at a Regents' approved Residence Center. Courses taken at a facility other than an approved commuter campus or center do not meet the residence requirement.

No more than nine semester hours of required work may be taken in or under the auspices of another graduate school. Such work must have been completed within the prescribed period of seven years, must have a relationship to the student's program, must be recommended by the adviser in the major field of study, must be approved by the graduate coordinator, and must comply with other requirements specified by the university. No student will be allowed to pursue two degrees simultaneously.

No graduate credit will be allowed for correspondence work. Georgia College & State University, with the approval of the Board of Regents, provides degree credit programs in specific majors through commuter locations located in Macon and the Warner Robins Air Force Base. Students admitted to these programs must satisfy the same requirements for a degree as those who attend classes on the Milledgeville campus.

CLASSIFICATION OF GRADUATE STUDENTS

A student admitted to Georgia College & State University who already has a baccalaureate degree will be classified as a graduate student. Students admitted to Georgia College & State University graduate programs will be classified in the following degree categories:

REGULAR ADMISSION

An applicant who has been determined by the coordinator of the program to have met all requirements for admission to a degree program as described in the degree program section of the catalog may be admitted as a regular graduate student.

In no instance will more than a total of 12 semester hours from any other classification(s) be applied toward a degree program.

REGULAR ADMISSION TO THE GEORGIA COLLEGE & STATE UNIVERSITY GRADUATE PROGRAM INCLUDES ADMISSION TO CANDIDACY. The admission to candidacy includes a program of study which serves as a mutual agreement between the student applicant and Georgia College & State University. This agreement (program of study) must be followed and

cannot be changed without the prior written approval of the coordinator of the student's graduate program. A program of study form will be forwarded to each student upon admission. A student will not be able to register for more than 12 semester hours before the program of study form is completed.

PROVISIONAL ADMISSION

Students who have submitted all requirements for admission but do not meet minimum standards for regular admission may be placed in the provisional admission classification by the graduate coordinator in the student's degree program. Students may take no more than 12 semester hours of course work in conditional and provisional status combined.

CONDITIONAL ADMISSION *

Applicants who apply too late for full consideration for admission and/or have not submitted all required documents for evaluation may be assigned conditional admission status. While in this status a student may register for one semester only, by completing a Georgia College & State University Conditional Registration Agreement for Graduate Students; this form requires the signatures of both the student and the graduate coordinator. Any student who registers under this agreement must be admitted to either regular or provisional status by the end of the first semester of enrollment. Students may take no more than 12 semester hours of course work in conditional and provisional status combined.

Provisional and conditional students who are able to remove the condition which caused them to be designated as provisional or conditional may be eligible for assignment to another classification. A maximum of 12 semester hours earned in this classification can be applied toward meeting the requirements of a degree program. This maximum will be reduced according to the number of hours a student has earned in the enrichment, certification, or transient categories.

For example, a student who has earned 12 semester hours of credit while in the enrichment category is not eligible to apply any of the hours earned as a provisional student toward a degree program. In no instance will more than a total of 12 semester hours from any one or a combination of the provisional, conditional, enrichment, certification or transient designations be counted toward a degree program.

*Conditional registration provisions may vary by degree program. Please refer to degree program sections of the catalog for individual program requirements.

PROVISIONAL ADMISSION EXIT REQUIREMENTS

To exit provisional admission and to be classified as a regular student, all admission criteria for the degree program as described in the provisional admission exit requirements section of each program included in the catalog must be satisfied and approved by the degree program coordinator.

BIOLOGY AND LOGISTICS

Students on provisional admission who complete nine to 12 semester hours of graduate courses at Georgia College & State University with no grade less than a B may be admitted to a degree program without having to make the required score for the program. The B grade must be earned in courses approved by the graduate coordinator for the degree program in which the student is seeking admission.

ENGLISH

A provisionally admitted student may gain regular status through the completion of the first nine to 12 graduate hours in English with grades of B or better in all courses attempted.

MASTER OF FINE ARTS

After completing nine hours of coursework (at least one course should be in literature) with at least a B in each course, the student may be granted regular admission status. Students enrolled with provisional status are not eligible for graduate assistantships.

HISTORY

Applicants who only meet four of the five requirements for regular admission may be granted provisional status.

Provisional students who take 12 semester hours of graduate history courses with no grade less than a B will be granted regular status. The B grade must be earned in courses approved by the graduate coordinator for the degree program in which the student is seeking admission.

BUSINESS

Provisional admission status may be granted to students who do not meet the score requirements for regular admission. Provisional admission score requirements will be 50 points below the formula for regular admission. Students may take no more than 12 hours of class work in conditional and provisional status combined. Students who complete 12 hours of courses in provisional status (or a combination of conditional and provisional status) with no grade lower than a B, and have a minimum admission score of 50 points below the formula for regular admission, may be granted regular admission status. All classes taken in conditional (5000-level courses only) and provisional status must be approved in advance by the Director of Graduate Programs in Business.

EDUCATION

Provisional admission to M.Ed. programs may be granted by either of two sets of criteria. A person may:

1. Submit scores on the Graduate Record Exam General Test. To be granted provisional admission status, the applicant must score 950 on the SOE graduate admission formula. The formula is: GRE verbal score + GRE quantitative score + (100 times the undergraduate GPA - 2.25 minimum) = 950. For example, an applicant scoring 350 on the verbal portion and 350 on the quantitative portion and having a 2.5 undergraduate GPA would have an admission formula score of $350 + 350 + 250 = 950$, or
2. Submit a score on the Miller Analogies Test. To be granted provisional admission, the applicant must score 60 on the SOE admission formula. The formula is: MAT score + (10 times the undergraduate GPA 2.25 minimum) = 60. For example, an applicant having a MAT score of 35 and an undergraduate GPA of 2.5 would have an admission formula score of 60.

For those persons who meet provisional admission requirements by (1) or (2) above, regular admission may be acquired by earning a B or better in the first nine to 12 hours taken under provisional admission, providing those 9-12 hours include EDFS 6230, and six hours in the content field through advisement. If these conditions are met, the student's status will change to regular admission after meeting with an assigned adviser and submitting a Program of Graduate Study. Persons who do not meet these conditions will not be permitted further enrollment in the M.Ed. program.

HEALTH SCIENCES

Regular Admission

GRE score (verbal + quantitative) + [GPA (upper division coursework) X 100] = 1200 or more

MAT score (minimum 385) + [GPA (upper division coursework) X 100] = 700 or more

Provisional Admission

GRE score (verbal + quantitative) + [GPA (upper division coursework) X 100] = 1100 to 1199

MAT score (minimum 385) + [GPA (upper division coursework) X 100] = 660 to 699

Students admitted under provisional status must complete a minimum of nine semester hours of graduate course work at Georgia College & State University, earning no less than a 3.00 GPA for regular admission. The nine semester hours of course work must be earned in courses approved by the Coordinator for Graduate Programs in Health Sciences.

MASTER OF PUBLIC ADMINISTRATION, MASTER OF SCIENCE IN CRIMINAL JUSTICE

Applicants who score under 1200, but over 1000, on the admissions formula may be granted provisional status. While holding this status, students must take the equivalent of a semester's full load of graduate courses (i.e., 9 to 12 hours) and earn no final course grades below B to qualify for regular status. Provisional students who prefer to take lighter course loads will need two or more semesters of satisfactory work (not to exceed a total of 12 hours of credit) to become eligible for regular status. Courses taken under provisional status with satisfactory grades will be counted as part of the regular degree program. Earning a final course grade of less than B while in provisional status will cause one to be dismissed from the program. All courses taken must be approved by the program coordinator.

NON-DEGREE CATEGORIES

ENRICHMENT

A person who holds a baccalaureate degree and wishes to enroll in graduate courses for purposes of self-improvement or enjoyment may be admitted for graduate study as an enrichment student. Should the student later decide to transfer to a degree seeking category, no more than 12 semester hours of credit earned while in this category may be applied toward a graduate degree program and then only if approved by the coordinator of the degree program desired. MAac, MBA and MMIS courses at the 6000 level are not open to students classified in enrichment status. (See additional limitations under the provisional category.)

CERTIFICATION

A person who holds a baccalaureate degree and certificate to teach in the State of Georgia and wishes to enroll in graduate courses for the purposes of certificate renewal, may be admitted to graduate study as a certification student. Students admitted to certification classification are not considered to be in pursuit of a degree. Should the student later decide to transfer to a degree seeking category, not more than 12 semester hours of credit earned while in this category may be applied toward a graduate degree program and then, only if approved by the coordinator of the degree program in consultation with the adviser of the planned field of study. (See additional limitation under the provisional classification.)

GRADUATE TRANSIENT

A student in good standing at another regionally accredited graduate school who wishes to take courses at Georgia College & State University may be allowed to enroll as a transient student for one semester. In lieu of the usual transcripts and test scores, this student must submit a letter from the registrar of the institution in which the student is regularly enrolled, which certifies that the student is in good standing and recommends admission to Georgia College & State University as a transient student.

Transient status means that a student is admitted to Georgia College & State University for a specified period of time, normally a single semester, with the understanding that the student is to return to the student's own institution at the opening of the next term.

ENROLLMENT IN GRADUATE CLASSES BY UNDERGRADUATES

An undergraduate student who is within 6 hours of graduation and who has at least a B academic average in the major subject may enroll for courses carrying graduate degree credit. Approval must be obtained from the degree program coordinator prior to registration. No course taken without this approval may be counted for graduate credit. Graduate work taken under this provision may not be used to meet undergraduate requirements. An undergraduate who is permitted to enroll for graduate work as indicated above will be classified as a non-degree undergraduate student until such time as the student has attained regular admission to a graduate degree program.

No more than six semester hours of graduate work may be completed prior to the completion of baccalaureate degree requirements and admission to the Graduate Program as an applicant for a graduate degree. No student will be allowed to pursue two degrees simultaneously.

APPLICANTS FOR CONSTITUTIONAL AMENDMENT 23 ADMISSION (STUDENTS AGED 62 AND OLDER)

Georgia residents who are 62 years of age or older and who meet all regular and special admission requirements for this category may register for classes and receive credit without payment of tuition and fees (except the technology fee and laboratory fees which are required of all students) on a space available basis. Contact Office of the Registrar for detailed information.

RE-ADMISSION TO GRADUATE SCHOOL

A student previously registered in a graduate program at Georgia College & State University who has failed to maintain continuous enrollment and who wishes to resume studies after one or more semesters of absence must file an application for re-admission. Applications for re-admission are available in the Office of the Registrar and must be submitted to that office prior to the published deadlines for each term. The student will register during the usual registration period. If the student has attended any other institution during the period when not registered at Georgia College & State University, official transcripts must be submitted before being classified as having regular status.

TRANSIENT STUDENT PROCEDURE

Students wishing to attend another college/university and take courses to count toward their degree at Georgia College & State University must be in good standing, petition the degree program coordinator and obtain the approval of their faculty adviser prior to enrolling at the other institution. The petition must specify the courses to be taken at the other college/university and the student must have the other college/university send a transcript of the courses taken to the Office of the Registrar at Georgia College & State University to receive credit for

the work at Georgia College & State University. Ordinarily, students are permitted to be transient students away from the university for only one semester. In order to be eligible for transient status a student must have been enrolled within the last five years.

RESIDENCY CLASSIFICATION

NON-RESIDENT STUDENTS

Each semester, students who do not qualify as residents of the state of Georgia will pay out-of-state tuition.

RESIDENCY FOR IN-STATE TUITION PURPOSES

The following general descriptions are by no means all-inclusive, nor do they supercede existing regulations concerning in-state residency. This should only be used as an explanatory guide for Georgia residency. Detailed official guidelines are listed in the codes of the University System of Georgia.

Since the GCSU is a state-supported institution, students must show documented proof of residency and the duration of their residency in order to qualify for in-state tuition. Following admission, students who are classified as non-residents may apply for in-state residency by completing the Petition for Classification as an In-State Student, which is available from the Office of Enrollment Services. In reviewing petitions, the GCSU Residency Committee looks at three primary items of proof.

1. Students must first prove that they have established a primary domicile or permanent Georgia home at least twelve consecutive months immediately preceding the beginning of classes for the term to be considered for residency. Typically, the residency status of a dependent student is tied to the status of the parent(s), so the parent(s) must show proof of domicile.
2. Invariably, students and/or parent(s) of dependent students also should provide documentation showing payment of Georgia state income tax, as this shows a tie to the state that proves financial support for the Georgia educational system. Mere property ownership in Georgia, by itself, is usually insufficient.
3. The Residency Committee also suggests students include copies of any other documents showing their intent to be a Georgia resident, such as a Georgia driver's license, car or voter registration, home ownership, full-time employment records, etc. Attending college in Georgia is not proof of intention to be a Georgia resident.

In reviewing petitions for in-state residency, GCSU considers each student's situation as unique, and so there are no universal formulas. In general, though, the three items mentioned previously are key. GCSU does understand that there are situations, such as parents living in separate states or a family in the military, which may alter the review process.

SPECIAL SITUATIONS INVOLVING RESIDENCY

The following descriptions should help in understanding what the Committee considers when reviewing certain situations.

Dependent versus Independent Students

- If a student is listed as a dependent on their parent or legal guardian's previous year's tax returns or receives more than 50% of their financial support from a parent or guardian, they are considered a dependent student and GCSU considers the student to be a resident, for tuition purposes, of the parent or guardian's state of residence. (A legal guardian must provide court and/or financial documentation of support for the student.)

- Independent students who wish to establish in-state tuition residency must document that their parent(s) have not claimed them as a tax dependent for the twelve months prior to the start of the term, and that the students have provided for more than 50% of their financial support as shown in federal and state tax returns.
- At times, current students at GCSU may have their residency status changed to in-state, but they must show detailed evidence that they are an actual resident of Georgia, and they would have lived in Georgia even if they had not been in college. Current students should work with the Office of Enrollment Services if they have more questions regarding this situation.

Separated Family Situations

If a student lives outside Georgia, but a parent is a Georgia resident, it is sometimes possible for the student to be considered a Georgia resident for tuition purposes. The student and the parent must document that the parent has lived in Georgia for the twelve consecutive month period prior to enrollment.

Military Personnel and U.S. Citizens Living Abroad

- Dependents of active duty military personnel who claim Georgia residency must provide GCSU with documentation, such as Georgia tax records or a Leave and Earnings statement.
- Dependents of active military personnel who are residents of other states but are stationed in Georgia can receive a waiver of the out-of-state tuition difference, providing the parent(s) submit documentation to the Business Office showing the military posting. The waiver continues only as long as the requirements are met.
- Dependents of U.S. citizens living abroad who consider themselves residents of Georgia must provide documentation showing Georgia as their last state of residency, as well as proof of a prior domicile in Georgia to which they may return and Georgia tax records.

Non-U.S. Citizens

Non-U.S. citizens are only eligible for in-state residency if they are lawful permanent residents as documented by the U.S. Immigration and Naturalization Service or have been granted a visa in an eligible category. F-1 student visas are not eligible. These students must still provide documentation of in-state residency for the twelve month period.

Waivers of Out-Of-State Tuition

Students may be eligible for a waiver of the out-of-state tuition difference if they are in one of the following categories: full-time employees of the University System, their spouse and dependent children; full-time teachers in a Georgia public school and their dependent children; active-duty military personnel and their dependents while stationed in Georgia. These students should contact the Business Office for more details about the required documentation needed, and do not need to complete the Petition for Residency.

State of Georgia HOPE Scholarship Situations

Residency decisions and qualifications surrounding the state-sponsored HOPE scholarship program are made by the Georgia Student Finance Commission and the HOPE Program, and so any questions regarding the HOPE scholarship should be directed towards these programs specifically.

As stated before, all petitions for in-state residency are considered in their entirety, so every file must be reviewed based upon its own merit. As well, this page is meant as a general guide about Georgia residency for tuition purposes, but does not supersede any existing policies for in-state residency found in the codes of the University System of Georgia.

APPEALS PROCEDURE

Any student wishing to appeal a decision of institution officials concerning residence classification shall file a Notice of Appeal with the appropriate review committee at the institution.

Following a review at the highest level at the institution, a student may apply to the Board of Regents for a review of the final decision of the President. Procedures are provided in the Bylaws and Policies of the Board of Regents.

STUDENT RESPONSIBILITIES

Student Responsibility to Register under Proper Classification - It is the student's responsibility to register under the proper tuition classification. If there is any question of the right to in-state tuition status, it is the student's obligation, prior to or at the time of registration, to raise the question with the administrative officials of the institution in which the student is registering and have tuition status officially determined. The burden rests with the student to submit information and documentation necessary to support the argument for a particular tuition classification under Regents' regulations.

Notification of Change in Circumstances - A student who is classified as an in-state student must immediately notify the proper administrative officials of the institution of any change in residency status or any other change in circumstances, which may affect tuition classification.

Official Change of Tuition Status - Every student classified as out-of-student shall retain that status until such time as that student shall have petitioned for reclassification in the form prescribed by the institution and shall have been officially reclassified in writing as an in-state student by the proper administrative officers. No more than one application may be filed for a given semester.

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

TUITION AND FEES

As a unit of the University System of Georgia, Georgia College & State University is a state-supported institution. Students who do not qualify as residents of Georgia must pay out-of-state tuition. Regents' guidelines for determining residency are found later in this section.

All tuition charges, board, room rent, and other charges are subject to change. Fee assessments are subject to audit and correction and any such adjustments will be made. Students will be notified by mail of any such adjustments.

Georgia College & State University operates on the semester system. The fees currently listed reflect Fiscal Year 2006 increases. Tuition and fees may be adjusted to reflect increases as they occur.

GRADUATE (2006-2007) Will Adjust Each Academic Year

STUDENTS TAKING 12 OR MORE SEMESTER HOURS:

	Tuition	Health	Athletics	Activity	Transportation	Technology	Total
In-State	\$2,144	\$65	\$134	\$103	\$37	\$45	\$2,535
Out-of-State	\$8,577	\$65	\$134	\$103	\$37	\$45	\$8,968

STUDENTS TAKING LESS THAN 12 SEMESTER HOURS: (per semester hour)

	Tuition	Health	Athletics	Activity	Transportation	Technology
In-State	\$179	\$65	\$134	\$103	\$37	\$45
Out-of-State	\$715	\$65	\$134	\$103	\$37	\$45

BOBCAT VILLAGE APARTMENT CHARGES

Per semester \$2,868 to \$3,504

FOOD SERVICE

The following choices are available:

25 Block Plan – Commuters Only	\$150
150 Block Plan + \$150 CatCash	\$1,220
14 meals per week + \$200 CatCash	\$1,554
Unlimited Plan +\$250 CatCash	\$1,658

CatCash dollars may be added at any time. All students living in the residence halls, except Bobcat Village, must have one of the meal plans.

TEXTBOOKS AND SUPPLIES

Textbooks and supplies are available in the Georgia College & State University Bookstore located at 115 S. Wilkinson Street. The cost of books and supplies will vary with the courses taken by the individual student. However, an estimate of this cost is \$400 to \$500 each semester.

PAYMENT OF UNIVERSITY EXPENSES

Students are expected to meet all financial obligations when they are due. Georgia College & State University reserves the rights to deny admission, to withhold transcripts, refunds, payments, and other educational records, or cancel the registration of any student who fails to meet financial obligations promptly. It is each student's responsibility to keep informed of all registration and fee payment dates, deadlines and other requirements by referring to the official calendar of events in the catalog, as well as printed and posted announcements.

All student fees and charges are due and payable at the time stated in the calendar. A student is not officially registered until all fees and charges are paid. Payment may be made by cash, check, or money order. American Express, MasterCard or Discover Card and Webcheck are accepted only through online payment.

The student will be responsible for payment of reasonable collection costs, including attorney fees and other charges, necessary for the collection of any amount not paid when due.

CHECKS

If the student's bank does not honor the check and the bank returns the check unpaid, the student is subject to payment of the maximum late payment fee, as well as a returned check charge of \$25.00. If payment is not cleared promptly, the student's registration is subject to cancellation, student's records may be held, and legal action may be taken.

DEPOSITS REQUIRED

ROOM RESERVATION DEPOSIT (\$235)—Required of all students who apply to live in university housing. The \$235 (\$200 space reservation; \$35 non-refundable deposit) is a one-time fee paid at the time the student submits his/her Housing Application Form to the University Housing Office.

Housing contracts in residence halls are for the entire academic year (fall and spring semesters). Bobcat Village contracts are for a 12-month period. Once hall residence is established, the breaking of the room and board contract will result in the forfeiture of the deposit.

For new applications, the deposit is refundable only when written request for cancellation and refund is received in the University Housing Office by the dates outlined in the housing contract.

SPECIAL FEES

APPLICATION FEE (\$25) - A nonrefundable fee is required of all students applying for admission to the university. The fee will be sent with the application for admission. Former students of GCSU are exempt from the application fee.

GRADUATION FEE (\$45) - This fee is required of all degree candidates and is payable at the time that Graduation Application or Application for Degree or Diploma Request is made. The fee is nontransferable and nonrefundable. It entitles the student to one diploma and use of academic regalia.

LABORATORY FEE - Certain university departments may charge a laboratory fee in courses requiring extra materials or services of instruction. These fees are indicated in the course descriptions and are non-refundable.

LATE PAYMENT FEE (\$30) - All student fees are due and payable at the time stated in the university calendar. A student is not officially registered until all fees and charges are paid. A late payment fee of \$30 will be charged beginning the day following the stated registration period.

COMMUTER CAMPUSES OR CENTERS FEES - The university offers courses throughout its service area. The cost for these courses is dependent upon the program under which they are offered. Students enrolled in a program on either Macon or Warner Robins campus may enroll in up to 4 hours on the Milledgeville campus and incur only the technology fee.

TRAFFIC AND PARKING VIOLATION FEES - Each year the university prints an up-to-date set of traffic and parking regulations. These are available upon request from the Department of Public Safety. The fine as indicated on the ticket is payable to the cashier of the Business Office. Any student who has unpaid traffic fines may be denied registration, transcripts, refunds, payments, check-cashing privileges, and other college records.

MUSIC FEES

PRIVATE LESSONS (APPLIED MUSIC) These non-refundable fees are in addition to regular course fees.

Private instruction, one 50 minute session per week \$100 per term

HOUSING COSTS

Residence Hall charges (as noted under General Fees) are based on double occupancy. If one of the occupants vacates the room, the student remaining agrees to accept a roommate, to move to another room, or to pay for a private room. The University Housing Office reserves the right to make all final decisions on assignments. Private rooms are offered at an additional charge when space is available.

REFUND POLICY AND PROCEDURES

Students desiring refunds must formally withdraw from the university at the Office of the Registrar. Students may expect refunds approximately thirty days after the beginning of the semester or date of the withdrawal.

REFUND FOR REDUCTION OF COURSE LOAD

A student who elects to drop a course for which he has registered and paid fees shall receive a refund of fees only if notice is given to the Office of the Registrar on or before the last day to make course changes as indicated in the university calendar. The student shall then be charged at the per semester hour rate applicable to the remaining number of semester hours for which he is registered.

Please note: If reduction of course load eliminates all hours for that semester, formal withdrawal is necessary. See also below.

THE FOLLOWING REGULATIONS APPLY TO THE REGULAR FEES WHEN FORMAL WITHDRAWAL IS APPROVED (Section 704.04 Board of Regents Policy Manual):

REFUND FORMAL WITHDRAWAL

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 stu-

dent 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 percent.

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

A refund of tuition and other mandatory fees shall be made in the event of the death of a student at any time during the academic session.

Students who formally withdraw from the institution after the first 50 percent (in time) of the period of enrollment are not entitled to a refund of any portion of tuition and fees.

****Please note:** This refund policy is for students who formally withdraw. This refund policy does not effect the drop/add period or current refund policy for dropped courses during this period.

Because of the specific nature of the instruction of Applied Music, no refunds of these funds will be made.

REFUND FORMAL WITHDRAWAL FOR TUITION, FEES, STUDENT HOUSING, AND FOOD SERVICES

Requests for refund of meal plans by students who have formally withdrawn from the university will be prorated on a weekly basis (defined as Monday through Sunday) up until the end of the 13th week of classes during the semester. There will be no prorated refunds of meal plan charges after the end of the 13th week of classes. There are no refunds for missed meals during the contract period.

FINANCIAL AID AND SCHOLARSHIPS

The purpose of the Office of Financial Aid is to assist students in meeting their educational goals by providing appropriate financial resources. The staff of the Financial Aid Office is aware of concerns students may have regarding financing their college education, and wants to assist by providing the best service possible. Our goal is to meet individual needs in a timely, efficient, and equitable manner. Financial aid awards at Georgia College & State University are based on scholastic ability, financial need, and contribution to the campus community, or a combination thereof. Students may receive aid in the form of scholarships, grants, loans, or work opportunities. All students are encouraged to apply. Programs with limited funding are awarded based on the application date of March 1.

Many students do not have the financial resources to accomplish their educational objectives. Through the financial aid programs, Georgia College & State University makes every effort to assure that no qualified student will be denied the opportunity to attend school because of lack of funds. Each year over 60 percent of Georgia College & State University students receive some form of financial aid. Once award packages are complete, they may be viewed on-line via GCSU's secure website.

Because of the many federal, state, and local agencies that regulate financial aid programs, the administration of financial aid is complex and ever changing. To help simplify the process, the Federal government has produced a publication, The Student Guide, to provide accurate, up-to-date information. It is important for students to understand the financial aid programs they are applying for and the requirements of those programs. Please contact the Financial Aid Office to request a copy of the publication.

Policies and procedures are subject to change without notice.

APPLICATION PROCEDURE

To receive consideration for federal and state aid:

1. A copy of the Free Application for Federal Student Aid (FAFSA) must be submitted to the address listed on the application.

The FAFSA may be obtained from a secondary school or the Georgia College & State University Financial Aid Office located in Parks Hall. It may also be accessed via the Internet at www.fafsa.ed.gov.

2. Other forms and documents must be submitted as requested.

GENERAL INFORMATION

1. To be considered for student financial aid, you must:
 - a. be a United States citizen or permanent resident of the United States, and
 - b. have been accepted for admission and classified as a degree-seeker at Georgia College & State University by the Admissions Office; or be currently enrolled in an approved degree seeking program; and

Exception: (Applicable to Stafford and PLUS Loans only). A non-degree seeker may be eligible for a loan under one or more of these programs if (s)he is enrolled or accepted for enrollment as at least a half-time student (5 hours) in a program that is necessary for either a professional credential or certification from a state if that credential or certification is required for employment in that state as an elementary or secondary school teacher, or to qualify him/her for enrollment in a degree or certification program. For financial aid purposes, these students are considered 5th year undergraduates.

- c. be making progress toward the completion of your course of study according to the Academic Requirements for Receiving Financial Aid ; and
 - d. not be in default on any loan and have not borrowed in excess of loan limits under the Title IV programs at any institution; and
 - e. not owe a refund on any grant received under the Title IV programs at any institution.
 - f. register for selective service, if required.
2. First consideration will be given to any student whose file is complete by March 1.

SCHOLARSHIPS

HOPE TEACHERS SCHOLARSHIP PROGRAM

The HOPE Teacher Scholarship Program provides forgivable loans to the individuals seeking advanced education degrees in critical fields of study. Students must be accepted into graduate school and into an advanced teacher certification program. The amount of the scholarship is up to \$10,000. Students earn their award by teaching in a Georgia public school after graduation. Applications may be obtained on-line at www.GAcollege411.org.

OTHER SCHOLARSHIPS

Some scholarships for graduate students available through the Alumni Association, are listed on the Financial Aid Office web site at www.gcsu.edu/financialaid.

LOANS

FEDERAL PERKINS LOANS

The university participates in the Federal Perkins Loan Program. Students demonstrating exceptional need to meet educational expenses are eligible to receive consideration for the loan.

The aggregate maximum loan amount a graduate or professional student may borrow is \$18,000, including loans borrowed for undergraduate study.

Repayment begins nine months after the student graduates or leaves school. The student may be allowed up to ten years to repay the loan. During the repayment period, the student will be charged 5 percent simple interest on the unpaid balance of the loan principal. The minimum monthly payment is \$40.

Students who complete the Georgia College & State University application process are considered for this loan.

FEDERAL FAMILY EDUCATIONAL LOAN PROGRAM (FFELP)

These federally sponsored, Title IV loans are arranged through the Georgia College & State University Financial Aid Office from private lending agencies (a bank, credit union, or other lender that participates in the FFELP program).

Subsidized

The Subsidized Stafford is a need-based loan program. For a qualified student, the federal government pays the interest until the student ceases enrollment as, at least, a halftime student.

The amount a student can borrow will vary, depending upon the student's demonstrated financial need. The maximum amount in any academic year may not exceed \$8,500. The aggregate guaranteed unpaid principal amount of all subsidized loans made to a graduate or professional student may not exceed \$65,500, including loans made for undergraduate study.

To apply, the student must complete the university application procedure.

Unsubsidized

Students, regardless of income, may borrow from this program. The unsubsidized loan's terms and conditions are the same as the Federal Stafford Subsidized Loan, such as loan limits, deferments and interest rates. Students are charged with interest while in school and during grace periods.

STATE DIRECT STUDENT LOANS

Under the State Direct Student Loan program, students may be eligible to borrow funds that are either repaid in cash or are service cancelable.

As a lender in the Georgia Federal Stafford Loan program the Georgia Student Finance Authority (GSFA) makes interest subsidized loans to students that are subject to the same eligibility, interest and repayment as other student loans made by commercial lenders and guaranteed by the Georgia Higher Education Assistance Corporation.

In addition, the GSFA makes loans, which can be cancelled through service to students preparing for professions in which there is a critical manpower shortage in Georgia. Applicants who are preparing for careers in certain health fields and members of the Georgia National Guard may be eligible to borrow funds and to have a portion or all of these loans cancelled by service.

Additional details and applications are available from the Georgia College & State University Financial Aid Office or the Georgia Student Finance Authority, 2082 East Exchange Place, Suite 200, Tucker, GA 30084.

STUDENT EMPLOYMENT

Approximately twenty percent of the university's students hold part-time jobs on campus. Students fill a variety of positions in administrative offices, departmental offices, the library, science laboratories, residence halls and elsewhere.

FEDERAL WORK-STUDY PROGRAM

The Federal Work-Study Program provides jobs for students who show financial need and who must earn funds to pay for part of their educational expenses. Most positions are locat-

ed on-campus, but there are some off-campus positions available involving community service at nonprofit organizations, including positions serving as reading tutors under the U.S. Department of Education's "America Reads" program.

Students are paid bi-weekly and may work up to 19 hours a week.

Students who complete the university's application process are considered for this program.

GEORGIA COLLEGE & STATE UNIVERSITY STUDENT EMPLOYMENT PROGRAM

The Student Employment Program provides additional opportunities for students to secure campus employment. While financial need is often not a factor, earnings under this program could affect other aid received. Students are interviewed and hired by the various administrative offices, departmental offices, and others at the university. Jobs in this program are fewer in number than in the Federal Work-Study program and application should be made directly to the employing department.

ACADEMIC REQUIREMENTS FOR RECEIVING FINANCIAL AID

The Higher Education Act of 1965, as amended, mandates institutions of higher education to establish a standard of satisfactory academic progress for all students who receive financial aid. This standard must apply to the student's entire academic history, whether Title IV financial aid was received or not. In order to remain eligible to receive aid at Georgia College & State University, students must meet the standards specified for acceptable academic performance and for satisfactory progress toward the completion of their program of study. The standards are established within the framework of applicable federal regulations specifically for the purpose of determining the eligibility of students to receive aid under the generally funded Title IV programs, including Federal Pell Grant, Federal Perkins Loan, Federal Supplemental Education Opportunity Grant, Federal Work-Study, Georgia's HOPE Scholarship, and Federal Family Educational Programs (Subsidized, Unsubsidized, PLUS). They should not be confused with Probation or Good Standing as defined by academic regulations.

COMPONENTS

The Georgia College & State University definition of satisfactory academic progress for receiving financial aid includes the following components:

I. Qualitative Standards

Georgia College & State University uses the 4.0 grade point average and numerical code:

4.0 = A, 3.0 = B, 2.0 = C, 1.0 = D, 0.0 = F, 0.0 = WF.

Any student whose institutional GPA falls below a 3.0 will be on financial aid probation.

II. Quantitative Process

Students are expected to successfully complete 67 percent of all enrolled course work.

The Financial Aid Office staff will verify enrollment status at the end of add/drop period according to the following table:

	Full-Time	Three-Quarter Time	One-Half Time
Graduate	9-up	8-6	5

Students who attend during the summer are expected to successfully complete the appropriate number of hours required for the summer plus the required number for the academic year based upon their status.

III. Maximum Time Frame

Students who attend on a full-time basis at Georgia College & State University will have the following time frame (subject to individual program regulations) in which to receive consideration for financial aid:

Graduate Students (Master's Degree)	6 Semesters or 55 Attempted Hours
Graduate Students (Specialist in Education)	4 Semesters or 41 Attempted Hours

The time frame for students who attend other than full time will be determined on a yearly basis taking into account the enrollment status of the student. Students who begin their education at another school and then transfer to Georgia College & State University will have their standing classified by the appropriate office. For these students, financial aid eligibility is identical to that of Georgia College & State University students with comparable hours. (e.g. Transfer students who are classified as juniors will have the same eligibility as Georgia College & State University juniors). Students, who are required to take learning support courses, may have their time frame extended.

REVIEW PROCESS

At the end of each academic year (usually Spring Semester), the Financial Aid Office staff will determine whether the student has successfully completed the minimum expected number of hours with the required grade point average and shown progress toward the educational degree for all completed semesters. The review, which will occur during the summer, will include all hours attempted during the student's attendance period.

The following will be considered as semester hours successfully completed:

1. "A" through "D" grades
2. "S" satisfactory
3. "K" credit
4. "IC" institutional credit

The following shall not be considered as semester hours completed:

1. "F" grade
2. "I" incomplete
3. "W" withdraw
4. "U" unsatisfactory
5. "V" audit
6. "WF" withdrew failing
7. "IP" used in Learning Support Services

FINANCIAL AID PROBATION (WARNING)

A student will automatically be placed on financial aid probation in the event that the student fails to meet the institutional GPA and/or incremental progress requirements. A student in this category may receive financial aid for the next academic year, but by the end of that academic year, that student must have completed both the aggregate number of semester hours required and attain the overall institutional GPA required to establish satisfactory academic progress. If the student does not make up the deficiencies and remove himself/herself from financial aid probation, the student is considered to be making unsatisfactory academic progress and is placed on financial aid suspension. Financial aid suspension means the termination of all financial aid until the student has returned to a satisfactory academic progress standing.

A student who does not meet the time frame requirement will, without warning, become ineligible for financial aid.

CONDITIONS FOR REINSTATEMENT

A student whose financial aid has been suspended for failure to meet the institutional GPA and/or incremental progress requirements can become eligible for consideration for financial aid by attending Georgia College & State University (without financial aid) and reestablish satisfactory academic progress.

A student who fails to meet satisfactory progress requirements a second time will become ineligible for any further aid.

APPEAL

A student whose financial aid has been suspended may appeal in writing to the Director of Financial Aid. In the appeal, the student should state the reason(s) why satisfactory academic progress was not maintained, why aid should not be terminated, and list any extenuating circumstances that should be considered. A student wishing to appeal the decision of the Director may do so, in writing, to the Financial Aid Internal Review (FAIR) Committee. A student wishing to appeal the decision of the FAIR Committee may do so, in writing, to the Vice President for Institutional Research & Enrollment Services.

REFUND POLICY AND PROCEDURES

FINANCIAL AID RETURN OF TITLE IV FUNDS

Effective Fall Semester 2000, federal law specifies how an institution must determine the amount of Federal Student Aid assistance that a student earns if they withdraw from school. This new law requires that when a student withdraws during a payment period (semester) the amount of federal assistance that a student has earned up to that point be determined by a specific formula. If the student was disbursed less assistance than the amount that they had earned, they will be able to receive those additional funds. If the student was disbursed more federal aid than they earned, the student and the institution will share in returning excess funds to the appropriate federal agency.

If the student received excess funds based on this calculation, the school must return a portion of the excess equal to the lesser of

- the student's institutional charges multiplied by the unearned percentage of funds earned, or
- the entire amount of the excess funds.

If the school is not required to return all of the excess funds, the student must return the remaining amount. The order of funds that the institution and student must return these funds is as follows:

- Unsubsidized Federal Stafford Loan
- Subsidized Federal Stafford Loan
- Federal Perkins Loan
- Federal PLUS
- Federal Pell Grant
- Federal SEOG Grant
- Other Title IV programs

The student would repay the "loan" funds in accordance with the terms of the promissory note so repayment would not be required until originally scheduled. If the student is responsible for returning "grant" funds, they do not return the full amount. The law provides that the student is not required to return 50 percent of the grant assistance that they were calculated to return. Any "grant" amount that a student must return is considered a grant overpayment. Therefore, they must arrange with the school to repay these funds within 45 days.

Students who fail to earn a passing grade in any course are considered to have "unofficially withdrawn" from GCSU and are subject to return of Title IV Funds regulations.

EXAMPLE A:

Student A received the following financial aid:

Subsidized Stafford Loan	\$1275.00
Federal Pell Grant	+ \$ 325.00
Total	\$1600.00

Institutional Charges	\$1200.00
Student's Refund Check	\$ 400.00

Student A withdrew from school after completing 10 percent (# of days completed / total # days in semester = percent) of the total semester.

- Fall Semester began August 18th and ended December 17th
- Student withdrew on August 29th
- This is the 12th day of a semester that is 120 days long.

Federal law states that this student has "earned" 10 percent of Federal aid disbursed:

100% of aid disbursed	\$1600.00
10 % earned aid	- \$ 160.00
90% unearned aid	\$1440.00

The institution and the student will share the 90% of unearned aid to be returned. The institution's portion is determined by multiplying the total charges (\$1200.00) by the unearned percentage (90%), which will be \$1080.00. This will be returned to the Subsidized Loan Program.

The student will be responsible for the remaining balance.

Unearned aid	\$1440.00
Institutional Share	- \$1080.00
Student Share	\$ 360.00

The balance of the loan, \$195.00, will be returned in accordance with terms of the promissory note. The remaining \$165.00 would be returned at a 50% rate to the Federal Pell Grant program.

Pell Grant Overpayment	\$165.00
	x 50%
	\$ 82.50

Student A would need to make arrangements with GCSU to repay \$82.50 to the Pell Grant Program within 45 days.

EXAMPLE B:

Student B received the following financial aid:

Unsubsidized Stafford Loan	\$2000.00
Subsidized Stafford Loan	+ \$1600.00
Total	\$3600.00

Institutional Charges	\$3000.00
Student's Refund Check	\$ 600.00

Student B withdrew from school after completing 40% (# of days completed / total # days in semester = %) of the total semester.

- Fall Semester began August 18th and ended December 17th
- Student withdrew on October 5th
- This is the 48th day of a semester that is 120 days long.

Federal law states that this student has "earned" 40% of Federal aid disbursed:

100% of aid disbursed	\$3600.00
40% earned aid	- \$1440.00
60% unearned aid	\$2160.00

The institution and the student will share the 60% of unearned aid to be returned. The institution's portion is determined by multiplying the total charges (\$3000.00) by the unearned percentage (60%), which will be \$1800.00. This will be returned to the Unsubsidized Loan Program.

The student will be responsible for the remaining balance.

Unearned aid	\$2160.00
Institutional Share	- \$1800.00
Student Share	\$ 360.00

Because the \$360.00 of the student share represents loan funds, Student B will not repay these funds until entering repayment on all loans.

GRADUATE ASSISTANTSHIPS

A limited number of graduate assistantships are offered through the departments which have graduate degree programs and a few service offices. Recipients provide educationally beneficial assistance to the department which awards the assistantship. Duties are relevant to the student's major field of study and of academic value. Students are only eligible for the financial assistance provided by a graduate assistantship for two years (24 months) applicable to the completion of only one graduate degree.

A graduate assistant must have regular admission to a graduate program and have at least a 3.0 GPA on any graduate courses taken at Georgia College & State University. To continue an assistantship, the graduate student must maintain academic good standing. If a student's grade point average falls below 3.0 (academic warning) the student will have one semester to improve and return to academic good standing before termination of the assistantship. Should a student fail to return to good standing after one semester, or should a student receive academic exclusion and be dismissed from the degree program, the assistantship will be terminated at once.

Students with an assistantship will receive a stipend and be required to work between fifteen and twenty hours per week while enrolled in at least six graduate hours per semester. The assistantship will waive the tuition, but the student is responsible for all appropriate fees, including a reduced matriculation fee, a technology fee, a university health fee, a student activity fee, a parking fee, and an athletic fee.

Applications for graduate assistantships should be directed to the school dean or graduate coordinator. Approval is granted by the hiring department, the student's graduate coordinator and the appropriate school dean.

SENIOR ARMY ROTC

The mission of the United States Army Reserve Officer Training Corps (ROTC) program is to attract, motivate and prepare selected students with high potential to receive a commission in the United States Army Reserve. In addition to providing the courses required to earn a commission through the ROTC program, military science instruction and associated activities have the aim for all students of developing leadership and managerial potential, providing an understanding of the requirements and organization for national security, and instilling a strong sense of personal integrity and individual responsibility.

Selected students may enter the two-year Senior Army ROTC program available to Georgia College & State University. Qualified applicants may receive \$150 per month for up to twenty (20) months or a maximum of \$3,000. Additionally, students receive approximately \$750 for a six week leadership practicum taught during the summer at a major military installation.

Additional information and applications can be obtained by calling collect (478) 445-2730 or writing, Army ROTC Opportunities, Box 829, Milledgeville, GA 31061.

VETERANS SERVICES

In addition to the regular benefits, veterans can obtain financial aid in the form of work study. For further information, contact the Veterans Administration Regional Office, 730 Peachtree Street, N.E., Atlanta, GA. 30365. The Veterans Secretary in Parks Hall 107 is available to assist you.

THE COMMUNITY AND STUDENT SERVICES

LIBRARY SERVICES

Designed by Cogdell & Mendrala of Savannah and Hardy, Holzman, Pfeiffer Associates of New York, the newly expanded and renovated GCSU Library and Information Technology Center is one of the largest libraries in Georgia. Created to foster the activities and teamwork associated with a Liberal Arts campus, the facility was conceptualized to be the heart of this residential campus, with the library as the center of academic activity, learning, and resources. It contains a wide variety of spaces for study, reflection, conversation, creativity, and refreshments. The impressive entrance area contains a lounge and Internet café and serves as a campus gathering place. With space for 450,000 volumes, the library includes 39 group study rooms, two electronic classrooms, three computer labs, and a graphics lab.

The Museum and its 3 galleries focus on traveling exhibits and provide spaces for special events. An education room for 70 provides seating for lectures, classes, and receptions (478 445-4391). The internationally recognized Flannery O'Connor Collection, as well as the papers of Georgia's late United States Senator, Paul D. Coverdell are housed in Special Collections (478 445-0988). The GCSU Library collections contain over 190,000 volumes, including books, government documents, backfiles of periodicals, CDs, DVDs and videotapes, and an extensive microform collection. The library has access to over 23,500 print and electronic periodicals. The Mildred English Curriculum Center is also located in the new library and provides support for the School of Education programs.

The University System of Georgia's GALILEO system provides online access to library catalogs as well as to a wide variety of indexing, abstracting, and full-text databases. Passwords are available through PAWS each semester allowing home access to most online and GALILEO databases.

A current BobCat card (GCSU identification card) is used to borrow materials from the library. The identification card also allows checkout privileges at the libraries of other institutions within the University System. Students may request books from other libraries in the University System through GIL Express, an online service that provides available materials within 2 working days of request. Students may also request copies of articles, as well as books not available in the University System through the library's InterLibrary Loan service - ILLIAD. For general library assistance phone 478 445-4047.

Assistance in utilizing information resources is available at the reference desk or by phone at 478 445-0979. Subject guides available on the library web site <http://library.gcsu.edu> also provide guidance in using library resources. General orientation to the library is provided through Access! The Library Research Methods Unit taught in English 1101. The online component of Access! is available at <http://library.gcsu.edu/~instruct/access/>. Library faculty and staff also conduct subject-specific instruction sessions for classes at the request of university faculty.

DINING SERVICES

Ultimate Dining

(Located on the Second Floor of the Maxwell Student Union)

Great food, fun, and friends – all three can be found in the MSU Dining Hall on the second floor with the All-You-Can-Eat Ultimate Dining Experience. The flames will dance off the charcoal grill and the Manchurian wok will envelop you as you explore Ultimate Dining's exhibition style platforms. You can choose from any of six specialty food serving stations. Enjoy great flame-broiled hamburgers and fries or daily homemade soups. Try deli sandwiches built to your specifications or enjoy an international stir-fry meal. Consider the Classics station for the taste of home-cooked entrees and veggies. You won't want to miss the pizza and hot loafer station either.

The Dining Hall is open for breakfast, lunch, and dinner. You can access the dining area by using your meal plan, CatCash, or by paying cash.

Einstein Bros. Bagels

(Located on the First Floor of the Maxwell Student Union inside the Bookstore)

Upscale deli sandwiches, hearty salads and the best bagels around can be found at Einstein's, located inside the campus bookstore. Einstein's prides itself on variety with a full menu available all day and hundreds of different Bagel and Schmeear combinations.

Books & Brew

(Located in the Russell Library's cyber cafe)

We Proudly Brew Starbucks® coffee, as well as cappuccinos, mochas, and espressos. Conveniently located in the lobby of the library, drop by for the perfect pick me up between classes or during those long study sessions!

Grill 155 at the Pit

(Located on the First Floor of the Maxwell Student Union)

At Grill 155 you will find the great classic taste of the American burger awaits you, only kicked up a notch. The traditional favorites will always be staples, but expect to see specials with zesty new flavors as well as Philly Cheese Steaks!

The Ice Box

(Located on the First Floor of the Maxwell Student Union in the Bobcat Food Court)

The Ice Box is the perfect way to reward yourself for anything, no matter how small! Serving Edy's Grand Ice Cream, and Island Oasis Smoothies, your taste buds are sure to be tickled upon your first visit.

Chick-fil-A

(Located on the First Floor of the Maxwell Student Union in the Bobcat Food Court)

The wonderful taste of Chick-fil-A chicken awaits you all day long. Start your day with a fresh chicken biscuit and continue for lunch and dinner with the Original Chicken sandwich, nuggets, and salads.

Visitors and the surrounding community may also purchase individual meals at the dining hall or visit any of the above dining location anytime during operating hours.

For more information about Dining Services, please call (478) 445-5238.

BOOKSTORE

The university operates two locations of PawPrints Bookstore. The textbook store, also offering school supplies and GCSU clothing and gifts, is located at 115 S. Wilkinson St., less than half a block off campus. The Maxwell Student Union location offers school supplies, general books, convenience store items, and a larger selection of GCSU clothing and gift items.

Both stores are open Monday through Friday with extended hours during the first week of classes each semester. PawPrints also serves the Warner Robins campus via the PawPrints online bookstore. Textbooks for courses offered at the Macon State College campus are available only at the Macon State Bookstore.

For general information about PawPrints Bookstore, please call (478) 445-8117. For questions regarding textbooks, please call (478) 445-7303. For additional information, visit <http://gcsu.collegestoreonline.com>.

FACILITIES AND LOCATIONS

The university provides a numbers of campus facilities for student uses as described below:

MAXWELL STUDENT UNION

The first level of the Maxwell Student Union houses a TV lounge area, Chick-fil-A, Grill 155, Einstein Bros. Bagels, and the Ice Box ice cream shop. Offices located on the first level include Diversity and Multicultural Affairs, The Colonnade, the Women's Resource Center, PawPrints Bookstore, the Bobcat Card Office, Midsouth Federal Credit Union, and the university mail-room and Auxiliary Services.

The second level accommodates the University Dining Hall and three private dining rooms.

THE STUDENT CENTER

The Student Center is designed to provide students with educational, recreational and meeting space. The Department of Campus Life and Student Activities is located on the third floor of the Student Center.

Students have the following space available to them:

Magnolia Ballroom – a space designed for large group meetings or banquets. The room will hold 300 people banquet-style and 500 people conference-style. The room also contains a large projection screen for movies, teleconferences, or presentations.

Pine Lounge – a space designed for students to relax and enjoy a large screen television. Within minutes, the space can be converted to a small banquet room or middle-sized meeting area. This room holds over 100 people.

Oak Room – a space designed for six recognized student organizations to work on organizational business or meet with small groups of people.

Dogwood and Maple Conference Rooms – these spaces are designed with group meetings in mind. Each room can hold 98 people. Each room has a partition that divides the room in half.

Game Room – this space contains card tables, ping pong tables, billiard tables and a foosball table. There are three televisions mounted on the walls to allow for multiple viewings. In addition, students can check out video equipment and play video games on the televisions.

Also located in the Student Center are the offices of the Student Government Association, Campus Activities Board, Greek life and The Leadership Center.

CENTENNIAL CENTER COMPLEX

This 97,000 square-foot multi-purpose facility opened in October 1989, and was constructed to enhance educational opportunities through facilitating comprehensive health, physical education, and intercollegiate athletic programs, and upon serving this priority, to provide special services to the remaining university family and its community. The later addition of a swimming pool and bathhouse facility and six lighted tennis courts make the complex one of the most appealing and highly-used facilities on our campus.

Information about the Centennial Center Complex may be obtained by calling the Centennial Center Operations office at 445-6542.

EAST CAMPUS (LAKE LAUREL)

Lake Laurel Lodge is situated on a six-acre lake and is an ideal clubhouse for parties, workshops, student organizational meetings, and retreats. Opportunities exist for picnicking, fishing, and hiking. The lodge is complete with a kitchen and has rustic sleeping quarters for 18 persons. A state-of-the-art high and low elements challenge course is located on the property.

WEST CAMPUS (MICHAEL J. PEELER ATHLETIC COMPLEX)

The athletic complex consists of soccer, baseball, and softball fields, eight tennis courts, outdoor education and athletic offices, a training room, and an outdoor education classroom. A shelter and picnic facility are also located at the complex. Bobcat Village and numerous recreational facilities are adjacent to the athletic complex, as is the Intramural Complex.

RUSSELL AUDITORIUM

Built in 1928, Russell Auditorium serves the university and the community for many cultural events. The auditorium seats 980 persons (with balcony) and was completely renovated in 1996. It is fully air conditioned, accessible to persons with disabilities, and ideal for large productions and other large gatherings.

CHAPPELL HALL

Chappell Hall offers conference rooms and assorted classroom space for both formal and informal activities. Its classrooms, conference rooms, and small auditorium make it ideal for on-campus meetings, seminars, workshops, or conferences. Room capacities range from 18 to 65 persons.

MILLER DANCE STUDIO

Miller Dance Studio is a classic dance studio with 2080 square feet of space, which includes a professional dance floor, mirrored walls, dance barres, and a state-of-the-art sound system. It is ideal for dance, self-defense, yoga, and various other movement-related activities.

For more information or to reserve these and other campus facilities, contact the Department of Public Services at 445-2749.

DIVISION OF TECHNOLOGY SOLUTIONS

The Division of Technology Solutions (DTS) has responsibility for the operation and security of the technological infrastructure and operation of the university. The departments within DTS assure students, faculty and staff members have the resources necessary to participate in daily administrative, academic and residential activities.

CLIENT SUPPORT RESOURCES

The department of Client Support Resources supports the desktop hardware, software, and support needs for the campus. Requests for installation, service and support are made through the SERVE Help Desk by dialing (478) 445-SERVE (7378) or via e-mail at serve@gcsu.edu.

THE SERVE HELP DESK

Answers to technology questions, requests for PC support for faculty, staff and currently enrolled students can be obtained by dialing (478) 445-SERVE (7378) or via e-mail at serve@gcsu.edu.

DATA MANAGEMENT RESOURCES

The department of Data Management Resources provides support to administration, faculty, staff and students of GCSU to the Student Information System, a/k/a/ Banner. The SIS, or Banner support, includes access to the PAWS (Personal Access for Web Services) web site. The unit also provides support to administrative offices for PeopleSoft Financials and Human Resources systems. All requests for assistance are made through the SERVE Help Desk by dialing (478) 445-SERVE (7378) or via e-mail at serve@gcsu.edu.

MEDIA PRODUCTION RESOURCES

The production studios and local cable broadcasts produced by the unit provide an opportunity for students to gain experience in TV through credit class assignments, part-time employment or volunteering.

NETWORK & SERVER RESOURCES

The department of Network & Server Resources provides support for network connectivity with the campus and to the outside world. This unit maintains the routers, switches, fiber optic cable, and connections needed to maintain Internet access. The staff provides support for the Employee and Student E-Mail services and maintains servers for specialized applications campus wide. All requests for services and assistance are made through the SERVE Help Desk by dialing (478) 445 SERVE (7378) or via e-mail at serve@gcsu.edu.

WEB ENABLED RESOURCES

The department of Web Enabled Resources supports the use of technology to expand instructional opportunities including online course materials, mailing lists, forums and other Internet-based applications.

EXTENDED UNIVERSITY DIVISION

The Extended University Division is comprised of the Department of Continuing Education, the Department of Public Services, the Old Governor's Mansion, GCSU in Macon, and GCSU at Robins AFB. Major programs and functions of the division are described below.

The Department of Continuing Education

The Department of Continuing Education is an important interface between the university and the community. Through the department's comprehensive continuing education program, residents of the immediate service area and the state are provided exciting opportunities for professional development and personal enrichment in non-academic programs.

The Department of Continuing Education offers a variety of non-academic courses, seminars, conferences, camps, lectures, and workshops throughout the year. Programs are typically designed to assist participants in the areas of professional development, health and fitness, and personal and cultural enrichment. Certain courses are designed to meet the needs of senior adults and/or young children.

Admission to any non-credit course is usually by interest only and the payment of a nominal course fee. In general, there are no formal admission requirements to enroll in continuing education courses. However, certificate or professional programs may require certain professional competency for entrance.

In addition to those non-credit programs advertised in the department's course catalog, the Department of Continuing Education can custom design courses to meet the training needs of area businesses, industries, governmental agencies, and nonprofit organizations. Many of these programs can be provided at the site of the requesting organization.

The Department of Continuing Education administers the implementation of the Continuing Education Unit, defined as ten contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction. The CEU attests to an individual's efforts to continue learning regardless of age or previous educational accomplishments. Generally, Continuing Education Units are awarded only for programs that are oriented toward occupational skills and knowledge or significant social issues. Continuing Education Units are accumulated for each student on a permanent transcript that may be obtained from the Department of Continuing Education. The CEU cannot be converted into academic credit.

A mailing list is maintained for persons wishing to receive a catalog of all non-credit offerings. Individuals interested in enrolling in a course, suggesting course ideas, requesting to be placed on the mailing list, or inquiring about services are encouraged to call the Department of Continuing Education at (478) 445-5277.

The Old Governor's Mansion

The Old Governor's Mansion is a National Historic Landmark on the campus of Georgia College & State University. It was built by the State of Georgia in the 1830s as the state's executive residence, and served in that capacity until 1868. Since 1889, the Mansion has been an integral part of Georgia College & State University. Following a multi-million dollar restoration, it now serves as a historic house museum open to the university and public for educational tours. For information on tours and other educational programs, contact the Mansion staff at (478) 445-4545.

The Department of Public Services

As a direct link between the university and the community, the Department of Public Services can open doors to university resources to serve the facility-related needs and interests of the public and campus community. Space and facility reservations, event planning and implementation, and facility operation and management are the primary services provided by the Department of Public Services.

The primary goal of the department is to provide the high quality services and facilities needed to ensure the success of courses, conferences, and other special events. Individuals or groups looking for space and facilities to accommodate their events need look no further than the Department of Public Services. From classrooms to event planning, from auditoria to arenas, facility-related needs can be served by calling the Department of Public Services at (478) 445-2749.

GCSU at Robins AFB

GCSU at Robins AFB is located in Building 905 on Robins Air Force Base, adjacent to the city of Warner Robins, Georgia. While a majority of Robins' students are employees or dependents of employees at Robins AFB, non-base related students are also welcome to take part in academic programs on the base. Students can apply for admission, receive advisement, register for classes, and pay for classes on site. Active duty military assigned to any base in Georgia (and their legal dependents) are allowed to pay in-state tuition, regardless of their state of legal residence. For information on the programs offered at GCSU at Robins AFB, please see the catalog section on commuter campuses or call (478) 327-7376.

GCSU in Macon

GCSU in Macon, located on the campus of Macon State College, provides graduate studies in business, criminal justice, education, health sciences, and public administration, as per agreement with BOR and MSC. Most classes are available in the evening, though some are offered during the day. Students enrolled in programs in Macon usually can complete all course work required for their degrees without traveling to the main campus. For information on the programs offered at GCSU in Macon, please see the catalog section on commuter campuses, the GCSU in Macon web site, or call (478) 471-2898.

EVENING PROGRAMS

Georgia College & State University offers evening courses on its Milledgeville campus, and its commuter locations in Macon and Warner Robins for credit in certain programs in which it is possible for the student to obtain a bachelor's or master's degree by attending classes only in the evenings. The general education requirement (Core) can be completed by taking evening classes. Although senior division courses are available in various departments, bachelor's degrees are available at night only in limited areas. These include accounting, information systems, criminal justice, English, history, logistics, management, nursing, political science. Some of these will require that some courses be taken at the university's various commuter centers and campuses. Write the chairperson of the department for details.

Specific information on current program availability, scheduling and registration may be obtained by calling the university's Enrollment Services at (478) 445-2770 or 1-800-342-0471.

ALUMNI ASSOCIATION

The Georgia College & State University Alumni Association was established in 1892 and incorporated in 1972.

The Association has three main goals: to enhance communication between the university and the alumni; to increase alumni involvement through programming and to accurately maintain alumni records. The work of the Association is coordinated through the Office of University Advancement by the Director of Alumni Relations and is governed by an executive board of directors. The Office of Alumni Relations is responsible for maintaining alumni data, contributing to the publication of the university magazine, organizing alumni events, encouraging alumni activity on the community level, and continually seeking to provide alumni with the most current services available.

Membership in the Association is automatic upon graduation and entitles alumni to all services and privileges offered, including eligibility for membership on the board of directors. Alumni are encouraged to keep the alumni office apprised of their current address, occupational status, and community activities by calling (478) 445-5767 or email alumni@gcsu.edu.

THE DIVISION OF STUDENT AFFAIRS

Student life at Georgia College & State University offers students a wide range of opportunities to become involved in university programs, services, and activities. Learning that takes place outside the classroom is an integral part of personal and educational development.

The educational mission of Georgia College & State University is the advancement of student learning both within and outside the classroom. The persons and offices which comprise the Division of Student Affairs contribute to this mission by providing programs and services which facilitate student learning, enhance student success, and teach responsible community membership. This Division is committed to helping students meet their full potential through providing co-curricular experiences that complement the university's academic experiences. In order to help students progress toward their educational and career goals, a number of student services, programs and activities are provided by the Student Affairs Office which is responsible for leadership, management and supervision of the operations of all departments within the Division. Counseling services, intramural/recreational programs, athletics, multi-cultural student programs, university housing, student activities, community services, Greek affairs, and disabled student services are coordinated by this office.

The Student Affairs office administers the university's disciplinary code of rights, responsibilities and conducts and assures due process procedures for students accused of misconduct. The university's Honor Code and disciplinary policy is administered by the Vice President for Student Affairs/Dean of Students. The office also represents student interests and concerns to the faculty, staff and administration of Georgia College & State University.

COUNSELING SERVICES

Georgia College & State University provides a range of counseling services free of charge to all Georgia College & State University students and limited services to faculty and staff. Services are designed to help students adjust to the college, understand themselves and others, and plan life goals. Personal counseling is available to help individuals deal with the stress and concerns that university students experience. Career counseling and inventories may be helpful to those who are undecided about a choice of major or career path. Educational counseling on such matters as study skills, time management and academic requirements is also available. Confidentiality is maintained, and test or interview results are released only by authorization of the student. Services to faculty and staff include consultation, presentations to classes and crisis intervention. Information is provided to assist individuals in assessing life interests. Group experiences, workshops, and seminars are offered to help students develop goals and achieve skills.

Counseling Services also works closely with Disabled Student Services and the university's Committee on Learning Accommodations to facilitate evaluations and appropriate accommodations for students with various disabilities.

STUDENT HEALTH SERVICES

The purpose of Student Health Services is to provide for the maintenance of good health for currently enrolled students. Students eligible for treatment must complete a medical history questionnaire including an appropriate record of immunizations prior to registration.

Outpatient medical care for the treatment of minor illnesses and accident-related injuries is available for students at the Health Service Facility in Parks Nursing building. Referrals are made to consultant specialists for more serious problems. In emergency situations, students are referred to Oconee Regional Medical Center.

Nurse practitioners hold daily clinics, Monday through Friday. Other staff members include a board certified physician consultant, a medical assistant and a pharmacist.

The Health Services Office promotes the Wellness Concept as an educational process and life-style for students. Health education information, designed to have a positive influence on students' health, behavior, and manner, is provided through the office.

WELLNESS SERVICES

Georgia College & State University's Wellness Services provides students, faculty, and staff with numerous educational activities and opportunities for lifestyle enhancement. Information and resources are available in the areas of physical, emotional, social, spiritual, and environmental health. Seminars and workshops are offered on a range of wellness topics, such as sexual choices, fitness, smoking cessation, and alcohol awareness. Individual health counseling is also offered through the offices of Counseling Services and Student Health Services. Opportunities for physical training and fitness consultation are available through the Wellness Depot Fitness Center.

BOBCAT CARD OFFICE

The Bobcat Card Office is conveniently located inside the MSU location of PawPrints Bookstore. Here you will receive help with anything related to your all-in-one Bobcat card whose versatility allows everything from Residence Hall room access to using your Meal Plan.

Students should present the Bobcat Card to any properly-identified faculty or staff member upon request. The Bobcat Card may be required for admission to certain student activities and college facilities, including weekend use of the academic computer labs. A valid Bobcat Card is required to conduct any financial transaction at the Business Office.

For more information, please call (478) 445-CARD (2273).

CENTER FOR TESTING

The Center for Testing, located in Lanier Hall, Room 217, facilitates the educational process by providing comprehensive assessment services to the university and the community and by providing data and assistance for the development and enhancement of instruction and instructional programs. It administers the Regents' Testing program and the U.S. and Georgia History Tests to satisfy University System and institutional requirements. The Center also administers the Senior Exit Exam for many majors, provides test results to the appropriate departments and offices, and verifies that all graduating seniors have satisfied the Senior Exit requirement. Other testing programs available through the Center for Testing include the College-Level Examination Program (CLEP), the Miller Analogies Test (MAT), and the Nurse Entrance Test (NET). Testing services include proctoring course tests for students who qualify for learning accommodations, proctoring independent study/distance learning examinations, scoring and generating reports for course tests for faculty, and administering some professional certification tests.

THE LEARNING CENTER AND TUTORING SERVICES

The Learning Center offers tutorial assistance in many core curriculum subjects to any enrolled GCSU student.

Our mission is to provide the college community with a comprehensive program in academic support services. We understand the challenges students encounter when a learning situation arises in which they don't feel completely prepared to perform optimally. Our services aim to enhance the academic lives of those students seeking help in the areas of mathematics, science, business, and economics. We offer student guides for CLEP, PRAXIS, GMAT, and LSAT examinations as well as an inviting atmosphere for studying.

As a member of CRLA (College Reading and Learning Association), the Learning Center is well staffed with highly qualified University students who provide academic mentoring. Peer tutors are chosen not only on their ability to comprehend the material, but also on their ability to communicate the material to fellow students. Qualified tutors possess at least a 3.0 overall GPA and a 3.0 in their area of expertise.

For more information about The Learning Center tutorial services, tutoring schedules of about becoming a peer tutor, visit our website at <http://www.gcsu.edu/success/tutoring.html>

CAREER CENTER

The Career Center at Georgia College & State University is committed to preparing students for their transition from undergraduate status to graduate student, and from academic preparation to career implementation. For this reason we offer services intended to provide students with a broad base of knowledge and experience, together with specific support services (ie. resume development, interview preparation, technology resources), designed to facilitate students' job search, and enhance their success in their first or subsequent career fields.

Services and programs are provided to students beginning in their freshman year, and continuing throughout their undergraduate and graduate years, as well as for Alumni. Some of the key services provided to freshman and sophomore students are:

- Career Advising for those students who need help choosing a major, or want to know more about career options related to their major.
- Part-time job listings of off-campus jobs.
- Internship Program coordination.
- Early resume assistance.

The University Career Center services and programs listed below are of special interest to upper classmen, graduate students, and alumni:

- Employer career fairs every year, providing career opportunities for students.
- Availability of the GeorgiaHire resume posting and employer internet resource.
- Regular on-campus interview opportunities with company representatives.
- Personalized job search support to include: resume assistance, job search advising, and interview preparation.
- Coordination of the GCSU Internship Program.
- The Career Center Website (www.gcsu.edu/success/career.html), which provides vital career related information and resources.
- Free access to our Career Resource Library
- Off-campus full & part-time job announcements to student email addresses via our Internet Mailing List.

The Career Center takes pride in service to our students. We are located in Lanier Hall, Room 232, and our hours of operation are 8:00 a.m. to 5:00 p.m. Monday through Friday. Telephone us at (478) 445-5384, or visit our website at www.gcsu.edu/success/career.html

INTERCOLLEGIATE ATHLETICS

Georgia College & State University has offered intercollegiate athletics since 1968. The purpose of the athletic program is to enrich the students' collegiate experience. Students are expected to place a priority on academics while participating in an athletic program, thus striving for excellence as students and as athletes.

Georgia College & State University fields National Collegiate Athletic Association Division II teams in the following:

Women	Men
Basketball	Basketball
Fast-Pitch Softball	Baseball
Tennis	Tennis
Cross-Country	Cross-Country
Soccer	Golf

GCSU athletic teams compete in the Peach Belt Conference, one of the premier NCAA Division II athletic conferences in the nation. The PBC is composed of 12 universities from Georgia, South Carolina, and North Carolina.

The Bobcat and Lady Bobcat athletic teams have enjoyed success in every sport. Men's and women's basketball, baseball, golf, softball, and men's and women's tennis have all earned trips to the national championships, while men's and women's cross country are top conference and regional programs. GCSU's cheerleaders are three-time National Champions.

DIVERSITY AND MULTICULTURAL AFFAIRS

The primary mission of the Office of Diversity and Multicultural Affairs is to provide programming and services that foster intercultural dialogue, celebrate differences, create a nurturing and educational environment, and enhance the quality of life for all. The office encourages a university-wide approach to developing services and programs that celebrate the diversity represented in our students, faculty, and staff. Its objective is to promote and sustain an inclusive campus culture that embraces the breadth of perspectives and concerns presented by the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, and political or other ideologies.

UNIVERSITY HOUSING

The goal of the Department of University Housing is to provide a positive living-learning environment for all on-campus students. Georgia College & State University has completed a major housing renovation and construction program. There are seven residence halls available for student occupancy on main campus and apartment housing on West Campus at Bobcat Village for sophomores and above. Rooms are assigned using a priority system based on date of application and payment of a deposit/room reservation fee. Incoming students may apply for housing once they have confirmed their admission with GCSU. A meal plan is required of all students who live in the main-campus residence halls.

Only regularly-enrolled students may live in the residence halls. When accepting a room assignment, the student agrees to abide by the rules and regulations established by the university, including carrying at least five academic hours each semester (seven hours for first-year students). Exceptions to the five-hour minimum requirement may be granted through the Department of University Housing. Each residence hall is staffed by a Hall Director. All res-

idence halls have at least one student on each floor who serves as a Resident Assistant (RA). The RA represents the Department of University Housing and is available to provide assistance and to enforce hall regulations.

REGULATIONS

Regulations pertaining to residence halls may be found in the housing contract and in the University Housing Student Handbook (available at the university housing website). Although every precaution is taken to maintain adequate security, the university cannot assume the responsibility for loss or damage of student possessions. Students are encouraged to lock their rooms and secure personal property insurance.

Rooms may be occupied only upon assignment; and all exchanges, transfers, and vacating of rooms must be approved by the Department of University Housing.

Most rooms are normally occupied by two people. If one of the occupants vacates the room, the student remaining agrees to accept a roommate, to move to another room, or to pay for a private room. The Department of University Housing reserves the right to make all final decisions on assignments. Private rooms are offered at an additional charge when space is available.

The residence halls close between semesters and on other dates as indicated in the official university calendar. The university is not responsible for personal property left during the times the halls are closed.

COUNCILS AND PROGRAMS

Each residence hall has a hall council that has responsibility for hall governance and the planning of recreational, social, educational, and cultural activities.

LIVING-LEARNING COMMUNITIES

Living-Learning Communities are theme based academically centered housing options that are available for students. Beginning in Fall 2006 there will be six living-learning communities in the residence halls.

- Honors: For students who are a part of the honors program and wish to live and interact with individuals in the honors program.
- Covedell: A community devoted especially to those who want to enhance their leadership development.
- Casa Mondo: An international community where the focus of the community is pairing U.S. Students with students from various countries around the globe.
- Wellness: A community devoted to students who have an interest in Wellness related issues.
- Fine Arts: A community who has an active interest in the pursuit of students who share an appreciation for the theatre and creative writing.
- Entrepreneurship this community will explore the meaning of entrepreneurship and innovation with others who share the same interests

RESIDENCE HALL ACCOMMODATIONS

All halls offer suite-style housing (two rooms sharing a full bath) with men and women housed on each floor. Each room is fully furnished and is equipped with an internet port per resident, local telephone access, and cable offering approximately 70 different channels including four channels of HBO.

Hall	Capacity	Coed Hall	Break Housing	Suite Baths	Air Conditioning	Cable TV	Living Learning Community	In-Room Data Access	Handicap Access	Study Areas	Pool Table	Laundry Facilities	Hall Kitchen	Vending	Computer Rooms	Smoke-Free Bldg.
Adams	239	✓	✓	✓	✓	✓	Casa Mundo	✓	✓	✓	✓	✓	✓	✓	✓	✓
Bell	194	✓		✓	✓	✓	Honors	✓	✓	✓	✓	✓	✓	✓	✓	✓
Foundation	283	✓		✓	✓	✓	Wellness	✓	✓	✓	✓	✓	✓	✓	✓	✓
Napier	184	✓		✓	✓	✓	Fine Arts	✓	✓	✓	✓	✓	✓	✓	✓	✓
Parkhurst	261	✓		✓	✓	✓	Entrepreneurship	✓	✓	✓	✓	✓	✓	✓	✓	✓
Sanford	73	✓		✓	✓	✓	Leadership	✓	✓	✓	✓	✓	✓	✓	✓	✓
Wells	186	✓		✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓

UPPERCLASSMAN/GRADUATE STUDENT HOUSING

University Housing has 833 apartment beds available on the GCSU West Campus for upper class and graduate students. The apartments operate on a 12-month lease. There are 4-bedroom and a limited number of 1&2-bedroom apartments available for rent. Each apartment has a furnished common area shared by all occupants of the apartment and a furnished private bedroom for each occupant. Apartments also have a full kitchen with a dishwasher and a washer and dryer available either inside the unit or in a common area on the same level as the apartment. All utilities are included in the rent.

For additional information on Bobcat Village Apartments, please call 478-804-4690 or email bobcat.village@gcsu.edu

CAMPUS LIFE AND STUDENT ACTIVITIES

The Department Office of Campus Life and Student Activities is responsible for the intentional promotion of student development by encouraging student self-appraisal, assisting students in acquiring the skills necessary to excel in all areas of their life, assisting students in developing effective social and leadership skills, and creating and encouraging involvement opportunities within the university. Campus Life and Student Activities offers programming that contributes to the university's mission of providing quality educational and co-curricular experiences, complementing academic efforts in the classroom.

Georgia College & State University students may participate in a variety of activities that are coordinated or organized through this office. Such activities include concerts, drama productions, comedians, intramurals, movies, club sports, special interest groups, academic organizations, honor societies, and Greek organizations. The Intramural and Recreational Sports programs' purpose is twofold: to provide students with recreation opportunities and to enhance their development outside the classroom. Intramural and Recreational Sports provides team as well as individual sports opportunities to compete in intramural sports events at the state level. Students may participate in swimming, ultimate Frisbee, and archery as club sports.

Greek Life is a unit of the Department of Campus Life and Student Activities. Greek Life provides a comprehensive array of programs designed to enhance the quality of GCSU fraternities and sororities. The department currently provides service to fifteen national Greek organ-

izations, including four National Interfraternity Conference organizations, four National Pan-Hellenic Conference organizations, and seven National Pan-Hellenic Council organizations. The Pan-Hellenic, Pan-Hellenic, Interfraternity, and Greek Presidents Councils coordinate rush and other activities. The Greek Organizations on campus are:

Sororities - Alpha Delta Pi, Alpha Kappa Alpha, Delta Sigma Theta, Delta Zeta, Phi Mu, Sigma Gamma Rho, Zeta Phi Beta, and Zeta Tau Alpha.

Fraternities - Alpha Phi Alpha, Kappa Alpha, Kappa Sigma, Pi Kappa Alpha, Kappa Alpha Psi, Phi Beta Sigma, and Pi Kappa Phi.

Further information may be obtained in the Department of Campus Life and Student Activities.

ACTIVITIES AND ORGANIZATIONS

ART EXHIBITIONS

The Department of Art provides an exhibition program that brings to the campus contemporary works of art in ceramics, drawing, fiber arts, installation, painting, photography, print-making, performance art, sculpture, and time based media by recognized artists. Exhibitions are held in the university's Blackbridge Hall Art Gallery.

CULTURAL EVENTS SERIES

A varied selection of programs, including recitals, concerts, lectures, poetry readings, and theatrical and dance performances, is offered each semester. These programs are sponsored in part by the Department of Music and Theatre, Arts Unlimited and the Division of Continuing Education and Public Services.

PERFORMING GROUPS

Anyone interested in the following groups should contact the Department of Music and Theatre, Georgia College & State University, CBX 066, Milledgeville, GA 31061, or telephone (478) 445-4226.

INSTRUMENTAL ACTIVITIES

Chamber Music: There are a variety of chamber ensembles open by audition to all members of the university, including string ensemble, woodwind quintet, brass quintet, percussion ensemble, jazz combo and others as personnel allows. Whether your instrument is alto sax or xylophone, or anything in between, the Music and Theatre Department will try to find an enjoyable music activity for you. Call (478) 445-4226 for more information.

Concert Band: The Georgia College & State University Concert Band is open to all interested instrumental musicians on campus. This group performs a variety of band literature each semester. This is the main instrumental group on campus and its members represent all schools and major areas of the University. Students may receive academic credit for participation.

Jazz Band: The Georgia College & State University Jazz Band is an auditioned group. To audition, all participants must be a performing member of the Concert Band, with the exception of the vocalist, bass guitar and pianist. This group performs a variety of music that includes jazz, swing and blues. The Jazz Band performs at campus concerts each semester, community events and travels on a recruitment tour each Spring. Students may receive academic credit for participation.

Pep Band: The Georgia College & State University Pep Band performs at all home men's and women's basketball games and at the annual Peach Belt NCAA II tournament.

Membership in this award-winning group is open to members of the Concert Band by audition, which is held in the fall. Each member receives a stipend for participation.

CHORAL ACTIVITIES

Max Noah Singers: The Max Noah Singers, named in memory of the former chairman of the Music Department, is a choral group made up of select singers. Emphasis is placed on polished performance of the best literature in all genres. The group takes an annual tour each spring term. Open to all members of the university community by audition. Students may receive academic credit for participation.

University Chorus: The Georgia College & State University Chorus is a group of singers who perform a variety of choral selections from all periods of music history. The group presents concerts on campus each semester. Membership is open to all university students, faculty and staff by audition. Students may receive academic credit for participation.

Women's Ensemble: A non-auditioned choral organization focusing on the study and performance of a variety of choral literature specifically for women's voices. Open to any female members of the university community. Students may receive academic credit for participation.

GEORGIA COLLEGE & STATE UNIVERSITY RADIO

Georgia College & State University operates a student-run 10-watt educational FM radio station, call letters WGUR, at 88.9 FM on the dial. The Georgia College & State University radio station provides opportunities for students to experience all facets of radio station operation, including live broadcasts of activities and events.

GEORGIA COLLEGE & STATE UNIVERSITY THEATRE

The faculty directed season has three productions per year, and numerous guest artists. In addition, student directed work - designed for smaller, more adventurous plays are produced each year. Auditions are held each term for each production. Look for announcements through campus e-mail and posted on bulletin boards around campus or contact the main office at (478) 445-4226.

ARTS UNLIMITED COMMITTEE

The Arts Unlimited Committee, made up of students, faculty and staff, brings programs to the university and community on various topics of cultural and social interest. The Town and Gown Series, a program sponsored by the Arts Unlimited Committee in conjunction with the Milledgeville-Baldwin County Allied Arts, offers lectures, concerts and dramatic productions throughout the year. Arts Unlimited is coordinated through the College of Arts and Sciences.

PUBLICATIONS

The Colonnade is the Georgia College & State University student newspaper published throughout the academic year. The staff is composed of students and the faculty adviser.

The Student Handbook is an online publication of the Student Affairs office (http://www.gcsu.edu/student_affairs/student_handbook). It contains detailed information about student organizations, programs, services and activities available to students, campus regulations and judicial procedures, and the departments and offices of the university. A limited number of hard copies are available in the Office of Student Activities, the Russell Library, and in each residence hall.

Connection, the official University magazine, publishes the latest news from the campus and alumni twice a year.

The Info Page is maintained by the Office of University Relations. It contains current information of interest to faculty, staff and students. It can be viewed at <http://info.gcsu.edu>.

The Peacock's Feet is an interdisciplinary student-oriented magazine that publishes poetry, fiction, and art by members of the Georgia College & State University community.

The Corinthian: The Journal of Student Research at GCSU publishes high-quality articles by GCSU students and abstracts of scholarly and research articles and presentations by GCSU students and their faculty collaborators. The Corinthian is sponsored by the Office of Academic Affairs and the Graduate School and Research Services.

RELIGIOUS LIFE

Adjacent to the campus are two religious centers, the Baptist Student Union and the Wesley Foundation. Each center is coordinated by a full-time minister and sponsors a variety of programs. Local churches offer fellowship and special programs for college students in addition to weekly services.

STUDENT GOVERNMENT ASSOCIATION

The Student Government Association's purpose is to deal with issues concerning students, to promote understanding within the university community, and to administer all matters that are delegated to the student government by the President of Georgia College & State University. The responsibility for the governing of the student body is vested in the students themselves. Officers are elected each spring on an annual basis. The SGA has representation on most university-wide councils and committees.

CAMPUS ACTIVITIES BOARD

The Campus Activities Board is responsible for planning, scheduling, and publicizing films, concerts, novelty acts, dances, and other campus events. The program provides opportunities for students to develop interests and skills in many areas. Events are open to all students, faculty, staff, and alumni.

DEPARTMENTAL AND OTHER ORGANIZATIONS

A wide variety of clubs, organizations, and honorary societies exist for students who are eligible to participate. The following groups are represented on the Georgia College & State University campus (list subject to change):

NAME	CLASSIFICATION
Accounting Club	Business
Adams Hall Council	Residence Halls
Alpha Delta Pi	Sorority
Alpha Delta Sigma	Honorary (Marketing)
Alpha Kappa Alpha	Sorority
Alpha Lambda Delta	Business
Alpha Phi Alpha	Fraternity
Alpha Psi Omega	Theatre
Alpha Rho Tau	Honorary (Art)
American Choral Directors Association	Music
ANGELS	Service
Anime-bu Nibannoichi	Activity and Service
Association of Computing Machinery	Computer Science
Association of Information Technology Prof.	Business
Association of Nursing Students	Nursing
Baptist Student Union	Religious
Bell Hall Council	Residence Halls
Best Buddies	Activity and Service
Beta Beta Beta	Honorary (Biology)
Beta Gamma Sigma	Honorary (Business)

Big Brothers/Big Sisters	Activity & Service
Black Association of Nursing Students	Nursing
Black Student Alliance	Activity & Service
Bowling Club	Sport Club
Campus Activities Board	Student Activity Board
Campus Outreach	Religious
Cheerleaders	Activity & Service
Chemistry Club	Chemistry
Christian Campus Fellowship	Religious
Collegiate Music Educators Nat'l Conf.	Music
Colonnade	Media
Croquet Club	Sport Club
Cycling & Racing Club	Sport
Dance Team	Sport
Debate Team	English
Delta Sigma Pi	Business
Delta Sigma Theta	Sorority
Delta Zeta	Sorority
Earth Aware	Activity and Service
Economics Investment Club	Business
Epsilon Theta	History Graduate Student Association
Eta Sigma Alpha	Honorary
Eta Sigma Gamma	Health Honorary
Fencing Club	Sport Club
Gamma Beta Phi	Honorary
Gamma Sigma Sigma	Activity and Service
Habitat for Humanity	Activity and Service
History Club	History
Interfraternity Council	Fraternity/Sorority
International Club	Social and Academic
Jazz Band	Music
Jazz Ensemble	Music
Kappa Alpha	Fraternity
Kappa Alpha Psi	Fraternity
Kappa Delta Pi	Honorary (English)
Kappa Gamma Psi	Political Science
Kappa Sigma	Fraternity
Kappa Upsilon Chi	Religious
Kinesiology Club	HPER
Lambda Kappa Mu	Activity and Service
Lambda Phi	Sorority
Law & Society Student Org.	Sociology
Life Coalition	Religious
Literary Guild	English
Marketing & Advertising Club	Marketing/Business
Mind's Eye Theatre	Drama
Music Therapy Sign Language Performers	Music Therapy
Music Therapy Society	Music Therapy
Napier Hall Council	Residence Halls
National Pan-Hellenic Council	Fraternity/Sorority
Omicron Delta Epsilon	Honorary (Economics)
Omicron Delta Kappa	Honorary
Outsiders	Outing
Pan-Hellenic Council	Fraternity/Sorority
Panhellenic Council	Fraternity/Sorority
Parkhurst Hall Council	Residence Halls

Peacock's Feet	English
Pep Band	Music
Phi Alpha Theta	Honorary (History)
Phi Beta Sigma	Fraternity
Phi Kappa Phi	Honorary
Phi Mu	Sorority
Phi Mu Alpha Sinfonia	Music
Piano Master Class	Music
Pi Kappa Alpha	Fraternity
Pi Kappa Phi	Fraternity
Psi Chi	Honor Society
Residence Hall Association	Residence Halls
Rho Alpha	Residence Halls
Rugby Team	Sport Club
S.P.A.G.E.	Education
Sanford Hall Council	Residence Halls
Sigma Alpha Iota	Honorary (Music)
Sigma Gamma Rho	Sorority
Sigma Tau Delta	Honorary (English)
Society for the Advancement of Mgmt.	Business
Student Ambassadors	Activity and Service
Student Council / Exceptional Children	Education
Student Government Association	Student Government
Terrell Hall Council	Residence Halls
The Colonnade	Media (Newspaper)
Theta Tau	Nursing (Honorary)
Thrive Student Alliance	Activity and Service
Tri-Beta: Kappa Gamma Chapter	Activity & Service
United in Christ Campus Ministry	Religious
University Students Council	Activity
Volleyball	Sport
Wells Hall Council	Residence Halls
Wesley Foundation Campus Ministry	Religious
Women's Ensemble	Music
WGUR - FM88	Media (Radio)
Zeta Phi Beta	Sorority

DISABLED STUDENT SERVICES

The Office of Disabled Student Services provides services and accommodations to disabled students.

POLICY FOR STUDENTS WITH DISABILITIES THAT AFFECT LEARNING

It is the policy of Georgia College & State University to provide accommodations to students identified as disabled in Section 504 of the Rehabilitation Act of 1973 and the subsequent Americans with Disabilities Act. Students with disabilities that affect learning are served through the Georgia College & State University Committee on Learning Accommodations. Students who identify themselves as disabled through the admissions process are referred directly to this committee from the Office of Admissions and Records. However, faculty and staff who have reason to believe a student under their advisement or in their class has a disability that affects learning must refer this student to the Committee on Learning Accommodations. The purpose of this process is to permit Georgia College & State University to identify and accommodate the needs of students with disabilities.

The Committee on Learning Accommodations will make a determination that may result in further processing and decision making regarding possible accommodations required under University System of Georgia Policy and Federal law. A further referral may be made by the Committee on Learning Accommodations to the Board of Regents Testing Center at the University of Georgia.

Faculty and staff should contact Dr. Craig Smith, Chair, Georgia College & State University Committee on Learning Accommodations, Kilpatrick Education Center, Room 101C for information and help in addressing the needs of students with disabilities.

These policies and procedures are subject to revision from time to time. Please refer to the Americans with Disabilities Act for the most recent version.

POLICY FOR ACCESS OF INDIVIDUALS WITH DISABILITIES

Georgia College & State University is committed to the full and total inclusion of all individuals and to the principle of individual rights and responsibilities. To this end, policies and procedures will ensure that persons with a disability will not, on the basis of that disability, be denied full and equal access to academic and co-curricular programs or activities or otherwise be subjected to discrimination under programs or activities offered by Georgia College & State University.

This policy was developed to ensure equal access at Georgia College & State University for individuals with disabilities and to ensure full compliance with all pertinent federal and state legislation, including Section 504 of the Rehabilitation Act of 1973 as amended by the American with Disabilities Act (ADA) of 1992.

Definitions

For the purpose of clarification, the following terms will have the meanings outlined below:

Auxiliary Aids – includes but is not limited to Brailled and taped material, interpreters, and other aids for persons with impaired cognitive, sensory, motor, or speaking skills.

Modifications – includes but is not limited to the use of auxiliary aids in classroom settings; allowances for time and energy level considerations such as reduced course loads; additional time for taking exams; substitutions of other acceptable assignments, courses, tests, or test formats when necessary to ensure equal access for individuals with disabilities; also includes physical modifications such as ramps, elevators, lifts, curb cuts, etc.

Person with a Disability – means any person who has a physical or mental condition which substantially limits one or more major life activities or has a record of such a condition.

Physical disability – means any physical condition, anatomic loss, or cosmetic disfigurement which is caused by bodily injury, birth defect, or illness.

Mental disability – includes (1) developmental disabilities such as mental retardation, autism, or any other neurological conditions; (2) an organic or mental condition that has substantial adverse effects on an individual's cognitive or volitional functions, such as central nervous system disorders; significant discrepancies among mental functions of an individual, including any mental or psychological disorder, such as head injury; emotional or mental illness; and specific learning disabilities. The term mental disability does not include active alcoholism or current drug addiction and does not include any mental condition, disease, or defect that has been successfully asserted by an individual as a defense to any criminal charge.

Major Life Activities – means functions such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, working, and experiencing leisure.

Has a record of such condition-means that one has a history of or is regarded as having a mental or physical condition that substantially limits one or more major life activities.

Qualified Person with a Disability

- (1) with respect to postsecondary services, a person with a disability who meets the academic and technical standards for admission or participation in the education program or activity given appropriate accommodations.
- (2) with respect to any other program or activity, a person with a disability who meets the essential eligibility requirements for participation in, or receipt from, that program or activity given appropriate accommodations.

Programs include but are not limited to:

Academic majors and degree plans, including coursework and practical; research; occupational training; housing; counseling; financial aid; physical education; athletics; recreation; transportation; student organizations; placement; and any other programs offered by the university.

The Board of Regents has established definitions and criteria for documentation of disorders which affect learning. Georgia College & State University will adhere to these definitions as delineated in Section 2.22 of the Academic Affairs Handbook.

Rights and Responsibilities

In order to ensure the full translation of this policy for access of individuals with disabilities into procedures, two important areas of rights and responsibilities have to be considered: (a) the right of the individual with a disability to be included on the basis of criteria that do not unfairly discriminate because of the disability and (b) the right of the university to set and maintain standards for admitting and evaluating the progress of students.

To assure full consideration of both areas, this section of the catalog outlines the rights and responsibilities of the university and the rights and responsibilities of students who have disabilities. The procedures that follow create a mechanism for dispute resolution for those instances in which the usual channels have not resulted in decisions that are acceptable to both the individual and the university's decision-making authorities.

Rights and Responsibilities of the University

Georgia College & State University recognizes that its basic responsibility is to identify and maintain the academic and technical standards that are fundamental to providing quality academic programs while ensuring the rights of individuals with disabilities. To meet this obligation, Georgia College & State University recognizes the following rights and responsibilities:

Rights:

GCSU has the right to identify and establish the abilities, skills, and knowledge necessary for success in its programs and to evaluate applicants and students on this basis; has the right to identify and establish the abilities, skills, and knowledge that are fundamental to academic programs/courses and to evaluate each student's performance against these standards. Fundamental program and course standards are not subject to modifications;

GCSU has the right to request and receive documentation that supports request for modifications. The university has the right to deny a request if the documentation demonstrates that no modification is necessary, or if the individual fails to provide such documentation;

GCSU has the right to select among equally effective modifications for individuals with a disability;

GCSU has the right to refuse an unreasonable modification or one that imposes an undue hardship on the university.

Responsibility:

GCSU has the responsibility to ensure that its recruitment information and activities are available and accessible;

GCSU has the responsibility to evaluate applicants based solely on their abilities and qualifications. If an evaluation method of criterion unfairly discriminates against an applicant with a disability, the university will seek reasonable alternatives.

GCSU has the responsibility to ensure that all of its academic programs are accessible and usable;

GCSU has the responsibility to select and administer tests used to evaluate students so as to best ensure that test results accurately reflect aptitudes or competencies and do not discriminate against an individual with a disability. Tests designed to measure specific skills related to fundamental/essential course goals are allowable even when those skills are impacted by the disability.

GCSU has the responsibility to adjust, substitute or waive any academic requirements within Regents' policy which unfairly discriminate against students with a disabilities and that are not essential to the integrity of students academic programs;

GCSU has the responsibility to make reasonable modifications for a student with a disability in the delivery, instructional method, and evaluation system of a course;

GCSU has the responsibility to inform its applicants and students about the availability of auxiliary aids and the range of possible modifications as well as the procedures for requesting them.

If a request for modification is denied, Georgia College & State University has the responsibility to inform the individual of his or her right to appeal the decision and the procedures for initiating an appeal.

Rights and Responsibilities of Individuals with Disabilities

An individual with a disability has a right to an equal opportunity to participate in and benefit from programs offered at Georgia College & State University. To ensure this right, individuals with disabilities at Georgia College & State University must identify themselves as disabled to Dr. Craig Smith, Chair, Georgia College & State University Committee on Learning Accommodations.

Rights of individuals with disabilities:

Individuals with disabilities have the right to an equal opportunity to learn. They have a right to reasonable modifications in aspects of their educational experiences such as location, delivery system, or instructional methodologies that limit access, participation, or ability to benefit.

Individuals with disabilities have the right to an equal opportunity to participate in and benefit from the academic community. This includes access to services and co-curricular activities when reviewed in their entirety, which are comparable to those provided any other student;

Individuals with disabilities have the right to confidentiality of all information and have the right to choose to whom information about their disabilities will be disclosed;

Individuals with disabilities have the right to information regarding the availability of auxiliary aids and possible modifications as well as procedures for making requests for either;

Individuals with disabilities have the right to be informed of procedures for initiating an appeal of a decision by the institution regarding auxiliary aids or modifications;

Individuals with disabilities have the right to be informed of procedures for initiating further appeal of an institutional decision through external channels. This typically would be done through filing a complaint with the Office of Civil Rights or filing a case through the civil court system.

Responsibilities of individuals with disabilities:

Individuals with disabilities have the same responsibility as any other student to meet and maintain the institution's academic standards;

Individuals with disabilities have the responsibility to advocate for their own individual needs and to seek information, counsel, and assistance as necessary to be effective self advocates;

Individuals with disabilities have the responsibility to demonstrate or document how their disabilities limit their ability to benefit from a particular delivery system, instructional method, or evaluation criteria when they make a request for modification. The individual must provide documentation from an appropriate professional as required by Regents Policy;

Individuals with disabilities have the responsibility to follow published procedures for making such requests and to do so in a timely fashion;

Individuals with disabilities have the responsibility to follow published procedures for filing an appeal.

Procedures for Access

Admissions

Admission to Georgia College & State University is based on the requirements outlined in the university catalog. Admissions decisions are made to ensure that applicants with disabilities will not be subjected to discrimination in admissions on the basis of their disability. A prospective student who needs a modification in the admissions process should document such need when the application is requested or submitted. For those individuals who choose to identify their disabilities in the admissions process, the Admissions Office will provide assistance and accessible admissions material upon request.

Auxiliary Aids of a Long-Term or Permanent Nature

Georgia College & State University seeks to ensure that individuals with disabilities who can meet the academic and technical standards for admission are not excluded from full participation in the programs the university operates because of the absence of necessary auxiliary aids or reasonable modifications.

Students with disabilities are expected to exercise initiative in identifying and obtaining auxiliary aids and assistance through every reasonable channel available to them. The primary role of the university in this effort should be informative/supportive of active self-advocacy on the part of the student. The coordinator of services for individuals with disabilities will serve as a resource in this process. The university has a responsibility to determine the necessity of aids and ensure that students are not denied the right to participate in programs, benefits, classes, or services because of the absence of reasonable and appropriate auxiliary aids that would make participation possible.

Students who believe they will need auxiliary aids to participate fully in the activities inherent in their programs at Georgia College & State University should make those needs known as early as possible, preferably as soon as they have been admitted or determined to have a disability. These requests should be made through direct contact with the Chair, Georgia College & State University Committee on Learning Accommodations. To expedite the process, requests should be accompanied by a written evaluation of the student's disability. For students with learning disabilities (LD) or Attention Deficit Hyperactivity Disorder (ADHD), this documentation must meet the criteria established by the Georgia Board of Regents.

Course Modifications and Substitutions

All students are expected to meet the essential requirements of their programs. Requests for course modifications and substitutions will be decided on a case-by-case basis. Students should report to Dr. Craig Smith, Chair, Georgia College & State University Committee on Learning Accommodations, to obtain procedures for requesting modifications and substitutions.

Course Modifications

When the ADA supports course modifications, the Chair of the Georgia College & State University Committee on Learning Accommodations will confer with the student to determine individualized modifications according to the student's specific disabilities and course requirements. Such modifications may require changes in the distribution and presentation of course material and in the evaluation of academic performance. The student will meet with the instructor to discuss implementation of the modifications. The Academic Adviser will assist as needed.

Course Substitutions

Courses may be substituted when the documentation supports a determination that the disability precludes learning a specific subject, that modifications would most likely be futile, and that the course is determined not to be essential to the student's program of study. The student, in consultation with the approved adviser, will select substitute courses from the approved list of courses or may petition the dean for approval of alternative substitutes. In the absence of an approved list, the degree granting unit will provide a list of acceptable substitutions.

Appeals Process

Georgia College & State University recognizes both the wide variation in the needs of students with disabilities and the variation in course contexts as students progress through their programs. When needs arise, the Chair of the Georgia College & State University Committee on Learning Accommodations will, at the request of students, faculty, or staff, review the process by which the current modifications were determined and seek to revise the modifications. The dissatisfied party may file an appeal.

Basis for Appeal

Students may appeal on one of the following bases:

- (1) The access plan does not represent a reasonable accommodation of their disability. The basis for such an appeal should be that their disability, in the absence of the requested alternatives or additional modifications, limits their full participation or their accurate evaluation in a specific activity, service, program, or course. The appeal must include a rationale for the requested additions or alternatives.
- (2) A particular course or requirement is not essential to the integrity of the program of instruction being pursued. The basis for such an appeal should be that their disability, in the absence of the requested substitution, limits their full participation in the academic program. The appeal must include a rationale for the requested substitution.

Faculty/Department Heads/Program Coordinators may appeal a student's access plan on the grounds that the modifications represent a fundamental alteration in a course, program, or service.

Filing Appeals

Students and instructors should make every effort to work together to implement modifications determined to be reasonable and appropriate.

Appeals should be directed to:

Dr. Craig Smith

Chair, Georgia College & State University Committee on Learning Accommodations

Kilpatrick Education Center, Room 105

Milledgeville, GA 31061

ACADEMIC POLICIES AND REGULATIONS

THE SEMESTER SYSTEM

The university year is divided into two semesters (fall, spring) of approximately fifteen weeks each, as well as summer terms. Daytime classes generally meet Monday, Wednesday, and Friday or Tuesday and Thursday. Afternoon and evening classes may meet from one to two days a week.

SUMMER PROGRAM

The Georgia College & State University Milledgeville Campus offers a summer term in which courses may be taken in either the eight-week term, or two four week sessions, or three week Maymester. Courses are offered in all programs in both daytime and evening programs enabling students to pursue summer studies on either a fulltime or part-time basis. The summer program is designed to allow students to engage in continual study for the graduate degree, seek teacher certification, take refresher courses and pursue further study. Programs are also offered in the summer in Macon and at the Robins Center.

CREDIT

Academic credit assigned to a subject is expressed in semester hours. A passing grade on a subject that requires three one-hour meetings a week (or the equivalent) for one semester earns three semester hours credit. A laboratory period of two to three hours is equivalent to one class hour. When a student exempts a course requirement at Georgia College & State University, the exemption includes only the subject matter, not the credit hours. The credit hours have to be made up by passing other non-exempt courses.

COURSE LOAD

A normal course load is 9 semester hours each semester. Students are encouraged to use their own judgment in deciding the course loads they will take each semester. The advice of the student's faculty adviser should be given serious consideration. Nine semester hours is considered a full-course load for graduate students and for Veteran's Certifications purposes. Students can only take 3 hours during the Maymester part of term.

CLASS ATTENDANCE POLICY

Although it is recognized that absences will sometimes be necessary, students are expected to attend classes regularly. It is the responsibility of students to be cognizant of their own record of absences and to consult the instructor regarding work missed. The decision to permit students to make up work rests with the instructor. At any time during the semester an instructor has the right to drop a student from the course and assign a grade of F for excessive absences when a student exceeds the number of allowable absences as specified in the instructor's attendance policy as distributed to the student in the instructor's course syllabus. If a student is representing the university in an official capacity, as verified on a list released from the Office of the Vice President/Dean of Faculties, the instructor for those absences will not penalize the student. However, students should consult their instructor before anticipated absences.

ACADEMIC STANDARDS

Any student whose institutional grade point average falls below 3.0 will receive an academic warning. If the grade point average falls to or below the equivalent of 6 hours of uncompensated Cs, the student will be academically dismissed from the degree program. An uncompensated C is one letter grade below a B where there is not an A to bring the grade point average up to a 3.0. For example, one C without an A equals one uncompensated C; one D without an A would equal two uncompensated Cs. Academic credit towards a graduate degree will not be granted for any grade below a C. However, these grades will be used in determining the institutional grade point average for courses that have not been repeated. For the Master of Fine Arts in Creative Writing, please refer to the degree program section of the catalog for grade requirements.

In order to be considered for readmission to the program the student must petition the degree program coordinator and be approved by the Dean of the School in which their program resides.

GRADE AVERAGES

Policies of the Board of Regents of the University System of Georgia state:

Regents Cumulative Grade-Point Average. The regents cumulative grade-point average in each institution of the University System of Georgia will be calculated by dividing the number of hours scheduled in all courses attempted in which a grade of A, B, C, D, F, or WF has been received into the number of grade points earned on those hours scheduled. The regents' cumulative grade-point average will be reflected on the transcript. Institutional credit shall in no way affect the regents' cumulative grade-point average.

Each institution for internal uses as may be required may compute other averages.

Georgia College & State University calculates three averages each semester. One is the term average, based upon all work attempted in a particular semester. The second is the regents cumulative average, as defined in the above statement from Regent's regulations. The third is the institutional average, which is described below and is used to determine academic standing and graduation average.

INSTITUTIONAL GRADE-POINT AVERAGE

Georgia College & State University uses the institutional average. Under the institutional average, students may repeat a course or courses and have only the last grade earned count toward the institutional grade point average and will receive credit for the last attempt of the course. The institutional average is the basis for determining academic standing and eligibility for graduation. The institutional average applies to all students. The institutional average became effective with the fall quarter, 1993; the policy is retroactive and all students who are currently matriculated or who have yet to graduate from Georgia College & State University are eligible for the calculation of the institutional average. The decision to use the institutional average for purposes other than academic standing and graduation is covered in other sections of this catalog. Students should be aware that when transferring to other institutions or when making application for graduate school, most receiving institutions make admission decisions based on the regents' cumulative grade point average. The institutional grade point average is for internal use at Georgia College & State University and is based on 5000-7999 level courses.

METHODS FOR DETERMINING STUDENT ACADEMIC STANDING

A student's academic standing is determined by the institutional grade-point average at the end of each semester. Equating letter grades earned at Georgia College & State University to the following numerical code computes the grade-point average:

- A = 4 points (Excellent)
- B = 3 points (Good)
- C = 2 points (Satisfactory)
- D = 1 point (Passing)
- F = 0 points (Failing)
- WF = 0 points (Withdrew failing)

Each point represents a quality point earned per semester hour credit. Total quality points are determined by multiplying the number of points awarded for the grade in the course (a student who receives an A in a three-hour course would earn twelve quality points for work in that course). It should be noted that students may earn credit through wellness activities, internships, student teaching and similar experiences which generate grades of either S (satisfactory) or U (unsatisfactory). When an S (satisfactory) grade is earned for courses in which credit toward graduation is received, the credit will be counted but there will be no quality points given. The institutional grade average will thus be determined by the total quality points for those courses in which A through F & WF grades were given divided by the number of credit hours in which those grades were given. Students may repeat courses under the institutional average as described above. In the calculation of the institutional average only the last grade earned will count toward the institutional grade-point average.

The following symbols are used in the cases indicated, but they are not included in the determination of the grade-point average.

- I Indicates that a student was doing satisfactory work, but for nonacademic reasons beyond the student's control was unable to meet the full requirements of the course. An I grade must be satisfactorily removed during the next semester of enrollment or by the end of one calendar year if not enrolled, whichever comes first, or the symbol I will be changed to the grade of F in the calculation of the regents cumulative average and the institutional average.

Note: registering in a subsequent semester for a course in which an I has been received will not remove the I in the regents cumulative average. As noted in the policy above, the symbol I will be changed to the grade of F.

- W Indicates that a student was permitted to withdraw from the course without penalty. Withdrawals without penalty will not be permitted after the mid-point of the total grading period (including final examination), except in cases where hardship status has been determined by the appropriate school dean and the student is doing passing work, as determined by the student's instructor. Students withdrawing after mid-term for hardship reasons must file a petition with the dean of the appropriate school.
- S Indicates that credit has been given for completion of degree requirements other than academic course work. This symbol is used for thesis hours, student teaching, clinical practicum, internship, wellness activity courses, academic workshops and proficiency requirements in graduate programs.
- U Indicates unsatisfactory performance in an attempt to complete degree requirements other than academic course work. This symbol is used for thesis hours, student teaching, clinical practicum, internship, wellness activity courses, academic workshops and proficiency requirements in graduate programs.
- V Indicates that a student was given permission to audit. Students may not transfer from audit to credit status or vice versa after the last date to add a course. Students may register on a credit basis at a later time.

- K Indicates that a student was given credit for the course via a credit-by-examination program approved by the faculty, (CLEP, AP, Proficiency, etc.).
- IP Indicates that work is in progress (used in thesis and practicum).
- NR Indicates that the instructor did not report the grade for the course. An NR grade must be removed during the next semester of enrollment or by the end of one calendar year if not enrolled, whichever comes first, or the symbol NR will be changed to the grade of F in the calculation of the regents cumulative and institutional average.

REGISTRATION INFORMATION

Currently enrolled students and new and returning fully accepted students, without holds, may register for the upcoming term online at <http://paws.gcsu.edu>. Online registration instructions, including information on viewing holds, are available on the PAWS info page at <http://paws.gcsu.edu>. Click on "Student Web Registration Instructions". See the university calendar for designated registration dates.

Currently enrolled students and new and returning fully accepted students, with holds, may register for the upcoming term by meeting with their adviser or through Office of the Registrar with a signed Schedule Planning Sheet during the designated Schedule Planning and Registration period each term. Each adviser will post a list of available times on the office door, and students are expected to keep these appointments. See the university calendar for designated registration dates.

New, returning, and currently enrolled students who do not take advantage of the Schedule Planning and Registration period will register for classes during late registration.

ADDING COURSES

A student may add courses to the schedule for a period of three class days after late registration during Fall and Spring semesters (for a period of two days after late registration during the Summer semester and for a period of one day after late registration during Maymester). Students without holds may add classes via the web or by submitting a Course Change Card to the Office of the Registrar for processing during this period. Students with an adviser hold must obtain approval from their faculty adviser to add a class. Classes may be added by your advisor via the web or by submitting a signed Course Change Card to the Office of the Registrar for processing during this period. Changing course sections does not require the approval of the adviser when using the Course Change Card.

Adding courses after the add period requires submitting a Course Change Card to the Office of the Registrar. The approval of the Chairperson, adviser, and the instructor are required on the card. No credit will be awarded in any course for which a student is not properly registered.

DROPPING COURSES

A student may drop courses from the schedule for a period of five class days after late registration during Fall and Spring semesters (for a period of two days after late registration during the Summer semester and for a period of one day after late registration during Maymester). Students without holds may drop classes with via the web or by submitting a Course Change Card to the Office of the Registrar for processing. Students with holds may drop courses by submitting a Course Change Card to the Office of the Registrar for process-

ing. No approval is required on the Course Change Card to drop a course during this time period.

Students attending classes that do not meet until after the published drop/add dates are allowed 24 hours following their first class meeting to adjust their course load.

After the drop period, but on or before the last day to drop a course without academic penalty (unless previously assigned an 'F' by the professor for excessive absences), students may drop courses by submitting the Course Change Card to the Office of the Registrar. Approval of the instructor and faculty adviser are required.

A student, who drops a course after the last day to drop a course without academic penalty (unless previously assigned an 'F' by the professor for absences), will receive a grade of 'WF' (Withdraw Failing) for each course being carried at the time of withdrawal. However, with the approval of the class instructor, the student may petition the Dean of the school in which the student will be advised for a 'W' (Withdraw) or 'I' (Incomplete) if the drop is due to nonacademic extenuating circumstances and the student is passing all courses at the time of withdrawal. Supporting documentation will be maintained by the Dean's office.

The timing of dropping a course in order to avoid academic penalty is the responsibility of the student. Deadlines are published in the university calendar.

WITHDRAWAL FROM THE UNIVERSITY

To withdraw from the university, a student must report to the Office of the Registrar to complete a Withdrawal Request. Failure to withdraw officially will result in the grade of 'F' in all courses.

A student who withdraws from the university either temporarily or permanently at any time after the last day to drop a course without academic penalty (unless previously assigned an 'F' by the professor for excessive absences) will receive a grade of 'WF' (Withdraw Failing) for each course being carried at the time of withdrawal. However, with the approval of the class instructor, the student may petition the Dean of the School in which the student will be advised for a 'W' (Withdraw) or 'I' (Incomplete) if the withdrawal is due to nonacademic extenuating circumstances and the student is passing all courses at the time of withdrawal. Supporting documentation will be maintained by the Dean's office.

The timing of withdrawals in order to avoid academic penalty is the responsibility of the student. Deadlines are published in the university calendar.

INVOLUNTARY MEDICAL WITHDRAWAL POLICY

A student may be administratively withdrawn from the university and/or from university housing when, in the judgment of the Vice President for Student Affairs and Dean of Students and a professional member of the university's Health Services or Counseling Services staff, it is determined that the student's physical, mental, emotional or psychological health:

- (a) poses a significant danger or threat of physical harm to the student or to the person or property of others; or
- (b) 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.

Except in emergency situations, a student shall, upon request, be accorded a meeting with a University official or a hearing prior to a final decision concerning his or her continued enroll-

ment at the University. If the student requests a hearing on such a matter, the Georgia College & State University Vice President for Student Affairs and Dean of Students shall appoint a hearing body, consisting of students and faculty.

AUDITING COURSES FOR NON-CREDIT

Any student may audit any course with the permission of the instructor. Audited courses will not be counted, as part of the normal course load and no grades will be awarded. Instructors may set special conditions for students who audit their courses. Audited courses will be designated by a V and will be considered in fee assessment. Auditing a course will not prevent a student from taking the course for credit at a later time. Students must register as an audit student and pay regular matriculation and fees. Changes from audit to credit or vice-versa cannot be made after the last day to add courses.

CREDIT FOR ARMED FORCES PERSONNEL

Georgia College & State University has been designated as an institutional member of Service Members Opportunity Colleges (SOC), a group of over 400 colleges and universities providing voluntary postsecondary education to members of the military. As a SOC member, Georgia College & State University recognizes the unique nature of the military lifestyle and is committed to easing the transfer of relevant course credits, providing flexible academic residency requirements, and crediting learning from appropriate military training and experiences. SOC has been developed jointly by educational representatives of each of the Armed Services, the Office of the Secretary of Defense, and a consortium of thirteen leading national higher education associations; it is sponsored by the American Association of State Colleges and Universities (AASCU) and the American Association of Community and Junior Colleges (AACJC).

GRADUATION REQUIREMENTS

To qualify for a graduate degree at Georgia College & State University it is the student's responsibility to know and satisfy the following requirements:

1. Fulfill the departmental requirements for the degree chosen. These requirements are described in the degree programs section of this catalog.
2. Present a written application for the degree on the form available in the Office of the Registrar, 107 Parks Hall, by the dates indicated in the Official University Calendar.
3. A graduate student must have an institutional average of B (3.0 GPA) and a B average (3.0 GPA) in the degree program. Only grades in courses numbered 5000 - 7999 shall be counted in a student's institutional grade point average. Courses in which the student has earned less than a C cannot be counted for degree credit. The Georgia College & State University Permanent Record will reflect an institutional average of all work attempted at the university once a student enters a graduate classification.
4. A student planning to use transfer work to qualify for a degree must have official transcripts submitted to the Office of the Registrar no later than the beginning of the semester immediately preceding graduation exercises.
5. Students may graduate in absentia provided they submit written notice to the Office of the Registrar of their intention to do so at least seven days before the date of commencement.
6. Georgia College & State University reserves the right to refuse to forward transcripts for any student who has an unsatisfactory conduct record or who is in financial arrears to the university.
7. Students enrolled in degree programs requiring a thesis or final research paper must deposit the approved unbound original and one bound copy of their work in the Ina Dillard Russell Library. Other copies of the thesis or final research paper may be required by the department in which the major work has been done.

APPLICATION FOR GRADUATION

Each applicant for a graduate degree from Georgia College & State University must make formal application for graduation by the deadline in the official university calendar for the term the student plans to graduate. This application is submitted to the Office of the Registrar by the applicant. The degree program coordinator approves the applicant's plan to graduate.

Any student who is unable to complete final requirements for graduation after formally applying for a degree will be ineligible to graduate. Students will be notified if graduation requirements are not completed and will be required to resubmit the application for graduation for a future semester.

COMMENCEMENT

The University holds one formal commencement each Spring. Students graduating during the Spring semester, Maymester, and Summer semester may participate in the Spring ceremony. Students graduating during the Fall semester will participate in the following May ceremony. Diplomas are mailed following graduation each semester. Graduating students are responsible for maintaining a current permanent home address or informing the Office of the Registrar of a diploma mailing address. Refer to the dates in the on-line University Calendar or the graduation section on the Office of the Registrar website for deadlines for applying for degrees.

STUDENT RIGHTS AND RESPONSIBILITIES

Students are expected, under all circumstances, to show a proper respect for law and order, care of property, rights of others, and a sense of personal honor and integrity as is required of good citizens. Students are expected to conduct themselves in a manner becoming a university student. Students at GCSU can expect that they will be treated with reason and respect, and that the faculty and staff of the university will act responsibly toward them. The university expects the students will employ reason to show respect to others and to take responsibility for their actions.

Students who disregard the expectations placed upon them as good citizens subject themselves to the disciplinary process. Georgia College & State University has a policy on the standards and procedures for student nonacademic discipline. The policy acknowledges both the need to preserve the orderly processes of the University with regard to its teaching, research, and public service missions, as well as the need to observe the student's rights. While the rules and regulations of Georgia College & State University are not meant to duplicate general laws, there are some respects in which the lawful interests of the institution as an academic community coincide with the broader public interests treated in general laws. Students who commit offenses against the laws of municipalities, states, or the United States are subject to prosecution by those authorities and are liable for disciplinary action under Georgia College & State University rules.

The Vice President for Student Affairs/Dean of Students is the administrative official with primary responsibility for student discipline.

Students accused of misconduct under the Student Code of Conduct may choose between an administrative hearing or a Student Judicial Board hearing. Hearings of alleged violations of the university's Honor Code are heard by the Student Judicial Board. The administrative hearing will be one in which the Vice President/ Dean of Students chairs the case, and a staff

panel determines guilt or innocence and imposes sanctions. The judicial board hearing will be conducted by the Student Judicial Board, chaired by a designated faculty adviser.

Sanctions against a student judged guilty of misconduct could include oral or written reprimands, personal probation, revocation and/or limitation of privileges, restitution, probation, suspension or expulsion. A student may be temporarily suspended, pending final action on the charges, if potential harm to self or others is judged to exist. The student shall be afforded an opportunity for a preliminary hearing prior to temporary suspension.

Further, the Vice President for Student Affairs/Dean of Students shall have power to impose such temporary sanctions, including suspension, pending a hearing, when a student engages in conduct that materially and substantially interferes with the requirements of appropriate discipline in the operation of the university.

IT IS THE STUDENT'S RESPONSIBILITY TO BE FAMILIAR WITH THE UNIVERSITY STUDENT DISCIPLINARY PROCEDURES.

These policies and procedures are subject to revision from time to time. Please refer to the Student Handbook online www.gcsu.edu/student_affairs/student_handbook for the most recent version.

THE HONOR CODE

All students are expected to abide by the requirements of the Georgia College & State University Honor Code as it applies to all academic work at the university. Failure to abide by the Honor Code will result in serious penalties.

MATRICULATION PLEDGE

In enrolling at Georgia College & State University, I solemnly pledge that I will conduct myself in such a manner as to reflect credit on the Georgia College & State University community, and I will uphold the Honor Code of the University. If I violate this Honor Code, I will accept the imposed penalty, which may include expulsion from the University.

PREAMBLE

Since 1942, there has been an Honor Code at Georgia College & State University. This Code is a dynamic aspect of the University that helps to define its character as an institution of higher learning in the best liberal arts tradition. Through the years, this Code has given rise to an atmosphere of mutual respect and trust on the Georgia College & State University campus.

And, as a result of periodic examination and review, the Honor Code continues to grow stronger. After undergoing thoughtful study and meticulous revision during the 1998-99 academic year, the new Honor Code reflects a renewed desire of the present student generation for an honorable community and also guarantees stiff punishments for dishonorable actions.

The commitment to honor has its own rewards, but the Honor Code also brings responsibilities – a respect for the ideas, values, and property of others; a readiness to subordinate one's own interests to the interests and well-being of the whole university community; and a dedication to abide by the rules of the University. In order to maintain an honorable campus, student commitment is vital. This commitment begins with personal integrity, extends to the refusal to condone violation of the rules, and ends with support of an appropriate punishment for those who violate the spirit and provisions of the Honor Code. Anything short of full commitment undermines the very essence of Georgia College & State University honor. Those who engage in dishonorable behavior may be banned from the University for one or two semesters, or permanently.

Students who are unfamiliar with the concept of honor or who have a history of dishonorable behavior are urged to consider alternatives to Georgia College & State University. However, those wishing to renew themselves in the spirit of honor will be invited to join the community of Georgia College & State University by formally embracing the Honor Code and signing the Honor Roll at the beginning of their academic career at GCSU (the Honor Code, however, is applicable to all students who matriculate at GCSU).

THE HONOR CODE

It is presumed that any student who matriculates at Georgia College & State University is willing to conform to a pattern of mutual trust and honor and shall deal honorably with all members of the university community. It must be understood that it is the responsibility of each student, faculty, and staff member to preserve, nurture, and strengthen this spirit of honor. Georgia College & State University students shall at all times refrain from, discourage, and as far as possible, prevent all attempts at lying, cheating, stealing, plagiarism, and vandalism. When a violation of the Honor Code is detected, a student should take steps to bring the matter to the attention of the Judicial Council or the Vice President for Student Affairs and Dean of Students.

VIOLATIONS DEFINED

“Lying” is defined as any attempt to deceive, falsify, or misrepresent the truth in any matter involving university business. University business includes but is not limited to, financial aid information, excuses for absences, statements to professors in order to reschedule tests or assignments, and responses to the queries of Public Safety officers.

“Cheating” is defined as the employment of or rendering of any illicit aid in any assigned work.

“Stealing” is defined as the appropriation of money or property belonging to another person, organization, or the University, or the borrowing of property without the knowledge of the owner.

“Plagiarism” is defined as presenting as one’s own work the words or ideas of an author or fellow student without proper documentation through quotation marks and footnotes or other accepted citation methods. Ignorance of these rules concerning plagiarism is not an excuse. When in doubt, students should seek clarification from the professor who made the assignment.

“Vandalism” is defined as intentional, malicious damage to university property or property belonging to others.

PENALTIES

The Judicial Council may, for any first offense violation of the Honor Code, impose immediate suspension for the remainder of the current semester and possibly for one additional semester (depending on the severity of the violation). If suspended in the fall, one would be suspended for the remainder of the fall semester and possibly the spring semester; if suspended in the spring, one would be suspended for the remainder of the spring semester and possibly the following fall semester.

The normal penalty for a second Honor Code violation is immediate expulsion from the University.

Presented by the Student Government Association, passed by the University Council, and ratified by the student body of Georgia College & State University, March 1999. Amended by Student Government Association, February 2001.

STUDENT CODE OF CONDUCT

GENERAL STATEMENT

Georgia College & State University may discipline a student in nonacademic matters. This normally involves matters which occur on the GCSU campus or at GCSU-sponsored events, but may be extended to off-campus matters which could reasonably be expected to impact the GCSU community. Repeated off-campus arrests generally result in GCSU judicial charges as well as criminal charges. For the purposes of this section the term conduct shall include acts which knowingly or unknowingly violate federal, state, or local laws, and/or Georgia College & State University rules and regulations, or which the student knew or reasonably should have known would result in occurrences prohibited by this section. All students are expected to adhere to the stipulations of the GCSU Honor Code, which addresses lying, cheating, stealing, plagiarism, and vandalism. All residence hall students are expected to adhere as well to the contract terms and stipulations listed in the University Housing Handbook. Students are subject to disciplinary action for violating the following Code of Conduct:

1. Conduct that violates local, state, or Federal laws or GCSU regulations regarding alcohol and other drugs.
2. Conduct that constitutes a danger to the personal safety of other members of the university community. This may include assault, attempted assault, or the threat of assault.
3. Conduct that obstructs, seriously impairs, attempts to obstruct or seriously impair university-run or university-authorized activities on any university property, indoors or out.
4. Acts which violate university provisions concerning parking, traffic, ID cards, university keys, smoking in unauthorized places, carrying firearms, unauthorized peddling, unauthorized use of sound amplifying equipment, and other acts which violate local, state or federal laws, or which violate appropriate conduct.
5. Intentional harassment of another person. Harassment includes, but is not limited to, threatening, intimidating, verbally abusing, impeding, telephoning, communicating electronically, following or persistently bothering or annoying. Harassment may represent but is not limited to acts based on sex, race, religion, national origin, handicap or sexual orientation.
6. Failing to abide by disciplinary sanctions imposed by a GCSU judicial body.

STUDENT ACADEMIC DISHONESTY

I. Policy Statement

Georgia College & State University acknowledges the need to preserve an orderly process with regard to teaching, research, and public service, as well as the need to preserve and monitor students' academic rights and responsibilities. Since the primary goal of education is to increase one's own knowledge, academic dishonesty will not be tolerated at Georgia College & State University. Possible consequences of academic dishonesty, depending on the seriousness of the offense, may range from a revision of assign-

ment, an oral reprimand, a written reprimand, an F or a zero for grade work, removal from the course with a grade of F, to suspension or exclusion from the University.

Academic dishonesty includes the following examples, as well as similar conduct aimed at making false representation with respect to academic performance:

- A. Cheating on an examination;
- B. Collaborating with others in work to be presented, contrary to the stated rules of the course;
- C. Plagiarizing, including the submission of others' ideas or papers (whether purchased, borrowed, or otherwise obtained) as one's own. When direct quotations are used in themes, essays, term papers, tests, book reviews, and other similar work, they must be indicated; and when the ideas of another are incorporated in any paper, they must be acknowledged, according to a style of documentation appropriate to the discipline;
- D. Stealing examination or course materials;
- E. Falsifying records, laboratory results, or other data;
- F. Submitting, if contrary to the rules of a course, work previously presented in another course;
- G. Knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination, or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Students accused of academic dishonesty may appeal through the student academic dishonesty procedures in effect at Georgia College & State University.

II. Procedures for Academic Misconduct Appeal

A. Informal conference

A student accused of academic dishonesty shall first participate in an informal conference with the instructor. If an informal conference, designed to explore academic dishonesty with the instructor and the student, does not end in satisfactory resolution, the following procedures for an academic misconduct appeal will apply. Options at the conclusion of an informal conference may include the following: a revision of assignment, an oral reprimand, a written reprimand, an F or O for the graded work or an F for the course, and/or referral to the Vice President for Student Affairs/Dean of Students in accordance with paragraph II (F).

B. Formal conference

If the student is dissatisfied with the results of the informal conference, the student must state in writing to the instructor his/her dissatisfaction within ten class days following the informal conference. The instructor shall schedule a formal conference within ten class days of the informal conference or receipt of the student's written complaint. The Vice President/Dean of Faculties may extend the ten class-day period in unusual circumstances. The purpose of the formal conference shall be to review the evidence against the student, to review the evidence and argument presented by the student in his/her defense, and to review the appropriateness of the penalty which may be imposed by the instructor. The instructor and the student may both be accompanied at the formal conference by a student, faculty member or staff member of their choice.

C. Notice

At least five class days in advance of the formal conference, the instructor shall inform the student in writing of the alleged offense and of the facts or conduct on which the allegation is based. The student shall be informed of the date, time, and place of the formal conference. This notice shall be served on the student in person or by certified return-receipt requested mail and shall be accompanied by a copy of the Academic Dishonesty Policy and Procedures.

D. Academic penalties imposed by the instructor

The instructor may give the student a revision of assignment, an oral reprimand, a written reprimand, an F or O for the graded work or an F for the course. An academic penalty may or may not be imposed where the student's own academic performance was not affected, such as in the following instances: (1) the student assisted another student to engage in academic dishonesty, (2) the student stole a copy of an examination, and the theft was discovered before the exam so that the student did not take the exam. In such cases, if the student is enrolled in the course, the instructor may impose the penalties permitted by this section, or if the student is not enrolled in the course, the instructor may refer the matter to the Vice President for Student Affairs/Dean of Students.

E. Instructor's decision

If after the formal conference, the instructor believes that the student has not violated the Academic Dishonesty Policy, he/she shall so inform the student in writing within five class days. If the instructor believes that the student has violated the Academic Dishonesty Policy he/she shall inform the student of his/her decision in writing with a copy to his/her supervisor; such decisions shall be served in person or by mail and shall include: (1) a full explanation of the facts on which the instructor's conclusions were based; (2) specifications of the penalty or penalties imposed; (3) further action in the case, if any, which the instructor has recommended; and (4) notice that the decision may be appealed to the instructor's supervisor.

F. Referral to VP/Dean of Students

If the instructor believes that the student should be considered for nonacademic disciplinary sanctions, including but not limited to suspension or expulsion of the student from the school, college or University, the instructor may request that the Vice President for Student Affairs/Dean of Students proceed in accordance with the University's nonacademic disciplinary procedures. In such event, the Vice President for Student Affairs/Dean of Students shall receive and maintain copies of all correspondence and final decisions on academic misconduct. If the instructor concludes that the conduct in question may constitute a violation of the Honor Code or the Student Code of Conduct, but (1) does not constitute academic dishonesty as defined in this policy, or (2) does constitute academic dishonesty but cannot be sufficiently addressed by an academic sanction under this policy, then the instructor shall request that the Vice President for Student Affairs/Dean of Students proceed in accordance with the University's nonacademic disciplinary procedures; in this event, the instructor shall forward in the Vice President for Student Affairs/Dean of Students all documentation and correspondence regarding the accusation.

G. Appeal from the instructor's decision

The instructor's decision to impose an academic sanction may be appealed to the instructor's appropriate supervisor, either as to the issue of whether the student did engage in conduct as alleged or as to the penalty or penalties. Appeals shall be in writing and must be filed with the office or person designated within 10 class days of the instructor's decision. While such appeal is pending, the penalty or penalties shall be stayed and no grade assigned for the course. If the student does not file an appeal

within ten class days of the instructor's decision, the instructor's decision shall become final. If the instructor's decision is affirmed in whole or in part, the supervisor (if the instructor has not done so) may request that the Vice President for Student Affairs/Dean of Students proceed in accordance with the University's nonacademic disciplinary procedures.

H. Appeal from the supervisor's decision

The supervisor's decision may be appealed within 10 class days by either party to the appropriate Dean of the School or College who may refer it to an appropriate academic misconduct hearing committee for review and recommendation. The committee shall act within the bylaws of the school or college in which the alleged violation occurred. The committee must include student representation.

1. Jurisdiction. The committee shall hear appeals of the supervisor's decision.

2. Penalty. The penalty recommended to the Dean of the School or College by the appropriate committee may exceed the penalty imposed by the instructor. Further, the committee may modify the academic penalty imposed by the instructor. If the instructor's decision is affirmed in whole or in part, the Dean (if neither the instructor nor the supervisor has done so) may request that the Vice President for Student Affairs/Dean of Students proceed in accordance with the University's nonacademic disciplinary procedures. If the committee finds that no violation of the Academic Dishonesty Policy occurred, and if the Dean concurs, the instructor shall eliminate any academic penalty which was based on the alleged academic misconduct.

I. Appeal from the Dean of the School or College

The Dean's decision may be appealed by either party to the Vice President/Dean of Faculties within 10 class days of the decision of the Dean.

J. Appeal from the Vice President/Dean of Faculties

The Vice President/Dean of Faculties' decision may be appealed by either party to the President of Georgia College & State University within ten class days of the decision of the Vice President/Dean of Faculties. The President's decision on Academic Dishonesty shall be the final decision on the Georgia College & State University campus.

III. Notice to Students

Georgia College & State University shall publish the Academic Dishonesty Policy in the current catalog and/or Student Handbook.

STUDENT ACADEMIC APPEALS PROCESS POLICY AND PROCEDURES

POLICY STATEMENT

Any student or former student of Georgia College & State University has the right of timely petition. Petitions are available from the Dean of the appropriate school and are to be used by the student, in consultation with the faculty adviser, to remedy undue hardships and specific inequities that may adversely affect the student's ability to fulfill the academic requirements of the university. Petitions must be used to secure approval of special agreements between faculty and students on academic matters and to provide for emergency situations caused by unforeseen complications in fulfilling academic requirements. Petitions to be effective must have the approval of the appropriate university official's name on the petition.

DEFINITION

An academic grievance or appeal is an allegation by a student of substantial and/or unjustified deviation, to the student's detriment, from policies, procedures and/or requirements regarding admission, grading policies, special agreements, instructor's requirements and academic requirements of the university. Students shall have the right to file academic grievances or appeals according to the following procedures approved by the university.

PROCEDURES FOR ACADEMIC GRIEVANCE OR APPEAL

Following are the proper procedures for resolving academic grievances or appeals:

1. The student shall petition in writing the appropriate academic or administrative official responsible for the action which forms the basis of the grievance or appeal. The petition shall contain a clear and concise statement of the grievance or appeal, the remedies sought, and a request for a meeting with the involved person or persons.
2. The respondent shall schedule a meeting with the student within ten class days of receipt of the written grievance or appeal to discuss the matter.
3. If the student is not satisfied with the results of the discussion and wants the grievance or appeal to be considered further, the student shall appeal in writing to the respondent's supervisor to seek a resolution. This consultation must begin within ten class days after the conclusion of the discussion with the respondent.
4. If the student is not satisfied after seeking consultation at the supervisor's level and wants the grievance or appeal to be considered further, the student shall appeal in writing to the secondary supervisor to seek a resolution. This consultation must begin within ten class days after the supervisor has completed consideration of the grievance or appeal.
5. If the student is not satisfied and wants the grievance or appeal to be considered further, the student shall appeal in writing to the vice president for academic affairs. This grievance or appeal must be filed within ten class days after the secondary supervisor has completed consideration of the grievance or appeal. The decision of the vice president for academic affairs will become the final decision of the academic grievance or appeal at the institution. A clear statement of the reasons for the decision shall accompany the decision as to the resolution of the grievance or appeal. The student and appropriate university officials shall be notified in writing of the decision within ten class days after consideration of the grievance or appeal.

Students should be aware that their faculty adviser, the Office of Counseling Services, the Student Government Association, and the Office of Academic Affairs are resource areas where students may receive assistance.

The time limit for a grievance or appeal may be extended upon approval of a written request to the vice president for academic affairs.

STUDENT NONACADEMIC GRIEVANCE OR APPEAL PROCESS POLICY STATEMENT

Georgia College & State University recognizes the importance of providing a prompt and efficient procedure for fair and equitable resolutions of a nonacademic grievance or appeal. A nonacademic grievance or appeal alleges discrimination by a university employee on the

basis of race, color, gender, religion, national origin, age, physical handicap/disability or involves personal behavior and/or University policy. Accordingly, students are encouraged to use the nonacademic grievance or appeal process without fear of prejudice or reprisal for initiating the process or participating in its resolution.

DEFINITION

A nonacademic grievance or appeal is an allegation by a student concerning (1) a university employee, (2) administrative policies, procedures, regulations or requirements of the university, (3) student employment, or (4) a university program, service or activity. Students shall have the right to file a grievance or appeal according to established procedures.

PROCEDURES FOR NONACADEMIC GRIEVANCE OR APPEAL

Following are the proper procedures for resolving a nonacademic grievance or appeal:

1. The student shall submit a complaint in writing to the appropriate university official responsible for the action which forms the basis of the grievance or appeal. The complaint shall contain a clear and concise statement of the grievance or appeal, the remedies sought, and a request for a meeting with the involved person or persons. The complaint must be submitted within five days of the event unless there are extenuating circumstances.
2. The respondent shall schedule a meeting with the student within ten class days of receipt of the written grievance or appeal to discuss the matter. A written reply by the respondent to the student, indicating the results of the meeting and including further action, if any, to be taken, shall be attached to the written grievance or appeal.
3. If the student is not satisfied with the results of the discussion and reply and wants the grievance or appeal to be considered further, the student shall appeal in writing to the respondent's supervisor to seek a resolution. This consultation must begin within 10 class days after the conclusion of the discussion with the respondent. A written reply by the respondent's supervisor to the student, indicating the results of the meeting and including further action, if any, to be taken, shall be attached to the written grievance or appeal.
4. If the student is not satisfied after seeking consultation at the supervisor's level and wants the grievance or appeal to be considered further, the student shall appeal in writing to the secondary supervisor to seek a resolution. This consultation must begin within ten class days after the supervisor has completed consideration of the grievance or appeal. A written reply by the secondary supervisor to the student, indicating the results of the meeting and including further action, if any, to be taken, shall be attached to the written grievance or appeal.
5. If the student is not satisfied and wants the grievance or appeal to be considered further, the student shall appeal in writing to the next appropriate supervisor. This grievance or appeal must be filed within ten class days after the secondary supervisor has completed consideration of the grievance or appeal. A written reply by the next appropriate supervisor to the student, indicating the results of the meeting and including further action, if any, to be taken, shall be attached to the written grievance or appeal.
6. The decision of the President will become the final campus decision on the grievance or appeal. A written reply by the President to the student, indicating the results of the meeting and including further action, if any, to be taken, shall be attached to the written grievance or appeal. The student and appropriate university officials shall be notified in writing of the decision within ten class days after the last consideration of the grievance or appeal.

Students should be aware that their faculty adviser, the Office of Counseling Services, the Student Government Association, and the Office of Student Affairs may be resource areas whereby students may receive assistance on a grievance or appeal. The time limit may be extended upon approval of a written request submitted to the Vice President for Student Affairs/Dean of Students.

These policies and procedures are subject to revision from time to time. Please refer to the Student Handbook online at www.gcsu.edu for the most recent version.

STUDENT EDUCATION RECORDS

Notification of Rights under Family Educational Rights Privacy Act (FERPA)

The Family Educational Rights and Privacy Act of 1974 (FERPA) affords students certain rights with respect to their educational records. They are as follows:

- (1) The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.

Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The university official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the university official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

- (2) The right to request the amendment of the student's education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights.

Students may ask the University to amend a record that they believe is inaccurate or identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

- (3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception which permits disclosure without consent is disclosure to a University official with legitimate educational interests. A University official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Regents; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another University offi-

cial in performing his or her tasks. A University official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the University discloses education records without a student's consent to officials of another school in which a student seeks or intends to enroll.

While FERPA rights cease upon the death of a student, the Georgia College & State University policy will not release educational records of a deceased student, unless specifically authorized by the executor/executrix of the deceased, or next of kin.

- (4) The right to refuse to permit the designation of the following categories of personally identifiable information as "directory information," which is not subject to the above restrictions on disclosure.
- a. Name
 - b. Date of birth
 - c. Major field of study
 - d. Student classification; freshman, sophomore, junior, senior or graduate student
 - e. Participation in officially recognized activities and sports
 - f. Weight and height of members of athletic teams
 - g. Dates of attendance and graduation
 - h. Degrees and awards received
 - i. Visual images of students used in university publications and media in which individual students are not identified.

Any student wishing to exercise this right must inform the University Registrar in writing, on or before the first day of classes of the academic year, of the categories of personally identifiable information which are not to be designated as directory information with respect to that student.

- (5) The right to file a complaint with the U.S. Department of Education concerning alleged failure by GCSU to comply with the requirements of FERPA. The name and address of the office that administers FERPA are as follows:

Family Policy Compliance Office
U.S. Department of Education
600 Independence Avenue, SW
Washington, DC 20202-4605

For a FERPA Release Form, contact the GCSU Office of the Registrar, 107 Parks Hall, Campus Box 69, Milledgeville, GA 31061 or request a copy by phone, (478) 445-6286.

INTERNATIONAL EDUCATION CENTER

Dr. Dwight Call, Assistant Vice President for International Education

The International Education Center of Georgia's Public Liberal Arts University promotes international and cross-cultural learning, as well as respect for diversity – one of the four cornerstones of the GCSU educational experience – and assists the University in producing graduates who are prepared to accept their responsibilities as citizens of the world. In order to achieve its mission, the International Education Center works with faculty members and students to internationalize both curricular and co-curricular dimensions of the liberal arts education offered at Georgia College & State University in its many programs on campus and abroad, thereby helping students develop the knowledge, attitudes and skills necessary to understand and effectively participate in the global society.

To achieve those objectives, the International Education Center works collaboratively with schools and departments, as well as administrative and program offices, to internationalize the University. The International Education Center:

- Works with faculty to incorporate a global perspective within the curriculum; directs the International Studies Minor; and assists with the International Business Major, the African Studies Minor, the Latin American & Caribbean Studies Minor, and the European Union Certificate Program;
- Organizes international programs and lectures on campus;
- Oversees international student recruitment and admissions;
- Provides international student advisement, services and programming;
- Organizes study opportunities abroad and prepares students to participate in study abroad programs;
- Manages student and faculty exchange agreements with partner universities worldwide;
- Assists faculty members to extend their own awareness of the world and to incorporate that awareness into the courses they teach, as well as assisting international faculty who are resident at GCSU.

The International Education Center staff includes the Assistant Vice President for International Education, the Associate Director of International Education / International Student Adviser, the Study Abroad Adviser, the International Admissions Counselor, a Senior Secretary and a Graduate Assistant. The staff is assisted by the International Education Committee, which is comprised of faculty and staff members from throughout GCSU, as well as by volunteers who serve on the University System of Georgia's System Council for International Education, Study Abroad Committee, International Curriculum Committee, Committee on International Students and Scholars, and Regional Councils for Africa, the Americas, Asia, Europe, and the Middle East.

Up-to-date information on the International Education Center, including the most current newsletter and useful World Links, is available at the International Education Center web site at www.gcsu.edu/international.

INTERNATIONALIZING THE CURRICULUM AND THE INTERNATIONAL STUDIES MINOR (INST)

The International Education Center encourages the incorporation of an international dimension into existing courses and works to develop broad, interdisciplinary courses, which include global awareness. Courses and specific requirements of the International Business Major can be found listed under the School of Business; the International Studies Minor, African Studies Minor, and Latin American & Caribbean Studies Minor under Inter-Disciplinary Studies; and the European Union Certificate under Government & Sociology.

INTERNATIONAL PROGRAMS AND LECTURES

The International Education Center educates the GCSU community to international diversity and intercultural difference by introducing the knowledge, skills and diverse backgrounds of international students, visiting international and domestic faculty, and GCSU students and faculty who return from experiences abroad into discussions in the regular classroom, into all-campus lectures and panel discussions, and into specially organized programs and lecture series such as those offered during International Week. The International Education Center also assists other departments and campus organizations in giving an international scope to their programs, lecture series, discussions and film series. The International Education Center works closely with Casa Mondo (or "World House") – the cross-cultural living experience – which brings together U. S. and international students from all corners of the world in a unique living environment.

INTERNATIONAL ADMISSIONS

The International Education Center manages International Admissions, evaluating applications and transcripts according to the procedures and regulations outlined in the Admissions section of this catalog for students seeking admission to degree programs. Prospective students may download admissions materials from the International Education Center website at www.gcsu.edu/international, telephone, (478) 445-4789, email intladm@gcsu.edu or write International Admissions, Campus Box 49, Georgia College & State University, Milledgeville, GA 31061 USA.

International students who will attend GCSU under the terms of an exchange agreement with their home institution will be admitted according to the provisions specified in each agreement. Students should contact their home institution's exchange coordinator or the International Education Center at GCSU for specific guidelines.

INTERNATIONAL STUDENT SERVICES

The International Education Center provides information and counseling to more than 100 international students from more than 50 countries on such issues as non-immigrant student visa regulations and procedures, medical insurance, housing, financial and work issues, taxes, adjustment to life in the U.S., and academic concerns. The International Education Center also advises the International Club and organizes community and campus activities, such as the International Dinner, International Week, the Connections Program that matches international students with community hosts, and the International Student Orientation. The International Student Handbook is available on-line at <http://www.gcsu.edu/international>.

STUDY ABROAD

The International Education Center organizes study opportunities abroad and then advises and assists students to participate in the various approved study abroad and exchange programs offered by GCSU, the University System of Georgia and other accredited academic institutions. Studying abroad enables students to increase knowledge of a foreign language, provides the opportunity to gain insight into and appreciation for the cultures and institutions

of other peoples, facilitates the development of relevant career skills and contributes to personal maturity, a sense of independence, self-knowledge, and confidence.

To participate in study abroad, a student must be in good standing. Semester exchange students must have at least a 2.75 GPA. With prior written approval from the Assistant Vice President for International Education and the student's adviser, credit for study abroad can be applied toward core or major degree requirements for graduation. Students will be advised exactly how they should register for their courses abroad. The specific study abroad or exchange program will be tailored to fit each student's course of study. The number of credits awarded will be determined in advance of registration and study. Grading will be based on evaluation reports of the exchange institution or study abroad program.

Many summer, semester and academic year study opportunities are available in Africa, Asia, the Americas, Australia and Europe. In addition, the Schools of Liberal Arts & Sciences, Business, Education and Health Sciences have specific programs geared toward the needs of their own students. For further information contact the International Education Center in 223 Lanier Hall or telephone (478) 445-4789.

Regular federal and state financial aid can often assist students to study abroad. For details contact the Financial Aid Office in 103 Parks Hall or telephone (478) 445-5149. In addition, special study abroad scholarships available through the International Education Center in 223 Lanier Hall or telephone (478) 445-4789 can enable students who could not otherwise participate in study abroad.

Study abroad program and scholarship information is available from the International Education Center website at www.gcsu.edu/international.

Students enrolling in approved study abroad programs that do not otherwise require their registering for coursework at GCSU will register for INST 2985: Study Abroad Seminar, a one credit-hour course. Students will register for the course for the semester they plan to study abroad, but must attend sessions during the final weeks of the semester prior to their departure and receive an "incomplete" until final requirements for the course are met after their return to GCSU. The course will be offered on a Satisfactory / Unsatisfactory basis. If students do not complete the Study Abroad Seminar, they will forfeit any GCSU scholarship, which may have been awarded, and will need to repay it.

STUDY ABROAD SCHOLARSHIPS

The GCSU International Education Center staff will advise all students going abroad on the study abroad programs that best meet their needs and the study abroad scholarships that are available to them.

International Education Center staff will advise students regarding Weir and Wells Study Abroad Scholarships, for which they may submit applications to the International Education Center. These scholarships require the same 3.0 GPA standard that is required for other GCSU scholarships. The Assistant Vice President for International Education and the International Education Committee review scholarship application materials and recommend Weir and Wells Study Abroad Scholarships. Recommendations will be made on a priority basis according to the following:

1. Students registering at GCSU for study abroad programs that are offered by GCSU or for study abroad programs sponsored by the University System of Georgia and which permit students to register at GCSU. Also, students registering at GCSU and participating in an exchange with one of its partner universities.

2. Students enrolling in non-GCSU study abroad programs that have been investigated and approved by the Assistant Vice President for International Education, who will confirm the academic quality of the study abroad programs, as well as satisfactory systems for transferring credits to GCSU. In these cases, students should register at GCSU for a one-credit-hour study abroad seminar in International Studies, which is managed by the Assistant Vice President for International Education. In addition, students should complete the Study Abroad Course Approval Form, which is available in the International Education Center and confirms the support of major advisers and department chairs. Students must also register in the Office of the Registrar as transient students for the balance of their credits.

International Education Center staff will also advise students interested in studying abroad on other available scholarships:

1. Federal Aid, which is based solely upon financial need and may be used for any recognized study abroad programs. For programs in which the majority of course work is registered with an institution other than GCSU, an approved Financial Aid Consortium Agreement must be in place before Federal Aid will be disbursed. Information is available in the Financial Aid Office. Federal Aid may be awarded as grants or loans.
2. Students Abroad with Regents' Support (STARS), a Board of Regents initiative, offers study abroad students the opportunity for Work/Study stipends, travel grants for Service Learning, and study abroad Program Assistantships. Applications are available in the International Education Center.
3. Information on other scholarships is available in the International Education Center.

The Financial Aid Office will manage disbursement of all study abroad scholarships and Federal Aid. In addition, the Financial Aid Office will establish the required financial aid consortium agreement with any non-GCSU program, which certifies the student's Federal Financial Aid eligibility. Any funds awarded through GCSU will be managed by the Financial Aid Office.

EXCHANGE AGREEMENTS WITH PARTNER UNIVERSITIES WORLDWIDE

The International Education Center oversees GCSU and University System of Georgia exchange agreements with other universities and manages faculty and student exchanges with those universities. GCSU has active exchanges with the following institutions, whose individual web sites can be accessed from the International Education Center web site at www.gcsu.edu/international. In addition, membership in the International Student Exchange Program (www.isep.edu) and agreements with the School for International Training (www.sit.edu) and the School for Field Studies (www.fieldstudies.org) enable GCSU to send its students on semester or year-long exchange or study to many countries of the world.

Australia:	Australian Catholic University (Sydney and Melbourne) Bond University (Gold Coast)
Belize:	Consortium for Belizean Educational Cooperation
China:	Universities of Jiangsu Province
Czech Republic:	University of Hradec Králové Palacky University (Olomouc)
England:	DeMontfort University (Leicester) University of Northumbria (Newcastle)
Germany:	Otto-von-Guericke-Universität Magdeburg Zeppelin University (Friedrichshafen)

Ghana:	University of Cape Coast
Hungary:	Esterházy Károly College (Eger) University of Pécs
India:	Hyderabad-Sind National Collegiate Board (Mumbai)
Japan:	Kansai Gaidai University (Osaka) Obirin University (Tokyo) Ritsumeikan University (Kyoto)
Korea:	Pukyong National University (Busan)
Mexico:	Universidad Iberoamericana (Puebla) Universidad Popular Autónoma del Estado de Puebla
Peru:	Universidad de Peru (Lima)
Russia:	Immanuel Kant State University of Russia (Kaliningrad) Syktyvkar State University
Spain:	Universidad de Valladolid Universitat de València
Sweden:	University of Lund

FACULTY ABROAD AND INTERNATIONAL FACULTY

The International Education Center assists faculty members in designing, funding and implementing study, teaching and research ventures abroad, and later, in incorporating those experiences into the curriculum. In addition, the International Education Center gives support to the more than 10 percent of its faculty, who are native to other countries.

DEGREE PROGRAMS

COLLEGE OF ARTS AND SCIENCES

SCHOOL OF LIBERAL ARTS AND SCIENCES

Master of Arts (M.A.)	English
Master of Arts (M.A.)	History
Master of Fine Arts (M.F.A.)	Creative Writing
Master of Music Education (M.M.Ed.)	Music Education
Master of Public Administration (M.P.A.)	Public Administration
Master of Science (M.S.)	Biology
Master of Science (M.S.)	Criminal Justice
Master of Science in Administration (MSAD)	Logistics Management

SCHOOL OF EDUCATION

Specialist in Education (Ed.S.)	Educational Leadership
Specialist in Education (Ed.S.)	Early Childhood Education (P-5)
Specialist in Education (Ed.S.)	Middle Grades Education (4-8)
Specialist in Education (Ed.S.)	Curriculum and Instruction (6-12)
Social Science Education	
Biology Education	
Master of Arts in Teaching (M.A.T.)	Secondary Education (6-12)
Art	
Biology	
Chemistry	
French	
Health	
Physics	
Political Science	
Spanish	
Business Education	
English	
Mathematics	
History	
Master of Arts in Teaching (M.A.T.)	Health Education (P-12)
Master of Education (M.Ed.)	Educational Leadership
Master of Education (M.Ed.)	Early Childhood Education (P-5)
Master of Education (M.Ed.)	Educational Technology
Library Media	
Instructional Technology	
Master of Education (M.Ed.)	Middle Grades Education (4-8)
Master of Education (M.Ed.)	Secondary Education (6-12)
English	
Mathematics	
Natural Sciences	
Social Science	
Foreign Languages	
Master of Education (M.Ed.)	Interrelated Special Education

SCHOOL OF BUSINESS

Master of Accountancy (MAac.)	Accounting
Master of Business Administration (M.B.A.)	Business Administration
Master of Management Information Systems (MMIS)	Management Information Systems

SCHOOL OF HEALTH SCIENCES

Master of Education (M.Ed.)

Health Promotion

Outdoor Education Administration

Advanced Teacher Certification (T-5)

Master of Music Therapy (M.M.T.)

Master of Science in Nursing (M.S.N.)

Nursing Administration

Nursing Service Role

Healthcare Informatics Role

Adult Health Nursing

Clinical Nurse Specialist

Nurse Educator Role

Family Nurse Practitioner

MSN/MBA option

Health and Physical Education

Music Therapy

DEGREE OFFERINGS COMMUTER LOCATIONS

Georgia College & State University provides graduate education programs in Macon and at Robins Air Force Base. Classes are available in the evening, and in some locations, during the day. Students enrolled in the commuter location programs can complete most course work required for the degree at any of the external locations without having to travel to the residential campus or other locations for courses. Students participating in one of the commuter location programs also have access to all of the facilities located on the residential campus in Milledgeville. A commuter location director at each location is available for assistance and program coordination. In addition, program and campus coordinators are available for advisement and other student services.

GCSU IN MACON

Located on the campus of Macon State College

Parris Smith, Director

Phone: (478) 471-2898

Degrees in:

Specialist in Education (Ed.S.)

 Early Childhood (P-5)

 Middle Grades (4-8)

 Curriculum and Instruction

Master of Accountancy (MAac.)

Master of Arts in Teaching (M.A.T.)

Master of Business Administration (M.B.A.)

Master of Education (M.Ed.)

 Early Childhood Education (P-5)

 Health and Physical Education

 Educational Technology

 Library Media Specialist

 Instructional Technology

 Middle Grades Education (4-8)

 Special Education Interrelated (P-12)

Master of Management Information Systems (M.M.I.S.)

Master of Public Administration (M.P.A.)

Master of Science in Criminal Justice (M.S.C.J.)

Master of Science in Nursing (M.S.N.)

 Family Nurse Practitioner

 Nursing Administration: Nursing Service Role

 Nursing Administration: Healthcare Informatics

 Adult Health Nursing: Clinical Nurse Specialist Role

 Adult Health Nursing: Nurse Educator Role

 MSN/MBA

GCSU AT ROBINS AFB

Located at Robins Air Force Base

Glenn Easterly, Director

Phone: (478) 327-7376

Degrees in:

Master of Business Administration (M.B.A.)

Master of Public Administration (M.P.A.)

Classes are conducted in the evening.

Degrees in:

Master of Science in Administration Logistics Management (MSAD)

Classes are available during noon hours, and in the evening.

All evening classes are conducted one night per week. Classes taught during the noon period meet two days per week.

OFFICIAL DISCIPLINE ABBREVIATIONS

ACCT	ACCOUNTING	INST	INTERNATIONAL STUDIES
AFST	AFRICAN STUDIES	JAPN	JAPANESE
ANTH	ANTHROPOLOGY	JOUR	JOURNALISM
ARED	ART EDUCATION	LENB	LEGAL ENVIRONMENT
ARTS	ART APPRECIATION, HISTORY, STUDIO	LING	OF BUSINESS LINGUISTICS
ASTR	ASTRONOMY	LOGS	LOGISTICS
BCOM	BUSINESS COMMUNICATIONS	LSSS	LEARNING SERVICES
BIDS	BUSINESS INTERDISCIPLINARY STUDIES	MAED	MATHEMATICS EDUCATION
BIOL	BIOLOGY	MATH	MATHEMATICS
BLST	BLACK STUDIES	MFLG	MODERN FOREIGN LANGUAGE
CBIS	COMPUTER BASED INFORMATION SYSTEMS	MGMT	MANAGEMENT
CHEM	CHEMISTRY	MKTG	MARKETING
CRJU	CRIMINAL JUSTICE	MMIS	INFORMATION SYSTEMS
CSCI	COMPUTER SCIENCE	MSCI	MILITARY SCIENCE
DANC	DANCE	MSCM	MASS COMMUNICATION
ECON	ECONOMICS	MUAP	APPLIED MUSIC
EDEC	EARLY CHILDHOOD EDUCATION	MUED	MUSIC EDUCATION
EDEL	EDUCATION LEADERSHIP	MUEN	MUSIC ENSEMBLES
EDEX	SPECIAL EDUCATION	MUSC	MUSIC
EDFS	FOUNDATIONS AND SECONDARY	MUST	MUSIC THERAPY
EDIS	EDUCATION INTEGRATIVE STUDIES	NURA	NURSING ADULT & GERONTOLOGIC HEALTH
EDIT	INSTRUCTIONAL TECHNOLOGY	NURF	NURSING FAMILY HEALTH
EDMG	MIDDLE GRADES EDUCATION	NURS	HEALTH CARE SYSTEMS & INFORMATICS
EDRD	READING EDUCATION	ODED	OUTDOOR EDUCATION
ENGL	ENGLISH	OSAM	OFFICE SYSTEMS ADMINISTRATION
ENSC	ENVIRONMENTAL SCIENCE	PHED	PHYSICAL & HEALTH EDUCATION
ESLG	ENGLISH AS A SECOND LANGUAGE	PHIL	PHILOSOPHY
FINC	BUSINESS FINANCE	PHSC	PHYSICAL SCIENCE
FREN	FRENCH	PHYS	PHYSICS
GCSU	STUDENT SUCCESS	POLS	POLITICAL SCIENCE
GEOG	GEOGRAPHY	PSYC	PSYCHOLOGY
GEOL	GEOLOGY	PUAD	PUBLIC ADMINISTRATION
GRMN	GERMAN	READ	LEARNING SUPPORT READING
HEAT	HEALTH EDUCATION; ATHLETIC TRAINING	RELI	RELIGION
HEEX	HEALTH EDUCATION; EXERCISE SCIENCE	RETP	PRE-ENGINEERING
HIST	HISTORY	RGTE	REGENTS TEST ENGLISH
HLTH	HEALTH EDUCATION	RGTR	REGENTS TEST READING
HSCM	HEALTH SCIENCES MUSIC THERAPY	RHET	RHETORIC
HSCS	HEALTH SCIENCE	RUSS	RUSSIAN
IDST	INTERDISCIPLINARY STUDIES	SOCI	SOCIOLOGY
		SPAN	SPANISH
		THEA	THEATRE
		WELL	WELLNESS
		WMST	WOMEN'S STUDIES
		WMBA	WED MBA

ACADEMIC STRUCTURE

The graduate programs at Georgia College & State University are provided through The College of Arts and Sciences, J. Whitney Bunting School of Business and The School of Health Sciences. The College of Arts and Sciences is composed of two schools, The School of Liberal Arts led by Dean Beth Rushing and The John H. Lounsbury School of Education with Dean Linda Irwin-DeVitis. The head of J. Whitney Bunting School of Business is Dean Faye Gilbert; The School of Health Sciences is administrated by Interim Dean Cheryl Kish.

Subsequent sections of this graduate catalog are arranged by the graduate schools. Persons interested in pursuing the various programs described should contact the program coordinator for further information and applications (if required), i.e. Health Sciences & Education.

No person may register for any academic program or course work until admitted to the university.

COURSE NUMBERING

Graduate courses numbered 5000 to 7999 are designed primarily for graduate students. Any variation from a prescribed program requires written permission from the Dean of the School.

Most courses are identified by a four-letter prefix and a four-digit number.

NOTE: (4-3-5) following course title indicates: 4 semester hours lecture, 3 semester hours laboratory, and 5 semester hours credit.

(Var.) indicates variable credits, as stated in the course description.

F and S indicate the course will normally be offered during the fall or spring semester, respectively.

COLLEGE OF ARTS AND SCIENCES GRADUATE PROGRAM

Beth Rushing, Dean of the School of Liberal Arts & Sciences
Olufunke A. Fontenot, Assistant Dean

Linda Irwin-DeVitis Dean of the John H. Lounsbury School of Education
Carol Bader, Assistant Dean

MISSION

The College of Arts and Sciences provides the focus for the University's statewide liberal arts mission. The fundamental mission of the College is to promote critical reflection and the advancement of knowledge by teaching the Core Curriculum; by offering comprehensive major programs for students; and by encouraging excellence in teaching, scholarly activity, and service on the part of faculty. Students are challenged to address the analytical, historical, cultural, and philosophical foundations of their disciplines, to think critically and creatively, to act with ethical and aesthetic awareness, and to communicate effectively in a free and open exchange of ideas.

The College of Arts and Sciences provides academic programs in the fine and applied arts; the humanities; the behavioral and social sciences; the physical, biological, and mathematical sciences; educator preparation and other various professional fields. As the foundation for the University's Core Curriculum and the College's baccalaureate and graduate degrees, these programs offer students the opportunity to experience the interdisciplinary nature of the liberal arts, develop competence in traditional liberal arts disciplines, and embark upon programs of professional study.

The College of Arts and Sciences encourages scholarly, artistic, and creative activities that promote the expansion of knowledge and excellence in teaching and service. Involvement within the community is also encouraged through cooperative partnerships with the public and private sectors, fine arts programming, and faculty activities. The College provides an environment in which academic freedom and responsibility exist in a community of learning and shared governance.

The College of Arts and Sciences is dedicated to fostering an awareness of the cultural and ethnic differences and commonalities found among the communities of the world. The College of Arts and Sciences is committed to educating students to be responsible citizens of a democratic society.

SCHOOL OF LIBERAL ARTS AND SCIENCES

Beth Rushing, Dean

Olufunke A. Fontenot, Assistant Dean

OVERVIEW

The graduate programs of the School of Liberal Arts and Sciences allow students who have completed an undergraduate degree to pursue further studies in the areas of English, History, Creative Writing, Criminal Justice, Public Administration, Logistics, Biology, and Public Affairs. In addition, the School of Liberal Arts and Sciences offers a number of courses which serve students seeking graduate degrees in Education. Graduate programs of the School of Liberal Arts and Sciences are offered on the residential campus in Milledgeville, in Macon and in Warner Robins at the Robins Graduate Center and the Logistics Education Center. Financial assistance for graduate study is available; interested students should contact the degree program coordinator.

LIBERAL ARTS EDUCATION

A liberal arts education liberates minds and prepares leaders. It emphasizes undergraduate education, high academic standards, and freedom of thought and inquiry. Liberal arts students are exposed to a wide range of ideas, both popular and unpopular. The faculty are actively engaged in their disciplines and are dedicated to challenging students and fostering excellence in the classroom and beyond. Opportunities for students to participate in faculty research and other scholarly activities are plentiful. The emphasis on critical and creative thinking, communication, and analytical skills is a common thread throughout the curriculum. Civil discourse is required of everyone and is framed around knowledge of and respect for cultural and ethnic differences and commonalities.

An important part of a liberal arts education is the opportunity to develop skills learned in the classroom by applying them to real-world situations. Students at GCSU are able to participate in internships, research projects, and practica to further hone their expertise in the subject matter of various courses and degree programs. There are also valuable opportunities for international study and exchanges that allow students to broaden their understanding of the world and of themselves.

The School of Liberal Arts and Sciences plays a pivotal role at GCSU. The arts, sciences, humanities and social sciences are at the heart of every liberal arts graduate's education. The School of Liberal Arts and Sciences offers a strong interdisciplinary core curriculum and rigorous degree programs that help students develop the knowledge and skills that will last a lifetime. The faculty in Liberal Arts set high standards for themselves and for students and are deeply committed to helping students achieve excellence in their academic endeavors.

The School of Liberal Arts and Sciences houses ten academic departments and programs encompassing some thirty-five disciplines. Students who choose to major in one of the Liberal Arts disciplines receive a broad-based education as well as in-depth knowledge and skills in particular disciplines. Whether they go on to professional school, graduate school, or directly into employment, Liberal Arts graduates are ideally suited for the rapidly changing world we will encounter in the twenty-first century.

MASTER OF ARTS IN ENGLISH

Wayne Glowka, Coordinator
E Mail: wayne.glowka@gcsu.edu

MISSION

The Master of Arts degree in English is designed for students who desire the challenge of an intense study of literature. Graduates of the program will have a critical appreciation of literature, a thorough knowledge of scholarly tools, and the preparation necessary to become competent writers and teachers of writing. The degree requires 27 semester hours of graduate-level courses in English and a thesis (9 hours).

Students in the program receive substantial individual attention from faculty. There are opportunities for students to do research and publish on their own or with faculty and for meeting important scholars and writers at both on-campus and off-campus conferences and events. In addition, graduate assistants gain valuable professional experience as editors, scholars, or instructors.

REGULAR ADMISSION REQUIREMENTS

Applicants for admission to the program leading to the Master of Arts degree in English must comply with the general requirements of the University System and the university as described earlier in this catalog. A student may receive regular admission with all of the following:

1. a bachelor's degree from an accredited institution;
2. a cumulative GPA of 3.0 or higher (4.0 scale) on all undergraduate work;
3. a score of 550 or higher on the Verbal section of the GRE, and a score of 4.5 or higher on the GRE Analytical Writing test; and
4. an undergraduate major in English.

The application must also be supported by two letters of recommendation from referees who know the student's work well and who are qualified to comment on its quality.

The complete application, including all supporting documents, should be filed with the Office of the Registrar no later than April 1 of the year in which admission to the M.A. program in English is desired. To ensure a logical program of study, students will receive regular admission for the fall semester only.

PROVISIONAL ADMISSION

A student may receive provisional admission with all of the following:

- a bachelor's degree from an accredited institution;
- a cumulative g.p.a. of 2.75 or higher (4.0 scale) on all undergraduate work;
- a score of 450 or higher on the Verbal section of the GRE, and a score of 3.5 or higher on the GRE Analytical Writing test; and
- completion of at least 15 hours of undergraduate coursework in English or a closely related field with a cumulative GPA of 3.0 in such coursework (4.0 scale).

The application must also be supported by two letters of recommendation from referees who know the student's work well and who are qualified to comment on its quality.

Deadlines and procedures for provisional admission are the same as for regular admission.

A provisionally admitted student may gain regular status through the completion of the first 9-12 graduate hours in English with grades of B or better in all courses attempted.

CONDITIONAL ADMISSION

Applicants who apply too late for full consideration for admission or who have not submitted all required documents for evaluation may be assigned conditional admission status. While in this status, a student may register for one semester only by completing a Georgia College & State University Conditional Registration Agreement for Graduate Students; this form requires the signatures of both the student and the graduate coordinator. Any student who registers under this agreement must be admitted either to regular or to provisional status by the end of the first semester of enrollment in order to continue taking courses in the degree program.

Students may take no more than 12 semester hours of course work in conditional and provisional status combined.

PROGRAM OF STUDY

The student must complete 27 semester hours in English (ENGL) at the graduate level with a cumulative GPA of 3.0 or higher. Other requirements, including the thesis, are explained below. With the approval of the Coordinator of Graduate Studies in English, a student may transfer graduate hours from another accredited institution, but no more than 9 semester hours will be accepted. All credit applied to the Master of Arts degree in English must be earned within the prescribed period of five years before graduation.

I. Required Courses9 semester hours

ENGL	6601	Graduate Seminar in Methods of Research
ENGL	6680	Graduate Seminar in Studies in Literature
ENGL	6685	Graduate Seminar in Critical Approaches to Literature

The student should take ENGL 6601 as soon as possible, preferably in the first term of graduate work. ENGL 6601 is a prerequisite for ENGL 6970 Thesis.

II. Major Area18 semester hours

ENGL	5110	Literary Criticism
ENGL	5115	History of the English Language
ENGL	5116	Structure of Present-day English
ENGL	5220	Medieval English Literature
ENGL	5223	Chaucer
ENGL	5225	English Renaissance Literature
ENGL	5226	Topics in Shakespeare
ENGL	5227	Milton
ENGL	5228	Development of English Drama
ENGL	5330	Restoration and Eighteenth-century Literature
ENGL	5331	Eighteenth-century English Novel
ENGL	5335	English Romanticism
ENGL	5337	Victorian Literature
ENGL	5338	Nineteenth-century English Novel
ENGL	5440	Modern Drama
ENGL	5441	Twentieth-century British Fiction
ENGL	5445	Literary Women
ENGL	5446	Modern Poetry
ENGL	5447	Comparative Literature
ENGL	5449	Great Books of the Western World
ENGL	5451	African Literature
ENGL	5452	African Women Writers
ENGL	5550	American Literature to 1865

ENGL	5555	American Literature from 1865 to 1920
ENGL	5662	Southern Literature
ENGL	5664	Flannery O'Connor
ENGL	5665	American Literature from 1920 to the Present
ENGL	5667	African-American Literature
ENGL	5669	Multicultural American Literature
ENGL	5671	Studies in Native American Literature
ENGL	5770	Studies in Folklore.
ENGL	5940	Independent Study
ENGL	5950	Special Topics
ENGL	5980	Study Abroad
ENGL	6112	Theories of Composition and Literature
ENGL	6960	Internship

III. Thesis9 semester hours

ENGL	6970	Thesis
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Total Degree Hours36 semester hours

Refer to the Course Description Section of this catalog for courses and course descriptions.

OTHER REQUIREMENTS

Foreign Language. The student should demonstrate reading proficiency in a foreign language as early as possible, and must do so before signing up for thesis credit. This proficiency may be demonstrated either by the successful completion of a fourth-level language course with a grade of B or better in the four years prior to admission or by passing a translation examination administered by the Department of Modern Foreign Languages on a passage relevant to English literature.

Comprehensive Examination. In the last term of class work, or as soon as possible after the last term of class work, the student must pass a comprehensive examination, which tests the student's general knowledge of literature (British, American, classical, and world) and English language history, ability to analyze select passages out of context, and facility in a timed writing exercise. The examination has three parts:

- 1) The GRE Literature in English Test
- 2) A text-specific essay
- 3) An essay demonstrating broad, comprehensive reading.

The student must pass all three parts. A student may retake a failed portion without having to retake passed portions.

The GRE Literature in English Test. A student must score at least in the 50th percentile to pass. The student should take this test as soon as possible after the completion of 18 hours of graduate work in English. The department will pay for one administration of the test; students should get in touch with the Coordinator of Graduate Studies in English for help in processing the paperwork for payment of the test fee. A student entering the program with an acceptable score on this test does not have to retake it; the department, however, will not reimburse the student for a previous administration of the test. To prepare for the exam, the student should consult with his or her thesis adviser to discuss the student's strengths and weaknesses in the study of British, American, classical, and world literature. General information and a practice examination can be found on the GRE Web site (<http://www.gre.org>).

Comprehensive Examination Parts 2 & 3. Parts 2 & 3 are devised and administered by members of the English Graduate Faculty in consultation with the Coordinator of Graduate Studies in English. These parts of the examination are given in the last week of the fall and spring terms, but not in the summer term. A student wishing to take the examination should notify the Coordinator in writing by the end of the first week of the term in which the student wishes to take the examination. The Coordinator will enlist members of the English Graduate Faculty to serve as the examination committee in that term. The committee will consist of three members, one of whom will serve as chair. Whenever possible, thesis advisers for students taking the examination in a given term will not be asked to serve on the committee so that thesis advisers can freely participate as mentors and coaches in the examination process.

In consultation with the thesis adviser, the student will draw up a list of thirty essential books from the general area of the student's probable thesis topic (i.e., 19th-century American literature, poetic theory, or some similar area). The examination committee will use this list to compose questions for parts 2 & 3 of the examination. In each case, there will be a choice of questions. In part 2, the student will be required to write an essay of considerable depth on one text on the list. In part 3, the student will respond to more sweeping kinds of questions about a number of works on the list.

The examination will be read and evaluated by the committee, which will give a summary judgment of all three parts as either pass or fail. The chair of the committee will present its findings to the Coordinator, who will inform the students of the results. A student who fails any portion of parts 2 & 3 of the examination may not retake a failed portion until the next term.

Thesis and Thesis Defense. At the completion of 18 semester hours, the student should seek out a member of the English graduate faculty as a thesis adviser. After a faculty member agrees to be a student's thesis adviser, the student and the faculty member should enlist two other faculty members to join the thesis adviser as the student's thesis committee. One of these two committee members must be from the English graduate faculty; the other may be from the graduate faculty in another department relevant to the thesis topic. Once the committee membership is confirmed, the thesis adviser should notify the Coordinator of Graduate Studies in English in writing about the composition of the committee and the general nature of the proposed thesis topic. During the next term, the student should develop a two-page thesis proposal under the direction of the thesis committee. The student may not sign up for more than 3 semester hours of ENGL 6970 Thesis before the proposal is approved in writing by both the thesis adviser and the Coordinator of Graduate Studies in English.

The student should sign up for a total of 9 hours of ENGL 6970 Thesis and should be enrolled in thesis hours during the term the thesis is completed and defended. The thesis must demonstrate scholarly research on a literary topic of considerable depth, and should normally have between 50 and 100 pages of text and should also include a comprehensive list of works cited. The thesis should be prepared in the documentation style recommended by the Modern Language Association and should meet the criteria for theses as established by the university. The original and four copies of the completed thesis in unbound form should be submitted to the thesis committee for a critical reading at least four weeks before the end of the semester in which the student completes all requirements for the degree.

The oral defense of the thesis before the thesis committee should be held at least two weeks before the end of the relevant semester. The thesis defense will be open to any interested member of the university community. The defense will normally take at least one hour and will demonstrate the student's knowledge of the thesis topic and the implications of the thesis for the general study of literature.

After the defense, the student should make final corrections to the thesis as soon as possible and produce a new original copy (unbound) and at least two high-quality photocopies (unbound) on the kind of paper specified in the current GCSU guide to theses. The library requires two copies for its collection (one to be bound, the other left unbound); the department requires one bound copy to be returned for display in the departmental office. The original copy of the signature page should be signed by the members of the thesis committee, the graduate coordinator, the department chair, and the dean of the school; photocopies may be made of this page for insertion in the photocopies of the thesis. The student should then deliver the original signed copy and the photocopies of the thesis to the library, fill out the binder form available there, pay the required binding fees, and then present a copy of the receipt to the graduate coordinator. The graduate coordinator will not sign the release for graduation until a copy of the receipt is presented. In four to six weeks, the library will return the additional bound copies of the thesis, one of which will be sent to the department by the student.

ADVISEMENT

The general adviser of all students in the Master of Arts in English program is the Coordinator of Graduate Studies in English. However, students should work closely with their thesis advisers and thesis committees in planning coursework as preparation for a specific thesis topic.

CAREER INFORMATION

The program will prepare the student for doctoral work in English or for careers demanding advanced skills in critical reading and writing. The degree can make one eligible for teaching at a two-year college, and certified teachers who complete the degree can extend their certification to the fifth-year level. The degree is also useful for anyone interested in a career in professional writing, administration, entertainment, and public service. Whatever the career plans of students, the program requires a serious commitment to literary scholarship. Through this commitment, students will be rewarded with the intellectual company of the world's finest writers.

FURTHER INFORMATION

Inquiries concerning the nature of the program, the availability of given courses, and the availability of graduate assistantships should be directed to the Coordinator of Graduate Studies in English, CBX 044, Georgia College & State University, Milledgeville, GA 31061. Telephone: (478) 445-4581. Fax: (478) 445-5961. The coordinator's email address is wayne.glowka@gcsu.edu. Other information can be viewed at: www.gcsu.edu/acad_affairs/coll_artsci/eng/English/

MASTER OF ARTS IN HISTORY

John D. Fair, Coordinator
E-mail: john.fair@gcsu.edu

MISSION

In offering courses on the graduate level, the Department of History, Geography and Philosophy serves three audiences. First are the students who pursue the M.A. degree, the oldest graduate program at Georgia College & State University. This degree allows the student to learn the advanced research and writing skills necessary to pursue the higher goal of a degree at a doctoral-level institution or to teach at the junior or senior college level, as well as to enter other careers, including those in public history. Second, the Department's graduate program provides students pursuing a higher level of teacher certification to take content courses for the M.A.T., M.Ed. and Ed.S. degrees. Third are post-baccalaureate students who love the study of history and wish to study it for personal enrichment.

The academic program for the M.A. degree consists of thirty-six hours, including the thesis.

REGULAR ADMISSION REQUIREMENTS

Applicants for admission to the program leading to the Master of Arts degree in History must comply with the general requirements of the University System and of Georgia College & State University as described earlier in this catalog. The applicant must:

1. Hold a bachelor's degree from a regionally accredited institution with a major in history. A person with a major in another field but with substantial work in history may be admitted.
2. Have an undergraduate grade average of at least 3.0 on a 4.0 scale.
3. Applicants for regular admission to the M.A. in History program must submit scores from the Graduate Record Examination (GRE). The applicant must score a minimum of 500 on the verbal, 460 on the quantitative, and 4 on the analytical writing portions of the examination.
4. Submit at least two letters of recommendation from undergraduate professors or other references able to comment on the applicant's writing ability and potential for successful graduate study.
5. Give reasonable assurance of ability to satisfy the foreign language requirement (see "Language Requirement," below).

The complete application, including all supporting papers, should be filed with the Office of Enrollment Services not later than three weeks prior to the beginning of the semester in which the applicant proposes to begin graduate study. Applicants will be given a prompt decision upon receipt of necessary materials. Regular admission, which includes Admission to Candidacy, is granted upon recommendation of the Graduate Coordinator of the Department of History, Geography and Philosophy. Prospective applicants should consult, in person or by mail, with the Graduate Coordinator of the Department of History, Geography and Philosophy prior to filing an application. A student may enter the program any semester.

PROVISIONAL ADMISSION

Applicants who fail to meet one of the requirements for regular admission may be granted provisional status. Provisional students who take 12 semester hours of graduate history (HIST) courses with no grade less than a B will be granted regular status. The B grades must be earned in courses approved by the Graduate Coordinator for the degree program in which the student is seeking admission.

CONDITIONAL ADMISSION

Applicants who apply too late for full consideration for admission and/or have not submitted all required documents for evaluation may be assigned conditional admission status. While in this status a student may register for one semester only by completing a GCSU Conditional Registration Agreement for Graduate Students; this form requires the signatures of both the student and the Graduate Coordinator. Any student who registers under this agreement must be admitted to either regular or provisional status by the end of the first semester of enrollment to continue taking courses in the degree program.

Students may take no more than 12 semester hours of course work in conditional and provisional status combined.

CAREER INFORMATION

The Master of Arts degree in History prepares students for further study elsewhere toward the Ph.D. degree; for teaching in junior colleges; for work in historical societies, archives, museums, and state and national parks and historical monuments; for journalism and other types of professional writing, such as newspapers, magazines, fiction, and non-fiction; for library work as a subject-field accompaniment to a professional library degree; and for government service, including the Federal Foreign Service, upon passing the appropriate entrance examination. Further details may be obtained from the Graduate Coordinator.

PROGRAM OF STUDY

The Master of Arts degree in History requires a thesis (9 semester hours credit) and 27 semester hours of graduate course work in History. Graduate instruction in other fields is also available. A program of graduate study based upon the programs described below (subject to schedule availability, student interest, and adviser approval) will be completed when a student is admitted as a regular student in the program. Students hoping to pursue study toward the Ph.D. degree elsewhere may choose either option. One three-hour graduate-level Political Science (POLS) or Geography (GEOG) course may be substituted for one optional history course in the United States and Europe concentrations.

M.A., HISTORY (UNITED STATES AND EUROPEAN CONCENTRATION)

I. REQUIRED COURSE3 semester hours

HIST 6001 Historical Methods and Interpretations

II. ADVANCED CURRICULUM6 semester hours

Select one course from the following:

HIST 6201 Advanced Topics in European History

HIST 6301 Advanced Topics in British History

Select One Course from the following:

HIST 6401 Advanced Topics in American History

HIST 6451 Advanced Topics in Southern History

III. MAJOR AREA18 semester hours

Select at least 21 hours from the following:

HIST 5010 Local History

HIST 5015 Historic Architecture Preservation

HIST 5020 Public History

HIST 5025 Archival Theory and Issues

HIST	5030	Archival Methods and Practice
HIST	5035	Introduction to Museums and Historical Organizations
HIST	5040	Historic Site Interpretation
HIST	5045	World War I
HIST	5050	World War II
HIST	5070	The Industrial Revolution
HIST	5080	Environmental History
HIST	5110	Classical Greece
HIST	5120	Classical Rome
HIST	5130	The Middle Ages
HIST	5140	Renaissance and Reformation
HIST	5150	Crime and Punishment in Early Modern Europe
HIST	5160	Science, Medicine, and Society in Europe before 1800
HIST	5170	Women, Gender, and Society in Early Modern Europe
HIST	5180	Epidemic Disease in History from the Black Death to AIDS
HIST	5210	The French Revolution and Napoleon
HIST	5220	Modern Europe
HIST	5240	Hitler and Nazi Germany
HIST	5250	Soviet Russia
HIST	5280	The Intellectual and Cultural History of Europe to 1550
HIST	5285	The Intellectual and Cultural History of Europe since 1550
HIST	5310	Tudor England
HIST	5315	Stuart England
HIST	5335	Modern Britain
HIST	5340	Modern English Social History
HIST	5360	A Cultural History of Wales, Scotland, and Ireland
HIST	5380	The British Empire and Commonwealth of Nations
HIST	5405	Religion in American History
HIST	5410	Topics in American Social History
HIST	5415	Georgia: Colony and State
HIST	5510	Colonial America
HIST	5520	Revolutionary America
HIST	5530	The Age of Jefferson
HIST	5540	The Antebellum South
HIST	5550	The Age of Jackson
HIST	5610	The American Civil War
HIST	5615	The Gilded Age/Progressive Era
HIST	5620	The South Since Reconstruction
HIST	5625	The U.S. between the World Wars
HIST	5630	U.S. Since 1945
HIST	5650	Contemporary American Foreign Policy
HIST	5670	History of Violence in America
HIST	5680	The Automobile in American Culture
HIST	5700	Conquest and Social Change in Colonial Latin America
HIST	5710	Modern Middle East
HIST	5720	The Vietnam War
HIST	5940	Independent Study
HIST	5950	Special Topics
HIST	5980	Study Abroad
HIST	5990	Academic Workshop
*HIST	6201	Advanced Topics in European History
*HIST	6301	Advanced Topics in British History
*HIST	6401	Advanced Topics in American History

- *HIST 6451 Advanced Topics in Southern History
- HIST 6940 Independent Study (graduates only)
- HIST 6950 Special Topics (graduates only)
- HIST 6960 Internship

*If not taken in Area II, listed above.

IV. THESIS.....9 semester hours

HIST 6970 Thesis Research

Minimum Hours36 semester hours

Refer to the Course Description Section of this catalog for courses and course descriptions.

M.A., HISTORY (PUBLIC HISTORY CONCENTRATION)

I. REQUIRED FOUNDATION COURSE3 semester hours

HIST 6001 Historical Methods and Interpretations

II. ADVANCED CURRICULUM.....6 semester hours

Select one course from the following:

HIST 6201 Advanced Topics in European History

HIST 6301 Advanced Topics in British History

Select one course from the following:

HIST 6401 Advanced Topics in American History

HIST 6451 Advanced Topics in Southern History

III. REGIONAL HISTORY REQUIREMENT.....3 semester hours

HIST 5010 Local History

HIST 5415 Georgia: Colony and State

IV. REQUIRED AREA COURSES6 semester hours

HIST 5020 Public History

HIST 5025 Archival Theory and Issues

V. METHODOLOGY COURSES6 semester hours

HIST 5015 Historic Architecture Preservation

HIST 5030 Archival Methods and Practice

HIST 5035 Introduction to Museum Studies

HIST 5040 Historic Site Interpretation

VI. PRACTICUM3 semester hours

HIST 6960 Internship

VI. THESIS9 semester hours

HIST 6970 Thesis Research

Minimum Hours36 semester hours

Refer to the Course Description Section of this catalog for courses and course descriptions.

OTHER REQUIREMENTS

Students may choose a traditional M.A. in history or an M.A. in public history. Both will adhere to traditional thesis requirements and guidelines.

To remain in good standing, students must enroll in at least one hour of coursework per semester. Those who do not maintain continuous enrollment (not including summers) must reapply for admission. Upon completion of the required nine hours of thesis research, students may take no more than one hour of this course in any subsequent semester.

Students will write and defend a thesis prospectus by midterm of the first thesis course.

Graduate Assistantships will be awarded on a competitive basis by the graduate faculty. Students must apply to the graduate coordinator by March 15 to be eligible to receive awards for the following academic year.

All requirements for the M.A. must be completed within five years of matriculation. Students who do not meet the five year deadline must apply for readmission to the program and take HIST 6001 (Historical Methods and Interpretations) and an advanced topics course in addition to whatever other degree requirements remain.

ADVISEMENT

Upon admission to the program, each student is advised by the graduate coordinator or the chairperson of the Department of History, Geography, and Philosophy. The student is also assigned to a thesis committee. The designated chairperson of the supervisory committee will serve as the student's thesis director and preside at the final oral examination.

LANGUAGE REQUIREMENT

A reading knowledge of one modern foreign language, ordinarily French, German, or Spanish, must be demonstrated. With consent of the chairperson of the department, another language may be substituted. A reading knowledge may be demonstrated in either of two ways:

1. By having completed not more than four years prior to admission to graduate study, the fourth course or higher of a language with a grade of at least B.
2. By an examination, either standardized or local at the option of the student, administered by the Department of Modern Foreign Languages of the university. The local examination consists of two parts: (a) writing a satisfactory translation, with the aid of a dictionary, of a relatively brief passage from a previously unseen work in the field of history, and (b) writing a satisfactory general summary in English, with the aid of a dictionary, of a longer passage from a previously unseen work in the field of history, and satisfactorily answering oral questions on the passage.

The examination may be taken a maximum of three times in any one language. The student should make arrangements for taking the examination directly with the chairperson of the Department of Modern Foreign Languages.

THESIS

Students will submit a thesis in an acceptable style of historical writing which demonstrates the ability to investigate independently a topic of historical significance. The topic will be selected in consultation with the student's adviser and be approved by the supervisory committee. Style and format will be in conformity with Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations* (University of Chicago Press). The original and four copies of the completed thesis in unbound form must be submitted to the supervisory committee for critical reading not later than four weeks prior to the date of proposed graduation.

After the student has successfully completed the thesis defense and course work, the original will be placed in the vault of the university library for safekeeping, and the copies will be bound. The student will be charged a binding fee. One copy will be returned to the student and the others will be distributed to the library (for circulation), the Department of History, Geography, and Philosophy and the thesis supervisor. The student must be registered for HIST 6970 (Thesis Research) in the semester in which course requirements are completed and the thesis examination is passed.

FURTHER INFORMATION

Inquiries concerning the nature of the program, the availability of given courses, and the availability of graduate assistantships should be addressed to the graduate coordinator of the Department of History and Geography, Georgia College & State University, Campus Box 47, Milledgeville, GA 31061; telephone (478) 445-5215. The coordinator's email address is john.fair@gcsu.edu.

MASTER OF FINE ARTS IN CREATIVE WRITING

Martin Lammon, Coordinator

E-mail: martin.lammon@gcsu.edu

MISSION

The M.F.A. degree prepares artists—in this case, short story writers, playwrights, novelists, poets, and other writers—to study their craft seriously and create publishable works in their respective genres. Although students in the program will typically focus on one genre, they are expected and encouraged to explore at least one other genre. To this end, the program will prepare resourceful and open-minded writers rather than specialists. Because great writers are also great readers, the program will also expect students to study literature and other graduate courses in linguistics, criticism, and composition theory in the Department of English, Speech, and Journalism. In this way, the program prepares talented writers by taking advantage of complementary, current departmental talents and strengths. Creative Writing courses will emphasize studio work (peer workshops and mentoring from distinguished, publishing writers) that will be complemented by studies in literature, poetics, prose form and theory, and the teaching of creative writing. The program enhances a student's curricular experience with superior extracurricular experiences not only in creative writing but also in editing, publishing, arts management, education, and community service. Finally, the M.F.A. Program in Creative Writing is designed to fulfill the university's institutional mission—to be the state's designated public liberal arts university—a mission ideally suited to creative writing. The writer more than any other artist is a student of all the liberal arts, ranging among the humanities, the social sciences, the fine arts, and the sciences, a student whose work is both in the classroom and in the world at large.

REGULAR ADMISSION REQUIREMENTS

Admission to the M.F.A. in Creative Writing Program is competitive and based primarily (but not exclusively) on the candidate's Writing Portfolio. Students regularly admitted to the program will successfully meet the following criteria.

1. Writing Portfolio. Submit 15-20 poems (typed, single-spaced); OR submit no more than 50 pages (typed, double-spaced) of short fiction, essays, or one-act play(s); OR chapter(s) from a longer work of fiction or creative nonfiction; OR one act of a full-length play. Note: Plays may be typed in a standard dramatic format.
2. Statement of Purpose. Submit a 500-word essay (typed, double-spaced) in which you discuss expectations and goals for your writing, as well as any other relevant points you may wish to make regarding your studies in the M.F.A. program.
3. Submit three letters of recommendation from teachers or other references able to comment on your creative writing and your potential for successful graduate study.
4. Submit two copies of official transcripts for all undergraduate and graduate studies. An appropriate four-year degree is required for admission. Transcripts should reflect prior coursework in both intuitive and discursive writing as well as critical reading. Student transcripts should demonstrate a 3.0 G.P.A. (based on a 4.0 scale) in the final 60 hours of undergraduate work and in all prior graduate-level work. Note: Students admitted who hold the M.A. in English or another M.F.A. in Creative Writing degree have slightly different degree requirements, as described in that section.

5. Submit one copy of official test scores in the general test of the GRE or the MAT. Acceptable scores are usually in the 50th percentile or higher.

PROVISIONAL ADMISSION

Students who do not meet regular admission criteria may be admitted provisionally. After completing nine hours of coursework (at least one course should be in literature) with at least a "B" in each course, the student may be granted regular admission status. Students enrolled with provisional status are not eligible for graduate assistantships.

DEGREE REQUIREMENTS

Basic Requirements:

1. Students admitted to the program who hold the M.A. in English, or another M.F.A. in Creative Writing degree, complete 36 hours (27 hours coursework and 9 thesis hours). All other students complete 42 hours (33 hours coursework and 9 thesis hours). See below for specific requirements relating to coursework and thesis work.
2. Only grades of "B" or higher in graduate courses will count towards the M.F.A. degree. Students who receive more than one grade of "C" or lower in a graduate course will be dropped from the program.
3. No more than six hours of coursework may be transferred from another M.A. in English or M.F.A. program (where a student did not complete his or her degree), and no hours may be transferred in a student's major writing genre. Only courses in which the student earned a "B" or higher will be considered for transfer credit.
4. The M.F.A. degree is designed to be completed in two years and must be completed in no more than four years. All degree work (with the exception of accepted transfer credits), including the thesis, must be completed in residence.

PROGRAM OF STUDY

Most students take 33 hours of coursework:

- 6 hours: 5000-level and 6000-level workshop in major writing genre
- 6 hours: Two workshops (5000- or 6000-level) in at least one other writing genre
- 3 hours: Teaching Creative Writing Seminar (6024)
- 6 hours: Poetry & Poetics (6025), Prose Form & Theory (6026)
- 12 hours: Non-Creative Writing courses (at least one at the 6000-level)

Students who already have an M.A. in English or another M.F.A. in Creative Writing degree take 27 hours of coursework. These students take either Poetry & Poetics (6025) or Prose Form & Theory (6026), and three Non-Creative Writing courses (9 hours total, at least one seminar at the 6000-level). All students also complete the M.F.A. Thesis (9 hours).

OTHER REQUIREMENTS

Foreign language. Students are expected to achieve the fourth level of study in a modern foreign language. If students did not meet this requirement in their prior undergraduate or graduate work, they must demonstrate proficiency in a modern foreign language. Students either must earn a "B" or higher in the 2002-level language course or must pass a translation exam administered by the Department of Modern Foreign Languages.

Thesis and Thesis Defense. All students should settle on a director for their thesis during the second semester of their enrollment. With the thesis director, the student will establish a com-

mittee of two other departmental graduate faculty members and one outside reader (optional) proficient in that student's major genre. The student and thesis director will then establish a timetable and proposal for the thesis. The student's thesis will be a full-length creative work of publishable quality (for example a novel, a collection of short stories, a collection of poems, a full-length play, a collection of essays or book-length work of creative nonfiction). Students may take no more than six thesis hours in any one semester. Students must enroll for at least three thesis hours and defend their thesis in their final semester. The thesis defense will include a presentation of aesthetic and other issues related to the student's work, questions and comments from the thesis committee and others in attendance, and a short reading from the thesis.

ADVISEMENT

The general advisor of all students working towards the Master of Fine Arts in Creative Writing degree is the Coordinator of the M.F.A. Program. However, students should work closely with their thesis advisers and thesis committees in planning coursework as preparation for a specific thesis project.

GRADUATE TEACHING FELLOWS

Graduate Teaching Fellowships are awarded selectively to students in the M.F.A. Program in Creative Writing in order to provide such students with an educationally and professionally valuable opportunity to gain experience as college-level classroom instructors in a supervised, evaluated setting. The policies and procedures for the awarding of Graduate Teaching Fellowships, and for supervising and evaluating the success of individual Teaching Fellows, are as follows:

Eligibility:

Students enrolled in the M.F.A. Program in Creative Writing are eligible for Graduate Teaching Fellowships through either:

1. Holding an M.A. degree from an accredited institution in either English or a closely related area, in which case the student must have passed 18 graduate hours or more of courses in English or courses which are demonstrably similar to those he or she would have taken in English (e.g., a course in composition instruction or pedagogical theory offered by a school of education rather than an English department); OR
2. Passing 18 graduate hours in English at GCSU, or other accredited institutions (or a combination of hours at both GCSU and other institutions, at least 9 hours of which must be passed at GCSU) with grades of B or better in all courses. Teaching Fellows are also required to take the graduate seminar "Theories of Composition and Literature" before or during their first semester of teaching).

NOTE: First year students eligible for Teaching Fellow appointments must also take Theories of Composition and Literature (ENGL 6112), unless they have had a similar course in their previous degree program (as determined by the M.F.A. program coordinator and the department's Composition coordinator). First year students on assistantship but not eligible for a Teaching Fellowships will serve as consultants in the University Writing Center and in other departmental capacities.

Eligibility does not guarantee that a student will receive a Graduate Teaching Fellowship.

Selection of Graduate Teaching Fellows:

Selection of Graduate Teaching Fellows is competitive on the basis of grades, faculty evaluations from external recommendations and GCSU faculty, and other considerations such as

evaluation of a students' suitability for classroom teaching by the Coordinator of the M.F.A. Program, the Department Coordinator of Composition. In every case, students are selected and assigned courses contingent upon program needs and availability of courses.

Training of Graduate Teaching Fellows:

Graduate Teaching Fellows who do not already hold an appropriate graduate degree, and who have not already taken a similar pedagogy course (as determined by the M.F.A. Program and Composition coordinators), will be required to take ENGL 6112, Theories of Composition and Literature. Also, all Graduate Teaching Fellows will be required to attend various training and orientation sessions, led by the Coordinator of Composition, in order to receive instruction in practical pedagogical strategies. In addition, all Graduate Teaching Fellows will be required to attend regularly scheduled discussion sessions, led by the Coordinator of Composition, concerning their progress and the challenges they have faced in the classroom.

Supervision of Graduate Teaching Fellows:

Graduate Teaching Fellows are under the general supervision of the Coordinator of the M.F.A. Program, the Coordinator of Composition, and the Department Chair. Graduate Teaching Fellows will be assigned courses in consultation with the Coordinator of the Creative Writing Program and the Department Chair. The Coordinator of Composition serves as primary faculty mentor, who assists Teaching Fellows with the conduct of these courses and any problems that might arise. Other faculty members in the Department of English, Speech, and Journalism also assist in mentoring Teaching Fellows.

Graduate Teaching Fellows will be expected to consult regularly (several times per semester) with the Coordinator of Composition and other faculty mentors who will make themselves available to assist Graduate Teaching Fellows in conducting their courses; however, at all times the Graduate Teaching Fellows is fully responsible for the actual conduct and instruction of such courses.

Evaluation of Graduate Teaching Fellows:

All Graduate Teaching Fellows will be evaluated both through normal university and departmental faculty course evaluation procedures, as well as through procedures intended specifically for them:

1. All Graduate Teaching Fellows will administer Student Opinion Survey forms and narrative student evaluations for every course they teach; these forms will be tabulated and returned to the Department Chair, who will evaluate them and forward them to the Coordinator of Composition.
2. As soon as practicable, the Coordinator of Composition will meet with each Graduate Teaching Fellow to discuss the student evaluations.
3. At least once each semester, the Coordinator of Composition or another appropriate faculty member will attend each Graduate Teaching Fellow's class for assessment and evaluation. Subsequent to this class, the Coordinator of Composition or other faculty member (in which case the Coordinator of Composition should also be present) will meet with the Graduate Teaching Fellow to provide constructive feedback about the strengths and weaknesses of the meeting observed.

None of these procedures is intended to preclude more extensive evaluation and support of Graduate Teaching Fellows where appropriate.

Courses Available for Graduate Teaching Fellows, Teaching Loads, and Summer Teaching:

Graduate Teaching Fellows will be assigned only to ENGL 1101, English Composition I; ENGL 1102, English Composition II; ENGL 2110, Topics in World Literature; and ENGL 2208, Introduction to Creative Writing, except in exceptional circumstances. Teaching Fellows may also be assigned as “mentors” to undergraduate majors completing their Senior Capstone Projects. Generally, Graduate Teaching Fellows will teach two identical courses per semester (a total of four per academic year) in order to limit the strain of multiple preparations. Exceptions to the 2/2 teaching load and the two identical courses per semester assignment will be reviewed and granted on a case-by-case basis. Graduate Teaching Fellows are eligible for summer teaching when it is available, are limited to two summer courses during their program, and will be compensated at the normal rate for part-time instructors for summer teaching.

CAREER INFORMATION

The Master of Fine Arts degree program is foremost about preparing writers to publish their works. Here, you will be immersed in writing and reading, preparing your book of short stories or poems, your novel, script, or memoir, getting ready to send your manuscript to agents or publishers. While your writing life comes first, the program also helps to prepare students for work as teachers, editors, arts administrators, and other positions in fields related to writing, reading, and the arts. Students take a special course, “Teaching Creative Writing,” and also have opportunities to work with the faculty on editing and arts programming projects, acquiring skills useful to future job searches after graduation.

FURTHER INFORMATION

Please visit the Creative Writing web pages at www.gcsu.edu for more details about the program, courses offered, and the creative writing community at GCSU. Direct inquiries about the program, graduate assistantships, and other forms of financial assistance should be directed to the M.F.A. Program Coordinator, CBX 44, Georgia College & State University, Milledgeville, GA 31061. Telephone: (478) 445-4581. Fax: (478) 445-5961. E-mail: mfa@gcsu.edu.

MASTER OF MUSIC EDUCATION

Dr. Patti Tolbert, Coordinator
E Mail: patti.tolbert@gcsu.edu

MISSION

The mission of the Master of Music Education, as guided by the Department of Music and Theatre at Georgia College & State University, is to provide a full liberal arts education through a competency based academic and artistic curriculum. At the same time, the Department offers a wide range of opportunities to master the principles, skills and techniques necessary to be successful as practitioners and teachers in the performing arts. The Master of Music Education degree will not only allow students to continue to develop as musicians but also to expand and extend the study of the musical development of children and adolescents at an advanced level. The continuing education beyond the bachelor's level will give in-teachers and pre-service teachers the tools to add a dimension to student's lives found only through the arts.

REGULAR ADMISSION REQUIREMENTS

Applicants for admission to the program leading to the Master of Music Education degree must comply with the general requirements of the University System and the university as described earlier in this catalog. Consideration for admission will be given to applicants who hold a baccalaureate degree in music education from a regionally accredited institution and who present evidence of probable success in graduate work. Other bachelor degrees in music can be considered on an individual basis but additional coursework may be required.

Admission requirements include:

- Requirements by the university: All applicants desiring to enroll in graduate classes are required to provide the Office of the Registrar with two official transcripts of all undergraduate and graduate academic work taken at each college attended. In addition, an application for admission should be mailed to the Office of the Registrar or submitted online at <http://paws.gcsu.edu> (See graduate catalog for details)
- An interview with the music education committee
- A Georgia passing score on the Praxis II test (or equivalent)
- An audition for placement in the appropriate applied instruction (only if applied study is requested as an elective)
- A diagnostic test in theory and history or other subject as requested by the committee (only if taking theory or history)
- Two letters of recommendation from persons outside the university who have knowledge of the candidate's ability to work with children and adolescents and/or potential as a graduate student

The complete application, including all supporting documents, should be filed with the Office of the Registrar no later than April 1 of the year in which admission to the MMed program is desired.

CONDITIONAL ADMISSION

Applicants who apply too late for full consideration for admission or who have not submitted all required documents for evaluation may be assigned conditional admission status. While in this status, a student may register for one semester only by completing a Georgia College & State University Conditional Registration Agreement for Graduate Students; this form requires the signatures of both the student and the graduate coordinator. Any student who reg-

isters under this agreement must be admitted either to regular or to provisional status by the end of the first semester of enrollment in order to continue taking courses in the degree program.

Students may take no more than 12 semester hours of course work in conditional admission.

PROGRAM OF STUDY

The MMEd is a 33 hour degree program divided into two plans. The Thesis Plan is designed for students who may want to continue their education to the specialist or doctoral level. The Non-thesis Plan is designed for students who wish to apply for T- 5 Georgia Teacher certification. Both plans will be divided into three areas: the research component, the music education content component and the elective component. The research component includes coursework in the School of Education of GCSU in general education research and foundations of learning. Both plans will include oral and/or written comprehensive exams at the end of the program required for graduation.

I. Research Component15 semester hours

EDFS	6231	Research for School Improvement (3)
MUED	5800	Research in Music Education (3)* required for thesis and non-thesis
EDFS	6225	Socio-Cultural Issues in Education (3)
EDFS	6226	Models of Inquiry (3)
EDFS	6224	Introduction to School Improvement (3)
MUED	6920	Thesis (6 hours)

II. Music Education Content15 semester hours

MUED	4000/5000	Curriculum and Supervision (3)
MUED	5919/5929	Secondary Methods (instrumental or choral) (3)
MUED	5909	Elementary Methods II (3)
MUED	5950	Special Topics (2)
MUED	6910	Field Work (2) *applied lessons if available may be substituted for methods classes MUED
MUED	5060	Brass Methods (2) with permission of the advisor and
	5070	Percussion Methods(2) applied teacher
MUED	5080	String Methods (2)
MUED	5050	Woodwind Methods(2)
MUED	5040	Vocal Methods (2)

III. Electives3 hours

Course selections are determined through advisement

Total Degree Hour33 semester hours

Refer to the Course Description Section of this catalog for courses and course descriptions.

OTHER REQUIREMENTS

Initial Certification (While Completing a Graduate Degree Program)

Please see the Graduate Coordinator in Music Education for information on initial certification while completing a graduate degree.

Thesis and Thesis Defense. At the completion of 18 semester hours, the student should seek out a member of the Music Education graduate faculty as a thesis adviser. After a faculty member agrees to be a student's thesis adviser, the student and the faculty member should enlist two other faculty members to join the thesis adviser as the student's thesis committee.

One of these two committee members must be from the English graduate faculty; the other may be from the graduate faculty in another department relevant to the thesis topic. Once the committee membership is confirmed, the thesis adviser should notify the Coordinator of Graduate Studies in Music Education in writing about the composition of the committee and the general nature of the proposed thesis topic. During the next term, the student should develop a two-page thesis proposal under the direction of the thesis committee. The student may not sign up for MUED 6920: THESIS RESEARCH before the proposal is approved in writing by both the thesis adviser and the Coordinator of Graduate Studies in Music Education.

The student should sign up for MUED 6920: THESIS and should be enrolled in thesis hours during the term when the thesis is completed and defended. The thesis must demonstrate scholarly research on a literary topic of considerable depth, and should normally have between 50 and 100 pages of text and should also include a comprehensive list of works cited. The thesis should be prepared in the documentation style recommended by the thesis advisor and should meet the criteria for theses as established by the university. The original and four copies of the completed thesis in unbound form should be submitted to the thesis committee for a critical reading at least four weeks before the end of the semester in which the student completes all requirements for the degree.

The oral defense of the thesis before the thesis committee should be held at least two weeks before the end of the relevant semester. The thesis defense will be open to any interested member of the university community. The defense will normally take at least one hour and will demonstrate the student's knowledge of the thesis topic and the implications of the thesis for the general study of literature.

After the defense, the student should make final corrections to the thesis as soon as possible and produce a new original copy (unbound) and at least two high-quality photocopies (unbound) on the kind of paper specified in the current GCSU guide to theses. The library requires two copies for its collection (one to be bound, the other left unbound); the department requires one bound copy to be returned for display in the departmental office. The original copy of the signature page should be signed by the members of the thesis committee, the graduate coordinator, the department chair, and the dean of the school; photocopies may be made of this page for insertion in the photocopies of the thesis. The student should then deliver the original signed copy and the photocopies of the thesis to the library, fill out the binder form available there, pay the required binding fees, and then present a copy of the receipt to the graduate coordinator. The graduate coordinator will not sign the release for graduation until a copy of the receipt is presented. In four to six weeks, the library will return the additional bound copies of the thesis, one of which will be sent to the department by the student.

ADVISEMENT

The general adviser of all students in the Master of Music Education program is the Coordinator of Graduate Studies in Music Education. However, students should work closely with their thesis advisers and thesis committees in planning coursework as preparation for a specific thesis topic.

FURTHER INFORMATION

Inquiries concerning the nature of the program, the availability of given courses, and the availability of graduate assistantships should be directed to the Coordinator of Graduate Studies in Music Education, CBX 066, Georgia College & State University, Milledgeville, GA 31061. Telephone: (478) 445-4966. Fax: (478) 445-1633. The coordinator's email address is patti.tolbert@gcsu.edu. Other information can be viewed at www.gcsu.edu/music

MASTER OF PUBLIC ADMINISTRATION

Veronica Womack, Coordinator

E-mail: veronica.womack@gcsu.edu

MISSION

The purpose of the Master of Public Administration degree program at Georgia College & State University is to help its graduates develop the knowledge and competencies needed to be effective, efficient, responsible, and humane public managers. This program is offered at the residential campus in Milledgeville and at the University's commuter locations in Macon and Robins Air Force Base. The program provides students a strong generalized public administration education, covering those skills and perspectives needed by all public managers, and provides students opportunities for concentrated study in specific functional areas.

ACCREDITATION

The Georgia College & State University MPA program is fully accredited by the National Association of Schools of Public Affairs and Administration (NASPAA).

REGULAR ADMISSION REQUIREMENTS

Prospective students seeking admission to the MPA program must hold a baccalaureate degree from an accredited institution and show promise of high quality work at the graduate level. There is no specific undergraduate course of study for admission. However, students demonstrating marginal achievement may be advised to take preparatory course work. The deadline for submitting applications for the Fall semester is July 1 and the deadline for submitting applications for the Spring semester is October 15. All application materials must be filed with the Office of Enrollment Management. These materials consist of the following: (1) the application forms; (2) official copies of all undergraduate and graduate transcripts; (3) official scores from the Graduate Record Examination (GRE) or the Miller's Analogies Test (MAT). Applicants need only submit scores from the GRE general test, not from a subject test. To be granted regular admission status, the applicant must score at least 1200 on the MPA admissions formula using the GRE, or at least 670 on the formula using the MAT. The GRE formula is: GRE verbal score + GRE quantitative score + (100 times undergraduate grade point average). For example, an applicant scoring 450 on the verbal portion and 450 on the quantitative portion and having a 3.00 GPA would have an admissions formula score of $450 + 450 + (100 \times 3.00) = 1200$. The formula using the MAT is: MAT scaled score + (GPA x 100). For example, an MAT score of 370 and a GPA of 3.00 would give the applicant a score of 670.

Prospective students seeking additional information on the MPA program may view the Handbook online at www.gcsu.edu/acad_affairs/coll_artsci/gov_soc/mpainfo.html

PROVISIONAL ADMISSION

Applicants who score under 1200 with the GRE or 670 with the MAT on the admissions formula may be granted provisional status, allowing the student to take some courses on a trial basis. If one's score on the GRE formula is less than 1000 or on the MAT formula is less than 620, the coordinator may require the applicant to re-take the GRE or MAT and/or provide reference letters, or may deny admission. While holding provisional status, students must take the equivalent of a semester's full load of MPA courses (i.e., 9-12 semester hours) and earn no final course grades below B to qualify for regular status. Provisional students who prefer to take lighter course loads will need two or more semesters of satisfactory work (not to

exceed a total of 12 semester hours) to become eligible for regular status. Courses taken under provisional status with satisfactory grades will be counted as part of the regular MPA degree program. Earning a final course grade of less than B while in provisional status will cause the student to be dismissed from the MPA program. All courses taken in provisional status must be approved by the MPA coordinator.

CONDITIONAL ADMISSION

Applicants who apply too late for full consideration for admission and/or have not submitted all required documents for evaluation may be assigned conditional admission status. While in this status a student may register for one semester only by completing a GCSU Conditional Registration Agreement for Graduate Students; this form requires the signatures of both the student and the graduate coordinator. Any student who registers under this agreement must be admitted to either regular or provisional status by the end of the first semester of enrollment to continue taking courses in the degree program. Earning a final course grade of less than B while in conditional status will cause the student to be ineligible for provisional or regular status in the MPA program. Any course taken in conditional status that will be counted in the MPA program must be approved by the MPA coordinator. Students may take no more than 12 semester hours of course work in conditional and provisional status combined.

Applicants should understand that the MPA program does not encourage students to enter under the conditional status. Students are not eligible for financial aid under the conditional admittance status. The GRE/MAT and undergraduate transcripts are indicators of the ability to do graduate work, and it is helpful to both the MPA coordinator and the applicant to know something of that ability before registering for courses.

CAREER INFORMATION

Most students in the MPA program are already employed in the public sector and are interested in the MPA program for reasons of career development and mobility. In-service students come from practically every possible public sector setting and every level of government. Pre-service students will have available to them the information and assistance of the GCSU Career Services Office. Faculty will work with students in exploring career options. Many students have found their classmates to be valuable sources of networking information. Students should understand, however, that the purpose of graduate education in public administration is to prepare one to be a better public manager. No graduate degree is a guarantee of employment.

A brief sampling of the positions now held by graduates of the Georgia College & State University MPA program would include: city manager, county manager, director of social service agency, director of public works agency, budget officer, personnel officer, grants manager, contracts officer, director of planning agency, management analyst, county sheriff, city police chief, corrections administrator, health care administrator, and higher education administrator. Most MPA graduates work for governmental agencies. A growing number work with not-for-profit agencies that are neither fully public nor private in nature. Some work in private sector settings, especially for companies that have extensive dealings with the public sector.

PROGRAM OF STUDY

All MPA students have a 36-hour program, composed of 12 regular courses and a capstone project. Students classified as in-service (i.e., working full-time in public sector-related positions) have a career assessment project as their capstone. Pre-service students (i.e., not having held full-time public sector-related employment) will have an internship as their capstone. Students in either category can choose, with MPA coordinator approval, the thesis option.

Those choosing the thesis option will have 30 hours of regular course work and 6 hours of thesis work. The thesis option is designed for those who have strong research interests and who may want to enter doctoral programs after completion of the MPA.

There is a common base of knowledge which students of public administration should master and which is specified by the National Association of Schools of Public Affairs and Administration. The particular educational needs and interests of public administration students, however, can vary. The MPA program offers a core — the basic curriculum — that all students should take. There is some limited flexibility in the advanced curriculum and greater leeway in the concentration and elective areas. Some sequencing of courses may be desirable, but there is no set arrangement of course scheduling to which all students must adhere, with the exception of taking PUAD 6538 in the first term and PUAD 6689 in the final term of enrollment. Every student's program must be approved by the MPA Coordinator. Consult the MPA Handbook for more details about the curriculum and various options within the program. The Handbook is available online at www.gcsu.edu/acad_affairs/coll_artsci/gov_soc/mpainfo.html

I. BASIC CURRICULUM12 semester hours

Required of all students:

*PUAD 6538 Public Administration and the Public Service

*(students are strongly encouraged to take this course in their first term of enrollment in the MPA program)

PUAD 6558 Public Personnel Management

PUAD 6568 Administrative Law for the Public Manager

PUAD 6578 Public Finance and Budgeting

II. ADVANCED CURRICULUM9 semester hours

Required of all students:

PUAD 6601 Policy Making, Implementation, and Evaluation

*PUAD 6605 Quantitative Techniques

*(students considering the thesis option should take this course before beginning the thesis course sequence)

Students choose one of the following:

PUAD 6615 Administrative Ethics

PUAD 6625 Intergovernmental Relations

III. AREA OF CONCENTRATION.....12 semester hours

A concentration of 12 semester hours is selected to fit each student's requirements. Individualized programs can be developed. Additional information is available from the Graduate Coordinator. The following are some frequently chosen concentrations:

- A. Policy Management
- B. General Management Systems
- C. Local Government Administration
- D. International Policy

A variety of courses is available to complete each of these concentrations. See the MPA Handbook online for more details.

IV. ELECTIVE.....3 semester hours

The MPA program allows for three or more hours of elective course work. Students are allowed substantial flexibility in choosing their elective, with the resources of GCSU's various graduate programs being generally available. Courses in Public Administration, Political Science, Criminal Justice, Logistics, Sociology, Economics, Psychology, Management, and Information Systems may be allowed. Please note that students in the Criminal Justice concentration must choose their elective from an approved Criminal Justice list of courses.

V. CAREER ASSESSMENT PROJECT, INTERNSHIP, THESIS ... 0-6 semester hours

- PUAD 6689 Career Assessment Project
(no credit but required for in-service non-thesis students)
- PUAD 6960 Internship
(no credit but required for pre-service non-thesis students)
- PUAD 6971, 6972, 6973 Thesis Research & Design, Writing & Development, and Defense (6 hours credit)

Career Assessment Project. This project is required of all in-service students not taking the thesis option during the final quarter of coursework. Under the supervision of the instructional faculty, each student demonstrates, both orally and in writing, the relationship among course work taken, present job performance, and future career plans. Guidelines are available from the MPA coordinator and are summarized in the MPA Handbook.

Internship. This is an individually structured course involving one semester of full-time supervised work with a public sector agency. The internship is intended for pre-service students who have had little or no exposure to work in the public sector.

Thesis Option. PUAD 6971 is Thesis Research & Design (3 hours); PUAD 6972 is Thesis Writing & Development (3 hours); and PUAD 6973 is Thesis Defense (no credit requirement). Guidelines for the thesis option are available from the MPA coordinator and are summarized in the MPA Handbook. Students selecting the thesis option will not have an elective course and will have three regular courses in their concentrations.

Total Hours36 semester hours

Refer to the Course Description Section of this catalog for courses and course descriptions.

FURTHER INFORMATION

Prospective students desiring further information may contact the Graduate Coordinator, Department of Government and Sociology, Georgia College & State University, Campus Box 18, Milledgeville, GA 31061. The department's telephone number is (478) 445-4562. The coordinator's e-mail address is veronica.womack@gcsu.edu.

MASTER OF SCIENCE IN BIOLOGY

Bill Wolfe, Coordinator
Email: bill.wolfe@gcsu.edu

MISSION

The Department of Biological and Environmental Sciences supports the liberal arts mission of Georgia College & State University. The faculty endeavor to provide challenging and rewarding programs for undergraduate Biology and Environmental Sciences majors, core/service students, and graduate students alike. Rigorous course work is intended to instill an appreciation for critical thinking, the scientific method, and the role of science in our technologically oriented society. All M.S. students will receive thorough instruction in the scientific process and interpretation of scientific data along with experimental design and the opportunity to develop experience with modern instrumentation. All candidates will develop proficiency in both oral and written communication. Students will have a sound understanding of cellular and molecular biology, organismal biology, evolution, and ecology; they will also have broad exposure to the political, social, and economic aspects of the science. Research opportunities are available at the undergraduate (biology and environmental science majors) and graduate (biology) levels. The faculty view active research as an effective teaching tool. Graduates of the program will be well trained, have a broad perspective on current biological and/or environmental science topics and concerns, and have field and laboratory experience that will make them competitive in the job market or well prepared to continue their education.

REGULAR ADMISSION REQUIREMENTS

The following admission standards are required for regular admission to the Master of Science program in Biology:

1. A bachelor's degree from an accredited institution.
2. A minimum of 30 hours of undergraduate biological sciences course work.
3. A score of > 2500, computed as follows: (Undergraduate Grade Point Average x 500) + Graduate Record Exam Scores (Verbal + Quantitative) + 200 per published scholarly work in biological science.

The completed application, including all supporting papers, should be filed with the Office of the Registrar no later than three weeks prior to the beginning of the semester in which the applicant proposes to begin the graduate program. Applicants will be given a prompt decision upon the receipt of the necessary materials and the program may be initiated in any semester. The Office of the Registrar upon the recommendation of the Department of Biological and Environmental Sciences processes admission to regular standing that includes admission to candidacy. Prospective applicants should consult in person or by mail the Graduate Coordinator prior to filing an application.

PROVISIONAL ADMISSION REQUIREMENTS

1. A bachelor's degree from an accredited institution.
2. A minimum of 20 hours of undergraduate biological sciences course work.
3. A score of > 2000, computed as follows: (Undergraduate Grade Point Average x 500) + Graduate Record Exam Scores (Verbal + Quantitative) + 200 per published scholarly work in biological science.

EXIT FROM PROVISIONAL ADMISSION

Students will exit provisional admission status and achieve regular admission status upon completion of 9 to 12 hours of graduate courses in the Department of Biological and Environmental Sciences, selected by the Graduate Coordinator, with no grade below a B. Receipt of a grade less than B within any of these 9 to 12 hours of regular course work will result in dismissal from the program. The Graduate Coordinator must approve these courses, prior to registration.

CONDITIONAL ADMISSION

Applicants who apply too late for full consideration for admission and/or have not submitted all required documents for evaluation may be assigned conditional admission status. While in this status a student may register for one semester only, by completing a Georgia College & State University Conditional Registration Agreement for Graduate Students; this form requires the signatures of both the student and the graduate coordinator. Any student who registers under this agreement must be admitted to either regular or provisional status by the end of the first semester of enrollment to continue taking courses in the degree program.

Students may take no more than 12 hours of course work in conditional and provisional status combined.

PROGRAM OF STUDY

The Master of Science degree in Biology is a general degree consisting of 36 hours of graduate work. There are several areas of concentration that the student can pursue. However, any area of concentration must be undertaken within one of the two options available. These are the thesis and non-thesis options. All graduate students (thesis and non-thesis) must successfully complete at least one course each in physiology, ecology, and evolution before receiving a Master's Degree. Questions concerning courses in these areas will be resolved by the Graduate Coordinator or the Department Chairperson. The courses may be taken at either the undergraduate or graduate level. A Program of Study form must be completed within one week of initial registration for classes.

THESIS OPTION

Course Work30

Course work for the thesis option will be determined in consultation with the student's Graduate Advisement Committee. Remedial undergraduate course work in biology may be required in addition to graduate-level course work. The Graduate Advisement Committee will determine remedial work. Excluding BIOL 6940, 6960, and 6970, a minimum of 9 credit hours must be taken at the 6000 level.

BIOL	5020	Classical experiments in Biology (3 hours)
BIOL	5110	Animal Development (4 hours)
BIOL	5120	Endocrinology (3 hours)
BIOL	5130	General Pharmacology (3 hours)
BIOL	5140	Histology (4 hours)
BIOL	5150	Immunology (3 hours)
BIOL	5170	Microbiological Techniques (4 hours)
BIOL	5180	Microbiology (5 hours)
BIOL	5190	Molecular Genetics (4 hours)
BIOL	5210	Plant Physiology (4 hours)
BIOL	5230	Techniques in Biotechnology (4 hours)
BIOL	5300	Human Biology: Sex and Drugs (3 hours)

BIOL	5410	Biological Systematics (4 hours)
BIOL	5420	Clinical Parasitology (3 hours)
BIOL	5430	Coleopteran Biology (3 hours)
BIOL	5440	Comparative Animal Physiology (4 hours)
BIOL	5450	Comparative Vertebrate Anatomy (4 hours)
BIOL	5460	General Entomology (4 hours)
BIOL	5470	Herpetology (4 hours)
BIOL	5480	Ichthyology (4 hours)
BIOL	5500	Invertebrate Zoology (4 hours)
BIOL	5530	Mammalogy (4 hours)
BIOL	5540	Ornithology (4 hours)
BIOL	5570	Special Topics in Plant Science (2 hours)
BIOL	5580	Morphology and Anatomy of Plants (4 hours)
BIOL	5590	Vertebrate Biomechanics (3 hours)
BIOL	5610	Vertebrate Zoology (4 hours)
BIOL	5710	Biogeography (4 hours)
BIOL	5720	Community Analysis (4 hours)
BIOL	5730	Comparative Animal Behavior (3 hours)
BIOL	5740	Environmental Conservation (3 hours)
BIOL	5750	Environmental Microbiology (4 hours)
BIOL	5760	Plant Systematics (4 hours)
BIOL	5770	Field Ornithology (4 hours)
BIOL	5780	Freshwater Biology (4 hours)
BIOL	5790	Limnology (4 hours)
BIOL	5800	Plants & Peoples of Latin America (3 hours)
BIOL	5810	Population Biology (4 hours)
BIOL	5820	Topics in Avian Evolution (3 hours)
BIOL	5830	Sociobiology (3 hours)
BIOL	5840	Topics in Horticulture (3 hours)
BIOL	5850	Vertebrate Evolution (4 hours)
BIOL	5860	Vertebrate Field Techniques (4 hours)
BIOL	5870	Wildlife Management (4 hours)
BIOL	5950	Special Topics (Var. 1-4 hours)
BIOL	6000	Introduction to Scientific Research (3 hours)
BIOL	6110	Advanced Plant Physiology (5 hours)
BIOL	6120	Environmental Toxicology. (3 hours)
BIOL	6210	Selected Topics in Vertebrate Physiology (4 hours)
BIOL	6220	Molecular Bioinformatics. (4 hours)
BIOL	6230	Selected Topics in Cellular Biology.(3 hours)
BIOL	6700	Evolutionary Mechanisms (3 hours)
BIOL	6810	Community and Ecosystem Modeling (3 hours)
BIOL	6820	Population Ecology (3 hours)
BIOL	6940	Independent Study (Var. 1-4 hours)
BIOL	6960	Internship (Var. 1-4 hours)

Thesis Research (BIOL 6970).....6

Thesis. Students must successfully complete a thesis research project that will be supervised by the student’s Graduate Committee. Style and format used will follow the current Georgia College & State University Style Guide for thesis preparation and the American Institute of Biological Science Style Manual. The thesis format should contain the following: 1. General introduction to the thesis that is composed primarily for the benefit of the faculty (this section is optional and may be excluded at the discretion of the major professor); 2. A section or sec-

tions presented in a publishable format (as determined by the major professor); and 4. Literature cited. The Dean of the College of Liberal Arts and Sciences must approve the thesis. Upon successful completion of the oral defense the student will submit the required, five signed copies, of the thesis to the library with payment for binding.

Final defense. The oral defense consists of an oral presentation of the thesis research and results as well as a defense of the thesis and an oral examination on general knowledge in the field of biology. The student’s Graduate Committee and the members of the Department will administer this examination. The Graduate Committee shall consist of at least three members of the Graduate Faculty of the Department of Biological and Environmental Sciences of Georgia College & State University. The committee shall include either the Graduate Coordinator or the Department Chairperson. The examination will be administered two or more weeks after the committee receives copies of the thesis. Passing of the defense will be determined by a favorable simple majority vote of the committee members. A second attempt at the defense cannot be scheduled until at least 90 days after the original failure and must occur not later than one calendar year after the initial failure. There will be no third defense possible.

Total Hours, Thesis Option36

NON-THESIS OPTION

Introduction to Scientific Research (BIOL 6000)3

Independent Study (BIOL 6940)3

The student will write a library research paper on a topic selected in consultation with the members of the Graduate Advisement Committee. This paper will be organized to conform to the standards of the GCSU research journal. This paper will be submitted and defended not less than two weeks from the time of submission at a time agreeable to the members of the committee.

Course Work (see list under thesis option).....30

Course work for the non-thesis option will be determined in consultation with the student’s Graduate Advisement Committee. The Graduate Advisement Committee shall consist of at least five members, approved by the Graduate Coordinator or and the Department Chairperson. Remedial undergraduate course work in biology may be required in addition to graduate-level course work. The Graduate Advisement Committee will determine the need for remedial work. Excluding BIOL6000, 6940, 6960, and 6970, a minimum of 9 credit hours must be taken at the 6000 level.

Final Defense. The defense shall consist of an oral presentation of the independent study research paper, a defense of the ideas and concepts presented within the paper, and an examination of the student’s knowledge of the field of biology. Passing of the defense will be determined by a favorable simple majority vote of the members of the Graduate Advisement Committee. A second attempt at the defense cannot be scheduled until at least 90 days after the original failure and must occur not later than one calendar year after the initial failure. There will be no third defense possible.

Total Hours, Non-Thesis Option36

MASTER OF SCIENCE IN CRIMINAL JUSTICE

Eugene E. Bouley, Jr., Coordinator

E-mail: eugene.bouley@gcsu.edu

MISSION

The purpose of the Master of Science in Criminal Justice degree program at Georgia College & State University is to educate in-service and pre-service Criminal Justice students in critical thinking and communications skills and in knowledge of the discipline. The program will allow students to master the concepts, theories, and facts that underlie an understanding of the Criminal Justice System and to be able to apply their knowledge to Criminal Justice policy and practice. The Master of Science in Criminal Justice program offers advanced education in the knowledge, skills, competencies, and perspectives required for effective, efficient, responsible, and humane Criminal Justice agency management. This program is offered at the residential campus in Milledgeville and in Macon.

REGULAR ADMISSION REQUIREMENTS

Prospective students seeking admission to the MS-CJ program must hold a baccalaureate degree from an accredited institution and show promise of high quality work at the graduate level. There is no specific undergraduate course of study for admission. However, students demonstrating marginal achievement may be advised to take preparatory course work. Students may begin their programs during any academic term. All applications must be filed with the Office of the Registrar. These materials consist of the following: (1) the application forms; (2) official copies of all undergraduate and graduate transcripts; (3) three letters of recommendation; and (4) official scores from the Graduate Record Examination (GRE). Applicants need only submit scores from the GRE general test, not from a subject test. To be granted regular admission status, the applicant must have a score of at least 1200 on the MS-CJ admissions formula. The formula is: GRE verbal + GRE quantitative + (100 X undergraduate grade point average). For example, if an applicant had 450 on the GRE verbal, 450 on the GRE quantitative, and a 3.00 undergraduate GPA, the score would be $450 + 450 + (100 \times 3.00) = 1200$, and that applicant would be given regular status. Prospective students seeking additional information on the Master of Science in Criminal Justice program may view the Handbook online at:

http://www.gcsu.edu/acad_affairs/coll_artsci/gov_soc/MS_CJ.html

PROVISIONAL ADMISSION

Applicants who score under 1200 on the admissions formula may be granted provisional status, which would allow them to take some courses on a trial basis. If one's score on the formula is less than 1000, the coordinator may require the applicant to re-take the GRE, or may deny admission. While holding provisional status, students must take the equivalent of a semester's full load of MS-CJ courses (i.e., 9-12 semester hours) and earn no final course grades below B to qualify for regular status. Provisional students who prefer to take lighter course loads will need two or more semesters of satisfactory work (not to exceed a total of 12 semester hours) to become eligible for regular status. Courses taken under provisional status with satisfactory grades will be counted as part of the regular MS-CJ degree program. Earning a final course grade of less than B while in provisional status will cause the student to be dismissed from the MS-CJ program. The MS-CJ coordinator must approve all courses taken in provisional status.

CONDITIONAL ADMISSION

Applicants who apply too late for full consideration for admission and/or have not submitted all required documents for evaluation may be assigned conditional admission status. While in this status a student may register for one semester only by completing a GCSU Conditional Registration Agreement for Graduate Students; this form requires the signatures of both the student and the graduate coordinator. Any student who registers under this agreement must be admitted to either regular or provisional status by the end of the first semester of enrollment to continue taking courses in the degree program. Earning a final course grade of less than B while in conditional status will cause the student to be ineligible for provisional or regular status in the MS-CJ program. The MS-CJ coordinator must approve all courses taken in conditional status. Students may take no more than 12 semester hours of course work in conditional and provisional status combined.

Applicants should understand that the MS-CJ program does not encourage students to enter under the conditional status. The Graduate Record Examination and undergraduate transcripts are indicators of the ability to do graduate work, and it is helpful to both the MS-CJ coordinator and the applicant to know something of that ability before registering for courses.

CAREER INFORMATION

Most students in the MS-CJ program are already employed in the public sector and are interested in the MS-CJ program for reasons of career development and mobility. In-service students come from practically every possible public sector setting and every level of government. Pre-service students will have available to them the information and assistance of the GCSU Career Services Office. Faculty will work with students in exploring career options. Many students have found their classmates to be valuable sources of networking information. Students should understand, however, that the purpose of graduate education in criminal justice is to prepare one to be a better manager of a criminal justice agency. No graduate degree is a guarantee of employment.

PROGRAM OF STUDY

Students categorized as in-service will have a 36 credit hour program, composed of regular courses and a capstone project. Students categorized as pre-service (i.e., not having held a full-time position in the public sector) will have a 36 credit hour program, composed of regular courses and an internship. Students in either category can choose, with the approval of the graduate coordinator, the thesis option. If you are contemplating doctoral level work, the thesis option would be very good preparation and is strongly recommended.

We have divided the curriculum into basic, advanced, and elective courses. Students are strongly encouraged to take CRJU 6100 in their first or second terms in the MS-CJ program. That course serves as the introduction to criminal justice and to this particular MS-CJ program. While it is not required, some students have found it helpful to have most of the basic courses completed prior to taking PUAD 6605, Quantitative Techniques.

I. BASIC CURRICULUM 18 semester hours

Required of all students:

PUAD	6538	Public Administration and the Public Service
PUAD	6568	Administrative Law for the Public Manager
PUAD	6578	Public Finance and Budgeting
CRJU	6100	The Criminal Justice System
CRJU	6200	Police in Society
CRJU	6300	Seminar in Corrections

II. ADVANCED CURRICULUM9 semester hours

Required of all students:

- CRJU 6400 Criminological Theory
- PUAD 6605 Quantitative Techniques
- CRJU 6500 Seminar in Criminal Law

III. ELECTIVES9 semester hours

Selected to fit the interest of the student. Consists of two graduate-level Criminal Justice courses and one graduate-level course in Public Administration, Political Science, Sociology, Psychology, or Management.

IV. CAREER ASSESSMENT PROJECT, INTERNSHIP, THESIS ...0-6 semester hours

Note: Students taking the thesis option would have 3 hours of electives and no Career Assessment Project or internship

- CRJU 6689 Career Assessment Project
- CRJU 6960 Internship
- CRJU 6971, 6972, 6973 Thesis Research & Design, Writing & Development, and Defense (6 hours credit)

Career Assessment Project. This project is required of all in-service students not taking the thesis option during the final semester of coursework. Under the supervision of the instructional faculty, each student demonstrates, both orally and in writing, the relationship among the course work taken present job performance, and future career plans. Guidelines are available from the MS-CJ coordinator and are summarized in the MS-CJ Handbook.

Internship. This is an individually structured course involving one semester of full-time supervised work with a public sector agency. The internship is intended for pre-service students who have had little or no exposure to work in the public sector.

Thesis Option. CRJU 6971 is Thesis Research & Design (3 hours); CRJU 6972 is Thesis Writing & Development (3 hours); and CRJU 6973 is Thesis Defense. Guidelines for the thesis option are available from the MS-CJ coordinator and are summarized in the MS-CJ Handbook.

Total Hours36 semester hours

Refer to the Course Description Section of this catalog for courses and course descriptions.

FURTHER INFORMATION

Prospective students desiring further information may contact the Graduate Coordinator, Department of Government and Sociology, Georgia College & State University, Campus Box 18, Milledgeville, GA 31061. The department's telephone number is (478) 445-4562. The coordinator's e-mail address is eugene.bouley@gcsu.edu and his faculty web page is www.faculty.de.gcsu.edu/~ebouley.

MASTER OF SCIENCE IN ADMINISTRATION — LOGISTICS MANAGEMENT

Glenn Easterly, Coordinator

E-mail address: glenn.easterly@gcsu.edu

MISSION

The Master of Science in Administration-Logistics Management (MSAD) degree program is intended for persons in the government sector and private industry with career fields related to logistics. The program blends academic courses in Logistics with academic courses in Management for people who find themselves involved with the managerial, technical or administrative aspects of the logistics function.

The MSAD is offered at the Georgia College & State University Logistics Education Center located on Robins Air Force Base. For more information about this program contact the Logistics program coordinator. The academic program consists of 36 semester hours of logistics and management related courses.

REGULAR ADMISSION REQUIREMENTS

Prospective students seeking admission to this degree program must hold a baccalaureate degree from a regionally accredited institution and show promise of high quality work at the graduate level. There is no specific undergraduate course of study required for admission. Students may begin their program during any academic term. All application materials must be filed with the Office of the Registrar. Applicants must submit the following materials: (1) the application form; (2) official "sealed" copies of all undergraduate and graduate transcripts; (3) official scores from the Millers Analogy Test (MAT); and (4) proof of GCSU immunization requirements. To be granted regular admission status, the applicant must score 670 or higher using the following formula: $\text{MAT scaled score} + (100 \times \text{undergraduate grade point average})$, and make a minimum score of at least 370 on the MAT. The GRE or GMAT may be substituted for the MAT.

PROVISIONAL ADMISSION

Applicants who score less than 670 but at least 620 on the admissions formula, and score at least 370 on the MAT, may be granted provisional status, which would allow them to take some courses on a trial basis. If the applicant's score on the formula is less than 620, or the MAT test score is less than 370, the coordinator may require the applicant to retake the MAT and/or provide reference letters, or may deny admission.

Students on provisional admission status who complete 12 semester hours of graduate courses (or 9 semester hours if taken all in one semester) at GCSU with no final grade less than a B may be admitted to regular status without having to retake the entrance test. Courses taken under provisional status with satisfactory grades will be counted as part of the regular degree program. Earning a final course grade of less than B while in provisional status will cause the student to be dismissed from the MSAD degree program. The Logistics program coordinator must approve all courses taken in provisional status.

CONDITIONAL ADMISSION

Applicants who apply too late for full consideration for admission and/or have not submitted all required documents for evaluation may be assigned conditional admission status. While in this status a student may register for one semester only, by completing a GCSU Conditional

Registration Agreement for Graduate Students. This form requires the signatures of both the student and the Logistics program coordinator. Any student who registers under this agreement must be admitted to either regular or provisional status by the end of the first semester of enrollment to continue taking courses in the degree program. The Logistics program coordinator must approve all courses taken in conditional status.

NOTE: Students may take no more than 12 semester hours of course work in conditional and provisional status combined.

PROGRAM OF STUDY

The MSAD degree achieves its maximum effectiveness through a flexible approach in designing each student’s program of study. There is a common base of knowledge which logistics management students should master, and that is accomplished by the means of a flexible core requiring students to take at least one course from the following four logistics thematic areas: logistics engineering (designing logistics into systems), logistics management (supply chain management), logistics quantitative methods, and distribution logistics.

Taking any of the following specific logistics courses satisfies the requirement for their respective logistics theme areas:

Logistics engineering: LOGS 5301 Systems Engineering & Analysis, LOGS 5302 Logistics Engineering, LOGS 5307 Reliability & Maintainability, or LOGS 6633 Advanced Logistics Engineering & Planning

Logistics management: LOGS 5306 Supply Chain Management, LOGS 6634 Case Studies in Supply Chain Management, or LOGS 6647 Logistics Processes & Management

Logistics quantitative methods: LOGS 6639 Advanced Engineering Economy, LOGS 6643 Advanced Production Planning & Control, LOGS 6649 Logistics Quantitative Methods, or LOGS 6635 Models in Reliability & Maintainability

Distribution logistics: LOGS 6651 Distribution Management, or LOGS 6654 Packaging, Warehousing & Inventory Control

I. LOGISTICS 15 semester hours

Courses are selected among all 5000-6000 level graduate courses in Logistics (LOGS). Students must take at least one course from each of the four logistics thematic areas as described above.

II. MANAGEMENT 15 semester hours

Courses are selected among all 5000-6000 level graduate courses in business and public administration depending upon the student’s undergraduate background and job-related experiences. The student may select up to three courses (9 hours) from the following Logistics courses if they are not used in Areas I and III:

- LOGS 5306 Supply Chain Management
- LOGS 6647 Logistics Processes & Management
- LOGS 6650 Purchasing & Materials Management
- LOGS 6652 Commercial Government Contract Law
- LOGS 6653 International Trade & the Logistics Environment

III. LOGISTICS ELECTIVES 6 semester hours

Electives in Logistics to be selected by the student from any Logistics course not already used in Areas I and II. The student may elect to develop a 3 or 6 hour Research Project (LOGS 6940, Independent Study) as an alternative to completing additional classroom courses.

Total hours 36 semester hours

Refer to the Course Description Section of this catalog for courses and course descriptions.

DEGREE REQUIREMENTS

The MSAD candidate must meet the normal University requirements for graduation.

FURTHER INFORMATION

For information contact: Logistics program coordinator, Georgia College & State University, Logistics Education Center, 620 Ninth Street, Suite 113, Robins Air Force Base, Georgia 31098-2232, or telephone at (478) 327-7376, fax (478) 926-2468 or email glenn.easterly@gcsu.edu.

THE JOHN H. LOUNSBURY SCHOOL OF EDUCATION

Linda Irwin-DeVitis, Dean

Carol Bader, Assistant Dean

Sam Basinger, Graduate Adviser email: sam.basinger@gcsu.edu

The John H. Lounsbury School of Education was named and dedicated to honor Dr. John H. Lounsbury, founding dean of the School of Education. Dr. Lounsbury is nationally recognized as one of a group of educators responsible for the middle grades movement in the USA and the world.

PROGRAMS, DEGREES AND SERVICES

The John H. Lounsbury School of Education is the unit of the institution responsible for preparing educators for the State of Georgia. The teacher education programs at Georgia College & State University are fully accredited by the Georgia Professional Standards Commission (PSC) and the National Council for the Accreditation of Teacher Education (NCATE). All programs are aligned along National Board of Professional Teaching Standards (NBPTS), Interstate New Teacher Assessment and Support Consortium (INTASC) Guidelines, and other learned societies' standards for individual programs. Students in the graduate programs are encouraged to extend their knowledge and skill by seeking national board certification. Programs are offered at both the graduate master and specialist levels. The Early Childhood, Middle Grades, Secondary, and Special Education traditional Master of Education graduate programs are housed in the School of Education along with graduate programs in Administration and Supervision and Instructional Technology. The Master of Arts in Teaching in Secondary Education, a cooperative program developed with the College of Arts and Sciences, leads to initial certification in secondary teaching fields. Health, and Physical Education is located in the Department of Health and Physical Education in the School of Health Sciences. Additional advanced training is offered through the sixth year, Educational Specialist Degree, in the areas of Administration and Supervision, Early Childhood Education, Health and Physical Education, Middle Grades Education, Natural Science Education and Social Science Education.

CONCEPTUAL FRAMEWORK

America is assessing the various elements of society with an eye for change. The National Commission on Teaching and America's Future concluded an intensive two year study of America's education system. This 26 member bipartisan panel concluded that the reform of elementary and secondary education depends first and foremost on restructuring its foundation, the teaching profession. The commission made clear that the restructuring must go in two directions: toward increasing teachers' knowledge to meet the demands they face and toward redesigning schools to support high-quality teaching and learning. The conceptual framework of the GCSU School of Education supports this challenge.

In forming a conceptual framework designed to meet the needs of students in the 21st century, GCSU's School of Education endeavored to reach agreement on what teachers should know and be able to do in order to help students succeed. This task has recently been completed by three professional bodies: the National Council for Accreditation of Teacher Education (NCATE), the Interstate New Teacher Assessment and Support Consortium

(INTASC). and the National Board for Professional Teaching Standards (the National Board). Their combined efforts to set standards for teacher education, beginning teacher licensing, and advanced certification outlines a continuum of teacher development and offer the most powerful tools we have for improving the profession. These standards and the assessments that grow out of them identify what it takes to be an effective teacher: subject-matter expertise coupled with an understanding of how children learn and develop; skill in using a range of teaching strategies and technologies; sensitivity and effectiveness in working with students from diverse backgrounds; the ability to work well with parents and other teachers; and assessment expertise capable of discerning how well children are doing, what they are learning, and what needs to be done next to move them along. The standards reflect a teaching role in which the teacher is an instructional leader who orchestrates learning experience in response to curriculum goals and student needs and who challenges students to high levels of independent performance. By incorporating these standards into a conceptual framework, the School of Education believes that graduates of its programs will be fully prepared to meet the educational challenges of the future.

The Georgia College & State University School of Education has chosen the theme Educators as Architects of Change to be the conceptual framework for the professional experience offered by this institution. This framework is constructed upon a professional knowledge base which focuses on the following core concepts:

- I. Foundation in Liberal Arts
- II. Foundation in Professional Preparation
- III. Foundation for Addressing Human Relations and Diversity Issues
- IV. Development of Dynamic Leadership Abilities
- V. Differences In Basic and Advanced Programs

MISSION OF THE SCHOOL OF EDUCATION

The John H. Lounsbury School of Education's particular mission is to: Assist career educators certified in the public school teaching fields of Early Childhood, Middle Grades, selected secondary school subject areas, and Special Education Interrelated Teacher to hone their professional skills in their respective areas of preparation through the provision of programs of excellence developing Architects of Change.

Prepare educators for initial certification at the graduate level in the areas of secondary, special education, and instructional technology.

Prepare administrators for initial and advanced certification.

Serve public schools with in-service education and technical assistance.

Support research and scholarship that will enhance instructional effectiveness and sustain program quality and standards.

Provide instructionally excellent programs that support the developing teacher's and administrator's effectiveness in meeting the needs of all students in the public schools.

Provide opportunities for teachers and administrators to select educational experiences that will increase their global knowledge, understanding of and appreciation for diversity.

Actively recruit and admit a high-quality, diverse, graduate population.

ADMISSION POLICY

Note: The School of Education does not offer a conditional registration option.

MASTER OF EDUCATION

REGULAR ADMISSION

To be admitted as a regular graduate student in the degree program, an applicant must:

1. Submit a complete application and all supporting papers to the Office of the Registrar.
2. Hold or be eligible for a clear renewable, level four (4) Georgia Teacher Certificate-except Instructional Technology Programs, and select Special Education Programs. Applicants must have had basic teacher training coursework and internships documented on a transcript from an accredited, college or university teacher education program.
3. Submit scores from the Graduate Record Exam General Test. To be granted regular admission status the applicant must score a minimum of 1100 on the School of Education admission formula. The formula is: GRE verbal score + GRE quantitative score + (100 times the undergraduate grade point average-2.25 minimum for programs except Early Childhood which is 2.75) = 1100. For example, an applicant scoring 400 on the verbal portion and 400 on the quantitative portion and having a 3.0 GPA would have an admission formula score of $400 + 400 + 300 = 1100$.

OR

Submit a score on the Miller Analogies Test. To be granted regular admission status the applicant must score 70 on the SOE admission formula. The formula is: MAT score + (10 times the undergraduate grade point average—2.25 minimum for programs except Early Childhood which is 2.75)= 70. for example, an applicant having a MAT score of 40 and a 3.0 GPA would have an admission formula score of $40 + 30 = 70$.

4. Submit two professional recommendations using recommended format.
5. Meet specific program requirements.
6. Where appropriate have successfully satisfied all Praxis I or GACE requirements. and submit to a background check by the University Public Safety office.
7. Must have a Program of Graduate Study approved, signed and filed.
8. Verification of Immunization.

Note: Test scores must be less than 5 years old at the time of admission.

PROVISIONAL ADMISSION

To be provisionally admitted to the degree program a person must:

1. Submit a complete application and all supporting papers to the Office of Enrollment Services.
2. Hold or be eligible for a clear renewable, level four (4) State of Georgia Teaching Certificate except Instructional Technology and select Special Education Programs.
3. Submit scores on the Graduate Record Exam General Test. To be granted provisional admission status, the applicant must score 950 on the SOE graduate admission formula. The formula is: GRE verbal score + GRE quantitative score + (100 times the undergraduate GPA-2.25 minimum for programs except Early Childhood which is 2.75)= 950. For example, an applicant scoring 350 on the verbal portion and 350 on the quantitative portion and having a 2.5 undergraduate GPA would have an admission formula score of $350 + 350 + 250 = 950$.

OR

Submit a score on the Miller Analogies Test. To be granted provisional admission the applicant must score 60 on the SOE admission formula. The formula is: MAT score + (10 times the undergraduate GPA-2.25 minimum for programs except Early Childhood which

is 2.75)= 60. For example, an applicant having a MAT score of 35 and an undergraduate GPA of 2.5 would have an admission formula score of 60.

4. Submit two professional recommendations using recommended format.
5. Meet specific departmental requirements.
6. Where appropriate have successfully satisfied all Praxis I or GACE requirements.
7. Verification of Immunization.

Note: Test scores must be less than 5 years old at the time of admission.

PROVISIONAL ADMISSION EXIT REQUIREMENTS

For those persons who meet provisional admission requirements, regular admission may be acquired by earning a B or better in the first 9 to 12 semester hours taken under provisional admission, providing those hours include EDFS 6230 and six hours in the chosen major with adviser approval. When these conditions are met, the student must meet with an assigned adviser to complete a Program of Graduate Study and submit that Program of Graduate Study to the Department Chairperson. The student's status will change to regular admission after the submission of a completed Program of Graduate Study. Students who do not meet these conditions will not be permitted further enrollment in the Master of Education program.

ADVISEMENT

The Departmental Chairperson, in cooperation with the departmental admission committees, and program coordinators, assign each regularly admitted student to an adviser in the chosen area of study. It is the responsibility of the student to meet with the assigned adviser to develop an individualized program of study that meets the course work requirements. A signed program of study must be filed with the Departmental Chairperson order to be fully admitted.

SCHOOL IMPROVEMENT EMPHASIS

The emphasis for the majority of the M.Ed. programs at GCSU is school improvement. In this program, teachers focus on issues central to school improvement while also learning about best practices in their field (e.g. early childhood, middle grades, secondary, special education, administration, and so on). Based on data gathered in their own schools, teachers begin to examine questions such as "What is school improvement? How does change occur? What changes need to be made at my school to best facilitate student learning?" Participants have the opportunity to enroll in classes with other teachers from their school, thus creating a cluster of individuals ready to address school improvement as a team. This work is negotiated between teachers, their administration, and college professors. Through this experience, teachers examine their school and create a plan for investigating a problem and developing new practices. Then after making some aspect of their school a model for others to follow, they share those triumphs with colleagues through faculty meetings, board meetings, or state and national conferences.

PROGRAM OF STUDY

The Master of Education degree requires a minimum of 36 semester hours of course work. Courses must be included in these categories: professional education, courses in the certification area, and additional program requirements or electives. This degree program must be completed within six years beginning with the initial date of course work included. Students may require more than the minimum 36 hours in order to qualify for certification in a particular program area. Only those courses included on the Program of Graduate Study count toward degree fulfillment. Substitutions must be pre-approved by the adviser and a Change of Graduate Program of Study form submitted to the appropriate departmental chairperson prior to enrollment.

MASTER OF ARTS IN TEACHING

REGULAR ADMISSION

To be admitted as a regular graduate student in the degree program, an applicant must:

1. Submit a complete application and all supporting papers to the Office of the Registrar.
2. Have successfully satisfied all PRAXIS I or GACE requirements.
3. Have earned a minimum 2.5 undergraduate cumulative grade point average on all course work attempted, at each institution attended, in which letter grades were awarded.
4. Submit a required score on the School of Education graduate admission formula as described above under MASTER OF EDUCATION Regular Admission (GRE = 1100 or MAT = 70).
5. Submit all transcripts for content evaluation to the appropriate departmental chairperson.
6. Submit two professional recommendations.
7. Submit a complete Master of Arts in Teaching Packet on line at www.gcsu.edu.
8. Submit to a background check administered by the University Public Safety Office.
9. Verification of Immunization.
10. Have taken the PRAXIS II or GACE in the appropriate content area by the first day of class. Applicants whose undergraduate degree differs from the content area they are teaching must pass the GACE or the Praxis II in order to be admitted.

Note: Test scores must be less than 5 years old at the time of admission.

PROVISIONAL/CONDITIONAL ADMISSION

There is no provisional or conditional admission classification for the Master of Arts in Teaching.

ADVISEMENT

The Departmental Chairperson, in cooperation with the Foundations & Secondary Department's admission committee, and program coordinators, assign each fully admitted student to the mentor/teacher of the MAT cohort. It is the responsibility of the student to meet with this adviser to develop an individual program that meets the content area course work requirements.

PROGRAM OF STUDY

The Master of Arts in Teaching degree requires a minimum of 36 semester hours of course work. Courses must be completed in these categories: professional education, courses in the certification area and additional program requirements or electives. This degree program must be completed within six years, beginning with the initial date of course work included. Students may require more than the minimum 36 semester hours in order to qualify for certification in a particular content area. Only those courses included on the Program of Graduate Study count toward degree fulfillment. Substitutions must be pre-approved by the adviser and a Change of Graduate Program of Study form submitted to the Departmental Chairperson's office prior to enrollment.

MASTER OF EDUCATION (M.ED.) MASTER OF ARTS IN TEACHING (MAT)

EXIT REQUIREMENTS

All students must pass a comprehensive departmental exit requirement before completion of the program. Students should check with their adviser or the department chairperson for specifics. Students not meeting this exit requirement will be unable to graduate until the requirement is met.

RESIDENCY

At least 27 of the required minimum of 36 semester hours must be earned in residence at Georgia College & State University (Milledgeville or Macon). Nine semester hours may be transferred from other institutions, if prior approval is given by the adviser and if the course work is no more than six years old at the time of completion of the Masters degree. All graduate programs must be completed within six years of the date of the initial course work listed on the Program of Graduate Study with a minimum 3.0 grade point average.

COMPLETION CHECKLIST

1. Earn a minimum GPA of 3.0 on all work attempted.
2. Submit an application for graduation at least one semester before the anticipated graduation date.
3. Successfully complete a comprehensive departmental exit requirement.
4. Where appropriate, schedule the PRAXIS II or the GACE in the new area of certification.
5. Where appropriate, submit passing scores on the PRAXIS II or the GACE, the College Recommendation for Certification form and all necessary documentation to the School of Education Certification Officer.

SPECIALIST IN EDUCATION

REGULAR ADMISSION

The complete application, including all supporting papers should be filed with the Office of the Registrar no later than three weeks prior to the beginning of the semester in which the applicant proposes to begin advanced study.

To be admitted as a regular graduate student in the degree program, an applicant must also:

1. Hold either 1) a Master of Education or comparable degree which includes advanced professional education or 2) any other masters degree to which has been added advanced professional education and be eligible for a clear renewable, level five (5) State of Georgia Teaching Certificate. In either case, the degree must be from an accredited institution.
2. Submit scores on the Graduate Record Exam General Test. To be granted regular admission, the applicant must score a minimum of 1225 on the SOE graduate admission formula. The formula is: $\text{GRE verbal score} + \text{GRE quantitative score} + (100 \text{ times the Graduate GPA} - 3.25 \text{ minimum}) = 1225$. For example, an applicant scoring 450 on the verbal portion and 450 on the quantitative portion and having a 3.25 graduate GPA would have a graduate admission formula score of $450 + 450 + 325 = 1225$.

OR

Submit a score on the Miller Analogies Test. To be granted regular admission, the applicant must score a 77.5 on the SOE graduate admission formula. The formula is: $\text{MAT score} + (10 \text{ times the Graduate GPA} - 3.25 \text{ minimum}) = 77.5$. For example, an applicant scoring 45 on the MAT and having a 3.25 Graduate GPA would have a graduate admission formula score of $45 + 32.5 = 77.5$.

3. Submit two professional recommendations.
4. Submit verification of two years teaching experience.
5. Submit a complete program of graduate study.
6. Submit a year-long program of professional activities.
7. Verification of Immunization.

Note: All test scores must be less than 5 years old at the time of admission.

PROVISIONAL/CONDITIONAL ADMISSION

There is no provisional or conditional admission to the Specialist in Education Program.

ADVISEMENT

Each candidate for the Specialist in Education degree is assigned a graduate adviser in the selected area of specialization. The adviser will serve as a mentor to the Specialist Candidate and assist in proposing, scheduling and completing the Specialist in Education Program of Graduate Study. No grade below a B may be included toward meeting degree requirements.

PROGRAM OF STUDY

The Specialist in Education program requires work in two areas: course studies and a program of activities for professional and personal development. Students are encouraged to consider national certification as a possible outcome of this advanced study. A minimum of 27 semester hours of course work beyond the Master of Education degree is required. Specialist programs must be completed, with the degree awarded, within four years of the initial coursework listed on the program of study. Only those courses included on the Program of Graduate Study count toward degree fulfillment. Substitutions must be pre-approved by the adviser and a Change of Graduate Program of Study form submitted to the office of the Departmental Chairperson prior to enrollment.

YEAR LONG PROGRAM OF PROFESSIONAL ACTIVITIES

With the initiation of the Specialist program, each candidate must complete a program of professional activities and development. A written plan, approved by the adviser must be submitted to the Coordinator of Graduate Programs before the program is begun. Activities in no less than four of the following areas are required.

1. Be an active member of professional organization as evidenced by such activities as holding office, making presentations, or attending conferences and/or meetings.
2. Engage in a program of professional reading as agreed upon by the adviser. (These readings would be in addition to the readings required for courses and/or thesis preparation). Engage in professional writing as evidenced by the preparation and submission to appropriate journals or other publishing formats of original articles or other creative endeavors.
3. Provide service to the education profession as evidenced by such activities as serving on a textbook selection committee, SACS committee, serving on a beginning teacher assessment team, serving as a referee for a professional journal, offering workshops and presentations, and speaking to lay audiences.
4. Demonstrate professional creativity through development of educational support materials such as, but not limited to, a curriculum model, text, media production, or computer assisted instruction program.
5. Engage in visitation for the purpose of observing notable or exemplary education activities.
6. Engage in travel for professional purposes such as acquiring cross-cultural insights to develop additional skills, acquire additional knowledge, and/or broaden professional contacts.

EXIT REQUIREMENTS

All students must pass a comprehensive departmental exit requirement and document the completion of the year long program of professional activities before completion of the program. Students should check with their adviser or the department chairperson for specifics. Students not meeting this exit requirement will be unable to graduate until the requirement is met.

RESIDENCY

At least 21 of the minimum 27 semester hours of the Specialist degree must be completed at Georgia College & State University (Milledgeville or Macon). Six semester hours in the selected field of study may be transferred from other institutions upon the approval of the adviser and if the course work is no more than four years old at the time of completion of the program. All course work must be completed within four years of the date of the initial course work listed on the program. No grade below a B may be counted toward meeting degree requirements.

COMPLETION CHECKLIST

Please refer to individual departments for specific completion requirements.

TEACHER CERTIFICATION PROGRAMS

All teacher certification programs at the John H. Lounsbury School of Education are approved by the Georgia Professional Standards Commission. The School of Education is a member of the American Association of Colleges for Teacher Education (AACTE), and accredited by the National Council for the Accreditation of Teacher Education (NCATE). All degree programs at Georgia College & State University are accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS).

All applicants for initial State of Georgia Teacher Certification must attain satisfactory scores on both Praxis I or GACE and PRAXIS II or GACE (in the chosen field). Applicants who are adding areas to a current State of Georgia Teacher Certification must attain satisfactory scores on Praxis II or GACE (in the field to be added).

All applicants for initial State of Georgia Teacher Certification must submit to a background check administered by the University Public Safety Office.

INITIAL CERTIFICATION (WHILE COMPLETING A GRADUATE DEGREE PROGRAM)

The John H. Lounsbury School of Education offers degree programs that lead to initial certification at the graduate level in the following areas:

Master of Arts in Teaching (T-5)

English, Math, Biology, Chemistry, History, Political Science, Business Education, Broad Field Science, Spanish and French (6-12) Art, Health (P-12)

Master of Education in Instructional Technology (S-5)

Library Media—only students completing the Library Media program are eligible for a State of Georgia Service Certificate (S-5)

Master of Education in Special Education

Interrelated Teacher (P-12)

Students who complete an approved teacher certification program from the university may be recommended to the Georgia Professional Standards Commission for certification. The initial certificate awarded by the Professional Standards Commission is the Professional Teaching Certificate. Preservice teachers applying for initial certification must:

1. Before enrolling in a program, take and pass all sections of Praxis I or GACE for initial certification.
2. Have a 2.50 cumulative GPA on all course work taken prior to enrollment.
3. Successfully complete an individual certification program of choice at GCSU.
4. Pass the appropriate section of Praxis II or GACE for the certification area sought.
5. Complete the PSC certification application and file the completed form with all the necessary documentation intact with Certification Officer.

6. Be recommended by the School of Education Certification Officer.
7. Submit to a background check administered by the University Public Safety Office.
8. Verification of Immunization.

The final initial certification recommendation is a responsibility of the School of Education. The Certification Officer of the School of Education provides students information regarding the appropriate process for seeking certification in the State of Georgia. The College Recommendation Form, found in the application packet, is completed by the student and returned to the Certification Officer with a copy of the Praxis I (or GACE), Praxis II test scores and official transcripts of all college course work. The Certification Officer verifies for the Professional Standards Commission that the applicant has met the requirements for certification. Please note that the collection and submission of all documentation for teacher certification is the responsibility of the individual student. The Certification Officer will assist and support the student during the collection of required information and upon submission of that information will file the certification application with the Professional Standards Commission.

The Professional Teacher Certification is valid for five years and can be renewed by completion of six semester hours of acceptable college credit or its equivalent.

All teacher certification programs are subject to change in response to new requirements from the Georgia Professional Standards Commission. Students will be given appropriate notice of changes, and teacher education programs will be modified or adapted to meet the required change.

INITIAL NON-DEGREE CERTIFICATION

Georgia College & State University offers select initial non-degree, teacher certification programs in secondary education. These programs require that a candidate meet the following criteria at the time of enrollment:

1. Have a 2.5 cumulative GPA on all course work taken before the initiation of the certification program.
2. Have taken and passed all sections of the Praxis I or GACE (~~PPST~~) for initial certification
3. Currently employed by a public or private school.
4. Have submitted a letter of support from the employing administrator.
5. Have met with the Department Chairperson for an evaluation of all transcripts.
6. During the completion of the certification program of study, the candidate must pass the appropriate section(s) of Praxis II or GACE for the certification area sought. Please refer to the "Teacher Certification Programs" section of this catalog for information on applying for certification.
7. Submit to a background check administered by the University Public Safety Office.
8. Verification of Immunization.

ADDING AND RENEWING CERTIFICATION

The graduate programs at the John H. Lounsbury School of Education offer teachers the opportunity to add new certification areas to already existing certificates or renew current certificates. Teachers who desire to add certification to an existing Georgia Certificate may apply for a transcript evaluation through the Georgia Professional Standards Commission (application forms are available through the local School Boards). Students wishing to add new areas **of Leadership or Instructional Technology** should contact the individual Department Chairpersons for details. Once the requirements are established, the student should meet with the appropriate adviser for the necessary course work and required hours.

ENDORSEMENTS

Endorsement programs at the graduate level are offered to teachers wishing to add areas to their current State of Georgia Teacher Certification. The John H. Lounsbury School of Education offers an endorsement in: Reading and Mathematics.

EARLY CHILDHOOD AND MIDDLE GRADES EDUCATION

Chairperson: Charlie Martin

Professors: Carol Bader, Linda Irwin-DeVitis, Charlie Martin

Associate Professors: Karynne Kleine, Nancy Mizelle, Dee Russell

Assistant Professors: Paige Campbell, Lee Digiovanni, Linda Golson, Trish Klein, Stacy Schwartz, Lyndall Warren

PROGRAM DESCRIPTION

The graduate program offered in Early Childhood or Middle Grades Education at Georgia College & State University at the T5 certification level is intended for persons already possessing an undergraduate degree in education. The advanced level of certification is associated with the completion of the Master of Education degree program in Early Childhood Education or Middle Grades. These programs extend and expand the study of the development of children and adolescents at an advanced level as outlined in the conceptual framework. Within the context of the master's degree program, candidates are exposed to a wide variety of information related to education and work with children and adolescents with particular emphasis on serving as mentors for beginning teachers, advocating for young children in the larger professional community, and conducting action research in classrooms.

DEGREES OFFERED

The graduate programs in Early Childhood or Middle Grades Education lead to a Master of Education Degree or Education Specialist Degree.

M.ED. WITH MAJOR IN EARLY CHILDHOOD EDUCATION (P-5)

I. FOUNDATIONS CORE12 hours

EDFS	6120	Diversity Issues in Education (3 hours)
EDFS	6125	Philosophical Issues in Education (3 hours)
EDFS	6230	Educational Research (3 hours)
EDEL	6131	Educational Leadership (3 hours)

Early Childhood Concentration24 hours

EDEC	6000	Socio-Cultural Perspectives of Early Childhood (3 hours)
EDEC	6010	Assessing the Early Learner (3 hours)
EDEC	6020	Understanding Curriculum: History and Application (3 hours)
EDEC	6255	Family and School Partnerships (3 hours)
EDEC	6290	Creativity and Problem-Solving (3 hours)
EDEC	6030	Play (3 hours)
EDEC	6112	Language and Literacy Development (3 hours)
EDEC	6990	Capstone (3 hours)

Total Degree Hours36 semester hours

M.ED. WITH MAJOR IN MIDDLE GRADES EDUCATION (4-8)

I. PROFESSIONAL EDUCATION21 semester hours

Required:

EDFS	6135	Foundations in Learning (3 hours)
EDFS	6230	Educational Research (3 hours)
EDMG	6240	Curriculum & Methods for the Middle Grades (3 hours)
EDMG	6241	Contemporary Issues & Trends in Education (3 hours)
EDMG	6245	Assessment Theory and Practice (3 hours)

Other options:

EDEX	6111	Exceptional Individuals in Regular Classes (3 hours) (Required if not completed at the undergraduate level.)
EDMG	6255	Family-Child Interaction (3 hours)
EDFS	6125	Philosophy of Education (3 hours)
EDFS	6120	Diversity Issues in Education (3 hours)
EDEL	6131	Leadership in School and Society (3 hours)
EDRD	6150	Literature, Reading, and Writing in the Content Areas (3 hours)
EDIT	5202	Instructional Technology for Teachers (3 hours)

Note: Students must demonstrate competency in technology and in the instruction of reading, or include EDIT 5202 and EDRD 6150 in their programs of study.

II. CONTENT FIELD (minimum)15 semester hours

Content concentration is determined through advisement. Students are strongly advised to include courses offered by the School of Liberal Arts and Sciences. Concentration area must be selected from language arts, math, social studies, or science.

CONCENTRATION AREAS: Required courses must be taken in the selected areas. Additional Arts and Sciences courses appropriate to concentrations may be selected with advisor approval.

LANUGAGE ARTS:

EDMG	6214	Early Adolescent Literature (3 hours)
EDMG	6260	Writing Instruction in the Middle Grades (3 hours)
EDRD	6150	Literature, Reading, & Writing in Content Fields (3 hours)
EDRD	6110	Trends and Issues in Developmental Reading (3 hours)
EDRD	6151	Literature in the School Program (3 hours)

Reading Endorsement (9 hours)

SCIENCE:

EDMG	6227	Geology for Middle Grades (3 hours)
EDMG	6228	Astronomy and Meteorology for Middle Grades (3 hours)
PHSC	5010	Integrated Physical Science (3 hours)
BIOL	5010	Integrated Life Science (3 hours)

MATH:

EDMG	6290	Development of Logical and Creative Thought (3 hours)
MAED	5080	Concepts in Algebra (3 hours)
MAED	5510	Concepts in Geometry (3 hours)
MAED	5600	Concepts in Probability and Statistics (3 hours)
MAED	5680	Concepts in Discrete Mathematics (3 hours)

SOCIAL STUDIES:

EDMG 6211 Social Studies in the Middle Grades (3 hours)

SPECIALIST DEGREE PROGRAMS

PROGRAM DESCRIPTION

The Specialist in Education (Ed.S.) program offered in the Department of Early Childhood and Middle Grades Education provides advanced study for qualified master educators at the T6 certification level. The programs of study include a 12 hour advanced, research-oriented, professional education core and 15 hours of advanced course work in the content field, building upon work completed at the master’s level; strengthening and extending professional, pedagogical, and content knowledge; and preparing advanced practitioners to be architects of change and dynamic leaders in the professional community.

ED.S DEGREE WITH MAJOR IN EARLY CHILDHOOD EDUCATION

Note: Program is under revision and specific programs of study will be developed with your academic advisor to address your specific need. Please refer to the GCSU website for updates in this program.

I. PROFESSIONAL EDUCATION12-15 semester hours

Research Sequence:

- EDFS 7728 Critical Issues in Education (3 hours)
- EDFS 7134 Applied Research I (3 hours)
- EDFS 7135 Research II (3 hours)

Choose One of the following courses:

- EDEC 7269C Seminar in Early Childhood Education (3 hours)
- EDEC 6255 Family-Child Interaction (3 hours)
- EDEL 6131 Leadership in School and Society (3 hours)
- EDFS 6120 Diversity Issues in Education (3 hours)
- EDFS 6135 Foundations in Learning (3 hours)
- EDIT 5202 Instructional Technology For Teachers (3 hours)

II. CONTENT FIELD (minimum).....12-15 semester hours

Specific course selections are determined through advisement. Course options are determined by previous course work. Professional needs and/or goals of the students are also factors that may be considered. EDEC 6000 and EDEC 6020 are required of all students, if not taken at the master’s level.

- EDEC 6000 Socio-Cultural Perspectives of Early Childhood (3 hours)
- EDEC 6020 Understanding Curriculum: History and Application (3 hours)
(Prerequisite: EDEC 6193)

Students are required to complete a course in each of the following areas at the undergraduate or graduate level. Select one course in four of the following six areas.

COMMUNICATIVE ARTS:

- EDEC 6260 Writing Instruction for Young Children (3 hours)
- EDRD 6110 Trends and Issues in Developmental Reading (3hours) or
- EDRD 6151 Literature in the School Program (3 hours)
- EDRD 6150 Literature, Reading, & Writing in the Content Fields (3 hours)

SOCIAL STUDIES:

EDEC 6211 Social Studies in Early Childhood Education (3 hours) or
select an additional social studies from Arts and Sciences (3 hours).

SCIENCE:

EDEC 6225 Life Science for Early Childhood Teachers (3 hours)
EDEC 6226 Physical Science for Early Childhood Teachers (3 hours)
EDEC 6227 Geology for Early Childhood Teachers (3 hours)
EDEC 6228 Astronomy and Meteorology for Early Childhood Teachers (3 hours)

CREATIVE ACTIVITIES:

EDEC 6259 Creative Activities for the Young Child (3 hours)
ARTS 6100 Art in Elementary and Middle School (3 hours)

HEALTH/PHYSICAL EDUCATION:

HLTH 6250 Health in the Schools: P-8 (3 hours)
PHED 5400 Movement Education for Young Children (3 hours)

MATHEMATICS:

EDEC 6290 Development of Logical & Creative Thought for Young Children (3 hours)
(required if not taken at master’s level) or select an additional
mathematics course from Arts and Sciences

ADDITIONAL COURSE RECOMMENDATIONS:

EDEC 6440 Organization and Admin. of Early Childhood Programs (3 hours)

Total Degree Hours27 semester hours

Refer to the Course Description Section of this catalog for courses and course descriptions.

**ED.S. DEGREE WITH A MAJOR IN MIDDLE GRADES
EDUCATION**

Note: Program is under revision and specific programs of study will be developed with your
academic advisor to address your specific need. Please refer to the GCSU website for
updates in this program.

I. PROFESSIONAL EDUCATION12-15 semester hours

Research Sequence:

EDFS 7728 Critical Issues in Education (3 hours)
EDFS 7134 Applied Research I (3 hours)
EDFS 7135 Applied Research II (3 hours)

Choose One of the Following Courses

EDEL 6131 Leadership in School and Society (3 hours)
EDFS 6120 Diversity Issues in Education (3 hours)
EDFS 6135 Foundations of Learning (3 hours)
EDIT 5202 Instructional Technology For Teachers (3 hours)
EDMG 6240 Curriculum and Methods for the Middle Grades (3hours)
(Required if not taken at the master’s level.)
EDMG 6241 Contemporary Issues & Trends in Education (3 hours)
EDMG 6255 Family-Child Interaction (3 hours)
EDMG 7269E Seminar in Middle Grades Education (Var.)

II. CONTENT FIELD (minimum).....12-15 semester hours

Course selections are determined through advisement. A minimum of 9 semester hours in a primary concentration selected from language arts, math, social studies, or science must be taken. A minimum of 6 hours in a secondary concentration selected from language arts, math, social studies, science, or health/physical education must be taken.

CONCENTRATION AREAS: Choose one course from two of the following concentration areas that were not taken at the Master’s level. Additional Arts and Sciences courses appropriate to concentrations may be selected with advisor approval.

LANGUAGE ARTS:

EDMG	6214	Early Adolescent Literature (3 hours)
EDMG	6260	Writing Instruction in the Middle Grades (3 hours)
EDRD	6110	Trends in Development Reading (3 hours)
EDRD	6150	Literature, Reading, & Writing in Content Fields (3 hours)
EDRD	6151	Literature in the School Program (3 hours)

SCIENCE:

EDMG	6225	Life Science for Middle Grades (3 hours)
EDMG	6226	Physical Science for Middle Grades (3 hours)
EDMG	6227	Geology for Middle Grades (3 hours)
EDMG	6228	Astronomy and Meteorology for Middle Grades (3 hours)

MATH:

EDMG	6290	Development of Logical and Creative Thought in Middle Grades Children (3 hours)[required for math Concentration]
MAED	5000	Mathematics Methods for Secondary Teachers (3 hours)
MAED	5080	Algebra for Middle School Teachers (3 hours)
MAED	5510	Geometry for Middle School Teachers (3 hours)
MAED	5600	Probability and Statistics for Middle School Teachers (3 hours)
MAED	5680	Discrete Mathematics for Middle Grades Teachers (3 hours)

SOCIAL STUDIES:

EDMG	6211	Social Studies in the Middle Grades (3 hours)
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HEALTH/PHYSICAL EDUCATION:

HLTH	6250	Health in the Schools: (P-8) (3 hours)
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Total Degree Hours27 semester hours

Refer to the Course Description Section of this catalog for courses and course descriptions.

READING

The Reading Endorsement Program

Georgia College & State University (GCSU) offers a unique professional development opportunity. The program is designed for any P-12 teacher or supplemental reading teacher who is interested in learning how to better meet the needs of the students in his/her classroom. The program addresses the competencies required by the Professional Standards Commission's Georgia Reading Endorsement and emphasizes classroom application and addresses three strands:

- Understanding Readers and the Reading Process
- Linking Literacy Assessment and Instruction
- Instructional Strategies in the content areas across Pre-K-12 educators.

EDRD 6000 Reading Process and Pedagogy (3 hours)

EDRD 6001 Reading Assessment (3 hours)

Specialized Teaching of Reading (Choice of 1)

EDRD 6002 Early Childhood Reading Instruction (3 hours)

or

EDRD 6003 Middle Grades and Secondary Reading Instruction (3 hours)

Total Degree Hours9 semester hours

FOUNDATIONS AND SECONDARY EDUCATION

Chair: Cynthia Alby

Technology Coordinator: J.J. Hayden

Professors: Joe DeVitis, Jane Hinson, Sharene Smoot

Associate Professors: Cynthia Alby, Brenda McCoy Trice

Assistant Professors: Marianne Edwards, J.J. Hayden, Martha Jones, Brian Mumma, Chris Greer, Chrispen Matsika

DEGREES OFFERED

The Department of Foundations and Secondary Education offers programs leading to the Master of Arts in Teaching (MAT) degree with a major in secondary education in the content fields of Art and Health (P-12), English, Mathematics, History, Political Science, Biology, Chemistry, Broad Field Science, French, Spanish, and Business Education (6-12); the Master of Education (M.Ed.) degree in Secondary Education with concentrations in English, Mathematics, Natural Science (Biology), Social Science and Foreign Languages (French and Spanish); Master of Education (M.Ed.) degree in Educational Technology with two track options: Library Media, and Instructional Technology; and the Specialist in Education (Ed.S.) degree in Curriculum and Instruction with concentrations in Biology and Social Science.

CERTIFICATION

The MAT program provides preparation for initial level 5 Georgia Teacher's Certificate (T5). The Master of Education in Secondary Education program also leads to level five Georgia Teacher's Certificate (T5) for individuals who possess T4 certification. The Master of Education program in Instructional Technology-Library Media leads to level five Georgia Service Certificate (S5). Specialist in Education programs in Curriculum and Instruction lead to level six Georgia Teacher's Certificate (T6).

MASTER OF ARTS IN TEACHING

PROGRAM DESCRIPTION

The Master of Arts in Teaching (MAT) degree in Secondary Education provides initial teacher preparation at the master's degree level for qualified candidates who hold a bachelor's degree from a regionally accredited institution with a major in one of the content fields listed below, or in a related area that includes coursework that is the equivalent of a major in such an area. The degree program prepares persons for certification to teach in grades 6-12 in the fields of Business Education, English, Mathematics, History, French, Spanish, Political Science, Biology, Chemistry, Physics, and Broad Field Science; and for certification to teach in grades P-12 in Health, and Art. The program is designed for college graduates whose undergraduate degrees did not include professional education preparation. The program is comprised of a minimum of 36 semester hours of graduate course work: 27 semester hours in professional education and 9 semester hours in the content field. The professional education component is a one-year, full-time, field-based journey, which begins with a new cohort in June or July of every year and follows the public school calendar. All professional education courses are field-based, and students spend a minimum of 20 hours per week with host teachers in a variety of public school placements. Spring semester coursework includes a ten week, full-time student teaching internship. A lab fee is associated with the student teaching internship. Infused in all course work and field experiences are five strands of study: technology in the classroom, classroom inquiry, specific content area applications, teaching literacy skills, and diversity issues in the classroom including exceptionalities. Upon satisfactory completion of the program, a candidate may be recommended for a T5 State of Georgia Teachers Certificate.

I. PROFESSIONAL EDUCATION27 semester hours

EDFS	5001	Field Placement (0 hours)
EDFS	5203 FB	Learning and the Learner (3 hours)
EDFS	5205 FB	Curriculum and Methods (3 hours)
EDIT	5202	Technology for Teachers (3 hours)
EDEX	6111	Exceptional Individuals in Regular Classes (3 hours)
EDFS	5209 FB	Culture and Schooling (3 hours)
EDFS	5211 FB	Classroom Research (3 hours)
EDRD	5210	Teaching Reading(3 hours)
EDFS	6466	Student Teaching Internship (6 hours)

II. CONTENT FIELD (minimum)9 semester hours

Graduate level courses are selected with the approval of the candidate's adviser to enhance content area preparation. A candidate who has not fulfilled minimum certification requirements in the proposed teaching field is required to take additional course work in the content area.

Total Degree Hours36 semester hours

Refer to the Course Description Section of this catalog for courses and course descriptions.

MASTER OF EDUCATION

PROGRAM DESCRIPTION

The Master of Education (M.Ed.) degree program in Secondary Education extends and expands upon initial teacher education preparation in the secondary content fields of English, Mathematics, Natural Science, Social Science and Foreign Language education through a core of advanced professional education course work and advanced content area study. This program is for individuals who already hold or qualify for a level four Georgia Teacher’s certificate. The department also offers master’s level programs in Instructional Technology with four track options: Library Media, which leads to level five Georgia Service Certificate; and three noncertification tracks-Technology Coordinator, Distance and Alternative Education, and Professional Educators (level four certification is not required for admission to instructional technology programs.) All M.Ed. programs seek to a) engender a willingness to pursue life-long education; b) enhance the development of active leadership within the educational community and the community at large; c) develop an awareness of, sensitivity to, and strategies for dealing with a culturally diverse and internationally focused society; d) promote academic excellence through the mastery of pedagogy and content; and e) foster systematic investigation and personal reflection on current professional issues and practices.

M.ED. WITH A MAJOR IN SECONDARY EDUCATION

With specialization in English, Mathematics, Natural Sciences, Social Sciences or Foreign Languages

(T-4 Certification in the area of specialization is required for admission.)

I. PROFESSIONAL EDUCATION (Core)12 semester hours

EDFS 6230 Educational Research (3 hours)

Select three of the following:

EDFS 6120 Diversity Issues in Education (3 hours)

EDFS 6125 Philosophical Issues in Education (3 hours)

EDFS 6135 Foundations of Learning (3 hours)

EDEL 6131 Leadership in School and Society (3 hours)

EDIT 5202 Instructional Technology for Teachers (3 hours)

EDEX 6111 Exceptional Individuals in Regular Classes (3 hours)
(required if not completed at the undergraduate level)

II. PROFESSIONAL EDUCATION (Major)6-9 semester hours

EDFS 6149 Issues in Secondary Curriculum (3 hours)

EDRD 6150 Literature, Reading & Writing in the Content Fields (3 hours)

EDFS 6494 Advanced Practicum in Secondary Education (3 hours)

III. CONTENT FIELD (Specialization).....15-18 semester hours

(Graduate-level courses in the content area of specialization are selected through advisement to strengthen and extend prior content knowledge)

Total Degree Hours36 semester hours

Refer to the Course Description Section of this catalog for courses and course descriptions.

Please refer to the Georgia College & State University website for updates to this section.

**M.ED. WITH A MAJOR IN EDUCATIONAL TECHNOLOGY:
INSTRUCTIONAL TECHNOLOGY**

This program is designed to provide advanced technology skills and knowledge to the professional educator, instructional developer, or instructional technologist who intends to work in occupational areas where formal certification is not required. The T-4 certification in a teaching field is not required for admission. An S-5 certificate is not issued upon completion of this program. This program may allow teachers who have a T-4 certificate to advance to a T-5 while developing technology skills for the classroom.

I. PROFESSIONAL EDUCATION9-12 semester hours

EDFS 6230 Educational Research (3 hours)

Select two from the following:

EDEL 6131 Leadership in School and Society (3 hours)

EDFS 6120 Diversity Issues in Education (3 hours)

EDFS 6125 Philosophical Issues in Education (3 hours)

EDFS 6135 Foundations of Learning (3 hours)

EDEX 6111 Exceptional Individuals in Regular Classes (3 hours)

II. CONTENT FIELD24 semester hours

EDIT 6210 Foundations of Instructional Technology (3 hours)

EDIT 6220 School-based Technology Systems (3 hours)

EDIT 6225 Telecommunications and Distance Learning (3 hours)

EDIT 6230 Software Evaluation and Curriculum Integration (3 hours)

EDIT 6240 Authoring and Multimedia Systems (3 hours)

EDIT 6258 Production of Instructional Materials (3 hours)

EDIT 6265 Distance/Alternative Education Management (3 hours)

EDIT 6270 Distance/Alternative Education Utilization (3 hours)

EDIT 6275 Instructional Design (3 hours)

EDIT 6961 Internship-Media Specialist (3 hours)

III. ELECTIVES.....0-3 semester hours

Electives from related courses may be selected through advisement.

Total Degree Hours36 semester hours

Refer to the Course Description Section of this catalog for courses and course descriptions.

**M.ED. WITH A MAJOR IN EDUCATIONAL TECHNOLOGY:
LIBRARY MEDIA SPECIALIST**

The T4 certification in a teaching field is not required for admission. Upon meeting all certification requirements, an S-5 certificate in Media Specialist may be issued at the conclusion of this program.

I. PROFESSIONAL EDUCATION9-12 semester hours

EDFS 6230 Educational Research (3 hours)

Select two from the following:

EDEL 6131 Leadership in School and Society (3 hours)

EDFS 6120 Diversity Issues in Education (3 hours)

EDFS 6125 Philosophical Issues in Education (3 hours)

EDFS	6135	Foundations of Learning (3 hours)
EDEX	6111	Exceptional Individuals in Regular Classes (required unless completed at the undergraduate level.)

II. CONTENT FIELD24 semester hours

EDIT	5202	Instructional Technology for Teachers (3 hours)
EDIT	6254	Operation of the Library Media Center (3 hours)
EDIT	6259	Technical Processing of Library Media Materials (3 hours)
EDIT	6256	Information Sources and Services in the Media Center (3 hours)
EDIT	6263	Information Technologies in the Media Center (3 hours)
EDIT	6268	Selection of Library Media (3 hours)
EDIT	6275	Instructional Design (3 hours)
EDIT	6960	Internship-Media Specialist (3 hours)

III. ELECTIVES.....0-3 semester hours

Electives from related courses may be selected through advisement.

Total Degree Hours36 semester hours

Refer to the Course Description Section of this catalog for courses and course descriptions.

SPECIALIST IN EDUCATION

PROGRAM DESCRIPTION

Specialist in Education (Ed.S.) programs offered in the Department of Foundations and Secondary Education provide advanced study for qualified master educators. A minimum of 27 semester hours of course work beyond the Master of Education degree is required. The programs of study include a 9 hour advanced, research oriented, professional education core and 18 hours of advanced coursework in the content field, building upon work completed at the master's level; strengthening and extending professional, pedagogical, and content knowledge; and preparing advanced practitioners to be architects of change and dynamic leaders in their professional communities.

ED.S. WITH A MAJOR IN CURRICULUM AND INSTRUCTION- BIOLOGY EDUCATION (7-12)

I. PROFESSIONAL EDUCATION9 semester hours

Research Sequence

EDFS 7728 Critical Issues in Education (3 hours)

EDFS 7134 Applied Research I (3 hours)

EDFS 7135 Applied Research II (3 hours)

II. CONTENT FIELD18 semester hours

Graduate level courses are selected from the biological sciences through advisement to strengthen and extend content area knowledge.

Total Degree Hours27 semester hours

Refer to the Course Description Section of this catalog for courses and course descriptions.

ED.S. WITH A MAJOR IN CURRICULUM AND INSTRUCTION- SOCIAL SCIENCE EDUCATION (7-12)

I. PROFESSIONAL EDUCATION9 semester hours

(To be taken sequentially)

EDFS 7728 Critical Issues in Education (3 hours)

EDFS 7134 Applied Statistics (3 hours)

EDFS 7135 Applied Research II (3 hours)

II. CONTENT FIELD18 semester hours

Graduate-level courses are selected from the social science disciplines (history, geography, political science, economics, behavioral sciences) through advisement to strengthen and extend content area knowledge.

Total Degree Hours27 semester hours

Refer to the Course Description Section of this catalog for courses and course descriptions.

SPECIAL EDUCATION AND EDUCATIONAL LEADERSHIP

Chair: Craig Smith

Professors: W. Bee Crews, J.W. Good, Rosemary Jackson, Paul Jones, Patricia Seay, Craig Smith

Associate Professors: Amy Childre, Cheryl Reynolds

Assistant Professors: Lynn McMullen, Rebecca McMullen, William Rowe

DEGREES OFFERED

The Department of Special Education and Educational Leadership offers Masters Degrees in Special Education in the certification areas of Interrelated and Educational Leadership.

A Specialist in Education degree is offered in Educational Leadership.

CERTIFICATION

Students successfully completing the Special Education program may be recommended for a level five Georgia Teacher's Certificate (P-12). The initial certification area offered at the Masters level is in Interrelated Special Education.

Students successfully completing a program in Educational Leadership may be recommended for a level five or level six (L5, L6) Georgia Certificate in Educational Leadership.

MASTERS DEGREES IN SPECIAL EDUCATION

PROGRAM DESCRIPTION

The programs in Special Education are supported by the Georgia College & State University's unified conceptual framework and are dedicated to producing both beginning and advanced teachers of students with disabilities. Within the context of these masters degree programs, the candidate is presented a wide variety of information concerning individuals with disabilities with particular emphasis placed on advocacy and involvement in action research in both the school and the community. The program listed below leads to initial certification in Special Education-Interrelated. This program is open only to students who do not currently hold any teaching certificate in the state of Georgia. The M.Ed. program in Interrelated Special Education is configured as a cohort which means students enroll and matriculate as one group under the supervision of faculty in the special education program. Students should consult the university web site for further information and requirements.

SPECIAL EDUCATION-INTERRELATED

Semester I

EDRD	5210	Teaching of Reading	3
EDFS	6230	Educational Research	3
EDEX	6001	Seminar I	3

Semester II

EDEX	6111	The Exceptional Child	3
EDEX	6114	Collaborating with Families	3
EDEX	6117	Classroom and Behavior Management	3
EDEX	6118	Evaluation of Exceptional Individuals	3

Semester III

EDEX	6120	Nature of Interrelated	3
EDEX	6121	Curriculum and Methods of Interrelated I	3
EDEX	6610	Internship I	3

Semester IV

EDFS	6120	Diversity Issues in Education	3
EDEX	6122	Cur & Methods Interrelated II	3
EDEX	6611	Internship II	3

Semester V

EDEX	6115	Language Development of E.I.	3
EDEX	6003	Seminar II	3
EDEX	6612	Internship III	3

Please refer to the GCSU web page (Graduate Catalog) for additional information on programs in Special Education.

MASTERS DEGREE IN EDUCATIONAL LEADERSHIP

PROGRAM DESCRIPTION

The educational leadership program develops advanced practitioners to become mentors and advisers to beginning educators, innovative leaders in their schools and communities and architects of change in the systems that govern local, state, and national education. The master of education degree supports this philosophy by providing the practitioner with the tools to construct a knowledge base in current educational trends and innovative curricular designs which will build the foundation for innovative leadership resulting in successful student performance. The content field coursework specific to Leadership is taken as part of a cohort. The coursework is configured to meet on Saturdays supplemented by on-line assignments and study. Students already holding T5 level certification in a Georgia may elect to add certification in Leadership by completing the Content Field courses only. Students fully admitted to the M.Ed. program may complete the Professional Education Courses before, during, or after the Content Field cohort.

I. PROFESSIONAL EDUCATION COURSES 9 semester hours

EDFS 6230 Educational Research (3 hours)

Choose two of the following:

EDFS 6120 Diversity Issues in Education (3 hours)

EDIT 5202 Instructional Technology for Teachers (3 hours)

EDEL 6131 Leadership in School and Society (3 hours)

EDFS 6135 Foundations of Learning (3 hours)

EDFS 6125 Philosophy of Education (3 hours)

II. CONTENT FIELD 27 semester hours

Semester I

EDEL 6119 Curr. & Instr. for School Leaders (3 hours)

EDEL 6112 Super. and the Instructional Process (3 hours)

EDEL 6610 First Semester Internship (3 hours)

Semester II

EDEL 6117 Personnel Admin. & Supervision (3 hours)

EDEL 6114 Education/School Bus. Man. & Finance (3 hours)

EDEL 6611 Second Semester Internship (3 hours)

Semester III

EDEL 6110 Admin. & Organization of Public Ed. (3 hours)

EDEL 6625 Capstone Experience in Administration (3 hours)

EDEL 6612 Third Semester Internship (3 hours)

Total Degree Hours36 semester hours

Refer to the Course Description Section of this catalog for courses and course descriptions.

Please refer to the GCSU web page for updates on this program.

SPECIALIST DEGREE IN EDUCATIONAL LEADERSHIP

PROGRAM DESCRIPTION

The Specialist in Education (Ed.S.) program offered in the Department of Special Education and Educational Leadership provides advanced study for qualified educators. The program of study builds upon work completed at the master's level; strengthening and extending professional, pedagogical, and content knowledge; and preparing advanced practitioners to be architects of change and leaders in the professional community. The Specialist in Education program in Educational Leadership is organized around cohorts. Each cohort is supervised by one faculty member who assures that students meet all program standards prior to graduation. Coursework is organized around thematic blocks that address school improvement issues. Cohorts meet on selected Saturdays with substantial online work related to school improvement issues in their home schools.

Semester I

EDEL 7000 Architects of Change (9 hours)

Semester II

EDEL 7200 Curriculum and Instruction (9 hours)

Semester III

EDEL 7600 Resources (6 hours)

EDEL 7900 Synthesis and Closure (3 hours)

Total Degree Hours27 semester hours

Refer to the Course Description Section of this catalog for courses and course descriptions.

Please refer to the GCSU web page for updates on this program.

FURTHER INFORMATION

Prospective students desiring further information on the various Special Education and Educational Leadership programs may contact the Department Chair, Dr. Craig Smith, Georgia College & State University, Campus Box 072, Milledgeville, GA 31061. The office telephone number is (478) 445-4577. The Department Chair's email address is Craig.Smith@gcsu.edu.

J. WHITNEY BUNTING SCHOOL OF BUSINESS GRADUATE PROGRAMS

Faye W. Gilbert, Dean

Lynn Hanson, Director of Graduate Programs in Business

Email address: lynn.hanson@gcsu.edu

GRADUATE DEGREES

Georgia College & State University, through J. Whitney Bunting School of Business, is nationally accredited by and is a member of AACSB International, the Association to Advance Collegiate Schools of Business for the offering of these degree programs:

Master of Accountancy (MAac) – under revision, please see the Director of

Graduate Programs for information

Master of Business Administration (MBA)

Master of Management Information Systems (MMIS)

Web Master of Business Administration (MBA)

MASTER OF ACCOUNTANCY

MISSION—MAAC

The Master of Accountancy (MAAc) program at Georgia College & State University is committed to providing students with quality graduate studies in accounting with a liberal arts perspective. The MAac emphasizes graduate-level accounting topics and business skills in areas identified by the profession as critical for success in the challenging and dynamic business environment. The 30-semester hour program also satisfies the education requirements for licensure as a Certified Public Accountant (CPA) and helps prepare students for success on certification exams.

REGULAR ADMISSION REQUIREMENTS—MAAC

Admission to the Master of Accountancy program is limited to holders of a baccalaureate degree from a regionally accredited institution. It is expected that admission will be granted only to students showing high promise of success in graduate study.

The candidate's performance on the Graduate Management Admission Test (GMAT) and the candidate's undergraduate work will be used to determine admission status. The formula used to determine regular admission is:

GMAT score + (200 x the undergraduate GPA) = 1050; or

GMAT score + (200 x the upper division GPA) = 1100

The completed application, including all supporting papers, must be received by the Graduate Admissions Section of Enrollment Services no later than three weeks prior to the beginning of the semester in which the applicant anticipates beginning graduate study. Applicants may enter any semester. Admission is granted after meeting the admission standards.

5-Year Track – Current GCSU accounting majors that meet entrance requirements to the Master of Accountancy may choose the “early enrollment” program during the senior year of their undergraduate program. This choice provides a seamless option for the student to complete the educational requirements for the BBA and the MAac simultaneously and receive both degrees on completion. The formula used to determine admission status is:

GMAT score + (200 x the current undergraduate GPA) = 1050; or

GMAT score + (200 x the current upper division GPA) = 1100

PROVISIONAL ADMISSION EXIT REQUIREMENTS—MAAC

Provisional admission requirements will be 50 points below the formula for regular admission. To exit provisional status students must have no grade below a “B” in the first 9 to 12 hours of courses in provisional status (or a combination of conditional and provisional status).

CONDITIONAL ADMISSION—MAAC

Applicants who apply too late for full consideration for admission and/or have not submitted all required documents for evaluation may be assigned conditional admission status. While in this status a student may register for one semester only, by completing a Georgia College & State University Conditional Registration Agreement for Graduate Students. This form requires the signatures of both the student and the graduate coordinator. Students may take ONLY 5000-level courses while in conditional status. Any student who registers under this

agreement must be admitted to either regular or provisional status by the end of the first semester of enrollment to continue taking courses in the degree program.

Students may take no more than 12 hours of course work in conditional and provisional status combined.

CAREER INFORMATION—MAAC

The Master of Accountancy program is designed to satisfy the educational requirements to be licensed as a CPA in the State of Georgia and to improve the possibility of success on the certification exam. The program also prepares graduates for exciting careers with fast-track promotion opportunities in public accounting and other areas of business and government.

PROGRAM OF STUDY

I. FOUNDATION COURSES*0-24 semester hours

- ACCT 5105 Financial Accounting Concepts (3 hours)
- ACCT 5101 Intermediate Accounting I (3 hours)
- ACCT 5102 Intermediate Accounting II (3 hours)
- ACCT 5116 Principles of Taxation I (3 hours)
- ACCT 5135 Auditing (3 hours)
- FINC 5131 Financial Management (3 hours)
- LENB 5145 Business Law (3 hours)
- MMIS 5325** Computers in Business (3 hours)

*Foundation courses may be waived if undergraduate equivalent completed with a grade of "C" or better.

**Students who have no prior course work in Introduction to Computers in Business will have to demonstrate proficiency in this area. Students may demonstrate proficiency by taking a test administered by Georgia College & State University or by successfully completing the course at an accredited college. Georgia College & State University offers this course on a regular basis.

II. ACCOUNTING CORE6 semester hours

Required of all students. Must have regular status to register for 6000-level courses

- ACCT 6105 Managerial Accounting (3 hours)
- ACCT 6145 Accounting Theory (3 hours)

III. BUSINESS CORE.....12 semester hours

Required of all students. Must have regular status to register for 6000-level courses.

- FINC 6141 Financial Policies (3 hours)
- MMIS 6196 Data Base Management for Non-IS Professionals (3 hours)
- MMIS 6292 Microcomputer Applications in Business (3 hours)
- BCOM 6221 Communications Theory in Management or
- BCOM 6222 Advanced Managerial Communication

IV. ACCOUNTING ELECTIVES.....9 semester hours

Select three courses (9 hours) from the following courses. Must be approved by the graduate director. Must have regular status to register for 6000-level courses.

- ACCT 6115 Governmental Accounting (3 hours)
- ACCT 6125 Advanced Auditing (3 hours)
- ACCT 6135 Seminar in Tax Research (3 hours)
- ACCT 6505 Special Topics in Accounting (3 hours)
- ACCT 6805 Independent Study

V. OTHER BUSINESS ELECTIVES.....3 semester hours

Three hours selected from the following courses and approved by the graduate director. Must have regular status to register for 6000-level business courses

BCOM	6221	Communication Theory in Management (3 hours)
BCOM	6222	Advanced Managerial Communication (3 hours)
ECON	6175	International Economics (3 hours)
ECON	6176	Managerial Economics (3 hours)
FINC	6143	Investment Analysis (3 hours)
FINC	6531	Special Topics in Finance (3 hours)
MGMT	5165	Small Business Institute (3 hours)
MGMT	6101	Research Methods and Statistical Applications in Business
MGMT	6105	Quantitative Methods for Business Research (3 hours)
MGMT	6115	Operations Management (3 hours)
MGMT	6125	International Management (3 hours)
MGMT	6135	Organizational Theory and Behavior (3 hours)
MGMT	6145	Healthcare Management (3 hours)
MGMT	6155	Business Ethics and Global Responsibilities (3 hours)
MGMT	6165	Human Resources in Administration (3 hours)
MGMT	6175	Seminar in Quality Management (3 hours)
MGMT	6185	Management Systems Approach to Business Decision-Making (3 hours)
MGMT	6505	Special Topics in Management (3 hours)
MKTG	5165	Small Business Institute (3 hours)
MKTG	6161	Advanced Marketing Theory and Applications (3 hours)
MKTG	6162	Strategic Marketing Planning (3 hours)
MMIS	6293	E-Commerce Development (3 hours)
MMIS	6294	Computer-Based Decision Support (3 hours)
MMIS	6295	Data Communication and Networking (3 hours)
MMIS	6296	Data Base Management (3 hours)
MMIS	6297	System Administration (3 hours)
MMIS	6298	Systems Analysis, Tools and Prototyping (3 hours)
MMIS	6391	Advanced Program Development(3 hours)
MMIS	6392	Security, Control, and Legal Aspects of Information Systems (3 hours)
MMIS	6505	Special Topics in Information Systems (3 hours)

Total Degree Hours30* semester hours

*Additional courses may be required for students who have not met the foundation course requirements.

*The entering student with an appropriate academic background may be able to complete the Master of Accountancy degree with a minimum of 30 semester hours of graduate work. All programs of study are based on individual student needs as stipulated by the graduate director.

Refer to the Course Description Section of this catalog for courses and course descriptions.

DEGREE REQUIREMENTS—MAAC

In addition to meeting the normal university requirements for graduation, the MAac candidate must have an overall minimum grade point average of 3.0 on all graduate business courses taken in the Georgia College & State University J. Whitney Bunting School of Business. The student must also have a minimum grade point average of 3.0 on all 6000 level courses taken. All credit applied toward the degree shall have been earned within seven years prior to completion of the program of study.

FURTHER INFORMATION

For information, contact: Director of Graduate Programs in Business, J. Whitney Bunting School of Business, Georgia College & State University, Campus Box 019, Milledgeville, GA 31061. The graduate director may be reached by telephone at (478) 445-5115. The director's email address is lynn.hanson@gcsu.edu.

MASTER OF BUSINESS ADMINISTRATION

MISSION—MBA

The objective of the Master of Business Administration (MBA) degree is to prepare future business executives to deal with managerial problems related to operations in a modern economy. The academic program consists of 36-48 semester hours of work. The curriculum for the MBA degree is based on the recommendations of AACSB International, The Association to Advance Collegiate Schools of Business, for this general professional degree.

REGULAR ADMISSION REQUIREMENTS—MBA

Admission to the graduate program in business administration is limited to holders of a baccalaureate degree from a regionally accredited institution. It is expected that admission will be granted only to students showing high promise of success in graduate study.

The candidate's performance on the Graduate Management Admission Test (GMAT) and the candidate's undergraduate work will be used to determine admission status. The formula used to determine regular admission is:

Minimum GMAT score of 450 + (200 x the undergraduate GPA) = 1000; or
Minimum GMAT score of 450 + (200 x the upper division GPA) = 1050

The completed application, including all supporting papers, must be received by the Graduate Admissions Section of the Office of the Registrar no later than three weeks prior to the beginning of the semester in which the applicant anticipates beginning graduate study. Applicants may enter any semester. Admission is granted after meeting the admission standards.

PROVISIONAL ADMISSION EXIT REQUIREMENTS—MBA

Provisional admission requirements will be 50 points below the formula for regular admission with a minimum GMAT score of 400. To exit provisional status students must have no grade below a "B" in the first 9 to 12 hours of courses in provisional status (or a combination of conditional and provisional status).

CONDITIONAL ADMISSION—MBA

Applicants who apply too late for full consideration for admission and/or have not submitted all required documents for evaluation may be assigned conditional admission status. While in this status a student may register for one semester only, by completing a Georgia College & State University Conditional Registration Agreement for Graduate Students. This form requires the signatures of both the student and the graduate director. Students may take ONLY 5000-level courses while in conditional status. Any student who registers under this agreement must be admitted to either regular or provisional status by the end of the first semester of enrollment to continue taking courses in the degree program.

Students may take no more than 12 hours of course work in conditional and provisional status combined.

CAREER INFORMATION—MBA

An informal survey of business executives in the local area showed a very positive response to the Master of Business Administration degree offered by J. Whitney Bunting School of Business at Georgia College & State University. The degree is used as a recruiting tool by the

area chambers of commerce in their brochures designed to attract domestic and international industrial firms to the central Georgia area. Graduates are employed in such areas as profit-oriented health care facilities, mining plants, CPA firms, mental health care facilities, consulting management and engineering firms, corporate communication firms, corporate accounting, regional marketing, the Internal Revenue Service, financial institutions, and other private and public organizations.

PROGRAM OF STUDY

I. FOUNDATION COURSES*0-12 semester hours

Principles of Accounting I **or** ACCT 5105

Business Finance

College-level Economics

College-level Statistics

Foundation courses may be waived if undergraduate equivalent completed with a grade of "C" or better.

II. BUSINESS CORE30 semester hours

Required of all students. Must have regular status to register for 6000-level courses. Students must meet all prerequisites for courses in the business core or have permission of the graduate director.

ACCT	6105	Managerial Accounting (3 hours)
ECON	6176	Managerial Economics (3 hours)
FINC	6141	Financial Policies (3 hours)
MGMT	6101	Research Methods and Statistical Applications in Business (3 hours)
MGMT	6115	Operations Management (3 hours)
MGMT	6135	Organizational Theory and Behavior (3 hours)
MGMT	6155	Business Ethics and Global Responsibilities (3 hours)
MGMT	6195	Strategic Management (3 hours)
MKTG	6161	Advanced Marketing Theory and Applications (3 hours)
MMIS	6195	Information Resources Management (3 hours)

III. MBA ELECTIVES.....6 semester hours

Six hours selected from the following courses and approved by the graduate director. Must have regular status to register for 6000-level courses.

ACCT	6115	Governmental Accounting (3 hours)
ACCT	6125	Advanced Auditing (3 hours)
ACCT	6135	Seminar in Tax Research (3 hours)
ACCT	6145	Accounting Theory (3 hours)
ACCT	6505	Special Topics in Accounting (3 hours)
BCOM	6221	Communication Theory in Management (3 hours)
BCOM	6222	Advanced Managerial Communication (3 hours)
ECON	6175	International Economics (3 hours)
FINC	6143	Investment Analysis (3 hours)
FINC	6531	Special Topics in Finance (3 hours)
MGMT	5165	Small Business Institute (3 hours)
MGMT	6105	Quantitative Methods for Business Research (3 hours)
MGMT	6125	International Management (3 hours)
MGMT	6165	Human Resources in Administration (3 hours)
MGMT	6175	Seminar in Quality Management (3 hours)
MGMT	6505	Special Topics in Management (3 hours)
MKTG	5165	Small Business Institute (3 hours)

MKTG	6162	Strategic Marketing Planning (3 hours)
MMIS	6196	Data Base Management for Non-IS Professionals (3 hours)
MMIS	6292	Microcomputer Applications in Business (3 hours)
MMIS	6293	E-Commerce Development (3 hours)
MMIS	6294	Computer-Based Decision Support (3 hours)
MMIS	6295	Data Communication and Networking (3 hours)
MMIS	6296	Data Base Management (3 hours)
MMIS	6297	System Administration (3 hours)
MMIS	6298	Systems Analysis, Tools and Prototyping (3 hours)
MMIS	6391	Program Development (3 hours)
MMIS	6392	Security, Control, and Legal Aspects of Information Systems (3 hours)
MMIS	6505	Special Topics in Information Systems (3 hours)

*Depending on the number of foundation courses required.

+Summer workshops cannot be used as MBA electives

Total Degree Hours.....36* semester hours

*Additional courses may be required for students who have not met the foundation course requirements.

The entering student with an appropriate academic background may be able to complete the Master of Business Administration degree with a minimum of 36 semester hours of graduate work. All programs of study are based on individual student needs as stipulated by the graduate director.

Refer to the Course Description Section of this catalog for courses and course descriptions.

DEGREE REQUIREMENTS—MBA

In addition to meeting the normal university requirements for graduation, the MBA candidate must have an overall minimum grade point average of 3.0 on all graduate business courses taken in the Georgia College & State University J. Whitney Bunting School of Business. In addition, the student must have a minimum grade point average of 3.0 on all 6000 level courses taken in the Georgia College & State University J. Whitney Bunting School of Business. All credit applied toward the degree shall have been earned within seven years prior to the completion of the program of study.

Refer to the Course Description Section of this catalog for courses and course descriptions.

FURTHER INFORMATION

For information, contact: Director of Graduate Programs in Business, J. Whitney Bunting School of Business, Georgia College & State University, Campus Box 019, Milledgeville, GA 31061. The graduate director may be reached by telephone at (478) 445-5115. The director's email address is lynn.hanson@gcsu.edu.

WEB MASTER OF BUSINESS ADMINISTRATION

MISSION

The objective of the Web Master of Business Administration (WebMBA) is to provide an exclusively on-line, high quality management based, business education to working business professionals. The WebMBA program is a collaborative effort by five AACSB accredited University System of Georgia institutions. Georgia College & State University, Georgia Southern University, Kennesaw State University, State University of West Georgia and Valdosta State University participate equally in offering courses and admitting students who follow a common, but flexible curriculum. The academic program consists of 30 semester hours of work.

REGULAR ADMISSION REQUIREMENTS

Admission to the Web Master of Business Administration (WebMBA) program is limited to holders of a baccalaureate degree from a regionally accredited institution. It is expected that admission will be granted only to students showing high promise of success in graduate study. The candidate's performance on the Graduate Management Admission Test (GMAT) and the candidate's undergraduate work will be used to determine admission status. The formula used to determine regular admission is:

Minimum GMAT score of $450 + (200 \times \text{undergraduate GPA}) = 1000$; or

Minimum GMAT score of $450 + (200 \times \text{the upper division GPA}) = 1050$.

Students admitted into the WebMBA program will be required to have at least two years of documented related business experience.

There is no conditional or provisional admission for the WebMBA program.

PROGRAM OF STUDY

I. FOUNDATION COURSES*

Principles of Accounting I and II or ACCT 5105

Micro and Macro Economics

Business Finance

Legal Environment of Business**

College-level Statistics

Principles of Management

Principles of Marketing

* Must have undergraduate grade(s) of C or better to waive.

**This course can be waived if the student has a BBA degree or five years of professional business experience.

II. REQUIRED COURSES30 semester hours

WMBA	6000	Human Behavior in Organizations (3 hours)
WMBA	6010	Managerial Accounting (3 hours)
WMBA	6020	Managerial Communications (3 hours)
WMBA	6030	Global and International Business (3 hours)
WMBA	6040	Managerial Decision Analysis (3 hours)
WMBA	6050	Strategic Marketing (3 hours)
WMBA	6060	Managerial Finance (3 hours)
WMBA	6080	Management Information Systems (3 hours)
WMBA	6100	Production/Operations Management (3 hours)
WMBA	6110	Business Strategy (3 hours)

Total degree hours30* semester hours

*Additional courses may be required for students who have not met the foundation course requirements.

Refer to the Course Description Section of this catalog for courses and course descriptions.

DEGREE REQUIREMENTS

In addition to meeting the normal university requirements for graduation, the WebMBA candidate must have an overall minimum grade point average of 3.0 on all graduate business courses taken in the WebMBA program. All credit taken toward the degree shall have been earned within seven years to the completion of the program of study.

FURTHER INFORMATION

For information, contact: Director of Graduate Programs in Business, J. Whitney Bunting School of Business, Georgia College & State University, Campus Box 019, Milledgeville, GA 31061. The graduate director may be reached by telephone at (478) 445-5115. The director's email address is lynn.hanson@gcsu.edu.

MASTER OF MANAGEMENT INFORMATION SYSTEMS

MISSION—MMIS

The Master of Management Information Systems (MMIS) degree is designed to prepare graduates for positions and responsibilities in designing, implementing, and managing corporate information resources. The academic program consists of 30-39 hours of work. The curriculum for the MMIS degree is based on recommendations from the Association of Information Technology Professionals (AITP) and AACSB International—The Association to Advance Collegiate Schools of Business.

REGULAR ADMISSION REQUIREMENTS—MMIS

Admission to the graduate program in Management Information Systems is limited to holders of the baccalaureate degree from accredited institutions. Proficiency in two programming languages (third or fourth generation) is required.

It is expected that admission will be granted only to students showing high promise of success in graduate study. The candidate's performance on the Graduate Management Admission Test (GMAT) and the candidate's undergraduate work will be used to determine admission status. The formula used to determine regular admission is:

Minimum GMAT score of $450 + (200 \times \text{the undergraduate GPA}) = 1000$; or
Minimum GMAT score of $450 + (200 \times \text{the upper division GPA}) = 1050$

The completed application, including all supporting papers, must be received by the Graduate Admissions section of the Office of the Registrar no later than three weeks prior to the beginning of the semester in which the applicant anticipates beginning graduate study. Applicants may enter any semester. Admission is granted after meeting the admission standards.

PROVISIONAL ADMISSION EXIT REQUIREMENTS—MMIS (UNDER REVIEW MARCH 2006)

Provisional admission requirements will be 50 points below the formula for regular admission with a minimum GMAT score of 400. To exit provisional status students must have no grade below a "B" in the first 9 to 12 hours of courses in provisional status (or a combination of conditional and provisional status).

CONDITIONAL ADMISSION—MMIS

Applicants who apply too late for full consideration for admission and/or have not submitted all required documents for evaluation may be assigned conditional admission status. While in this status a student may register for one semester only, by completing a Georgia College & State University Conditional Registration Agreement for Graduate Students. This form requires the signatures of both the student and the graduate coordinator. Students may take ONLY 5000-level courses while in conditional status. Any student who registers under this agreement must be admitted to either regular or provisional status by the end of the first semester of enrollment to continue taking courses in the degree program. Students may take no more than 12 hours of course work in conditional and provisional status combined.

CAREER INFORMATION—MMIS

A survey of business executives in Middle Georgia showed a very positive response to the Master of Management Information Systems degree offered by J. Whitney Bunting School of Business at Georgia College & State University. The degree was introduced at Georgia College & State University in response to an analysis of corporate needs. From all available data, the job market for those who hold a Master of Management Information Systems degree appears to be healthy and growing. Those completing the MMIS often become information systems managers, systems analysts, computer specialists, computer user liaison personnel, or educators in two-year community or technical colleges, depending on their experience and interests.

PROGRAM OF STUDY

I. FOUNDATION COURSES*0-9 semester hours

Principles of Accounting I or ACCT 5105
 College-Level Economics **or** Finance
 College-Level Statistics

* Foundation courses may be waived if undergraduate equivalent completed with a grade of "C" or better.

II. BUSINESS CORE REQUIRED3 semester hours

Must have regular status to register for 6000-level courses.
 MGMT 6135 Organizational Theory and Behavior (3 hours)

III. INFORMATION SYSTEMS CORE21 semester hours

Must have regular status to register for 6000-level courses.

MMIS 6293	E-Commerce Development (3 hours)
MMIS 6295	Data Communication and Networking (3 hours)
MMIS 6296	Data Base Management (3 hours)
MMIS 6298	Systems Analysis, Tools, and Prototyping (3 hours)
MMIS 6299	Research Project (3 hours)
MMIS 6391	Program Development (3 hours)**
MMIS 6393	Integrating IS Across the Enterprise (3 hours)

**Students with prior programming classes or experience may substitute an MMIS elective for MMIS 6391 with approval from the graduate director.

IV. INFORMATION SYSTEMS ELECTIVES6+ semester hours

Six hours selected from the following courses and approved by the graduate director. Must have regular status to register for 6000-level courses.

BCOM 6221	Communications Theory in Management (3 hours) or
BCOM 6222	Advanced Managerial Communication (3 hours)
MKTG 6161	Advanced Marketing Theory & Applications (3 hours)
MMIS 6195	Information Resource Management (3 hours)
MMIS 6292	Microcomputer Applications in Business (3 hours)
MMIS 6294	Computer-Based Decision Support (3 hours)
MMIS 6297	System Administration (3 hours)
MMIS 6300	Advanced Research Project (3 hours)
MMIS 6392	Security, Control, and Legal Aspects of Information Systems (3 hours)
MMIS 6405	MMIS Internship (3 hours)

MMIS	6505	Special Topics in Information Systems (3 hours)
MMIS	6805	Independent Study (Var. 1-3)

+Summer workshops cannot be used as MMIS elective.

Total Degree Hours30* semester hours

*Additional courses may be required for students who have not met the foundation course requirements.

*The entering student with an appropriate academic background may be able to complete the Master of Management Information Systems degree with a minimum of 30 semester hours of graduate work. All programs of study are based on individual student needs as stipulated by the graduate director.

Refer to the Course Description Section of this catalog for courses and course descriptions.

FURTHER INFORMATION

For information, contact: Director of Graduate Programs in Business, J. Whitney Bunting School of Business, Georgia College & State University, Campus Box 019, Milledgeville, GA 31061. The graduate director may be reached by telephone at (478) 445-5115. The director's email address is lynn.hanson@gcsu.edu.

SCHOOL OF HEALTH SCIENCES GRADUATE PROGRAMS

Sandra Gangstead, Dean
Cheryl Kish, Associate Dean
Karen Frith, Coordinator Graduate Programs
E-mail address: karen.frith@gcsu.edu

MISSION

The mission of the School of Health Sciences is to provide undergraduate and graduate programs in disciplines that emphasize health education, promotion, maintenance, and restoration. Liberal arts constructs permeate the health science majors thereby enhancing an understanding of the diverse, changing and complex health needs and values of society. The School of Health Sciences encourages the university community to embrace the concept of health as multidimensional and to respect and understand the unique role holistic health plays in the quality of individual and community life. Holistic health is viewed as an integrated method of functioning, which incorporates the physical, psychological, spiritual, cognitive and sociocultural well being of an individual or community. Optimal health is oriented toward maximizing the potential for which an individual or community is capable. The School of Health Sciences is committed to contributing to the optimal health of those who live and work in the University environment and to community partnerships that strive to ensure health. By engaging in the university's liberal arts experience, School of Health Science graduates attain intellectual integrity, appreciation of diversity and commitment to the best for self, family, society and the world. In response, students emerge with a more comprehensive world view that promotes leadership, initiative, accountability, stewardship and a moral and ethical respect for others to effect change in a dynamic society.

GRADUATE DEGREES IN THE SCHOOL OF HEALTH SCIENCES

The School of Health Sciences offers graduate degrees in the following areas: nursing, health and physical education, and music therapy.

DIRECTING INQUIRIES REGARDING GRADUATE EDUCATION IN HEALTH SCIENCES

1. Inquiries concerning admission to graduate work in the university and majors in the health sciences should be directed to the Graduate Admissions Office, Georgia College & State University, Campus Box 023, Milledgeville, GA 31061. E-mail can be sent to grad-admit@gcsu.edu
2. Inquiries concerning the nature of the graduate program in nursing should be directed to the Graduate Coordinator, School of Health Sciences, Georgia College & State University, Campus Box 064, Milledgeville, GA 31061. The Graduate Coordinator can be reached at (478) 445-5122. The Coordinator's e-mail address is nursing@gcsu.edu.
3. Inquiries concerning the nature of graduate programs in Kinesiology should be sent to the Chairperson, Department of Kinesiology, Campus Box 065. Contact the Chairperson at 478-445-4072 or send e-mail to jim.lidstone@gcsu.edu.

4. Inquiries concerning the nature of the graduate program in music therapy should be sent to the Director of Music Therapy, Georgia College & State University, Campus Box 067, Milledgeville, Georgia 31061. Contact the Director of Music Therapy Programs at 478-445-2645 or send e-mail to chesley.mercado@gcsu.edu.
5. Inquiries concerning financial assistance, described in detail elsewhere in this catalog, should be sent to the Director of Financial Aid who can be reached at 478-445-5149.
6. Inquiries concerning graduate assistantships should be directed to the School Dean who can be reached at 478-445-4092.

MASTER OF SCIENCE IN NURSING

The mission of the nursing program is to prepare professional nurses to function as effective members of interdisciplinary teams to meet the healthcare needs of Georgia's multicultural families. The master's program in nursing builds on a liberal arts core and a generalist foundation in nursing and prepares a specialist as clinician, educator, administrator, or informatician.

The MSN degree offers three majors: Adult Health, Family Nurse Practitioner, and Administration. Within the Adult Health major, there are two options for specialization: clinical nurse specialist and nurse educator. Within the major of administration, there are two options for specialization: nursing service and informatics.

The MSN/MBA dual degree is available for students seeking advanced education in both nursing administration and business administration. Students must meet the graduate admission requirements of both the School of Health Sciences and J. Whitney Bunting School of Business. The student's program of study is completed with collaboration of the coordinators of graduate study in both schools.

The RN to MSN option is available for those registered nurses with associate or diploma education in nursing, who wish to earn a graduate nursing degree. Students who are interested in the RN to MSN program should consult the Undergraduate Catalog for admission information and descriptions of the undergraduate courses in this option. RN to MSN students must meet the requirements for graduate admission shown below and will complete a program of study in the desired major and concentration once the baccalaureate portion has been completed.

The Post-MSN certificate option is available for those who hold an MSN and are seeking specialization as a family nurse practitioner or nurse educator. An option is available for those seeking specialization in informatics that hold a master's degree in a health-related field, including nursing. Admission requirements include completing an application for enrichment and sending all undergraduate and graduate transcripts (no testing required). An individualized program of study will be developed on the basis of previous coursework completed. For information concerning these options, contact the Graduate Coordinator at 478-445-5122.

ADMISSION REQUIREMENTS

Admission is limited to the most qualified applicants.

1. Hold a baccalaureate degree in nursing from a National League for Nursing Accrediting Commission (NLNAC) or Commission on Collegiate Nursing Education (CCNE) accredited program.
2. Provide evidence of current licensure as a registered nurse and eligibility for licensure in Georgia. If the student expects to complete any clinical learning in the state, a Georgia RN license is required. [For the non-nurse student enrolled in the informatics post-master's option, the licensure requirement is waived]. At least one year of clinical practice is required for consideration, additional clinical experience is preferred.
3. Have a grade point average (GPA) of at least 2.75 on a 4.0 scale for the last 60 undergraduate hours required in the nursing major.

4. Have successfully completed an undergraduate level statistics course and, for students in the family nurse practitioner major and adult health major, have successfully completed a physical assessment course.
5. Participate in an interview if requested.

REGULAR ADMISSION

Depending on the admission test one selects, the following formula is used to determine eligibility for regular admission to the MSN program:

GRE score (verbal + quantitative) + [GPA (upper division nursing-required coursework) X 100] = 1200 or more

MAT score (minimum 385) + [GPA (upper division nursing-required hours) X 100] = 700 or more

GMAT score (minimum 450) + [GPA (undergraduate GPA) X 200] = 1000 or more

Or

GMAT score (minimum 450) + [GPA (upper division nursing-required hours) X 200] = 1050 or more

* GMAT required for MSN/MBA dual degree and accepted for MSN in nursing administration only.

PROVISIONAL ADMISSION

Students will be eligible for provisional admission in the following circumstances:

GRE score (verbal + quantitative) + [GPA (upper division nursing-required coursework) X 100] = 1100 to 1199

MAT score (minimum 385) + [GPA (upper division nursing-required hours) X 100] = 660 to 699

GMAT score (minimum 450) + [GPA (undergraduate GPA) X 200] = 950 to 999

Or

GMAT score (minimum 450) + [GPA (upper division nursing-required hours) X 200] = 1000-1049

* GMAT required for MSN/MBA dual degree and accepted for MSN in nursing administration only.

Students admitted under provisional status must complete 9 semester hours of graduate course work at Georgia College & State University, earning no less than a 3.0 GPA for regular admission to the MSN program. The 9 semester hours of course work must be earned in courses approved by the Coordinator for Graduate Programs in Health Sciences. Students may not enroll in courses with clinical hours while in this admission category.

CONDITIONAL ADMISSION

Students who apply late for full consideration for admission and/or have not submitted all required documents for evaluation may enroll with conditional admission status for one semester only with permission of the Graduate Coordinator. However, this option is discouraged because students failing to submit all required documents or not meeting admission require-

ments will be required to withdraw from the University. After one semester of conditional status, students must have achieved either provisional or regular admission.

OTHER NURSING PROGRAM REQUIREMENTS:

1. Have computer access, preferably at home. All MSN majors are expected to be able to use Microsoft Office (Word, Excel, PowerPoint, and Access) when submitting assignments. Graduate students should have proficiency with Microsoft Office, Internet, and e-mail. In addition, graduate students are expected to have updated and enabled virus protection software on their computers. Students in the administration major are expected to purchase additional software as described in course syllabi.
2. Complete and return all forms specified in the Nursing Graduate Student Handbook found at http://info.gcsu.edu/intranet/health_sciences/gradforms.htm to the Graduate Coordinator.
3. Complete all required courses for the MSN degree within a period of 7 years from the date the student begins courses at Georgia College & State University. Any course work completed more than 7 years prior to completion of requirements for the MSN degree will be considered outdated and will not be applied toward the MSN degree program. This includes courses that may be transferred in from other institutions.

CLINICAL COURSES

Prior to participation in any clinical learning rotation, students must submit evidence of health status, immunizations, TB screening, professional liability insurance, RN license, current CPR certification, criminal background checks, urine drug screens and other laboratory tests as specified by clinical agencies, ability to meet technical standards or ask for accommodations, and complete required documents as described in the Nursing Graduate Student Handbook, which is found at http://info.gcsu.edu/intranet/health_sciences/GradHndbk.htm. All documents must be updated annually. Students are required to earn a grade of B or higher in clinical courses.

TRANSFER CREDITS

Only 9 semester hours of graduate course work in nursing may be accepted from other institutions. All requests for transfer credit must be approved by the Graduate Coordinator.

SYNTHESIS REQUIREMENT

All students who expect to complete requirements for the MSN degree or MSN/MBA degree must demonstrate synthesis of knowledge/skill for their respective areas of specialization prior to graduation. Synthesis may be demonstrated by successful completion of one of the following: (1) thesis; (2) research project; (3) scholarly practicum; or (4) comprehensive examination. Options (1), (2), and (3) above involve enrolling in 3 credit hours of coursework in HSCS 6700, NURA 6700, or NURF 6700 depending on the topic of the synthesis chosen by the student. Students must enroll in synthesis credit each semester until the requirement is completed and a grade is assigned. Details related to all options are available at the School's website and in the Nursing Graduate Student Handbook http://info.gcsu.edu/intranet/health_sciences/GradHndbk.htm.

FACILITIES

The large number of health care agencies in the region makes it possible for the School of Health Sciences to offer a variety of clinical learning opportunities; however, students can

anticipate driving up to 100 miles for clinical learning on occasion. Students considering application to the MSN program should be aware that criminal background checks, drug screens, and other laboratory test can be required by clinical sites.

CAREER INFORMATION

Students completing the MSN degree have opportunities encompassing management, administration, teaching, and advanced clinical positions throughout Georgia and the nation. Career information is available in the School of Health Sciences.

ACCREDITATION

The professional nursing programs at Georgia College & State University are accredited by the National League for Nursing Accrediting Commission (NLNAC), 61 Broadway (33rd floor), New York, New York 10006 (800)-669-1656.

STEPS IN COMPLETING THE MASTER OF SCIENCE IN NURSING PROGRAM

1. Submit a complete application for graduate study, test scores, and two copies of transcripts from every college or university attended to the Graduate Admissions Office.
2. Consult faculty academic adviser for development of a Program of Study.
3. Complete all admission documents and return them to the Graduate Coordinator.
4. Complete course requirements, maintaining 3.0 GPA.
5. While enrolled in clinical courses, assure that current clinical documents have been submitted for the student file in the Graduate Coordinator's office.
6. Complete synthesis requirement.
7. Complete a written application for graduation by the date specified in the official university calendar.

ADULT & GERONTOLOGICAL NURSING DEPARTMENT

Programs of study for MSN with a major in adult health are shown below. Students who are enrolled in the RN-MSN option are exempt from HSCS 5500 and HSCS 5600.

DEGREE REQUIREMENTS FOR MSN WITH A MAJOR IN ADULT HEALTH: CLINICAL NURSE SPECIALIST ROLE

Core Courses.....9 semester hours

HSCS	5500	Perspectives of Advanced Nursing Practice (2)
HSCS	5600	Healthcare Research & Statistical Analysis (3)
HSCS	6110	Systems Management for Advanced Practice (2)
NURA	6410	Nursing Theory: Principles & Applications (2)

Specialty Courses18 semester Hours

NURA	6521	Adult Health Nursing I (5)
NURA	6551	Adult Health Nursing II (6)
NURA	6552	Adult Health Nursing III (7)
NURA	6700	Synthesis

Support Courses9 semester hours

NURF	5480	Advanced Nursing Assessment (3)
HSCS	6300	Advanced Physiology & Pathophysiology (3)
HSCS	5800	Applied Pharmacology (3)

**DEGREE REQUIREMENTS FOR MSN WITH A MAJOR IN ADULT HEALTH:
NURSE EDUCATOR ROLE**

Core Courses.....9 semester hours

HSCS	5500	Perspectives of Advanced Nursing Practice (2)
HSCS	5600	Healthcare Research & Statistical Analysis (3)
HSCS	6110	Systems Management for Advanced Practice (2)
NURA	6410	Nursing Theory: Principles & Applications (2)

Specialty Courses16 semester Hours

NURA	6521	Adult Health Nursing I (5)
NURA	6551	Adult Health Nursing II (6)
NURA	6120	Implementing Educational Programs in Nursing (5)
NURA	6700	Synthesis

Support Courses 11 semester hours

NURF	5480	Advanced Nursing Assessment (3)
HSCS	6300	Advanced Physiology & Pathophysiology (3)
NURF	6115	Designing Educational Programs For Nursing (3)
		Elective (2)

Refer to the Course Description Section of this catalog for courses and course descriptions.

FAMILY HEALTH DEPARTMENT

Programs of study for MSN with a major in family nurse practitioner are shown below. Students who are enrolled in the RN-MSN option are exempt from HSCS 5500 and HSCS 5600.

**DEGREE REQUIREMENTS FOR MSN WITH A MAJOR IN FAMILY NURSE
PRACTITIONER**

Core Courses.....9 semester hours

HSCS	5500	Perspectives of Advanced Nursing Practice (2)
HSCS	5600	Healthcare Research & Statistical Analysis (3)
HSCS	6110	Systems Management for Advanced Practice (2)
NURA	6410	Nursing Theory: Principles & Applications (2)

Specialty Courses.....22 semester hours

NURF	7000	Primary Care of Adults I (4)
NURF	7010	Primary Care of Adults II (4)
NURF	7030	Primary Care of Women (4)
NURF	7050	Primary Care of Children & Adolescents (4)
NURF	7410	Primary Care Practicum (6)
NURF	6700	Synthesis

Support Courses9 semester hours

NURF	5480	Advanced Nursing Assessment (3)
HSCS	5800	Applied Pharmacology (3)
HSCS	6300	Advanced Physiology & Pathophysiology (3)

Refer to the Course Description Section of this catalog for courses and course descriptions.

HEALTH CARE SYSTEMS & INFORMATICS DEPARTMENT

Programs of study for MSN with a major in administration are shown below. Students who are enrolled in the RN-MSN option are exempt from HSCS 5500 and HSCS 5600.

**DEGREE REQUIREMENTS FOR MSN WITH A MAJOR IN ADMINISTRATION:
NURSING SERVICE ROLE**

Core Courses.....9 semester hours

HSCS	5500	Perspectives of Advanced Nursing Practice (2)
HSCS	5600	Healthcare Research & Statistical Analysis (3)
HSCS	6110	Systems Management for Advanced Practice (2)
NURA	6410	Nursing Theory: Principles & Applications (2)

Specialty Courses.....15 semester hours

HSCS	5010	Survey of Health Science Information (3)
HSCS	6210	Advanced System Management (4)
HSCS	6720	Health Informatics in Complex Organizations (3)
HSCS	6750	Advanced Health System Internship (5)
HSCS	6700	Synthesis

Support Courses12 semester hours

ACCT	5105	Financial Accounting Concepts (3)
FINC	5131	Financial Management (3)
MGMT	6165	Human Resources in Administration (3)
Elective (3)		

**DEGREE REQUIREMENTS FOR MSN WITH A MAJOR IN ADMINISTRATION:
HEALTHCARE INFORMATICS ROLE**

Core Courses.....9 semester hours

HSCS	5500	Perspectives of Advanced Nursing Practice (2)
HSCS	5600	Healthcare Research & Statistical Analysis (3)
HSCS	6110	Systems Management for Advanced Practice (2)
NURA	6410	Nursing Theory: Principles & Applications (2)

Specialty Courses.....15 semester hours

HSCS	5010	Survey of Health Science Information (3)
HSCS	6210	Advanced Systems Management (4)
HSCS	6720	Health Informatics in Complex Organizations (3)
HSCS	6760	Advanced Healthcare Informatics Internship (5)
HSCS	6700	Synthesis

Support Courses	12 semester hours
HSCS 6724	Informatics Issues and Applications for Healthcare Delivery (3)
MMIS 6196	Database Management for Non-IS Professionals (3)
MMIS 6298	Systems Analysis, Tools, and Prototyping (3)
Elective (3)	

REQUIREMENTS FOR MSN/MBA DUAL DEGREE OPTION

***Foundation Courses****0-12**

Principles of Accounting I or ACCT 5105

Business Finance

College-level Economics

College-level Statistics

*Foundation courses may be waived if undergraduate equivalent completed with a grade of C or better.

REQUIRED MBA Courses.....**21**

ACCT 6105	Managerial Accounting (3)
ECON 6176	Managerial Economics (3)
FINC 6141	Financial Policies (3)
MGMT 6155	Business Ethics and Global Responsibilities (3)
MGMT 6115	Operations Management (3)
MGMT 6195	Strategic Management (3)
MKTG 6161	Advanced Marketing Theory (3)

REQUIRED MSN Courses**24**

HSCS 5010	Survey of Health Science Information (3)
HSCS 5500	Perspectives of Advanced Nursing Practice (2)
HSCS 5600	Healthcare Research & Statistical Analysis (3)
HSCS 6110	Systems Management for Advanced Practice (2)
HSCS 6210	Advanced System Management (4)
HSCS 6720	Health Informatics in Complex Organizations (3)
HSCS 6750	Advanced Health System Internship (5)
NURA 6410	Nursing Theory: Principles & Applications (2)
HSCS 6700	Synthesis

***TOTAL CREDITS FOR MSN/MBA DEGREE REQUIREMENTS**.....**45**

***Additional courses may be required for students who have not met the foundation courses.**

MASTER OF EDUCATION IN HEALTH & PHYSICAL EDUCATION (M.ED.)

The Master of Education degree in Health and Physical Education prepares students as scholars, leaders, and educators. Graduate education provides the opportunity to acquire an advanced theoretical and research base for planning and providing education that is culturally sensitive and learner-centered. Value for the health of individuals and communities is a focus of this educational preparation. Students acquire education for the education specialist option or for doctoral study.

ADMISSION REQUIREMENTS

1. Have a grade point average (GPA) of at least 2.75 on a 4.0 scale for the upper division major in undergraduate study.
2. Submit official score from GRE or MAT.
3. Participate in a personal interview and submit a current resume, if requested. The Outdoor Education Administration emphasis requires a personal interview and current resume.
4. Submit proof of T-4 certification if requesting admission to the M.Ed. in Health and Physical Education with a concentration in advanced teacher certification (T-5).

REGULAR ADMISSION

Depending on the admission test one selects, the following formula is used to determine eligibility for regular admission:

GRE score (verbal + quantitative) + [GPA (upper division major coursework) X 100] = 1200 or more

MAT score (minimum 385) + [GPA (upper division major hours) X 100] = 700 or more

PROVISIONAL ADMISSION

Students will be eligible for provisional admission in the following circumstances:

GRE score (verbal + quantitative) + [GPA (upper division major coursework) X 100] = 1100 to 1199

MAT score (minimum 385) + [GPA (upper division major hours) X 100] = 660 to 699

Students who earn provisional admission status must complete 9-12 hours of graduate coursework at Georgia College & State University with a 3.0 GPA to be considered for regular admission. The 9-12 hours must be earned in courses approved by the Coordinator of Graduate Programs in Health Sciences and must include EDFS 6230 – Educational Research.

CONDITIONAL ADMISSION

Applicants who apply too late for full consideration for admission and/or have not submitted all required documents for evaluation may be assigned conditional admission status for one semester only with permission of the Graduate Coordinator. However, this option is discouraged because students failing to submit all required documents or not meeting admission requirements will be required to withdraw from the University. After one semester of conditional, students must have achieved either provisional or regular admission.

PROGRAM OF STUDY

The Master of Education in Health & Physical Education degree offers three areas of concentration: Health and Physical Education (Advanced Teacher Certification), Health Promotion, and Outdoor Education Administration. Students entering the Advanced Teacher Certification Program must possess initial teacher certification in Physical Education.

TIME LIMITATIONS FOR M.ED DEGREE IN HEALTH & PHYSICAL EDUCATION

The requirements for the degree program must be completed within a period of 6 years from the date that the student begins taking courses at GCSU. Courses completed more than 6 years prior to completion of the requirements for the Master's degree will be regarded as outdated and will not be applied toward the degree program. This includes courses that may be transferred from other institutions.

TRANSFER CREDITS

NOTE: For graduate programs in the Department of Kinesiology, only 9 semester hours of graduate course work may be accepted from other institutions. Only courses with grades of B or better will be accepted.

COMPREHENSIVE EXAMINATION

All students must pass a comprehensive exit examination before completion of their respective program of study. This examination is scheduled through the GCSU Testing Office. Students who are unsuccessful on the first attempt may repeat the examination once.

PORTFOLIO ASSESSMENT

The student is expected to prepare and present a professional portfolio that illustrates activities, research and learning experiences that have contributed to the student's professional growth and attainment of professional standards throughout the program

CAREER INFORMATION

Candidates for the Master of Education in Health and Physical Education often pursue their degree programs while remaining in their present full-time positions. Once finished with the program, they utilize their newly acquired knowledge and skills to improve their own job performance and to improve the quality of services to their clients. Other candidates choose to leave undergraduate programs or jobs to engage in the graduate program in full-time residence. These individuals are often looking to make a career change or to seek a position commensurate with a Master's degree.

STEPS IN COMPLETING THE MASTER OF EDUCATION IN HEALTH & PHYSICAL EDUCATION

1. Submit a complete application for graduate study, test scores, and two copies of transcripts from every college or university attended to the Graduate Admissions Office.
2. Consult with the faculty advisor for development of a program of study.
3. Complete courses with 3.0 GPA.
4. Complete the comprehensive written examination in the final semester of graduate study.
5. Submit a written application for graduation by the date specified in the official university calendar.

M.ED.WITH A MAJOR IN HEALTH AND PHYSICAL EDUCATION: HEALTH PROMOTION

Tools of Inquiry.....9 semester hours

EDFS	6230	Educational Research (3)
PHED	6100	Evaluation in Health, Physical Education, and Recreation (3)
EDIT	5202	Instructional Technology for Teachers (3)

Health Promotion Content12 semester hours

EDFS	6120	Diversity Issues in Education (3)
HLTH	6040	Foundations of Health Promotion (3)
PHED	6500	Physiology of Exercise (3)
HLTH	6050	Seminar in Contemporary Health Issues (3)

Content Electives*15 semester hours

Select from:

HLTH	6250	Health in the Schools P-8 (3)
HLTH	6550	Human Sexuality (3)
HLTH	6360	Seminar in Alcohol, Tobacco and Other Drug Prevention and Education (3)
HLTH	6350	Research Problems in Health (3)
PHED	6750	Application of Psychology to Physical Education and Athletics (3)
HLTH	6530	Epidemiology (3)

Minimum Hours36 semester hours

Refer to the Course Description Section of this catalog for courses and course descriptions.

M.ED. WITH A MAJOR IN HEALTH AND PHYSICAL EDUCATION: OUTDOOR EDUCATION ADMINISTRATION

Required Content Courses30 semester hours

ODED	5500	Foundations in Outdoor Education (2)
ODED	5520	Challenge Course Programs and Management (3)
ODED	5540	Managing Land Outdoor Pursuits (3)
ODED	5550	Managing Water Outdoor Pursuits (3)
ODED	6530	Expedition Management (2)
ODED	6560	Advanced Facilitation Strategies (3)
ODED	6570	Global Environmental Issues (3)
EDFS	6230	Educational Research (3)
PSYC	6950	Group Leadership (3)
ODED	6640	Administration of Outdoor Education Programs and Services (3)
ODED	6700	Seminar in Outdoor Education Administration (2)
ODED	6903	Internship in Outdoor Education (3)

Elective Content Courses*3 semester hours

Students may elect a cognate area of concentration in the Therapeutic Use of Adventure, Management, or Environmental Education. Courses are selected in conjunction with the faculty advisor. Undergraduate pre-requisites may be required.

Minimum Hours36 semester hours

Refer to the Course Description Section of this catalog for courses and course descriptions.

ODED NOTES

1. Students are required to show proof of liability insurance.
2. Students are required to complete a swimming proficiency test.
3. Students are required to demonstrate computer proficiency.
4. Students are required to hold a current Wilderness First Responder certificate.
5. Students are required to complete 15 hours per semester of professional service.
6. Students are required to complete 80 hours in direct facilitation of outdoor education programs and facilitate one pursuit expedition.
7. In order to graduate, students must fulfill other requirements specified in the Graduate Requirements section of the catalog.

M.ED.WITH A MAJOR IN HEALTH AND PHYSICAL EDUCATION: ADVANCED TEACHER CERTIFICATION (T-5)

NOTE: This program is for individuals already possessing initial teacher certification in physical education.

Tools of Inquiry9 semester hours

EDFS	6230	Educational Research (3)
EDIT	5202	Instructional Technology for Teachers (3)
PHED	6100	Evaluation in Health, Physical Education, and Recreation (3)

Required Content Courses18 semester hours

PHED	6000	History and Philosophy of HPER (3)
EDFS	6120	Diversity Issues in Education (3)
EDFS	6135	Foundations of Learning (3)
PHED	6150	Analysis and Supervision of Teaching in Physical Education (3)
PHED	6450	Curriculum Planning in Health, Physical Education, and Recreation (3)
PHED	6895	Capstone Seminar in Physical Education (3)

Content Electives9 semester hours

Select remaining 6 hours from PHED and HLTH graduate courses in consultation with your advisor.

Minimum Hours36 semester hours

Refer to the Course Description Section of this catalog for courses and course descriptions.

MASTER OF MUSIC THERAPY (MMT)

The Master of Music Therapy degree advances students from competencies achieved in undergraduate studies to competencies which are in-depth, analytic, interdisciplinary, and global. The program prepares students as clinicians, scholars, and leaders in the profession of Music Therapy. Graduate education provides the opportunity to acquire an advanced theoretical, research, and practical base for meeting the changing needs, nationally and internationally, of the people served by Music Therapists. Students may choose to focus on a specific area of concentration or choose a general track of study. The program is offered in an asynchronous learning format designed specifically to meet the needs of music therapists whose practice, family, or other life commitments may preclude the possibility of study on a full-time basis in a fixed time and geographic place. By means of online education, teleconferencing and videoconferencing, this program permits the establishment of virtual collaborative learning communities not limited by geographic constraints. On-campus visits twice per semester are mandatory as part of the degree program.

ACCREDITATION AND AFFILIATIONS

The Master of Music Therapy Degree Program is accredited by the National Association of Schools of Music (NASM) and approved by the American Music Therapy Association (AMTA).

REGULAR ADMISSION REQUIREMENTS

Depending on the admission test one selects, the following formula is used to determine eligibility for regular admission:

- GRE score (verbal + quantitative) + [GPA (upper division) X 100] = 1200 or more
- MAT score (minimum 385) + [GPA (upper division) X 100] = 700 or more

In addition to meeting the formula for admission, applicants must:

- Have an undergraduate GPA of at least 2.75 on a 4.0 scale.
- Have completed a bachelor's degree in music therapy, including an internship in an approved program, or have completed a degree equivalency program, including an internship in an approved program.
- Show evidence of certification with the CBMT or be listed in the Music Therapy Registry for non-board-certified music therapists.
- Provide 2 letters of recommendation from academic and/or professional references
- Have access to a computer with Internet connection. Due to rapid changes, specific computer system requirements will be specified upon acceptance.

PROVISIONAL ADMISSION REQUIREMENTS

Students will be eligible for provisional admission in the following circumstances:

- GRE score (verbal + quantitative) + [GPA (upper division) X 100] = 1100 to 1199
- MAT score (minimum 385) + [GPA (upper division) X 100] = 660-669

To gain regular admission, provisional students must complete 12 hours of graduate coursework at GCSU with no less than a "B" in each course approved by the Graduate Coordinator and by the Director of Music Therapy Programs.

EQUIVALENCY/MASTER ADMISSION REQUIREMENTS

Students may be admitted jointly to the Degree Equivalency/Master of Music Therapy Program. The Degree Equivalency Program must be completed on the GCSU campus and

consist of undergraduate preparatory music therapy courses. Supportive field courses for the Master of Music Therapy Program may be taken. No core music therapy courses may be taken until the equivalency and internship are completed without instructor and advisor permission.

Students must:

- Be eligible for admission to the Degree Equivalency Program (See undergraduate catalog for requirements)
- Have an undergraduate grade point average of at least 3.00 on a 4.00 scale
- Have successfully completed the GRE, or MAT according to GCSU's minimum acceptable scores.

PROGRAM OF STUDY

CORE MUSIC THERAPY COURSES.....20 semester hours

MUST	5000	Music Therapists and Technology (3) On-line
MUST	5100	Applied Research in Music Therapy (3) On-line
MUST	5200	Transcultural Issues in National & International Music Therapy (3) On-line
MUST	5220	Gender Issues in Music Therapy (3) On-line
MUST	5210	Music and the Exceptional Child (3) Campus or On-line or MUST 5600 A
MUST	5980	Study Abroad (1-3 credits) (may substitute for MUST 5300)
MUST	5600	A-C: Independent Study in Music Therapy (1-3 credits) On-line
MUST	5300	Graduate Seminars: Special Topics in Music Therapy (on-campus summer) (3 credits)

Post course Requirements.....1 semester hour

MUST	6490	Comprehensive Exam (0 credits)
MUST	6600	Thesis (1-6 credits) or
MUST	6500	Graduate Clinical Project (1-6 credits)
MUST	6610	Project or Thesis Defense (0 credits)

Supportive Field Courses.....9 semester hours

A minimum of 9 credits from supportive field areas, selected in consultation with advisor (i.e., Health Sciences, Psychology, Sociology, Special Education, Women's Studies, Administration, Business). All courses must be graduate level.

These courses may be taken on the GCSU campus or transferred from other colleges or universities. No more than 9 semester hours of supportive field courses may be transferred from another institution.

AREAS OF CONCENTRATION

Developmental Disabilities and Special Education
 Mental/Physical Health
 Women's Issues
 Multicultural/International
 General/Administration

Courses required in the M.M.T. degree program must be completed within a period of 6 years from the date the student begins taking courses at Georgia College & State University. Courses completed more than 6 years prior to completion of the requirements for the MMT degree will be regarded as outdated and will not be applied toward the degree program. This includes courses that may be transferred in from other institutions.

STEPS IN COMPLETING THE MASTER OF MUSIC THERAPY

1. Submit a complete application for graduate study and all supporting documents to the Registrar's Office
2. Consult with the faculty advisor for development of a program of study and area of concentration
3. Complete courses with 3.0 GPA
4. Complete the comprehensive written examination
5. Choose a graduate committee
6. Submit a proposal for the clinical project or thesis
7. Complete the Final Clinical Project or Thesis defense
8. Submit a written application for graduation by the date specified in the official university calendar.

THESIS/FINAL CLINICAL PROJECT GRADUATE COMMITTEE

After successful completion of the written comprehensive examination, the student will choose a graduate committee to include the student's advisor, one professor from a supportive field area within the specified concentration, and one professor from any supportive field area. This committee will review the proposal for the thesis or clinical project and upon acceptance of the proposal the thesis or clinical project may be implemented. The student will arrange the defense meeting with the committee when the thesis or clinical project is completed.

GRADUATE COURSES

NOTE: (2-4-3) following the course title indicates 2 hours lecture, 4 hours laboratory, and 3 hours credit.

NOTE: (Var.) indicates variable credits as stated in the course description.

Course	Page	Course	Page
ACCT Accounting		HLTH Health	
ARED Art Education		HSCS Health Science Systems	
ARTS Art		LENB Legal Environment in Business	
BCOM Business Communication		LOGS Logistics	
BIOL Biology		MAED Mathematics Education	
CHEM Chemistry		MATH Mathematics	
CRJU Criminal Justice		MGMT Management	
ECON Economics		MKTG Marketing	
EDEC Early Childhood Education		MMIS Management Information Sys.	
EDEL Admin. and Supervision		MUED Music Education	
EDEX Special Education		MUST Music Therapy	
EDFS Foundations and Secondary		NURA Adult/Gerontological Health	
EDIT Instructional Technology		NURF Family Health	
EDMG Middle Grades Education		ODED Outdoor Education	
EDRD Reading		PHED Physical Education	
ENGL English		PHSC Physical Science	
ENSC Environmental Sciences		PHYS Physics	
FINC Finance		POLS Political Science	
FREN French		PUAD Public Administration	
GEOG Geography		SOCI Sociology	
GEOL Geology		SPAN Spanish	
HIST History		WMBA Web MBA	

ACCOUNTING (ACCT)

ACCT 5101+. INTERMEDIATE ACCOUNTING I. (3-0-3)

Prerequisite: ACCT 5105. An advanced study of the current accounting objectives, principles, theory, and practice in the preparation, interpretation, and analysis of general purpose financial statements for external users as established by the Financial Accounting Standards Board and predecessor organizations.

ACCT 5102+. INTERMEDIATE ACCOUNTING II. (3-0-3)

Prerequisite: ACCT 5101 with a grade of C or better. A continuation of ACCT 5101 providing advanced study of the current accounting objectives, principles, theory, and practice in the preparation, interpretation, and analysis of general purpose financial statements for external users as established by the Financial Accounting Standards Board and predecessor organizations.

ACCT 5105+. FINANCIAL ACCOUNTING CONCEPTS. (3-0-3)

The conceptual background for the measurement of income and the reporting of financial conditions for business.

ACCT 5116+. PRINCIPLES OF TAXATION I. (3-0-3)

Prerequisite: ACCT 5105. A study of the application of tax accounting principles to the tax law, as it relates to individual federal taxation. Throughout the course, transactional effects relating to the taxation of individuals and ethics in tax practice are emphasized.

ACCT 5135+. AUDITING. (3-0-3)

Prerequisite: ACCT 5102*. A study of the theory and practice of auditing. The course provides a foundation of concepts and methods that enables auditors to express an opinion on management assertions. Auditing standards at the national level are stressed. The evolution of international standards as a result of multicultural diversity are presented. Ethics, internal control, government regulation, and report writing are other topics emphasized.

ACCT 5980. STUDY ABROAD. (Var.) on demand

Prerequisites: Acceptance into a Georgia College & State University exchange program and permission of the Director of International Services and Programs. An individually designed and planned learning experience in the student's major program of study at an institution abroad. Specific credits to be determined in advance of registration and study. Grading to be based on evaluation reports of the exchange institution. The course may be used to fulfill major requirements limited only by the program specific requirements of a discipline or the guidelines of the Georgia College & State University Study Abroad or Exchange Programs.

ACCT 6105. MANAGERIAL ACCOUNTING. (3-0-3)

Prerequisite: ACCT 5105*. An analysis of information provided by the accounting system with emphasis upon the special needs of management. Students review accounting literature for the purpose of strengthening their research and communication skills using accounting information.

ACCT 6115. GOVERNMENTAL ACCOUNTING. (3-0-3)

Prerequisite: ACCT 5105*. A study of the special problems facing governmental entities in the areas of budgeting, controlling receipts and disbursements, and reporting.

ACCT 6125. ADVANCED AUDITING. (3-0-3)

Prerequisite: ACCT 5135*. A case-based study of theoretical concepts and practice of auditing. An investigation into areas of controversy, a review of auditing literature, and an intensive study of the Statements on Auditing Standards.

ACCT 6135. SEMINAR IN TAX RESEARCH. (3-0-3)

A study of the structure of Individual Income Tax Law. Tax research methods will be covered and students will be assigned a number of cases for research. Students will do both a written and oral presentation of their research efforts.

ACCT 6145. ACCOUNTING THEORY. (3-0-3)

A study of the development of accounting theory. A critical analysis of generally accepted accounting principles with special emphasis on recent controversial issues.

ACCT 6505. SPECIAL TOPICS IN ACCOUNTING. (3-0-3)

This course meets special needs of students and/or the community. Approval of the graduate director is required prior to registering.

ACCT 6805. INDEPENDENT STUDY. (Var. 1-3)

*or approved undergraduate equivalent

+students with an approved undergraduate equivalent should not enroll in this course

ART EDUCATION (ARED)

ARED 6150. TEACHING MULTI-CULTURALISM THROUGH ART. (3-0-3)

This course will teach future K-12 teachers how to incorporate multicultural and interdisciplinary approaches in their teaching of diverse subject matter. The course is designed specifically for teachers who are not necessarily "artists," but who are interested in the possibilities of art as an effective pedagogical tool to teach their discipline. The course requires comprehensive implementation of learned course material through examinations, class workshops, and other practical demonstrations.

ART (ARTS)

ARTS 6110. PAINTING FOR EDUCATORS. (2-6-3)

This course counts towards the Masters in Art in Teaching and will focus on various aspects of painting. Students will develop teaching strategies to promote visual literacy and artistic skills through painting in K-12 education. Students will research and critically analyze the art of painting cross-culturally, develop visual literacy, practice methods and techniques for painting, and create original artworks. Students will examine multicultural perspectives of painting media for K-12 education. Lab Fee

ARTS 6610. DIGITAL ART FOR EDUCATORS. (2-6-3)

This course counts toward the Masters in Art in Teaching and will focus on various aspects of digital media. Students will develop teaching strategies to promote visual literacy and artistic skills through digital media in K-12 education. Students will research and critically analyze digital media cross-culturally, develop visual literacy, practice methods and techniques for digital media, and create original artworks. Students will examine multicultural perspectives of digital media for K-12 education. Lab Fee

BUSINESS COMMUNICATION (BCOM)

BCOM 5281+. ADVANCED COMMUNICATION AND REPORTS. (3-0-3) Communication principles that incorporate computer software applications and the use of information systems. Modern written and oral techniques for successful internal and external communications are applied. Issues concerning international and cross cultural communications are explored. The application of the principles of report writing, including writing style and graphic presentation, is emphasized.

BCOM 6221. COMMUNICATIONS THEORY IN MANAGEMENT. (3-0-3)

A study of the nature, functions, and dynamics of communication. This course involves a study of the models of communication and an analysis of the component theories of the communication process. The theories presented are applied in various problem situations encountered at the management level in business. Included is a study of the verbal and nonverbal problems encountered when communicating with citizens of other nations.

BCOM 6222. ADVANCED MANAGERIAL COMMUNICATION. (3-0-3)

Designed to meet the needs of the practicing manager. Included are the communications carried out by managers in organizations and the organizational and human variables which influence these communications. Included is the management of information systems. Communication styles of managers from different cultures are discussed.

BCOM 6505. SPECIAL TOPICS IN BUSINESS COMMUNICATION. (3-0-3)

This course meets special needs of students and/or the community. Approval of the graduate director is required prior to registering.

BCOM 6805. INDEPENDENT STUDY. (Var. 1-3)

+students with an approved undergraduate equivalent should not enroll in this course

BIOLOGY (BIOL)

BIOL 5010. INTEGRATED LIFE SCIENCE: THE UNITY AND DIVERSITY OF LIFE. (2-2-3)

Prerequisite: Permission of Instructor, PHSC 4010 recommended. A content course clarifying concepts in life science for middle grades teachers. Students acquire a depth of understanding of foundational life science concepts such as unity and biodiversity of life such that they can effectively assist others in learning. Course credit may not count toward B.S. Degree Biology Major Requirements.

This course has a laboratory fee.

BIOL 5020. CLASSICAL EXPERIMENTS IN BIOLOGY. (2-1-3)

The development of science and specifically the biological sciences are traced through lectures and discussions emphasizing classical works and/or excerpts of classical works to 1957. This course has a laboratory fee.

BIOL 5110. ANIMAL DEVELOPMENT. (3-2-4)

Prerequisite: BIOL 2100. The embryological development of vertebrates. Includes study of relevant biochemistry, germ cell production, fertilization, differentiation, and the origin of organ systems. This course has a laboratory fee.

BIOL 5120. ENDOCRINOLOGY. (3-0-3)

Prerequisite: BIOL 2200. An in-depth study of the mechanisms of hormone secretion and interactions with receptors, specific endocrine tissues and their secretions, assaying methodology, and diseases and dysfunctions that involve the endocrine glands.

BIOL 5130. GENERAL PHARMACOLOGY. (3-0-3)

Prerequisites: BIOL 2200. An overview of the interaction of drugs with tissue receptors; topics include the absorption, distribution, metabolism and elimination of drugs.

BIOL 5140. HISTOLOGY. (2-3-4)

Prerequisite: BIOL 3400. The microscopic anatomy of vertebrate tissues and organs, with an emphasis on human organ systems. This course has a laboratory fee.

BIOL 5150. IMMUNOLOGY. (3-0-3)

Prerequisite: BIOL 2100. The structure and the normal and abnormal function of the vertebrate immune system, including the interactions of the cellular and humoral components.

BIOL 5170. MICROBIOLOGICAL TECHNIQUES. (1-5-4)

Prerequisite: BIOL 3400 and BIOL 3180 or BIOL 4180. A study of advanced microbiological techniques. Students are required to develop and conduct sophisticated experiments. This course has a laboratory fee.

BIOL 5180. MICROBIOLOGY. (3-2-4)

Prerequisite: BIOL 2100 and BIOL 2200. A study of bacteria and viruses. Emphasis on physiologic processes that are peculiar to non-eukaryotic cells and their usefulness as model biological systems. This course has a laboratory fee.

BIOL 5190. MOLECULAR GENETICS. (3-0-3)

Prerequisite: BIOL 2100. An advanced study of the molecular basis of inheritance. DNA structure, replication, transcription and translation will be presented in detail.

BIOL 5210. PLANT PHYSIOLOGY. (3-3-4)

Prerequisite: BIOL 3400 or CHEM 1211, CHEM 2100, and BIOL 1100. A presentation of the principles of plant physiology through lecture topics, lab demonstrations, and experiments. This course has a laboratory fee.

BIOL 5230. TECHNIQUES IN BIOTECHNOLOGY. (1-6-4)

Prerequisite: BIOL 2100. A laboratory-intensive course designed to introduce the student to experimental techniques, instrumentation, and methodology commonly used in the laboratory investigation of molecules and cells. This course has a laboratory fee.

BIOL 5240. NEUROPHYSIOLOGY. (3-0-3)

Prerequisite: BIOL 2200. An introduction to the physiology of the vertebrate nervous system, primarily from a cellular point of view.

BIOL 5300. HUMAN BIOLOGY: SEX AND DRUGS. (3-0-3)

This course is designed to provide an examination of drugs and drug use, human sexuality and reproduction from a biological perspective. Various historical and social issues related to these topics will also be discussed.

BIOL 5410. BIOLOGICAL SYSTEMATICS. (3-2-4)

Prerequisite: BIOL 2700. A study of taxonomy and systematics and the reasons why we name biological organisms and what classifications represent. This course has a laboratory fee.

BIOL 5420. CLINICAL PARASITOLOGY. (3-0-3)

Prerequisite: BIOL 3400. Symptomatology, pathogenesis, epidemiology and treatment of the major protozoans, trematodes, cestodes and nematodes that most commonly infect humans.

BIOL 5430. COLEOPTERAN BIOLOGY. (1-4-3)

Prerequisite: junior or senior standing. Principles of evolution, classification, morphology, and life histories of Coleoptera. Laboratory and field work will emphasize Georgia species. This course has a laboratory fee.

BIOL 5440. COMPARATIVE ANIMAL PHYSIOLOGY. (2-4-4)

Prerequisite: BIOL 3400. Comparisons of organ function in both invertebrate and vertebrate animals. Interactions with environmental factors and control mechanisms emphasized. This course has a laboratory fee.

BIOL 5450. COMPARATIVE VERTEBRATE ANATOMY. (2-4-4)

Prerequisite: BIOL 2700. A study of the gross anatomy, biomechanics, and evolutionary relationships of the chordates. Several types of vertebrates are dissected. This course has a laboratory fee.

BIOL 5460. GENERAL ENTOMOLOGY. (3-2-4)

Prerequisite: BIOL 2000. A study of the natural history, morphology, physiology, taxonomy, evolutionary relationships and behavior of insects. Covers the economic and medical importance of insects. This course has a laboratory fee.

BIOL 5470. HERPETOLOGY. (3-2-4)

Principles of evolution, classification, structure, distribution, adaptation, and life history of amphibians and reptiles. Laboratory and field work deals with various aspects of Georgia species. This course has a laboratory fee.

BIOL 5480. ICHTHYOLOGY. (3-2-4)

Taxonomy, morphology, life history, ecology, and distribution of fishes. Laboratory deals with taxonomy and natural history of fishes found in central Georgia. This course has a laboratory fee.

BIOL 5500. INVERTEBRATE ZOOLOGY. (3-2-4)

Prerequisite: BIOL 2000. A study of invertebrate animals covering anatomy, physiology, ecology, taxonomy, evolutionary relationships and behavior. This course has a laboratory fee.

BIOL 5530. MAMMALOLOGY. (3-2-4)

Prerequisite: BIOL 2700. A study of the phylogeny, adaptations, and natural history of mammals worldwide. This course has a laboratory fee.

BIOL 5540. ORNITHOLOGY. (3-2-4)

Prerequisite: BIOL 2700. An introduction to the scientific study of birds, which includes the fossil record, anatomy, identification, systematics, and biogeography. This course has a laboratory fee.

BIOL 5560. PLANT PATHOLOGY. (2-4-4)

Prerequisite: BIOL 3400. This course is designed as an introduction to plant diseases and disease processes. This course has a laboratory fee.

BIOL 5580. MORPHOLOGY AND ANATOMY OF PLANTS. (2-4-4)

A comprehensive survey of the morphology, anatomy, economic importance and evolution of vascular and nonvascular plants. This course has a laboratory fee.

BIOL 5590. VERTEBRATE BIOMECHANICS. (3-0-3)

Prerequisites: PHYS 1111 and BIOL 2700. An advanced study of the structure and function of the vertebrate musculoskeletal system.

BIOL 5610. VERTEBRATE ZOOLOGY. (3-2-4)

A study of the classes of vertebrates in relation to taxonomy, life history, population, and evolution. Includes laboratory and field collections emphasizing Georgia vertebrates. This course has a laboratory fee.

BIOL 5700. CENOZOIC PALEOECOLOGY. (3-0-3)

Prerequisite: GEOL 1121 or 1122 or BIOL 1100 or 1107 or 1120 or 2000 or permission of instructor. Study of the interrelationships between extinct organisms and their environments, focusing on taphonomic analyses of Cenozoic fossil communities.

BIOL 5710. BIOGEOGRAPHY. (4-0-4)

Theories and principles concerning regional patterns of plant and animal distributions.

BIOL 5720. COMMUNITY ECOLOGY. (2-3-4)

Prerequisite: BIOL 2800. The ecological study of community structure, function and the inter-related dynamics. Major communities of Georgia and the major biomes of North America will be studied. This course has a laboratory fee.

BIOL 5730. COMPARATIVE ANIMAL BEHAVIOR. (3-0-3)

Prerequisite: 12 hours of BIOL and/or PSYC. The behavior of organisms ranging from bacteria to humans from the standpoint of genetics, evolution, physiology, ecology, and social organization. (Cross-listed as PSYC 4730.)

BIOL 5740. ENVIRONMENTAL CONSERVATION. (2-2-3)

Prerequisite: BIOL 1100. A consideration of major environmental questions of today's world and the ecological aspects relating to the conservation of man's renewable and non-renewable resources. (Cross-listed as GEOG 4740.) This course has a laboratory fee.

BIOL 5750. ENVIRONMENTAL MICROBIOLOGY. (3-0-3)

Prerequisite: BIOL 1107. A study of interaction of microorganisms with their environment. Emphasis on microorganisms of terrestrial and aquatic environments, and environmental determinants that control their distribution, activities, and cross-interactions in these environments.

BIOL 5760. PLANT SYSTEMATICS. (2-4-4)

A course using local flora to teach principles of plant systematics. This course has a laboratory fee.

BIOL 5770. FIELD ORNITHOLOGY. (2-4-4)

Prerequisite: BIOL 2700. An introduction to field techniques for studying birds, e.g., field identification by sight and song, census taking, developing a field study. This course has a laboratory fee.

BIOL 5780. FRESHWATER BIOLOGY. (3-2-4)

Prerequisite: BIOL 2800. The study of freshwater organisms, their identification, natural history, and environmental relationships. Particular emphasis will be given to lotic systems. This course has a laboratory fee.

BIOL 5790. LIMNOLOGY. (3-2-4)

Prerequisite: 6 hours of CHEM or permission of instructor. Ecology of freshwater environments emphasizing the physical and chemical features of lakes and ponds. This course has a laboratory fee.

BIOL 5800. PLANTS & PEOPLES OF LATIN AMERICA. (3-0-3)

Prerequisite: ANTH 1102 or BIOL 1100 or BIOL 1107 or BIOL 1120 or permission of instructor. Critical examination of the role neotropical plant resources have played in the culture, economics, and history of Latin America and the world.

BIOL 5820. TOPICS IN AVIAN EVOLUTION. (3-0-3)

Prerequisite: BIOL 4540. An advanced course in ornithology with varying course topics (to be announced before term, e.g., origin of birds, fossil record of birds, migration, avian anatomy).

BIOL 5840. TOPICS IN HORTICULTURE. (1-4-3)

An introduction to horticultural principles and applications in the greenhouse and landscape. This course has a laboratory fee.

BIOL 5850. VERTEBRATE EVOLUTION. (3-2-4)

Prerequisite: BIOL 2700. A detailed study of the evolution and phylogenetic relationships of the major groups of vertebrates. This course has a laboratory fee.

BIOL 5860. VERTEBRATE FIELD TECHNIQUES. (2-4-4)

A survey of field techniques used to sample nongame wildlife to include experimental design, data collection, field notes, and final report writing. Group field project required. This course has a laboratory fee.

BIOL 5870. WILDLIFE MANAGEMENT. (3-2-4)

Survey of the techniques and methodologies used in wildlife management of game and nongame animals. Field project required. This course has a laboratory fee.

BIOL 5940. INDEPENDENT STUDY. (Var. 1-4)

Independent work arranged by the instructor according to the individual student's preparation, background, and needs.

BIOL 5950. SPECIAL TOPICS. (Var. 1-4)

Consideration of topics in which courses are not offered otherwise, but for which there is current need. Subject matter varies. This course has a laboratory fee.

BIOL 5960. INTERNSHIP. (Var. 1-15)

Prerequisite: Selection for participation in a University-approved Internship program. An individually designed off-campus course involving study, research and/or work in a science position.

BIOL 5970. THESIS. (Var. 1-3)

Prerequisite: Approval of Department Chair. Individual independent research on a directed thesis project.

BIOL 5980. STUDY ABROAD. (Var. 1-15)

See the International Studies section of the catalog for details.

BIOL 5999. UNDERGRADUATE RESEARCH. (Var. 1-4)

Prerequisite: Approval of Instructor. Individual or small group research project in the area of the instructor's expertise.

BIOL 6000. INTRODUCTION TO SCIENTIFIC RESEARCH. (3-0-3)

A practical guide to scientific research with emphasis on principles, techniques and procedures. Includes the choice and statement of the research problems, experimental design, sampling and analysis techniques, scientific illustration, and methods of reporting the results of research.

BIOL 6110. ADVANCED PLANT PHYSIOLOGY. (3-4-5)

A course designed to cover topics such as photosynthesis, nutrient transport, and hormone regulation in detail and with emphasis on experimentation. This course has a laboratory fee.

BIOL 6120. ENVIRONMENTAL TOXICOLOGY. (3-0-3)

This course will provide a general understanding of toxicology related to the environment. Fundamental concepts will be covered including fate, transport, biotransformation, natural attenuation of toxicants; target organ toxicity and mutagenesis along with risk assessment. The course will examine chemicals of environmental interest and how they are tested and regulated.

BIOL 6210. SELECTED TOPICS IN VERTEBRATE PHYSIOLOGY. (3-2-4)

An in-depth study of selected areas of vertebrate physiology. Various advanced physiological techniques and small mammal surgery may be employed in the laboratory. This course has a laboratory fee.

BIOL 6220. MOLECULAR BIOINFORMATICS. (2-4-4)

No prerequisites but BIOL 5190 "Molecular Genetics" OR BIOL 5230 "Techniques in Biotechnology" are recommended. Survey of the information theory, methods and software used to analyze and acquire the digital data from the genetic and genomic study of biological macromolecules. Problem-solving based laboratories examine the breadth and capabilities of molecular bioinformatics analysis. This course has a laboratory fee.

BIOL 6230. SELECTED TOPICS IN CELLULAR BIOLOGY. (3-0-3)

Prerequisite: general college courses in "genetics" in "cellular and molecular physiology." Course will focus on two selected topics in cellular or molecular biology that are the current subject of intense research. Through a combination of instructor-lead lecture and discussion as well as student presentation of key literature, the current models and investigations into the selected cellular or molecular processes will be explored.

BIOL 6400. ADVANCED PLANT SYSTEMATICS. (2-4-4)

In-depth study of selected vascular plant families with discussions of their classification and evolutionary relationships. This course has a laboratory fee.

BIOL 6700. EVOLUTIONARY MECHANISMS. (3-0-3)

An advanced study of the processes of organic evolution based on current literature in the subject.

BIOL 6810. COMMUNITY AND ECOSYSTEM MODELING. (1-4-3)

Communities and ecosystems as dynamic units of structure and function will be examined using a discussion format predicated on primary literature and computer modeling. This course has a laboratory fee.

BIOL 6820. POPULATION ECOLOGY. (1-4-3)

Populations as units of structure and function will be examined using a discussion format predicated on primary literature and computer modeling. This course has a laboratory fee.

BIOL 6940. INDEPENDENT STUDY. (Var. 1-4)

Independent work arranged by the instructor according to the individual student's preparation, background, and needs.

BIOL 6960. INTERNSHIP. (Var. 1-6)

An individually designed off-campus course involving study, research and/or work in a science position.

BIOL 6970. THESIS. (Var. 1-6)

Individual independent research on a directed thesis project.

CHEMISTRY (CHEM)

CHEM 5950. SPECIAL TOPICS. (Var.1-4)

Prerequisite; approval of department Chair. Selected advanced topics in chemistry.

CRIMINAL JUSTICE (CRJU)

CRJU 5102. POLICE ORGANIZATION AND MANAGEMENT. (3-0-3)

Study of the philosophy, strategy, and tactics for the management of police organizations in the 21st century.

CRJU 5104. COMMUNITY CORRECTIONS. (3-0-3)

Study of the philosophy, strategy, and tactics for the management of community-based corrections programs in the 21st century, focusing on probation, parole, electronic monitoring, bootcamps, halfway houses, and home arrest.

CRJU 5325. DELINQUENCY AND THE JUVENILE JUSTICE SYSTEM. (3-0-3)

An analysis of the nature of juvenile delinquency and the ability of the juvenile justice system to deal with the problems of juveniles. Explanatory models and theories, and the evaluation of prevention, control, and treatment programs will be considered. (Cross-listed as SOCI 5325.)

CRJU 5500. THE ECOLOGY OF CRIME. (3-0-3)

This course focuses on ecological theory to evaluate how ecological factors influence opportunities for crime. Emphasis is placed on the distribution of crime in rural and urban areas.

CRJU 5510. WHITE COLLAR CRIME. (3-0-3)

A critical analysis of crime and deviance committed by corporations, by government organizations, and by individuals in positions of trust and responsibility.

CRJU 5530. RESEARCHING PUBLIC POLICY ISSUES ON THE INTERNET. (3-0-3)

Study of the methodology for researching criminal justice policy issues on the internet and the worldwide web. It is designed to orient the student on the reliability and validity of public policy issues available in cyberspace.

CRJU 5540. ISSUES IN SOCIAL CONTROL. (3-0-3)

This course explores issues of social control and the criminal justice system by examining criminal justice policy and legislation by focusing on their implications in the controls of groups and individuals.

CRJU 5950. SPECIAL TOPICS. (Var. 1-4)

This course is designed to examine critical issues of public policy that affect criminal justice. Topics could include advance police management, policy options on the war on drugs, ethics in criminal justice, or others.

CRJU 5985. COMPARATIVE CRIMINAL JUSTICE SYSTEMS. (3-0-3)

A study of selected international criminal justice systems, including the police, courts, and correctional subsystems. Emphasis is placed upon geographical, historical, and cultural perspectives that make the systems unique.

CRJU 6100. THE CRIMINAL JUSTICE SYSTEM. (3-0-3)

An examination of the criminal justice system, focusing on how the system functions in theory and practice as well as on current and future trends.

CRJU 6200. POLICE IN SOCIETY. (3-0-3)

The philosophy and role of American policing, politics of policing, managing the police organization, police operational and administrative practices, and emergent issues and problems in policing.

CRJU 6300. SEMINAR IN CORRECTIONS. (3-0-3)

An in-depth examination of the various issues and problems in corrections as they relate to administration and management of correctional programs and organizations.

CRJU 6400. CRIMINOLOGICAL THEORY. (3-0-3)

An intensive overview and examination of each of the major criminological perspectives, theory construction, and theory integration.

CRJU 6500. SEMINAR IN CRIMINAL LAW. (3-0-3)

An in-depth analysis of the development and current application of criminal law and the constitutional law. Primary focus is on criminal law and procedure.

CRJU 6689. CAREER ASSESSMENT PROJECT. (0-0-0)

Capstone course required of all in-service students in the non-thesis option during the final term of course work. Student will assess, orally and in writing, the relationships among criminal justice education, career development, and current job performance.

CRJU 6695. RESEARCH PROBLEM IN CRIMINAL JUSTICE. (3-0-3)

An in-depth study of a critical issue in contemporary criminal justice. Specific issues will vary, and will be selected by the student with the approval of the instructor.

CRJU 6960. INTERNSHIP. (Var. 0-15)

Individually designed and planned learning experience involving off-campus field experience and study in the public and private sector. Must be approved by the department chairperson or program coordinator.

CRJU 6971. THESIS RESEARCH AND DESIGN. (3-0-3)

Prerequisite: Permission of MS-CJ Coordinator. First course in three-course thesis option. Student prepares detailed prospectus of the research topic, including bibliography, methodology, substantive goals, realistic schedule, and other details deemed necessary by thesis supervisor.

CRJU 6972. THESIS WRITING AND DEVELOPMENT. (3-0-3)

Prerequisite: CRJU 6971 and permission of MS-CJ Coordinator. Second course in three-course thesis option. Student will prepare chapters of thesis for submission to Thesis Supervisor and Second Reader.

CRJU 6973. THESIS DEFENSE. (0-0-0)

Prerequisite: CRJU 6972 and permission of MS-CJ Coordinator. Final step in the thesis option. Student will prepare final version of the thesis and defend before faculty panel.

ECONOMICS (ECON)

ECON 5105+. SPECIAL TOPICS IN ECONOMICS. (3-0-3)

This course meets the special needs of students and/or the community.

ECON 5171+. FUNDAMENTALS OF ECONOMICS. (3-0-3)

An analysis of the principles involved in the production, exchange and distribution of goods by the American economic system. An inquiry into macroeconomic theory, analyzing the factors influencing the level of and changes in the Gross National Product and other important economic aggregates.

ECON 5980. STUDY ABROAD. (Var.) on demand

Prerequisites: Acceptance into a Georgia College & State University exchange program and permission of the Director of International Services and Programs. An individually designed and planned learning experience in the student's major program of study at an institution abroad. Specific credits to be determined in advance of registration and study. Grading to be based on evaluation reports of the exchange institution. The course may be used to fulfill major requirements limited only by the program specific requirements of a discipline or the guidelines of the Georgia College & State University Study Abroad or Exchange Programs.

ECON 6175. INTERNATIONAL ECONOMICS. (3-0-3)

Prerequisite: ECON 5171*. A study of the history, institutions, and theory of international trade and finance and analysis of international economic policies. Includes an examination of the institutions, markets, and methods of the international financial system.

ECON 6176. MANAGERIAL ECONOMICS. (3-0-3)

Prerequisites: MGMT 6101 and 3 hrs college-level economics. The development of skill in the systematic analysis of the economic aspects of business decisions and in the development, understanding, and use of quantitative data bearing on the performance of the business firm as a whole and of individual units within the firm.

ECON 6505. SPECIAL TOPICS IN ECONOMICS. (3-0-3)

This course meets special needs of students and/or the community. Approval of the graduate director is required prior to registration.

ECON 6805. INDEPENDENT STUDY. (1-3)

*or approved undergraduate equivalent

+students with an approved undergraduate equivalent should not enroll in this course

EARLY CHILDHOOD EDUCATION (EDEC)**EDEC 6000 SOCIO-CULTURAL PERSPECTIVES OF EARLY CHILDHOOD. (3-0-3)**

This course focuses on "childhood" as it has been theorized, conceptualized, and experienced. Historical and social constructions will be explored with special focus on cultural differences in how children and their families experience childhood.

EDEC 6010 ASSESSING THE EARLY LEARNER. (3-0-3)

This course will focus on child study as a process of naturalistic observation, informal and formal assessment, and decision-making in early childhood classrooms. Assessments will include children from a variety of diverse cultural and language backgrounds, as well as children of different age and developmental levels, including children with disabilities, children with developmental delays, children who are at-risk for developmental delays, and children with special abilities.

EDEC 6020 UNDERSTANDING CURRICULUM: HISTORY AND APPLICATION. (3-0-3)

Students will examine the history of curriculum designed for young children and will apply interdisciplinary knowledge from such fields as sociology, psychology, philosophy, and anthropology to practice in early childhood education.

EDEC 6030 PLAY. (3-0-3)

This course will focus on the nature and the value of play as essential to children's social, cognitive, physical, and emotional development. There will be a special focus on facilitating and assessing the processes of play as integral to developmentally appropriate practice in the early childhood classroom.

EDEC 6112 LANGUAGE AND LITERACY DEVELOPMENT. (3-0-3)

This course will focus on the development of language and literacy within multiple contexts and settings.

EDEC 6211 SOCIAL STUDIES IN EARLY CHILDHOOD EDUCATION. (3-1-3)

Curriculum designs for teaching the social studies in grades P-5 are explored. A primary focus is on the integration of basic literacy skills with conceptual teaching with developmental stages of the children.

EDEC 6225. LIFE SCIENCE FOR EARLY CHILDHOOD TEACHERS. (3-1-3)

A content course which integrates physical and life science. Students investigate the exchange of matter and energy between organisms and their environment.

EDEC 6226. PHYSICAL SCIENCE FOR EARLY CHILDHOOD TEACHERS. (3-1-3)

A content course introducing the concept of the scientific model. Matter and energy are related to electrical phenomena as a basis for understanding the electrical nature of all matter.

EDEC 6227. GEOLOGY FOR EARLY CHILDHOOD TEACHERS. (3-1-3)

A content course built upon the unifying theory of plate tectonics and explores how this concept can be used to explain the occurrences of volcanoes, earthquakes, and other geologic phenomena.

EDEC 6228. ASTRONOMY AND METEOROLOGY FOR EARLY CHILDHOOD TEACHERS.

A content course built upon the theme of the uniqueness of the earth among all planets in the solar system and the features that produce weather. The focus is on planetary astronomy and topics in weather.

EDEC 6253. ADVANCED CHILD DEVELOPMENT AND GUIDANCE. (3-1-3)

Advanced study of theories of child development with emphasis on principles of human development and child study in relation to infancy and preschool through grade five (5).

EDEC 6255. FAMILY-CHILD INTERACTION. (3-1-3)

This course examines the interactive relationships among families, schools, and communities. Students will examine recent research in order to deepen their understanding of the ways that these relationships have an impact on student learning.

EDEC 6259. A-K SPECIAL TOPICS IN EARLY CHILDHOOD EDUCATION. (VAR.)

In-depth study of topic selected for supplementary background or enrichment.

EDEC 6260. WRITING INSTRUCTION IN EARLY CHILDHOOD EDUCATION. (3-1-3)

A study of writing as symbolic system, development of spelling and composition. Focused on writing process, writing strategies, current approaches and programs. Topic include metacognition, evaluating and assessing writing, students with writing-learning difficulties, and preparing students for writing test-taking.

EDEC 6290. CREATIVITY AND PROBLEM-SOLVING. (3-1-3)

This course focuses on the development of the thinking and reasoning of young children. Particular emphasis is placed on the processes of problem-solving.

EDEC 6440. ORGANIZATIONS AND ADMINISTRATION OF EARLY CHILDHOOD PROGRAMS. (0-6-3)

Administrative procedures of programs for young children relative to policies, standards, financing, staffing, housing, supervision, and parent involvement.

EDEC 6466. FIELD EXPERIENCE. (VAR.)

Provides advanced study in selected classrooms or in exemplary early childhood programs. Requires approval by department chairperson well in advance of semester intended for study.

EDEC 6494. ADVANCED PRACTICUM IN EARLY CHILDHOOD EDUCATION. (0-6-3)

Seminars and workshops designed to improve the planning, organization and evaluation of early childhood programs. Students must be employed as a teacher in a grade P-5 or take on campus in summer school.

EDEC 6990. CAPSTONE. (3-0-3)

Candidates will present a portfolio of their work to provide evidence of their ability to meet NBPTS Early Childhood / Generalist standards.

EDEC 7269. Ed.S. SEMINAR IN EARLY CHILDHOOD EDUCATION. (VAR.)

Appropriate for Ed.S students. Explores National Board for Professional Teaching Standards.

EDUCATIONAL LEADERSHIP (EDEL)

EDEL 6110. ADMINISTRATION AND ORGANIZATION OF PUBLIC EDUCATION. (3-0-3)

This course is designed to provide an overview of educational leadership responsibilities and concerns to prospective administrators and supervisors concentrating on history, theory, and future trends in education.

EDEL 6111. SCHOOL LAW. (3-0-3)

This course is designed to acquaint prospective teachers, administrators, and supervisors with various legal aspects concerning the school, and with the legal rights of students and teachers.

EDEL 6112. SUPERVISION AND THE INSTRUCTIONAL PROCESS. (3-0-3)

The primary purpose of this course is to assist prospective school administrators and supervisors in developing their leadership abilities, knowledge, understanding, and philosophy of educational supervision.

EDEL 6114. EDUCATION/SCHOOL BUSINESS MANAGEMENT AND FINANCE. (3-0-3)

This course is a study of school district business management functions and financing including such topics as accounting, purchasing and auxiliary services.

EDEL 6117. PERSONNEL ADMINISTRATION AND SUPERVISION. (3-0-3)

This course is designed to examine the concept of personnel administration and problems related to personnel programs, policies and procedures; and to relate goals of organization and management to goals and welfare of staff members.

EDEL 6119. CURRICULUM AND INSTRUCTION FOR SCHOOL LEADERS. (3-0-3)

This course is designed to provide students an opportunity to identify current trends and support for curricula designs to maximize organizational and instructional implementation.

EDEL 6131. LEADERSHIP IN SCHOOL AND SOCIETY. (3-0-3)

This survey course includes general information related to group dynamics, leadership styles, decision making, communication, school law and finance.

EDEL 6610. FIRST SEMESTER INTERNSHIP. (1-0-1)

This course is taught in conjunction with the first semester of initial leadership training. Prerequisite: Admission to L5 program in Education Leadership.

EDEL 6611. SECOND SEMESTER INTERNSHIP. (1-0-1)

This course is taught in conjunction with the second semester of initial leadership training. Prerequisite: Admission to L5 program in Education Leadership and satisfactory completion of EDEL 6610.

EDEL 6612. THIRD SEMESTER INTERNSHIP. (1-0-1)

This course is taught in conjunction with the final semester of initial leadership training. Prerequisite: Admission to L5 program in Education Leadership and satisfactory completion of EDEL 6611.

EDEL 6625. CAPSTONE EXPERIENCE IN ADMINISTRATION. (3-0-3)

This course is the culminating activity in the initial certification program in Education Leadership. Students are required to satisfactorily compile and present a portfolio of their work in the leadership program before a faculty panel.

EDEL 6940. INDEPENDENT STUDY FOR ADMINISTRATORS AND SUPERVISORS. (Var.)

The main purpose of this course is to provide students an opportunity to propose, prepare and complete independent project under the direction of a specialist in the field.

Students must be fully accepted into the Education Specialist Program to enroll in the following course work.

EDEL 7000. ARCHITECTS OF CHANGE. (9-0-9)

This course is the first course in the integrated studies program for leadership of high performing schools. The instructional focus is on the leadership role in facilitating organizational vision, the change process, and the political and cultural context within which the organization functions. Prerequisite: Admission to the EdS program in Education Leadership.

EDEL 7200 CURRICULUM AND INSTRUCTION. (9-0-9)

This course is the second course in the integrated studies program for leadership of high performing schools. The instructional focus is on the leadership role in sustaining a school culture and instructional program conducive to student learning, staff growth, and community involvement. Prerequisite: Admission to the EdS program in Education Leadership and satisfactory completion of EDEL 7000.

EDEL 7600 RESOURCES. (6-0-6)

This course is the third course in the integrated studies program for leadership of high performing schools. This instructional focus is on the leadership role in managing resources in a responsible manner that is fair, equitable, and open to public scrutiny. Prerequisite: Admission to the EdS program in Education Leadership and satisfactory completion of EDEL 7000 and 7200.

EDEL 7900 SYNTHESIS AND CLOSURE. (3-0-3)

This is the fourth course in the integrated studies program for leadership of high performing schools. The instructional focus is on the role of leadership in research, inquiry, and reflection. Prerequisite: Admission to the EdS program in Education Leadership and satisfactory completion of EDEL 7000 and 7200.

SPECIAL EDUCATION (EDEX)

EDEX 6110. CURRICULUM AND METHODS FOR SEVERE INTELLECTUAL DISABILITIES. (3-0-3)

Prerequisite: EDEX 6113. Instructional planning for students with moderate to severe intellectually disabilities will be reviewed and evaluated. Attention will be focused upon techniques for effective innovative curricula for individuals at the preschool through post school levels.

EDEX 6111. EXCEPTIONAL INDIVIDUALS IN REGULAR CLASSES. (3-0-3)

Focuses on the identification of and basic techniques for working with the exceptional individual in the regular classroom. Meets requirements of House Bill 671.

EDEX 6113. NATURE AND CHARACTERISTICS OF INTELLECTUAL DISABILITIES. (3-0-3)

Prerequisite: EDEX 3211, 3210 or 6111. Focuses on the mental, social, emotional, and physical characteristics of students with intellectual disabilities. Classification, etiology and definitions and their implications on the individual and society.

EDEX 6114. COLLABORATION WITH FAMILIES OF EXCEPTIONAL INDIVIDUALS. (3-0-3)

Prerequisite: EDEX 3211, 3210 or 6111. Discussion of the impact of an exceptional child on the total family relationships. Basic techniques and theories of counseling parents and various social agencies working with parents.

EDEX 6115. LANGUAGE DEVELOPMENT OF EXCEPTIONAL INDIVIDUALS. (3-0-3)

Prerequisite: EDEX 3211, 3210 or 6111. Overview of the theories of language and speech development in exceptional individuals. Review of the literature and research in speech and language development.

EDEX 6116. CAREER EDUCATION. (3-0-3)

Prerequisite: EDEX 3211, 3210 or 6111. Overview of the various types of materials, methods and principles for teaching career education experiences to exceptional students.

EDEX 6117. CLASSROOM AND BEHAVIOR MANAGEMENT. (3-0-3)

Prerequisite: EDEX 3211, 3210 or 6111. Theory and practices of behavior management techniques appropriate in instructional programs for exceptional individuals.

EDEX 6118. EDUCATIONAL EVALUATION OF EXCEPTIONAL CHILDREN. (3-0-3)

Prerequisite: EDEX 3211, 3210 or 6111. An introduction to standardized tests, criterion referenced and informal measures used in assessing children for educational placement and instruction. Students are required to administer, score, and interpret tests commonly used with exceptional children.

EDEX 6119. CURRICULUM AND METHODS FOR MILD INTELLECTUAL DISABILITIES. (3-0-3)

Prerequisite: EDEX 6113. Methods of organizing and planning education programs for students with mild intellectual disabilities. Study of special class organization, mainstream placement, curriculum practices, and methods and techniques useful in instruction.

EDEX 6120. NATURE OF INTERRELATED. (3-0-3)

Prerequisite: EDEX 3211, 3210 or 6111. Characteristics of mildly learning disabled, behavior disordered, and intellectually disabled individuals. Aspects of working with mildly disabled students in the special education resource room. Methods of communicating with regular classroom teachers are emphasized.

EDEX 6121. CURRICULUM AND METHODS INTERRELATED I. (3-0-3)

Prerequisite: EDEX 6120. Individualization of instruction, perspective teaching strategies, and an overview of interpersonal relationships.

EDEX 6122. CURRICULUM AND METHODS INTERRELATED II. (3-0-3)

Prerequisite: EDEX 6121. Curriculum and methods for teaching mildly disabled individuals. Specific emphasis on teaching language arts and mathematics.

EDEX 6130. NATURE OF BEHAVIOR DISORDERS. (3-0-3)

Prerequisite: EDEX 3211, 3210 or 6111. Behavioral characteristics of maladjusted students; theories and etiology of maladjusted behavior; biological, sociological, psychological aspects of teaching maladjusted students. Study of relationship between child abuse and neglect, and maladjusted behavior.

EDEX 6131. CURRICULUM AND METHODS FOR BEHAVIOR DISORDERS. (3-0-3)

Prerequisite: EDEX 6130. Intensive investigation of the various psycho educational and behavioral techniques for coping with and changing maladjusted behavior. Discussion of interpersonal interaction between teacher and maladjusted student. Use of individual and group methods for working with maladjusted behavior. Consideration of education problems facing the seriously maladjusted student. Aspects of mainstream placements of maladjusted students.

EDEX 6140. NATURE OF LEARNING DISABILITIES. (3-0-3)

Prerequisite: EDEX 3211, 3210 or 6111. Study of the definitions, etiologies, and characteristics of individuals with learning disabilities and their effect on individual social, emotional, physical, and educational functioning.

EDEX 6141. CURRICULUM AND METHODS FOR LEARNING DISABILITIES. (3-0-3)

Prerequisite: EDEX 6140. Curriculum and methods for teaching the learning disabled individual. Emphasizes the application and development of various instructional strategies for developing learning.

EDEX 6142. CURRICULUM AND METHODS FOR LEARNING DISABILITIES II. (3-0-3)

Prerequisites: EDEX 6140, 6141. Curriculum and methods for students with learning disabilities which concentrates on the transitional needs of high school students.

EDEX 6185. ASSESSMENT OF EXCEPTIONAL INDIVIDUALS. (3-0-3)

Prerequisites: EDEX 3211, 3210 or 6111 and 6118. Methods, techniques, and instruments used in assessing the social, emotional, and learning characteristics of exceptional individuals. Application of various assessment techniques in appropriate educational settings.

EDEX 6191. SINGLE SUBJECT RESEARCH IN EDUCATION. (3-0-3)

The objective of this course is to introduce graduate students to the methods and philosophy of single subject research in special education settings as a method for evaluating effectiveness of teaching methodology.

EDEX 6192. LEGAL ISSUES IN SPECIAL EDUCATION. (3-0-3)

The objective of this course is to introduce graduate students to legal issues in special education. Overall increases in litigation and the development of special education as a subsequent result of litigation will be presented.

EDEX 6193. ADVANCED ISSUES IN BEHAVIOR MANAGEMENT. (3-0-3)

The objective of this course is to introduce graduate students to advanced issues and topics related to behavior management in school settings. Programmatic and ethical issues related to behavior management and identification of behavior problems will be stressed.

EDEX 6930. PRACTICUM BEHAVIOR DISORDERS. (0-10-3)

Prerequisite: EDEX 6130. Supervised practicum in a classroom for students with behavior disorders.

EDEX 6931. PRACTICUM INTERRELATED RESOURCE PROGRAM. (0-10-3)

Prerequisite: EDEX 6122. Supervised practicum in interrelated resource programs for individuals with mild disabilities.

EDEX 6932. PRACTICUM LEARNING DISABILITIES. (0-10-3)

Prerequisite: EDEX 6141. Supervised practicum in a classroom for students with learning disabilities.

EDEX 6933. PRACTICUM INTELLECTUAL DISABILITIES. (0-10-3)

Prerequisite: EDEX 6110 or 6119. Supervised practicum in a classroom for students with mental disabilities.

EDEX 6950. TOPICAL SEMINAR IN SPECIAL EDUCATION. (3-0-3)

Current topics and issues relevant to the education of exceptional individuals.

EDEX 6960. INTERNSHIP IN SPECIAL EDUCATION. (Var.)

Prerequisite: Approval by the department chairperson and instructor. Advanced study and field experience in selected exemplary special education classrooms.

FOUNDATIONS AND SECONDARY (EDFS)

EDFS 5001. FIELD PLACEMENT. (0-0-0)

As part of the teacher education program, the student demonstrates in public school classrooms the abilities to draw on deep content knowledge in order to plan, implement, and evaluate curriculum; to foster and to assess student learning; to identify and plan for the needs of diverse learners; to contribute to the life of the school and community.

EDFS 5203. FB LEARNING AND THE LEARNER. (2-2-3)

Prerequisite: Admission to the MAT Program. A field-based study of the intellectual, physical, emotional, psychological, and social developmental characteristics of the secondary student.

EDFS 5205. FB CURRICULUM AND METHODS. (2-2-3)

Prerequisite: Admission to the MAT Program. Students will acquire the skills for selecting implementing, and assessing secondary curricula. Emphasis will be on active learning methods that address a variety of learning styles and on applying skills in the field.

EDFS 5209. FB CULTURE AND SCHOOLING. (2-2-3)

Prerequisite: Admission to the MAT Program. A field-based study of the cultural dimensions of schooling and how they affect teaching and learning and a study of theories and practices that foster meaningful learning experiences for culturally diverse student populations. Students will apply their knowledge of culture and schooling to classroom practices.

EDFS 5211. FB CLASSROOM RESEARCH. (2-2-3)

Prerequisite: Admission to the MAT Program. A field-based study of the process, interpretation, and practical application of reflective thinking and systematic inquiry to inform classroom practice, foster effective teaching, and enable meaningful learning experiences. Student will also conduct a classroom inquiry project.

EDFS 6120. DIVERSITY ISSUES IN EDUCATION. (3-0-3)

A study of the nature of diversity in society and its implications for teaching and learning, and of theories and practices that address the needs of diverse student populations.

EDFS 6125. PHILOSOPHICAL ISSUES IN EDUCATION. (3-0-3)

An analysis of educational philosophies in their historical context to develop understanding of practices and policies in education.

EDFS 6135. FOUNDATIONS OF LEARNING. (3-0-3)

A comprehensive study of learning and teaching theories with emphasis upon recent literature and of methods and techniques utilized to facilitate the understanding of human performance.

EDFS 6149. ISSUES IN SECONDARY CURRICULUM. (3-0-3)

A study of secondary curriculum from an historical perspective followed by discussions of curriculum from viewpoints of the different stakeholders, and of current curricular issues.

EDFS 6230. EDUCATIONAL RESEARCH. (3-0-3)

A study of the fundamentals of educational research with an emphasis on skill development for interpretation and application.

EDFS 6466. FIELD EXPERIENCE. (Var.)

Graduate-level field experience in selected classrooms or in exemplary educational programs. Requires notification of and approval by department chair in advance.

EDFS 6494. ADVANCED PRACTICUM IN SECONDARY EDUCATION. (0-6-3)

Prerequisites: Completion of M.Ed. Core. Designed to promote accomplished teaching through systematic inquiry into practice, reflection on practice, and collaboration with others in meeting learners' needs.

EDFS 6598. SPECIAL TOPICS IN EDUCATION. (3-0-3)

An in-depth study of educational topics selected to meet special needs or interests.

EDFS 6859. INDEPENDENT GUIDED READING IN THE CONTENT FIELD. (Var.)

Independent reading and critical analysis of selected professional education literature in the area of content specialization as determined through formal agreement (written contract) with the secondary education advisor. Students will share new knowledge with their school communities.

EDFS 7134. APPLIED RESEARCH I. (3-0-3)

Prerequisite: Admission to ED.S. Program and partial completion of course work. Seeks to develop research skills and related competencies in planning and conducting applied research studies. Focuses on research designs relevant to advanced education research..

EDFS 7135. APPLIED RESEARCH II. (3-0-3)

Prerequisite: EDFs 7134. The supervised implementation of an individual research project, including securing and handling data, data analysis, describing results, drawing conclusions, and reporting in a scholarly manner for submission to a professional journal..

EDFS 7728. CRITICAL ISSUES IN EDUCATION. (3-0-3)

Prerequisite: admission to Ed.S. program. An opportunity to critically analyze issues, theories, practices, and problems of the profession. Includes topic identification and literature search for individual research project.

INSTRUCTIONAL TECHNOLOGY (EDIT)

EDIT 5202. INSTRUCTIONAL TECHNOLOGY FOR TEACHERS. (2-2-3)

An introduction to educational applications of instructional technology, including concepts, issues, systems, tools, techniques, and resources.

EDIT 6210. FOUNDATIONS OF INSTRUCTIONAL TECHNOLOGY. (2-2-3)

An introductory survey of the role of instructional technology within schools and other organizations. Emphasis is on concepts, resources, and literature.

EDIT 6220. SCHOOLBASED TECHNOLOGY SYSTEMS. (2-2-3)

An introduction to the technical features of computer-based hardware systems used in educational settings, including stand-alone computers, peripheral devices, and networking systems.

EDIT 6225. TELECOMMUNICATIONS AND DISTANCE LEARNING. (2-2-3)

An exploration of emerging applications in distance learning and how new approaches to learning can be integrated into today's classroom, including planning, implementation, and evaluation.

EDIT 6230. SOFTWARE EVALUATION AND CURRICULUM INTEGRATION. (2-2-3)

The examination and application of fundamental evaluation criteria to assess the quality and appropriateness of software in light of instructional objectives.

EDIT 6240. AUTHORING AND MULTIMEDIA SYSTEMS. (2-2-3)

An opportunity to develop competency-based educational materials using a popular authoring system. The exploration and application of various multimedia capabilities.

EDIT 6254. OPERATION OF THE LIBRARY MEDIA CENTER. (2-2-3)

A study of school library media center objectives, services, standards, and organizations. An overview of acquisition, circulation, and other functions concerned with effective use of print and media services.

EDIT 6256. INFORMATION SOURCES AND SERVICES IN THE MEDIA CENTER. (2-2-3)

A survey of the standard print and online reference tools emphasizing the selection, evaluation, and implementation of reference media in school libraries.

EDIT 6258. PRODUCTION OF INSTRUCTIONAL MATERIALS. (2-2-3)

The design and production of instructional media materials employing a combination of demonstrations, exercises, and projects to develop competencies in the production and evaluation of instructional materials.

EDIT 6259. TECHNICAL PROCESSING OF LIBRARY MEDIA MATERIALS. (2-2-3)

A study of technical services operations with emphasis on the techniques of organizing, classifying, and cataloging print and nonprint materials in an integrated collection.

EDIT 6263. INFORMATION TECHNOLOGIES IN THE MEDIA CENTER. (2-2-3)

Principles, methods, and applications involved in the use of information technologies in the media center, focusing on the use of computers and technology in automating operations such as circulation, maintenance, and collection evaluation.

EDIT 6265. DISTANCE/ALTERNATIVE EDUCATION MANAGEMENT. (2-2-3)

A study of the varied skills required to plan, develop, assess, and manage distance learning facilities, programs, and training, including aspects of site management, managing instructional development teams, and related duties.

EDIT 6268. SELECTION OF LIBRARY MEDIA. (2-2-3)

An introduction to the strategies and tools used in evaluating and selecting educational resources, covering applicable standards, selection aids, acquisition procedures, and collection evaluation techniques.

EDIT 6270. DISTANCE/ALTERNATIVE EDUCATION UTILIZATION. (2-2-3)

A study of the effective use of distance/alternative education and related areas such as the psychology of the remote learner. Includes methods of providing faculty and staff development, direct instruction, and forms of training in distance/alternative educational applications.

EDIT 6275. INSTRUCTIONAL DESIGN. (3-0-3)

An examination of strategies for the design and development of instruction, following standard instructional design models with emphasis on learner characteristics, teaching-learning strategies, selection of resources, and evaluation techniques.

EDIT 6940. INDEPENDENT STUDY. (0-6-3)

Investigation of a topic of special interest with reports and projects submitted to the instructor.

EDIT 6960. INTERNSHIP-MEDIA SPECIALIST. (1-5-3)

Supervised practical experience in school media centers or appropriate instructional technology organizations.

EDIT 6961. INTERNSHIP-TECHNOLOGY COORDINATOR. (1-5-3)

Supervised field experiences that provide practice with problems, procedures, and activities encountered when working with instructional technology in typical school settings.

MIDDLE GRADES EDUCATION (EDMG)

EDMG 6211. SOCIAL STUDIES IN THE MIDDLE GRADES. (3-1-3)

A study of the social studies disciplines and instructional strategies appropriate for the middle grades. Emphasis is placed on developing concepts in geography, history, economics, and government.

EDMG 6214. EARLY ADOLESCENT LITERATURE. (3-1-3)

A study of current literature for the preadolescent/adolescent, focusing on contemporary realistic fiction, biographies, science fiction, poetry, and historical fiction.

EDMG 6225. LIFE SCIENCE FOR MIDDLE GRADES. (3-1-3)

A content course which integrates physical and life science. Students acquire a basis for understanding the electrical nature of all matter by relating matter and energy between organisms and their environment.

EDMG 6226. PHYSICAL SCIENCE FOR MIDDLE GRADES. (3-1-3)

A content course introducing the concept of the scientific model. Students acquire basis for understanding the electrical nature of all matter by relating matter and energy to electrical phenomena.

EDMG 6227. GEOLOGY FOR MIDDLE GRADE TEACHERS. (3-1-3)

A content course built upon the unifying theory of plate tectonics and explores how this concept can be used to explain the occurrences of volcanoes, earthquakes, and other geologic phenomena.

EDMG 6228. ASTRONOMY AND METEOROLOGY FOR MIDDLE GRADE TEACHERS. (3-1-3)
A content course built upon the theme of the uniqueness of the Earth among all planets in the solar system and the features that produce weather. The focus is on planetary astronomy and topics in weather.

EDMG 6240. CURRICULUM AND METHODS FOR MIDDLE GRADES EDUCATION. (3-1-3)
Emphasis on characteristics of preadolescent, curriculum for the middle grade student, and instructional strategies appropriate for the preadolescent learner.

EDMG 6241. CONTEMPORARY ISSUES & TRENDS IN EDUCATION. (3-1-3)
Current events, trends, and opinions of middle level education related to the physical, emotional, intellectual, and social needs of the adolescent focusing on the teacher as a practitioner of research.

EDMG 6245 ASSESSMENT THEORY AND PRACTICE. (3-1-3)
Examines in-depth the integral role of assessment in the teaching-learning process that occurs in elementary schools. It includes discuss and experiences with issues related to student assessment, teaching assessment, curriculum assessment and school assessment.

EDMG 6255. FAMILY-CHILD INTERACTION. (3-1-3)
This course examines the interactive relationships among families, schools, and communities. Students will examine recent research in order to deepen their understanding of the ways that these relationships have an impact on student learning.

EDMG 6259. SPECIAL TOPICS IN MIDDLE GRADES EDUCATION. (VAR.)
In-depth study of topic selected for supplementary background or enrichment.

EDMG 6260. WRITING INSTRUCTION IN THE MIDDLE GRADES. (3-1-3)
A study of the reading and writing processes in the middle grades. Emphasis will be placed on current trends in written discourse language, and evaluating writing.

EDMG 6290. DEVELOPMENT OF LOGICAL AND CREATIVE THOUGHT IN MIDDLE GRADES CHILDREN. (3-1-3)
This course focuses on the development of the thinking processes of middle grades children. Particular emphasis is placed on the learning of mathematics in the middle grades.

EDMG 7269. FIELD EXPERIENCES. (VAR.)
Appropriate for Ed.S. students.

READING (EDRD)

EDRD 5210. THE TEACHING OF READING. (3-1-3)
Provides an understanding of processes, principles and practices of literacy development. Study of the major approaches to literacy instruction including development of balanced literacy curriculum.

EDRD 5211 THE TEACHING OF READING IN SPECIAL EDUCATION. (3-1-3)
Provides an understanding of processes, principles and practices of literacy development with application to P-12. Study of the major components of literacy instruction for special education students with modifications and adaptations to achieve a balanced literacy curriculum. Open only to students enrolled in the M.Ed. Special Education Cohort.

EDRD 6000. READING PROCESS AND PEDAGOGY. (3-1-3)

Foundations of literacy instruction in grades K-12. Topics include reading theory, reading process, language development and pedagogy. A comparison of current trends and approaches in reading instruction.

EDRD 6001. READING ASSESSMENT. (3-1-3)

Alignment of state and local goals with assessment strategies. Classroom focused approaches to reading diagnosis and assessment. Includes study of informal and formal measures, K-12.

EDRD 6002. EARLY CHILDHOOD READING INSTRUCTION. (3-1-3)

Study of literacy development as active process addressing oral language, and emerging reading and writing in total school curriculum. Topics include print processing, metacognitive strategies, vocabulary development, assessment and overview of literacy strategies K-12

EDRD 6003. MIDDLE GRADES AND SECONDARY READING INSTRUCTION. (3-1-3)

Focuses on both narrative and expository literacy development in content areas and strategic framework for increasing comprehension. Topics include comprehension, metacognitive strategies, vocabulary, study skills, and overview of emergent literacy learning.

EDRD 6110. TRENDS IN DEVELOPMENTAL READING. (3-1-3)

A study of reading and reading instruction which includes principles, approaches, and materials and focuses on the analysis of current research.

EDRD 6112 YOUNG CHILDREN'S LANGUAGE AND LITERACY DEVELOPMENT. (3-1-3)

The nature, function and use of language and literacy in the development of young children. Focuses on pre-literacy, emerging and early literacy characteristics. Included influence of families and communities in developing language and literacy learning

EDRD 6150. LITERATURE, READING, & WRITING IN CONTENT FIELDS. (3-1-3)

A study of the reading and writing processes as they are related to instruction in the content fields. An analysis of current research will be related to strategies for integrating reading in the content areas.

EDRD 6151. LITERATURE IN THE SCHOOL CURRICULUM. (3-1-3)

Study of the common genre in school literature program. Focus on structure of genre in relation to comprehension and response. Study of culture and ethnicity in children's and young adult literature, evaluation of non-print materials in use in public schools and application of literary response. (Designed to broaden an understanding of the various genre of literature for students with emphasis on the use of literature and nonprint materials as an integral part of the total curriculum.)

EDRD 6165. MULTI CULTURAL LITERATURE IN THE P8 CURRICULUM. (3-1-3)

Evaluating and incorporating multi cultural literature into the curriculum and the effect on students' literacy learning and cultural awareness.

EDRD 6211. READING RESEARCH. (3-1-3)

Prerequisite: EDRD 5210, 6000, or 6110. Study and presentation of significant research studies in literacy development and related fields. Provides direction for a project suitable for EDRD 6217 with emphasis on designing and implementing action research in literacy development in classrooms. Provides overview of contributions of key literacy leaders to literacy knowledge base.

EDRD 6212. READING ASSESSMENT . (3-1-3)

Designed to provide in-service teachers with opportunities to broaden knowledge and understanding of approaches to reading assessment and evaluation. Focuses on multiple approaches to reading assessment including norm referenced and standardized reading instruments, portfolios and performance assessment.

EDRD 6213. MATERIALS FOR LEARNING TO READ. (3-1-3)

Compares current commercial materials available for literacy development and assists teachers in designing a variety of materials for maximizing literacy learning at all levels of instruction.

EDRD 6214. ADULT LITERACY. (3-1-3)

Designed to provide opportunities for understanding problems and possible solutions associated with adult and adolescent literacy. Focuses on adult and adolescent learning theories while emphasizing methods and materials appropriate for these populations.

EDRD 6215. LITERACY AND CREATIVE EXPRESSION. (3-1-3)

Prerequisite: EDRD 5210, EDRD 6110, or teaching experience. Understanding the role of the arts in literacy development. Emphasizes the development of literacy learning activities related to the creative arts conducive for enhancing literacy learning.

EDRD 6216. LITERACY ORGANIZATION AND PRACTICE. (3-1-3)

Designed to provide teachers and curriculum supervisors knowledge and understanding of strategies for organizing literacy instruction in the classroom, school and/or district to improve reading achievement. Provides supervision and monitoring strategies. Practicum experience included.

EDRD 6217. INDEPENDENT FIELD BASED PRACTICUM IN READING. (0-6-3)

Prerequisite: EDRD 6002 or 6003, or 6211 or 6216 Permission of Advisor. Individually designed field-based project designed to apply research to needs of classroom learners. Specific action research program planning in classroom to increase literacy development through instructional change. (School or district to increase literacy development through assessment and/or instructional change. Designed for classroom teachers or curriculum supervisors.)

EDRD 6218. SPECIAL TOPICS IN READING/LANGUAGE ARTS. (VAR.)

In-depth study of topic selected for supplementary background or enrichment.

EDRD 6661. READING DIAGNOSIS AND REMEDIATION. (3-1-3)

Prerequisites: EDRD 6110 or permission of instructor. Focused on increasing diagnostic and remediation skills in administering and interpreting multiple assessment/evaluation instruments and apply results to develop programs for students with severe reading handicaps to improve reading achievement.

ENGLISH (ENGL)

ENGL 5011. ADVANCED SCRIPTWRITING WORKSHOP. (3-0-3)

Prerequisite: Admission to M.F.A. Program. A workshop intensive course in the practical study of the techniques, craft, and meaning of scriptwriting for stage, film, and video.

ENGL 5021. ADVANCED POETRY WORKSHOP. (3-0-3)

Prerequisite: Admission to M.F.A. Program. A workshop intensive course in the practical study of the techniques, craft, and meaning of poetry.

ENGL 5022. ADVANCED FICTION WORKSHOP. (3-0-3)

Prerequisite: Admission to M.F.A. Program. A workshop intensive course in the practical study of the techniques, craft, and meaning of short fiction, designed to prepare the student for completion of a creative thesis in fiction.

ENGL 5110. LITERARY CRITICISM. (3-0-3)

A study of the applied literary criticism from Aristotle to the present, with particular emphasis on recent developments.

ENGL 5115. HISTORY OF THE ENGLISH LANGUAGE. (3-0-3)

A study of the development of the English language from its Indo-European roots to its present status as a world language.

ENGL 5116. STRUCTURE OF PRESENT-DAY ENGLISH. (3-0-3)

A comprehensive study of the phonology, morphology, and syntax of present-day English, with reference to standards, variations, and pedagogy.

ENGL 5220. MEDIEVAL ENGLISH LITERATURE. (3-0-3)

A study of selected works in Old or Middle English, read in the original language.

ENGL 5223. CHAUCER. (3-0-3)

A study of selected works from Chaucer, read in the original language.

ENGL 5225. ENGLISH RENAISSANCE LITERATURE. (3-0-3)

A study of selected works from the English Renaissance.

ENGL 5226. TOPICS IN SHAKESPEARE. (3-0-3)

A study of selected topics, genres, or issues in Shakespeare; may be linked with a Shakespearean production staged by the Department of Music and Theatre.

ENGL 5227. MILTON. (3-0-3)

A study of selected major and minor works.

ENGL 5228. DEVELOPMENT OF ENGLISH DRAMA. (3-0-3)

A study of the development of English drama from the Middle Ages through the early modern period.

ENGL 5330. RESTORATION AND EIGHTEENTH-CENTURY LITERATURE. (3-0-3)

A study of selected Restoration/eighteenth-century works.

ENGL 5331. EIGHTEENTH-CENTURY ENGLISH NOVEL. (3-0-3)

A study of the development of the English novel in the eighteenth century.

ENGL 5335. ENGLISH ROMANTICISM. (3-0-3)

A study of selected Romantic works.

ENGL 5337. VICTORIAN LITERATURE. (3-0-3)

A study of selected Victorian works.

ENGL 5338. NINETEENTH-CENTURY ENGLISH NOVEL. (3-0-3)

A study of the development of the novel in the nineteenth century.

ENGL 5440. MODERN DRAMA. (3-0-3)

A study of selected modern plays in English.

ENGL 5441. TWENTIETH-CENTURY BRITISH FICTION. (3-0-3)

A study of selected works of twentieth-century fiction from the British isles.

ENGL 5445. LITERARY WOMEN. (3-0-3)

A study of the contributions of women writers and critics to the development of literature.

ENGL 5446. MODERN POETRY. (3-0-3)

A study of selected modern poetry in English.

ENGL 5447. COMPARATIVE LITERATURE. (3-0-3)

A comparative study of texts from different backgrounds and cultures.

ENGL 5449. GREAT BOOKS OF THE WESTERN WORLD. (3-0-3)

A study of selected influential texts of literature, history, science, etc.

ENGL 5451. AFRICAN LITERATURE. (3-0-3)

In-depth study of African literature, with attention to its social, political, historical, and economic backgrounds. Attention to the historical development of African literature and aesthetics, and the differences and continuities between Anglophone and Francophone writers.

ENGL 5452. AFRICAN WOMEN WRITERS. (3-0-3)

A course that will be concerned with the African woman writer's preoccupation with the condition of African womanhood. It will look at these writers' treatment of issues like motherhood, polygamy, marriage, changing roles, the exploitation of women, the education of women, women in politics and women and tradition.

ENGL 5550. AMERICAN LITERATURE TO 1865. (3-0-3)

A study of selected American works before 1865, emphasizing literary romanticism.

ENGL 5555. AMERICAN LITERATURE FROM 1865 TO 1920. (3-0-3)

A study of selected American works from 1865 to 1920, emphasizing literary realism.

ENGL 5662. SOUTHERN LITERATURE. (3-0-3)

A study of selected works from the modern South.

ENGL 5664. FLANNERY O'CONNOR. (3-0-3)

A study of short stories, novels, and critical essays of Flannery O'Connor, with access to the O'Connor collection.

ENGL 5665. AMERICAN LITERATURE FROM 1920 TO PRESENT. (3-0-3)

A study of selected American works from 1920 to the present, emphasizing the modernist and post-modernist literary movements.

ENGL 5667. AFRICAN-AMERICAN LITERATURE. (3-0-3)

A study of selected works of African-American literature.

ENGL 5669. MULTICULTURAL AMERICAN LITERATURE. (3-0-3)

A study of ethnically diverse American literature.

ENGL 5671. STUDIES IN NATIVE AMERICAN LITERATURE. (3-0-3)

In-depth study of selected works of Native American literature, with attention to socio-cultural context. Specific focus may vary from semester to semester (e.g. "Contemporary Native American Women Writers" or "Native American myths and traditional literature"), so that students might take the course for credit more than once with permission of instructor.

ENGL 5770. STUDIES IN FOLKLORE.

Study of major areas, genres, and branches of folklore, along with historical and theoretical trends in the discipline. Specific focus may vary or be specialized in certain semesters (e.g. folk narratives, material culture, women's folklore, or history and theories of folklore), so that students may take the course for credit more than once with permission of instructor.

ENGL 5940. INDEPENDENT STUDY. (Var. 1-4)

Prerequisite: Department chairperson's approval.

ENGL 5950. SPECIAL TOPICS. (Var. 1-4)

ENGL 5980. STUDY ABROAD. (Var. 1-15)

See the International Studies section of the catalog for details.

ENGL 6011.* SCRIPTWRITING SEMINAR. (3-0-3)

Prerequisite: Admission to M.F.A. Program. A workshop intensive course designed to prepare the student for completion of a creative thesis and submitting work of publishable quality in scriptwriting.

ENGL 6012.* CREATIVE NONFICTION WRITING SEMINAR. (3-0-3)

Prerequisite: Admission to M.F.A. Program. A workshop intensive course designed to prepare the student for completion of a creative thesis and submitting work of publishable quality in creative nonfiction writing.

ENGL 6021.* POETRY WRITING SEMINAR. (3-0-3)

Prerequisite: Admission to M.F.A. Program. A workshop intensive course designed to prepare the student for completion of a creative thesis and submitting work of publishable quality in poetry writing.

ENGL 6022.* FICTION WRITING SEMINAR. (3-0-3)

Prerequisite: Admission to M.F.A. Program. A workshop intensive course designed to prepare the student for completion of a creative thesis and submitting work of publishable quality in fiction writing.

ENGL 6024. TEACHING CREATIVE WRITING SEMINAR. (3-0-3)

Prerequisite: Admission to M.F.A. Program. A course in the various techniques used to teach courses in writing, from expository to advanced workshop writing courses, including a teaching practicum in an appropriate academic or institutional setting.

ENGL 6025. POETRY AND POETICS SEMINAR. (3-0-3)

Prerequisite: Admission to M.F.A. Program. A course in the traditions and innovations of poetry and poetics, emphasizing modern and contemporary examples, but also reviewing important historical precedents in poetics.

ENGL 6112. THEORIES OF COMPOSITION & LITERATURE. (3-0-3)

A study of the theories affecting contemporary pedagogical approaches to composition and literary analysis, particularly as they relate to post-secondary applications.

ENGL 6601. METHODS OF RESEARCH. (3-0-3)

A survey of the research methods and bibliographical tools used in literary study.

ENGL 6680. GRADUATE SEMINAR IN STUDIES IN LITERATURE. (3-0-3)

An intense study of an author, a work, a genre, a movement, or a theme of special interest.

ENGL 6685. GRADUATE SEMINAR IN CRITICAL APPROACHES TO LITERATURE. (3-0-3)
An intense study of the scholarly criticism of selected primary works.

ENGL 6960. INTERNSHIP. (Var. 1-15) F, S, Su
Prerequisite: Department chairperson's approval. An individually designed and planned learning experience involving off-campus field experiences and study in the public sector.

ENGL 6970. THESIS. (Var. 1-9)
Prerequisite: ENGL 6601, either ENGL 6680 or ENGL 6685, and permission of Coordinator of Graduate Studies in English. Independent study leading to the submission of a thesis under the direction of a major professor in English.

ENGL 6971. M.F.A. THESIS. (Var. 1-6)
A book-length manuscript of publishable quality, usually in one genre (poetry, short fiction, etc.), but potentially open to multi-genre works.

* For 6000-level courses marked with an asterisk, the precedent 5000-level workshop is a prerequisite. However, instructors and the M.F.A program director may override the prerequisite where appropriate. With the instructor's and program director's approval, a student may repeat a 6000-level workshop in a single genre.

ENVIRONMENTAL SCIENCES (ENSC)

ENSC 5950. SPECIAL TOPICS. (Var. 1-4)
Consideration of topics in which courses are not offered otherwise, but for which there is current need. Subject matter varies. This course has a laboratory fee.

FINANCE (FINC)

FINC 5100+. PERSONAL FINANCE. (3-0-3)
A study of the system of management of personal finance and other economic issues and problems confronted by the typical student first entering the marketplace. The course is designed to meet the needs of school teachers in such areas as social science, business education, and others. Graduate students in business administration must have approval of the graduate director prior to registering.

FINC 5131+. FINANCIAL MANAGEMENT. (3-0-3)
Prerequisites: ACCT 5105* and 3 hrs college-level economics*. An introductory course in finance. An understanding of basic financial concepts and techniques, and an ability to apply them in arriving at management decisions within the context of specific business situations.

FINC 5980. STUDY ABROAD. (Var.) on demand
Prerequisites: Acceptance into a Georgia College & State University exchange program and permission of the Director of International Services and Programs. An individually designed and planned learning experience in the student's major program of study at an institution abroad. Specific credits to be determined in advance of registration and study. Grading to be based on evaluation reports of the exchange institution. The course may be used to fulfill major requirements limited only by the program specific requirements of a discipline or the guidelines of the Georgia College & State University Study Abroad or Exchange Programs.

FINC 6141. FINANCIAL POLICIES. (3-0-3)

Prerequisites: FINC 5131* and 3 hrs college-level statistics*. Examination and application of contemporary financial theory and analysis related to business finance. Cases and case readings in financial management, financial structure, obtaining and managing capital, issuing and placing securities and administering income.

FINC 6143. INVESTMENT ANALYSIS. (3-0-3)

Prerequisites: FINC 5131* and MGMT 5101*, or permission of instructor. Study of theories and techniques of investment analysis for purposes of evaluation and selection of investments.

FINC 6505. SPECIAL TOPICS IN FINANCE. (3-0-3)

This course meets special needs of students and/or the community. Approval of the graduate director is required prior to registration.

FINC 6805. INDEPENDENT STUDY. (Var.1-3)

*or approved undergraduate equivalent

+students with an approved undergraduate equivalent should not enroll in this course

FRENCH (FREN)

FREN 6010. TRANSLATION/BUSINESS FRENCH. (3-0-3)

An introduction to the world of business in France. Translation exercises from/to English and French. Prerequisite: Regular admission to the MAT program or instructor's permission.

FREN 6020. LITERARY WOMEN. (3-0-3)

An introduction to representative writings by Francophone women across time and the continents. Prerequisite: Regular admission to the MAT program or instructor's permission.

FREN 6030. THE 20th CENTURY NOVEL. (3-0-3)

The human condition in representative novels of the 20th Century. Prerequisite: Regular admission to the MAT program or instructor's permission.

GEOGRAPHY (GEOG)

GEOG 5080 ENVIRONMENTAL HISTORY. (3-0-3) The study of how humans and nature have interacted over time. Examines the ways that the natural landscape has shaped human societies and has been transformed by developing human civilizations. Global, regional, and local histories detail environmental changes due to shifting socio-economic forces. Also presents the development of the American conservation movement and its modern expressions

GEOG 5100. ADVANCED GEOGRAPHIC METHODS. (2-2-3)

Advanced topics in geographic analysis, including types of spatial data and their acquisition, field methods, Geographic Information Systems, spatial analysis, geostatistics, and cartographic design. Students will be expected to complete a course project that applies modern geographic techniques to a local problem.

GEOG 5110. REMOTE SENSING. (3-0-3)

Survey of remote sensing methods, including aerial photography, satellite imagery, and digital image processing.

GEOG 5112. ADVANCED WEATHER AND CLIMATE. (3-0-3)

An examination of atmospheric composition and structure, clouds, precipitation, and atmospheric motion and winds, organized weather systems, including air masses, fronts, and severe weather. Discussion of global climates includes circulation, wind systems, climate classification, and climate change.

GEOG 5120. NATURAL HAZARDS. (3-0-3)

A survey of the human geography of natural hazards, with emphasis on the U.S. Includes foundation concepts and issues regarding natural hazard risk; the rise of environment risk from the complex interaction between the physical environment and humans society.

GEOG 5130. WETLANDS ENVIRONMENTS. (3-0-3)

A survey of physical properties, functions, and values, and geographic variety and distributions of wetlands environments.

GEOG 5205. POLITICAL GEOGRAPHY. (3-0-3)

An examination at local, national, and international levels, of the organization of political space and its impact on political processes and patterns of control and conflict within society.

GEOG 5305. CULTURAL GEOGRAPHY. (3-0-3)

A study of human culture from a geographic perspective, examining the distribution of humans and human activities across space and how social groups and actors use and attach meaning to places and spaces.

GEOG 5400. RESOURCE USE. (3-0-3)

An examination of the nature of natural resources, their distribution, usage, and renewal, and concepts that define resources and their allocation, the geographic dimensions of natural resources, as well as the impact of their exploitation. Topics may include forests, fisheries, minerals, natural amenities, tourism, water resources, human-environmental interaction, resource evaluation, and institutional influences on resource use and management.

GEOG 5450. ENVIRONMENT AND SOCIETY. (3-0-3)

Study of the basic principles of ecology, resource economics, and environmental history as they relate to environmental management and resource conservation issues around the world. Addresses the social impacts of air, water, and soil pollution, human population growth, food production, deforestation, and many other environmental issues.

GEOG 5940. INDEPENDENT STUDY. (Var. 1-4)

Prerequisite: Approval of department chairperson. Independent reading and reports arranged by the instructor according to the individual student's preparation, background, and needs.

GEOG 5950. SPECIAL TOPIC. (Var. 1-4)

Consideration of topics in which courses are not offered otherwise, but for which there is current need.

GEOG 5990. ACADEMIC WORKSHOP. (Var. 1-3)

A time-concentrated study of a special topic.

GEOG 6940. INDEPENDENT STUDY. (Var. 1-3)

Prerequisite: Approval of department chairperson. Independent reading and reports arranged by the instructor according to the individual student's preparation, background, and needs. Open to graduate students only.

GEOG 6950. SPECIAL TOPICS. (Var. 1-4)

GEOLOGY (GEOL)

GEOL 5100. INTRODUCTORY HYDROLOGY. (3-2-4)

Prerequisite: GEOL 1121 or 1122. Study of hydrologic processes, water balance, and water quality. Emphasis placed on landscape management of water resources to maintain productivity and environmental quality. This course has a laboratory fee.

GEOL 5200. GENERAL GEOMORPHOLOGY. (3-2-4)

Prerequisite: GEOL 1121 or 1122. Study of earth surface processes and landforms, including tectonic, weathering, soil, hillslope, karst, fluvial, glacial, periglacial, eolian, and coastal geomorphic systems. Implications for environmental change are stressed. This course has a laboratory fee.

GEOL 5300. SEDIMENTOLOGY & STRATIGRAPHY. (3-2-4)

Prerequisite: GEOL 1121 or 1122. Sedimentary processes in major siliciclastic and carbonate depositional environments, including factors affecting deposition and erosion over large time scales. Principles of stratigraphy including sedimentary structures, facies models, and biostratigraphy. This course has a laboratory fee.

GEOL 5500. STRUCTURAL GEOLOGY. (3-2-4)

Prerequisite: GEOL 1121 and 1121L or GEOL 1122 and 1122L or permission of the instructor. Introduction to the processes of deformation and geometry of deformed rocks. Examination of rock deformation through analysis of structures at both microscopic and outcrop scales with emphasis on descriptive geometry, map interpretation, and cross section construction methods. This course has a laboratory fee.

GEOL 5700. CENOZOIC PALEOECOLOGY. (3-0-3)

Prerequisite: GEOL 1121 or 1122 or BIOL 1100 or 1107 or 1120 or 2000 or permission of instructor. Study of the interrelationships between extinct organisms and their environments, focusing on taphonomic analyses of Cenozoic fossil communities.

GEOL 5950. SPECIAL TOPICS. (Var. 1-4)

Consideration of topics in which courses are not offered otherwise, but for which there is current need. Subject matter varies. This course has a laboratory fee.

HISTORY (HIST)

HIST 5010. LOCAL HISTORY. (3-0-3)

An introduction to a methodology of exploring regional history by focusing on the history of the Milledgeville/ Oconee River area.

HIST 5015. HISTORIC ARCHITECTURE PRESERVATION. (3-0-3)

A study of theory and practice of historic preservation including background survey of historic architecture.

HIST 5020. PUBLIC HISTORY. (3-0-3)

A survey of the field of public history emphasizing three major areas: museums, archives, and historic preservation.

HIST 5025 ARCHIVAL THEORY AND ISSUES. (3-0-3)

A study of archival concepts and functions, as well as the nature of archives and their role within organizations and society.

HIST 5030. ARCHIVAL METHODS AND PRACTICE. (3-0-3)

Introduction to methods of appraisal, acquisitions, arrangements and description, preservation, reference service, and administration of archives, historical and literary manuscripts.

HIST 5035 INTRODUCTION TO MUSEUMS AND HISTORICAL ORGANIZATIONS. (3-0-3)

An examination of museum practices and standards including collections management, conservation, education, exhibition, and outreach.

HIST 5040. HISTORIC SITE INTERPRETATION. (3-0-3)

An examination of methods of research and design of historic interpretations for various types of public historic sites.

HIST 5045. WORLD WAR I. (3-0-3)

An examination of World War I within the context of military, social, economic, political, and cultural history in the European theater, the United States, and the colonial world.

HIST 5050. WORLD WAR II. (3-0-3)

A study of World War II, its origins, military aspects, and social, economic, political, and intellectual consequences. The focus is on Europe, the United States, and Asia.

HIST 5070. THE INDUSTRIAL REVOLUTION. (3-0-3)

A study of the development of industrialism and its consequences in Europe and other parts of the world.

HIST 5080. ENVIRONMENTAL HISTORY. (3-0-3)

The study of how humans and nature have interacted over time. Examines the ways that the natural landscape has shaped human societies and has been transformed by developing human civilizations. Global, regional, and local histories detail environmental changes due to shifting socio-economic forces. Also presents the development of the American conservation movement and its modern expressions.

HIST 5110. CLASSICAL GREECE. (3-0-3)

Greece and the Aegean through Alexander the Great, with emphasis on political, social and cultural history.

HIST 5120. CLASSICAL ROME. (3-0-3)

Rome from its origins until the Empire became Christian, with emphasis on political, social and cultural history.

HIST 5130. THE MIDDLE AGES. (3-0-3)

Europe from the fall of Rome to the Renaissance. The Byzantine and Islamic Empires are also considered.

HIST 5140. RENAISSANCE AND REFORMATION. (3-0-3)

The rebirth of classical learning in Italy and its spread across Europe, and the religious upheavals of the sixteenth and seventeenth centuries.

HIST 5150. CRIME AND PUNISHMENT IN EARLY MODERN EUROPE. (3-0-3)

This course surveys the definitions of crime and deviant behavior and the impact of social institutions designed to protect European society before 1800. Topics include the prosecution of witchcraft, the Spanish Inquisition, and the relationship of poverty and crime in European cities.

HIST 5160. SCIENCE, MEDICINE AND SOCIETY IN EUROPE BEFORE 1800. (3-0-3)

An investigation of the natural world and efforts to conquer disease. Topics include developments in anatomy and astronomy, the fight against bubonic plague, and social changes brought by the Scientific Revolution and the Enlightenment.

HIST 5170. WOMEN, GENDER, AND SOCIETY IN EARLY MODERN EUROPE. (3-0-3)

An examination of relationships between men and women in pre-industrial society and the impact of social and religious change on women's lives.

HIST 5180. EPIDEMIC DISEASE IN HISTORY FROM THE BLACK DEATH TO AIDS. (3-0-3)

An exploration of social changes brought by European and American experiences with bubonic plague, syphilis, cholera, yellow fever and AIDS, which will also include recurring ethical issues surrounding epidemic diseases and efforts to stop them.

HIST 5210. THE FRENCH REVOLUTION AND NAPOLEON. (3-0-3)

Europe from 1789 to 1815, emphasizing the role of France in the events of the period.

HIST 5220. MODERN EUROPE. (3-0-3)

Contemporary European problems and their background, with emphasis on social and political changes growing out of World War I.

HIST 5240. HITLER AND NAZI GERMANY. (3-0-3)

A historical and psychological study of Hitler and an analysis of his rise to power, the creation of the Third Reich, and the destruction of Germany through war.

HIST 5250. SOVIET RUSSIA. (3-0-3)

A study of Lenin and the early Bolshevik movement, the great revolution of 1917 and the Soviet state under the rule of Stalin and his successors.

HIST 5280. INTELLECTUAL AND CULTURAL HISTORY OF EUROPE TO 1550. (3-0-3)

A survey of the major trends in philosophy, literature, social and political thought, and the arts in Europe from antiquity through the Reformation era. Attention will be paid to the cross-cultural influences on European thought.

HIST 5285. INTELLECTUAL AND CULTURAL HISTORY OF EUROPE SINCE 1550. (3-0-3)

A survey of the major trends in philosophy, literature, social and political thought, and the arts in Europe from the Reformation to the present. Attention will be paid to the cross-cultural influences on European thought.

HIST 5310. TUDOR ENGLAND. (3-0-3)

A study of the transition of England from small island nation to major power during the sixteenth century.

HIST 5315. STUART ENGLAND. (3-0-3)

A study of English history during the age of transition to Parliamentary government and the Scientific Revolution.

HIST 5335. MODERN BRITAIN. (3-0-3)

An analysis of forces contributing to the development of contemporary British civilization.

HIST 5360. A CULTURAL HISTORY OF WALES, SCOTLAND, AND IRELAND. (3-0-3)

A survey of the development of Celtic civilization focusing primarily on the fringe areas of the British Isles, but including overseas experiences.

HIST 5380. THE BRITISH EMPIRE AND COMMONWEALTH OF NATIONS. (3-0-3)

A study of the origins and development of the British Empire and its evolution into the British Commonwealth of Nations.

HIST 5405. RELIGION IN AMERICAN HISTORY. (3-0-3)

A study of the historical significance of religion in shaping American society and culture.

HIST 5410. TOPICS IN AMERICAN SOCIAL HISTORY. (3-0-3)

A topical examination of social movements, institutions, and cultural trends in the American nation.

HIST 5415. GEORGIA: COLONY AND STATE. (3-0-3)

Major trends and events from the Indian background to the present.

HIST 5510. COLONIAL AMERICA. (3-0-3)

A historical survey of America during its formative period. Emphasis is placed on the change from colonies to mature provinces.

HIST 5520. REVOLUTIONARY AMERICA. (3-0-3)

A survey of America during its formative period. Emphasis is placed on the national and comparative perspectives of the Revolution.

HIST 5530. THE AGE OF JEFFERSON, 1787-1826. (3-0-3)

The United States from adoption of the Constitution to the death of Jefferson. Major themes include origins of political parties, evolution of foreign policy, and westward expansion.

HIST 5540. THE ANTEBELLUM SOUTH. (3-0-3)

An examination of basic factors in Southern life such as the agrarian economy and racial dualism.

HIST 5550 THE AGE OF JACKSON. (3-0-3)

Prerequisite: HIST 2111. A study of the historiography, historical arguments, and development of the U.S. during the Jackson period from the 1820s until the outbreak of the Civil War in 1861. The course will not only examine traditional history—politics, diplomacy, and wars—but also social, cultural, economic, and demographic patterns and trends as well as the lives of the average American, male and female, slaves, and Native Americans.

HIST 5610. THE AMERICAN CIVIL WAR. (3-0-3)

The background of the war, followed by a detailed examination of the conflict between 1861 and 1865.

HIST 5615 THE GILDED AGE/PROGRESSIVE ERA. (3-0-3)

A study of the political, economic, social, cultural, and diplomatic history of the U.S. in the period from Reconstruction to World War I and an examination of the historiography of that period.

HIST 5620. THE SOUTH SINCE RECONSTRUCTION. (3-0-3)

Economic, social, and political developments in the South from the end of Reconstruction to the present.

HIST 5625 THE U.S. BETWEEN THE WORLD WARS. (3-0-3)

A study of the United States in the period between World War I and World War II and an examination of the historiography of that period.

HIST 5630. THE UNITED STATES SINCE 1945. (3-0-3)

This course examines the social, political, economic, and environmental issues that arose in the second half of the twentieth century.

HIST 5650. CONTEMPORARY AMERICAN FOREIGN POLICY. (3-0-3)

A study of the development of the American foreign political system in the twentieth century. Emphasis is placed upon American emergence as a world power and its role of alliance leadership in the nuclear age. (Cross listed with POLS 5650.)

HIST 5660. HISTORY OF URBAN AMERICA. (3-0-3)

An examination of American cities from the pre-Revolutionary period to the present.

HIST 5670. HISTORY OF VIOLENCE IN AMERICA. (3-0-3)

This course investigates how the United States has gained the reputation for being the most violent nation in the industrialized world.

HIST 5680. THE AUTOMOBILE IN AMERICAN CULTURE. (3-0-3)

This course provides an overview of the impact of the automobile on American history and culture in the past one hundred years.

HIST 5700. CONQUEST AND SOCIAL CHANGE IN COLONIAL LATIN AMERICA. (3-0-3)

A survey of the interaction between Europeans and Latin American peoples from the discovery and conquest in the sixteenth century to the end of colonization in the early nineteenth century. The course will also focus on the impact of Latin America on European society.

HIST 5710. MODERN MIDDLE EAST. (3-0-3)

A study of the history of the modern Middle East, with some attention to the historical background and to adjacent areas. Special attention is given to the twentieth century.

HIST 5720. THE VIETNAM WAR. (3-0-3)

A comprehensive and in-depth study of America's longest war with special emphasis placed on the historical background, political decisions, military strategy/tactics and lessons associated with that conflict. (Cross listed as POLS 5720.)

HIST 5940. INDEPENDENT STUDY. (Var. 1-4)

Prerequisite: Approval of chairperson of department. Independent reading and reports arranged by the instructor according to the individual student's preparation, background, and needs.

HIST 5950. SPECIAL TOPICS. (Var. 1-4)

Consideration of topics in which courses are not offered otherwise, but for which there is current need. Subject matter varies.

HIST 5980. STUDY ABROAD. (Var. 1-15)

See the International Studies section of the catalog for details.

HIST 5990. ACADEMIC WORKSHOP. (Var. 1-3)

A time-concentrated study of a special topic.

HIST 6001. HISTORICAL METHODS AND INTERPRETATIONS. (3-0-3)

A study of historical interpretations and the techniques of historical research, and preparation for publication.

HIST 6201. ADVANCED TOPICS IN EUROPEAN HISTORY. (3-0-3)

Topics will vary from year to year, and may be treated as lecture/discussion classes, research seminars, or directed reading and discussion.

HIST 6301. ADVANCED TOPICS IN BRITISH HISTORY. (3-0-3)

Topics will vary from year to year, and may be treated as lecture/discussion classes, research seminars, or directed reading and discussion.

HIST 6401. ADVANCED TOPICS IN AMERICAN HISTORY. (3-0-3)

Topics will vary from year to year, and may be treated as lecture/discussion classes, research seminars, or directed reading and discussion.

HIST 6451. ADVANCED TOPICS IN SOUTHERN HISTORY. (3-0-3)

Topics will vary from year to year, and may be treated as lecture/discussion classes, research seminars, or directed reading and discussion.

HIST 6940. INDEPENDENT STUDY. (Var. 1-4)

Prerequisite: Approval of chairperson of department. Independent reading and reports arranged by the instructor according to the individual student's preparation, background, and needs. Open to graduate students only.

HIST 6950. SPECIAL TOPICS. (Var. 1-4)

Consideration of topics in which courses are not offered otherwise, but for which there is current need. Subject matter varies. Open to graduate students only.

HIST 6960. INTERNSHIP. (Var. 1-15)

Prerequisite: Selection for participation in a University-approved intern program. An individually designed course sequence involving off-campus study, research, and/or work in a government agency or business organization.

HIST 6970. THESIS RESEARCH. (Var. 1-9). Each semester.

Prerequisite: Admission to candidacy for the M.A. degree. Individual, independent research on a directed thesis project.

HEALTH (HLTH)

HLTH 6020. DIMENSIONS OF HEALTH. (3-0-3)

Examines effects of lifestyle choices on the five dimensions of health. Role of health education in improving health is examined.

HLTH 6030. FOUNDATIONS OF PSYCHO-SOCIAL HEALTH. (3-0-3)

Investigates scientific facts and effective health practices pertinent to personal, family, and community psychosocial health.

HLTH 6040. FOUNDATIONS OF HEALTH PROMOTION. (3-0-3)

Principles and theory underlying the field of Health Promotion. Design, implementation, and evaluation of health promotion programs in school, community and worksite settings.

HLTH 6050. SEMINAR IN CONTEMPORARY HEALTH ISSUES. (3-0-3)

Examines prominent health issues of today and positive approaches which might be used in homes, schools, work-sites, and communities toward possible solutions to problems.

HLTH 6250. HEALTH IN THE SCHOOLS P-8. (3-0-3)

Addresses components of the total school health education program and problems faced by classroom teachers when dealing with health instruction, health services, and healthy environment.

HLTH 6350. RESEARCH PROBLEMS IN HEALTH. (3-0-3)

Prerequisite: EDFS 6230. Requires approval of Kinesiology chairperson. In-depth individualized investigation into a research problem of interest.

HLTH 6360. SEMINAR IN ALCOHOL, TOBACCO AND OTHER DRUG PREVENTION AND EDUCATION. (3-0-3)

Explores issues in substance use and abuse including physical, social, and psychological causes and effects; prevention efforts applicable for school, community and worksite settings; and rehabilitation approaches.

HLTH 6501. SPECIAL TOPICS. (1-0-1)

Enables graduate level investigation of current health topics and issues pertinent to home, school, and community. Seminar format relies heavily on student contribution.

HLTH 6502. SPECIAL TOPICS. (2-0-2)

Enables graduate level investigation of current health topics and issues pertinent to home, school, and community. Seminar format relies heavily on student contribution.

HLTH 6503. SPECIAL TOPICS. (3-0-3)

Enables graduate level investigation of current health topics and issues pertinent to home, school, and community. Seminar format relies heavily on student contribution.

HLTH 6530. EPIDEMIOLOGY.(3-0-3)

Presents epidemiological concepts, principles, and methods used in surveillance and investigation of disease.

HLTH 6550. HUMAN SEXUALITY. (3-0-3)

Investigates the physiological, psychological, sociological, and cultural issues in the field of Human Sexuality as applied to the individual, school and community.

HLTH 6600. FIELD EXPERIENCE. (VAR.)

Provides graduate level field experience in selected classrooms or exemplary educational programs. Requires notification of and approval by department chairperson well in advance.

HLTH 6601. FIELD EXPERIENCE. (0-3-1)

HLTH 6602. FIELD EXPERIENCE. (0-6-2)

HLTH 6603. FIELD EXPERIENCE. (0-10-3)

HLTH 6800. INDEPENDENT STUDY. (VAR.)

Prerequisite: 12 hours of graduate course work including EDFS 6230. Provides opportunity for in-depth supervised investigation in a topic of interest. Requires approval of Kinesiology chairperson.

HLTH 6801. INDEPENDENT STUDY. (1-0-1)

HLTH 6802. INDEPENDENT STUDY. (2-0-2)

HLTH 6803. INDEPENDENT STUDY. (3-0-3)

HLTH 6900. INTERNSHIP. (VAR.)

Prerequisite: 30 hours of graduate course work. Involves individually-designed learning experience and study in private and public sector. Requires approval of Kinesiology chairperson.

HLTH 6901. INTERNSHIP. (0-3-1)

HLTH 6902. INTERNSHIP. (0-6-2)

HLTH 6903. INTERNSHIP. (0-10-3)

HEALTH SCIENCES SYSTEMS (HSCS)

HSCS 5010. SURVEY OF HEALTH SCIENCE INFORMATION. (3-0-3)

Focuses on uses of computer and technology-based health applications to support clinical, administrative, and educational decision-making.

HSCS 5500. PERSPECTIVES OF ADVANCED NURSING PRACTICE. (2-0-2)

Examines ethical and legal issues of advanced practice in nursing. Nursing action to influence healthcare policy development are explored.

HSCS 5600. HEALTHCARE RESEARCH & STATISTICAL ANALYSIS. (3-0-3)

Focuses on research methodology, critical analyses of studies, and the relationships among theory, research, and practice.

HSCS 5800. APPLIED PHARMACOLOGY. (3-0-3)

Provides health care professionals in advanced practice with a knowledge base in pharmacokinetics, pharmacodynamics, and pharmacotherapeutics employed in the treatment of adults, adolescents, and children.

HSCS 5900. SPECIAL TOPICS. (VAR. 1-3)

Offers students opportunities to explore topics of particular relevance to nursing practice, education, or management.

HSCS 6110. SYSTEMS MANAGEMENT FOR ADVANCED PRACTICE. (2-0-2)

Explores the economics of health care, the managed care environment, the nature of systems, and intellectual and technical skills essential for managing clinical outcomes.

HSCS 6121. INTEGRATING TECHNOLOGY IN HEALTH SCIENCE EDUCATOR ROLE. (3-0-3)

Prerequisite: NURF 6115 Co-requisite: NURA 6120.

Focuses on design, implementation, and evaluation of computer-mediated instruction, distance learning, web-based instruction, and other instructional media.

HSCS 6125. EVALUATING EDUCATIONAL PROGRAMS FOR NURSING. (3-0-3)

Prerequisite: NURF 6115, NURA 6120, HSCS 6121. Focuses on internal and external evaluation of nursing educational programs, test and measurement theory and outcome measurements, including cognitive exam design.

HSCS 6126. LEARNER-CENTERED CLASSROOM ASSESSMENT TECHNIQUES. (3-0-3)

Focuses on the systematic identification, design and application of learner-centered classroom assessment techniques for university teaching and learning. Examines the four stages of learner-centered assessment, use and application of technology tools to represent findings from and about classroom assessment, and the scholarship of assessment.

HSCS 6210. ADVANCED SYSTEM MANAGEMENT. (3-3-4)

Prerequisite: HSCS 6110. Focuses on the intellectual and technical functions and processes of health system management and examines organizational behavior, financial management, and optimal use of resources.

HSCS 6210L. ADVANCED SYSTEM MANAGEMENT CLINICAL. (0-0-0)

Clinical component to accompany HSCS 6210.

HSCS 6300. ADVANCED PHYSIOLOGY & PATHOPHYSIOLOGY. (3-0-3)

Provides understanding of relationship between normal processes of the human body and their alterations during disease and disorders. Both cellular and organ system functions are examined.

HSCS 6400. STUDY ABROAD. (VAR. 1-3).

Offers students opportunities to participate in educational international exchanges abroad.

HSCS 6700. SYNTHESIS. (VAR. 1-3)

Provides graduate students in health systems and informatics with an opportunity to select among four options to demonstrate synthesis of core and major courses: thesis, research, project, or comprehensive exams.

HSCS 6720. HEALTH INFORMATICS IN COMPLEX ORGANIZATIONS. (2-3-3)

Focuses on information management principles in complex healthcare organizations with an emphasis on system planning and analysis.

HSCS 6720L. HEALTH INFORMATICS IN COMPLEX ORGANIZATIONS CLINICAL. (0-0-0)

Clinical component to accompany HSCS 6720.

HSCS 6724. INFORMATICS ISSUES AND APPLICATIONS FOR HEALTH CARE DELIVERY. (3-0-3)

Prerequisite: HSCS 6720. Focuses on technology performance support and legal issues as they relate to health care delivery with an emphasis on design. The applications for these issues include World Wide Web resources, the computerized patient record, telehealth and a health information database prototype.

HSCS 6750. ADVANCED HEALTH SYSTEM INTERNSHIP. (2-9-5)

Prerequisite: HSCS 6210, ACCT 5105, FINC 5105, MKTG 6161. Involves application of administrative theory and management principles, processes and outcomes in the healthcare system.

HSCS 6750L. ADVANCED HEALTH SYSTEM INTERNSHIP. (0-0-0)

Clinical component to accompany HSCS 6750.

HSCS 6760. ADVANCED HEALTHCARE INFORMATICS INTERNSHIP. (2-9-5)

Prerequisite: HSCS 6724, MMIS 6296, MMIS 6298. Focuses on application of informatics theories, management principles, processes and outcomes in the real-world healthcare work environment.

HSCS 6760L. ADVANCED HEALTHCARE INFORMATICS INTERNSHIP. (0-0-0)
Clinical component to accompany HSCS 6760.

HSCS 6800. INDEPENDENT STUDY. (VAR. 1-3)

HSCS 6900. INTERNSHIP. (VAR. 1-5)

LEGAL ENVIRONMENT OF BUSINESS (LENB)

LENB 5135+. LEGAL ENVIRONMENT OF BUSINESS. (3-0-3)

A study of the legal and regulatory environment of business that focuses on ethical, global, political, economic, social, environmental, technological, and diversity issues.

LENB 5145+. BUSINESS LAW. (3-0-3)

A study of jurisprudence and the judicial system. Topical areas include: contracts, sales, commercial paper, secured transactions, agency, partnerships, corporations, bankruptcy, and real property.

LENB 5980. STUDY ABROAD. (Var.) on demand

Prerequisites: Acceptance into a Georgia College & State University exchange program and permission of the Director of International Services and Programs. An individually designed and planned learning experience in the student's major program of study at an institution abroad. Specific credits to be determined in advance of registration and study. Grading to be based on evaluation reports of the exchange institution. The course may be used to fulfill major requirements limited only by the program specific requirements of a discipline or the guidelines of the Georgia College & State University Study Abroad or Exchange Programs.

*or approved undergraduate equivalent

+students with an approved undergraduate equivalent should not enroll in this course

LOGISTICS (LOGS)

LOGS 5301. SYSTEMS ENGINEERING & ANALYSIS. (3-0-3)

A study of the systems engineering process of definition of requirements, requirements allocation, system analysis, synthesis and optimization, system configuration, and system test and evaluation*+.

LOGS 5302. LOGISTICS ENGINEERING. (3-0-3)

A study of the logistics functions of design, development, and distribution and the sustaining life cycle maintenance and support of a system or product throughout the consumer use phase*+.

LOGS 5306. SUPPLY CHAIN MANAGEMENT. (3-0-3)

This course examines basic supply chain management concepts throughout the product/system life cycle. Emphasis is placed on supply chain strategy, management and operation*+.

LOGS 5307. RELIABILITY & MAINTAINABILITY. (3-0-3)

Prerequisite: LOGS 5302 or coordinator's consent. This course covers reliability/maintainability terms and definitions, analysis, design, prediction/assessment and test and evaluation, from the practical view point*+.

*or approved undergraduate equivalent

+students with an approved undergraduate equivalent should not enroll in this course

LOGS 5950. SPECIAL TOPICS. (Var. 1-4)

The purpose of this course is to broaden the scope of the subject matter in the Logistics degree program by following topics of current interest that are not covered in other courses.

LOGS 6633. ADVANCED LOGISTICS ENGINEERING & PLANNING. (3-0-3)

Prerequisite: LOGS 5302 or coordinator's consent. An advanced course in the disciplined establishment of requirements for system reliability, maintainability and overall supportability. Emphasis is placed on the development of a comprehensive integrated logistics support plan to ensure maximum system availability and cost efficiency throughout the life cycle.

LOGS 6634. CASE STUDIES IN SUPPLY CHAIN MANAGEMENT. (3-0-3)

A study into the logic, design, and integration of effective techniques and methods for supply chain management optimization. The course employs a case study methodology involving contemporary, brand name organizations to illustrate effective approaches and lessons learned.

LOGS 6635. MODELS IN RELIABILITY & MAINTAINABILITY. (3-0-3)

Prerequisite: LOGS 5307 or coordinator's consent. Fundamental principles of reliability and maintainability. An in-depth coverage of reliability and maintainability models and their application.

LOGS 6639. ADVANCED ENGINEERING ECONOMY. (3-0-3)

Engineering economic analysis and the economic evaluation of alternatives. Investment decisions based on equivalent worth, rate of return, benefit-cost, and life cycle cost methods, considering the aspects of risk and uncertainty.

LOGS 6643. ADVANCED PRODUCTION PLANNING & CONTROL. (3-0-3)

An advanced course in production planning, production system design and development, and production control and evaluation.

LOGS 6646. ADVANCED TOPICS IN LOGISTICS. (3-0-3)

Selected special topics. Independent individualized study and project report.

LOGS 6647. LOGISTICS PROCESSES & MANAGEMENT. (3-0-3)

An advanced logistics supply chain management course dealing with a wide range of integrated logistics processes and managerial activities that are geared towards seamless, efficient product/system life cycle support.

LOGS 6649. LOGISTICS QUANTITATIVE METHODS. (3-0-3)

A study of quantitative methods and techniques as applied to the system life cycle. Includes the application of quantitative techniques to reliability, maintainability, human factors, and logistics support models.

LOGS 6650. PURCHASING & MATERIALS MANAGEMENT. (3-0-3)

A study of techniques involved in purchasing and materials management as a business function. Topics include vendor selection, contractor negotiation, contract administration and materials management principles and practices.

LOGS 6651. DISTRIBUTION MANAGEMENT. (3-0-3)

A study of the functions of traffic management and its role in reducing cost through economical application of rates, rules, and regulations. National and international transportation policies will also be reviewed.

LOGS 6652. COMMERCIAL GOVERNMENT CONTRACT LAW. (3-0-3)

This course provides students with the impact of government contract law on the acquisition process. The course will also highlight the differences and similarities between government and commercial contracts.

LOGS 6653. INTERNATIONAL TRADE & THE LOGISTICS ENVIRONMENT. (3-0-3)

A study of international trade, the international monetary system, and financial markets and their effects on the system life cycle costing.

LOGS 6654. PACKAGING, WAREHOUSING & INVENTORY CONTROL. (3-0-3)

This course will address the interface between packaging, storage, inventory control and transportation.

LOGS 6940. INDEPENDENT STUDY. (Var. 3-6)

Investigation of topics of special interest, with reports to the instructor. A research paper is required for the research project option. Prior approval by program coordinator and instructor is required.

LOGS 6960. INTERNSHIP AND/OR COOPERATIVE EDUCATION. (Var. 1-15)

Individually designed and planned learning experience involving off-campus field experience and study in the public and private sector. Must be approved by the department chairperson and the program coordinator.

MATHEMATICS EDUCATION (MAED)

MAED 5000. METHODS FOR SECONDARY SCHOOL MATHEMATICS TEACHERS. (3-0-3)

Prerequisite: Permission of the instructor. Topics may include instructional strategies, classroom management, assessment techniques, lesson planning, multicultural and gender issues in mathematics education.

MAED 5080. CONCEPTS IN ALGEBRA. (3-0-3)

Prerequisite: Permission of the instructor. Topics will include relationships between quantities and the interpretation of such relationships numerically, graphically, algebraically, and functionally. There will be an emphasis on problem solving and applications, connections with geometry, arithmetic and data analysis.

MAED 5510. CONCEPTS IN GEOMETRY. (3-0-3)

Prerequisite: Permission of the instructor. Topics include descriptive statistics, random variables, probability distributions, sampling distributions, confidence interval estimation, hypothesis testing, simple linear regression and correlation.

MAED 5600. CONCEPTS IN PROBABILITY AND STATISTICS. (3-0-3)

Prerequisite: Permission of the instructor. This course is designed to acquaint the student with the theory of probability and apply this to statistical theory. Problems are taken from the life sciences, social sciences and business.

MAED 5680. CONCEPTS IN DISCRETE MATHEMATICS. (3-0-3)

Prerequisite: Permission of the instructor. Topics include graph theory, linear programming, game theory, and related topics as well as applications.

MAED 5900. DIRECTED READINGS. (Var. 1-4)

Prerequisite: Approval of the department chair. Selected readings of books and articles in the mathematics education literature.

MAED 5940. INDEPENDENT STUDY. (Var. 1-4)

Prerequisite: Approval of the department chair. Investigation of a topic of special interest in mathematics education under the supervision of an instructor.

MAED 5950. SPECIAL TOPICS. (Var. 1-4)

Prerequisite: Approval of the department chair. Selected topics in mathematics education not available in other departmental courses.

MATHEMATICS (MATH)

MATH 5000. METHODS OF MATHEMATICAL MODELING. (3-0-3)

Prerequisite: Permission of the instructor. This course will concentrate on the bridge between a variety of mathematical ideas and their applications to problems in the natural and social sciences through the techniques of mathematical modeling. The course will emphasize out-of-class project work and the written presentation of modeling results and conclusions.

MATH 5010. HISTORY OF MATHEMATICS. (3-0-3)

Prerequisite: Permission of the instructor. A review of the origins and development of the great ideas of classical and modern mathematics.

MATH 5081. ABSTRACT ALGEBRA I. (3-0-3)

Prerequisite: Permission of the instructor. An introduction to the basic structures of algebra including groups, rings, and fields along with their substructures as well as the ideas of homomorphism and isomorphism.

MATH 5082. ABSTRACT ALGEBRA II. (3-0-3)

Prerequisite: Permission of the instructor. A study of algebraic basic structures using more sophisticated methods and in greater depth. Topics may include: the Sylow theorems for group theory, finite field theory, dual spaces, category theory, and applications of abstract algebra.

MATH 5110. NUMBER THEORY. (3-0-3)

Prerequisite: Permission of the instructor. An introduction to the basic problems, terminology, and methods of elementary number theory. Topics include: diophantine problems, congruences, perfect numbers, Euler's theorem and function, primitive roots, and quadratic reciprocity.

MATH 5261. MATHEMATICAL ANALYSIS I. (3-0-3)

Prerequisites: Permission of the instructor. Basic properties of the real numbers, limits, continuity of functions, formal definitions of derivative and integral.

MATH 5262. MATHEMATICAL ANALYSIS II. (3-0-3)

Prerequisite: Permission of the instructor. This course is a continuation of MATH 5261. Additional topics may include series, vectors and multidimensional methods.

MATH 5300. COMPLEX VARIABLES. (3-0-3)

Prerequisite: Permission of the instructor. An introduction to functions of a complex variable. Topics include the Cauchy-Riemann equations, line integrals, the Cauchy integral formulas, Laurent series, harmonic functions and conformal mapping.

MATH 5340. DIFFERENTIAL EQUATIONS. (3-0-3)

Prerequisite: Permission of the instructor. Ordinary differential equations with applications are the primary focus. Some consideration is given to existence and uniqueness theorems.

MATH 5510. GEOMETRY. (3-0-3)

Prerequisite: Permission of the instructor. An axiomatic development of Euclidean geometry and an introduction to non-Euclidean geometry.

MATH 5600. PROBABILITY. (3-0-3)

Prerequisite: Permission of the instructor. A calculus-based first course in probability theory. Topics include combinatorial analysis, probability axioms, conditional probability, independence, discrete and continuous random variables, jointly distributed random variables, expectation, and limit laws such as the weak and strong laws of large numbers and the central limit theorem.

MATH 5620. STATISTICS. (3-0-3)

Prerequisite: Permission of the instructor. A calculus-based introduction to the theory and applications of statistical methods. Topics include estimation and prediction, inference and hypothesis testing, linear and multiple regression, analysis of variance, and nonparametric statistical methods.

MATH 5621. INTRODUCTION TO ACTUARIAL MATHEMATICS. (3-0-3)

Prerequisite: Permission of the instructor. A basic introduction to the theory of contingency mathematics from both stochastic and deterministic perspectives.

MATH 5650. NUMERICAL ANALYSIS. (3-0-3)

Prerequisite: Permission of the instructor. A general algorithmic approach to numerical analysis with emphasis on concrete numerical methods. (This course is equivalent to CSCI 4650.)

MATH 5680. INTRODUCTION TO GRAPH THEORY. (3-0-3)

Prerequisite: Permission of the instructor. An introductory survey of graphs and digraphs with applications. Applications include transportation problems, the traveling salesman problem, modeling, and recreational mathematics.

MATH 5890. OPERATIONS RESEARCH. (3-0-3)

Prerequisite: Permission of the instructor. A basic introduction to operations research. Linear, integer and dynamic programming will be considered. The theory of queues is presented and the idea of stochastic simulation is introduced.

MATH 5900. DIRECTED READINGS. (Var. 1-4)

Prerequisite: Approval of the department chair. This course consists of directed readings in mathematics under the supervision of a faculty member. Material may be drawn from classical and modern texts as well as the literature.

MATH 5940. INDEPENDENT STUDY. (Var. 1-4)

Prerequisite: Approval of the department chair. Investigation of a topic of special interest under the supervision of a faculty member.

MATH 5950. SPECIAL TOPICS. (Var. 1-4)

Prerequisite: Approval of the department chair. Selected topics not available in other departmental courses.

MANAGEMENT (MGMT)

MGMT 5101+. BUSINESS STATISTICS. (3-0-3)

A general course designed to provide students with the background necessary for understanding the role of statistics in decision making. Data collection, organization, and applications including sampling and probability distributions, measures of association, hypothesis testing and forecasting with a consideration of ethical implications.

MGMT 5141+. PRINCIPLES OF MANAGEMENT. (3-0-3)

An introduction to the management process, emphasizing planning and strategy, organizational theory and structure, organizational behavior, direction, and control including leadership, motivation, team building, management information systems and current managerial issues including Total Quality Management, multi-cultural impact, and ethical considerations.

MGMT 5165. SMALL BUSINESS INSTITUTE. (3-0-3)

Prerequisites: Permission of the instructor and graduate director. A hands-on experience concerned with the problems and responsibilities of starting and operating a small business. Students work in teams, consulting with small businesses and/or entrepreneurs on actual business problems. Graduate students are often used as team leaders.

MGMT 5980. STUDY ABROAD. (Var.) on demand

Prerequisites: Acceptance into a Georgia College & State University exchange program and permission of the Director of International Services and Programs. An individually designed and planned learning experience in the student's major program of study at an institution abroad. Specific credits to be determined in advance of registration and study. Grading to be based on evaluation reports of the exchange institution. The course may be used to fulfill major requirements limited only by the program specific requirements of a discipline or the guidelines of the Georgia College & State University Study Abroad or Exchange Programs.

MGMT 6101. RESEARCH METHODS AND STATISTICAL APPLICATIONS IN BUSINESS. (3-0-3)

Prerequisite: 3 hrs college-level statistics. An examination of research methods and statistical techniques applied to business settings. Upon completion of the course, students should have a comprehensive understanding of the research process. Topics include research design, measurement issues, the sources and collection of data, the use of statistical procedures such as multiple regression and analysis of variance, and interpretation and presentation of results. Students will have the opportunity to apply these concepts and methods to business problems through case- and/or project-oriented methodologies.

MGMT 6105. QUANTITATIVE METHODS FOR BUSINESS RESEARCH. (3-0-3)

Prerequisite: 3 hrs college-level statistics. This course deals with the application of specific quantitative models to business problems. The emphasis is placed on decision making under uncertainty and risk, probability, programming, and simulation models. Computer-assisted problem solving is applied to the use of these models.

MGMT 6115. OPERATIONS MANAGEMENT. (3-0-3)

Prerequisites: 3 hrs college-level statistics. The course deals with the design and implementation of production systems for service and goods-producing organizations. Topics include strategic planning, facilities design, project management, and design of computer-based quality and performance control systems.

MGMT 6125. INTERNATIONAL MANAGEMENT. (3-0-3)

This course explores different economic, political/governmental, and social/cultural systems and their impact on managerial functions. It imparts a clearer understanding of the major facets of international operations.

MGMT 6135. ORGANIZATIONAL THEORY AND BEHAVIOR. (3-0-3)

Focuses on a variety of topics concerning organizational behavior and organizational theory including human behavior at the level of the individual, the small group, and the organization. Individual and cultural differences, group dynamics, power distribution, structure, environment, and technology are discussed in relation to the effectiveness of organizations.

MGMT 6155. BUSINESS ETHICS AND GLOBAL RESPONSIBILITIES. (3-0-3)

This is a cross-functional course examining the impact of the environment, ethical, demographic, cultural, regulatory and public policy influences on organizational decision-making.

MGMT 6165. HUMAN RESOURCES IN ADMINISTRATION. (3-0-3)

The management of human resources emphasizing methods of job analysis and design, manpower planning, selection, placement, appraisal, reward systems, training and development, and member relations within the legal and social framework of organizations.

MGMT 6175. SEMINAR IN QUALITY MANAGEMENT. (3-0-3)

This course provides a comprehensive study of the managerial principles and practices applicable in business process reengineering and total quality management. Research findings and case studies will emphasize those companies and organizations who claim to have implemented reengineering efforts. The course will focus on quality and productivity gains achieved by managerial applications designed to improve productivity compared to the damage done when reengineering is not effectively implemented.

MGMT 6195. STRATEGIC MANAGEMENT. (3-0-3)

Prerequisites: ACCT 6105, FINC 6141, MGMT 6101, MGMT 6115, MGMT 6135, MKTG 6161. Integrates the subject matter of several disciplines in solving comprehensive, multi-faceted management problems at the strategic, policy-making level of the organization including ethical and international implications. Requires a knowledge of accounting, finance, marketing, economics, organizational theory, quantitative and behavioral decision-making, planning, and control methods. The importance of problem identification, strategy formulation, implementation, and evaluation is the focus of the course. This course is the capstone course for graduate business administration students. May be taken only by students with regular status in MBA program and with required prerequisites.

MGMT 6505. SPECIAL TOPICS IN MANAGEMENT. (3-0-3)

This course meets special needs of students and/or the community. Approval of the graduate director is required prior to registering.

MGMT 6805. INDEPENDENT STUDY. (Var. 1-3)

Comprehensive study and research on a topic of special interest. Approval of the graduate director and department chairperson is required prior to registration.

*or approved undergraduate equivalent

+students with an approved undergraduate equivalent should not enroll in this course

MARKETING (MKTG)

MKTG 5161+. MARKETING AND DISTRIBUTION THEORY. (3-0-3)

An analysis of the basic principles of marketing and its environment, with a focus on development of an understanding of ethical planning, implementing, and controlling marketing activities on a local, national, and international scale.

MKTG 5165+. SMALL BUSINESS INSTITUTE. (3-0-3)

Prerequisite: Permission of instructor and graduate director. A hands-on experience concerned with the problems and responsibilities of starting and operating a small business. Students work in teams, consulting with small businesses and/or entrepreneurs on actual business problems. Graduate students are often used as team leaders.

MKTG 5980. STUDY ABROAD. (Var.) on demand

Prerequisite: Acceptance into a Georgia College & State University exchange program and permission of the Director of International Services and Programs. An individually designed and planned learning experience in the student's major program of study at an institution abroad. Specific credits to be determined in advance of registration and study. Grading to be based on evaluation reports of the exchange institution. The course may be used to fulfill major requirements limited only by the program specific requirements of a discipline or the guidelines of the Georgia College & State University Study Abroad or Exchange Programs.

MKTG 6161. ADVANCED MARKETING THEORY AND APPLICATIONS. (3-0-3)

In-depth analysis of theory, principles, expected market behavior, and demands on the resources of the firm within a dynamic socially responsible environment. International and domestic considerations are emphasized. Stresses cases involving applications of marketing decision making.

MKTG 6162. STRATEGIC MARKETING PLANNING. (3-0-3)

This course gives students a hands-on approach to developing marketing plans. It focuses on the background analysis necessary for the foundation of marketing strategy including: competitor definition analysis, industry analysis, customer analysis and forecasting.

MKTG 6805. INDEPENDENT STUDY. (Var. 1-3)

*or approved undergraduate equivalent

+students with an approved undergraduate equivalent should not enroll in this course.

MANAGEMENT INFORMATION SYSTEMS (MMIS)

MMIS 5211+. COMPUTER HARDWARE AND OPERATING SYSTEMS. (3-0-3)

Prerequisite: CBIS 2215 or MMIS 5325* or permission of instructor and graduate director. This course presents a functional, system-level review of computing equipment, data communications and systems software. Students learn the principles of software and build an understanding of combinations of hardware and software within both single-user and multi-user architectural designs.

MMIS 5212+. COMPUTER PROGRAMMING. (3-0-3)

Prerequisite: MMIS 5325 or permission of the instructor. This course employs a programming language in the development of computer-based information systems. Students gain knowledge and experience in programming logic and in writing computer programs to meet business needs.

MMIS 5325*+. COMPUTERS IN BUSINESS. (3-0-3)

An introductory study of the application of computers in business. The student is required to use word processors, spreadsheets, database, project management, and graphics to create documents, decision support systems, files, and graphic presentations. Other subjects covered at an introductory level are networks, data communication networks, management of information resources, and the application of technology for strategic advantages.

MMIS 6195 INFORMATION RESOURCE MANAGEMENT. (3-0-3)

Comparative theory and practice of computer information systems. Topics include review of the systems development life cycle: investigation, analysis, design, development, and implementation. Information theory, types, functions and value of information, humans as natural languages, and demonstrations are discussed. Organizational and communication skills for the analyst in a consulting role are explored.

MMIS 6196. DATABASE FOR NON-IS PROFESSIONALS. (3-0-3)

Prerequisite: HSCS 6724 or MMIS 6292. Management of data as a resource. Development of a conceptual framework to evaluate, select, acquire, install, and maintain commercial database management packages for use in information systems. Data structures, data storage, data representation, data flow, data dictionaries, access methods, utilities, query languages, security, backup, configuration control, distributed databases, and future directions in database management are explored. Not open to MMIS majors.

MMIS 6292. MICROCOMPUTER APPLICATIONS IN BUSINESS. (3-0-3)

This course provides knowledge and experience in the most widely used microcomputer applications in data-base management and spreadsheets. Emphasis is on employing these systems in an integrated intelligent office environment. Students are required to demonstrate the ability to construct practical applications in these applied systems. Case studies are employed.

MMIS 6293. E-COMMERCE DEVELOPMENT. (3-0-3)

Prerequisite: MMIS 6296 and MMIS 6391. The goal of this course is to prepare students to become leaders of their firm's electronic commerce and Internet-based business strategies, tactics, and implementation.

MMIS 6294. COMPUTER-BASED DECISION SUPPORT. (3-0-3)

Conceptual foundation in evaluation and application of information systems tools in making complex decisions. Topics include formulation, development, and evaluation of decision making models and the development, application, and evaluation of computer-based decision support systems. Current applications, development and future directions of decision support and knowledge based applications are considered.

MMIS 6295. DATA COMMUNICATIONS AND NETWORKING. (3-0-3)

Overview of geographically distributed computer-communications facilities. Network design, structure, optimization, reliability, error detection and encryption. Common carriers, value-added networks, packet switching, data transmission technologies, routing techniques, protocols, communication media as terminal devices, and communications controllers are included. Integration of data communication and computing technologies.

MMIS 6296. DATA BASE MANAGEMENT. (3-0-3)

Prerequisite: MMIS 6391*. Management of data as a resource. Development of a conceptual framework to evaluate, select, acquire, install, and maintain commercial data base management packages for use in information systems. Data structures, data storage, data representation, data flow, data dictionaries, access methods, utilities, query languages, security backup, configuration control, distributed data bases, and future directions in data base management are explored.

MMIS 6297*. SYSTEM ADMINISTRATION. (3-0-3)

Prerequisite: MMIS 6391*. An in-depth look at the fundamentals of system administration in a real-world, heterogeneous environment. Selection, design, and management of common operating systems, such as UNIX and NT, and server software, such as Apache web server, will be the focus.

MMIS 6298. SYSTEMS ANALYSIS, TOOLS, AND PROTOTYPING. (3-0-3)

Prerequisite: MMIS 6296. This course is an advanced systems analysis and design project. It requires the selection, proposal, functional specifications creation, design specifications creation, and implementation planning for a complete computer based information system project. Students will apply modern, computerized design tools to do an actual design project. Strong emphasis is on the creation of accurate and understandable documentation for the user and the maintainer of each system.

MMIS 6299. RESEARCH PROJECT. (3-0-3)

Prerequisites: 3 hours college-level statistics. An applied MMIS research course. In-depth analysis of current research trends in MMIS, research methodologies, data acquisition and analysis, and research findings reporting. Students will be required to conduct an MMIS research project.

MMIS 6300. ADVANCED RESEARCH PROJECT. (3-0-3)

Prerequisites: MMIS 6299 and the core course in the student's proposed area of study. Continues and completes the thesis research or research project begun in MMIS 6299. The student will work under the supervision of a professor in the student's chosen area of interest.

MMIS 6391. PROGRAM DEVELOPMENT. (3-0-3)

This course gives the student the opportunity to apply a modern software language or program development tool to end-user problems. The student will acquire a working knowledge of an advanced programming language or program development tool.

MMIS 6392. SECURITY, CONTROL, AND LEGAL ASPECTS OF INFORMATION SYSTEMS. (3-0-3)

Exposure to EDP procedures, standards and techniques, types of controls, data integrity, risk assessment, and expectations of the internal and external auditor in information systems auditing. Computer abuse, ethics, privacy, and security are emphasized. Legal considerations include contracts, copyrights, patents, trade secrets, warranties, product liability, software protection, and the role of regulatory agencies in information systems. Case studies will be used.

MMIS 6393. INTEGRATING IS ACROSS THE ENTERPRISE. (3-0-3)

Prerequisites: MMIS 6295 and MMIS 6298. This course focuses on what internal and external systems should do and how they are structured. The emphasis is on providing students with an overall understanding of the complex role of the systems in transforming organizations and markets and the management of those systems. An integrated view of IS and the organization from an external and internal perspective will be presented. Detailed study includes technologies for intra- and inter-organizational systems and current/emerging issues in establishing key IS activities. Topics include identifying vendors, outsourcing, infrastructure planning and budgeting, implications of globalization, and IS personnel management.

MMIS 6405. MMIS INTERNSHIP. (Var. 3-9)

An individually designed course involving one semester of part-time supervised IS work with a business. This program is intended for students who have had little or no experience in an IS department. The internship may be used to fulfill one and only one of the electives of the MMIS major.

MMIS 6505. SPECIAL TOPICS IN INFORMATION SYSTEMS. (3-0-3)

This course meets special needs of students and/or the community. Approval of the graduate director is required prior to registering.

MMIS 6805. INDEPENDENT STUDY. (Var. 1-3)

*or approved undergraduate equivalent

+students with an approved undergraduate equivalent should not enroll in this course.

MUSIC EDUCATION (MUED)

MUED 5000. CURRICULUM AND SUPERVISION. (3-0-3)

Prerequisite: Admission to the MMEd program. This on-line distance education course is a study of the development and implementation of curriculum and assessment of affective teaching and supervision of curriculum. Some face to face meetings will be required. Basic knowledge of computers and use of internet is required.

MUED 5040. VOCAL METHODS. (2-0-2)

Prerequisite: Admission to the MMEd program and MUED 3040 or equivalent experience. A course designed to provide additional training in the area of basic vocal pedagogy that is specific to the public school music specialist.

MUED 5050. WOODWIND METHODS. (2-0-2)

Prerequisite: Admission to the MMEd program and MUED 3050 or equivalent experience. An advanced study of woodwind instruments and techniques for teaching beginner and advanced students.

MUED 5060. BRASS METHODS. (2-0-2)

Prerequisite: Admission to the MMEd program and MUED 3060 or equivalent experience. An advanced study of brass instruments and techniques for teaching beginner and advanced students.

MUED 5080. STRING METHODS. (2-0-2)

Prerequisite: Admission to the MMEd program and MUED 3080 or equivalent experience. An advanced study of string instruments and techniques for teaching beginner and advanced students.

MUED 5970. PERCUSSION METHODS. (2-0-2)

Prerequisite: Admission to the MMEd program and MUED 3070 or equivalent experience. An advanced study of percussion instruments and techniques for teaching beginner and advanced students.

MUED 5800. RESEARCH IN MUSIC EDUCATION. (3-0-3)

Prerequisite: Admission to the MMEd program. A course designed to acquaint the graduate student in music education with field-specific research methods and resources using a variety of writing projects, research assignments, and in class presentations. Required for all MMEd graduate students.

MUED 5909. ELEMENTARY METHODS II. (3-0-3)

Prerequisite: Admission to the MMEd program and MUED. Extended work in teaching music to elementary children with special emphasis on Orff and Kodaly approaches to teaching music.

MUED 5919. SECONDARY CHORAL METHODS. (3-0-3)

Prerequisite: Admission to the MMEd program and MUED 3919 or equivalent experience. This course will review and supplement the students' skills of organization, development, and maintenance of a balanced secondary choral music program including general music. Topics include curriculum, educational philosophy, and disciplinary approaches.

MUED 5929. SECONDARY INSTRUMENTAL METHODS. (3-0-3)

Prerequisite: Admission to the MMEd program and MUED 3929 or equivalent experience. This course is designed to give the graduate student an opportunity to experience the administration side of being a secondary public school instrumental director as well as research current trends in classroom methods, performance practices, and rehearsal techniques

MUED 5950. SPECIAL TOPICS IN MUSIC EDUCATION. (2-0-2)

Prerequisite: Admission to the MMEd program. A course designed to allow the graduate student to work with graduate faculty on topics selected to meet special needs or interests.

MUED 6910. FIELD WORK. (2-0-2)

Prerequisite: Admission to the MMEd program. The course presents an opportunity for students to research specific methods and problems through observation and teaching in a K-12 and/or college music program as assigned by the instructor.

MUED 6920. THESIS RESEARCH. (Var. 3 – 6)

Prerequisite: MUED 5800 (Research in Music Education) and permission of major professor. Guided research and thesis writing.

MUSIC THERAPY (MUST)

MUST 5000. MUSIC THERAPISTS AND TECHNOLOGY. (3-0-3)

Prerequisite: Admission in the Master of Music Therapy Degree Program or permission of the instructor. This on-line distance education course provides the student with an overview of the use of technology in the field of music therapy and practical applications for clinical practice, research, communication, and presentation.

MUST 5100. ADVANCED RESEARCH IN MUSIC THERAPY. (3-0-3)

Prerequisite: Admission in the Master of Music Therapy Degree Program or permission of the instructor. This on-line distance education course provides an in-depth study of current music therapy research and research methodology. Students will have the opportunity to design, implement, analyze, and present a discipline based or professional based research study in music therapy.

MUST 5200. TRANSCULTURAL ISSUES IN NATIONAL AND INTERNATIONAL MUSIC THERAPY. (3-0-3)

Prerequisite: Admission in the Master of Music Therapy Degree Program or permission of the instructor. This on-line distance education course examines issues facing music therapists working with clients of different race, culture, age, sexual orientation, or nationality.

MUST 5210. MUSIC AND THE EXCEPTIONAL CHILD. (3-0-3)

Focuses on the identification and basic techniques of teaching exceptional students in the regular classroom and examines special uses of music with students.

MUST 5220. GENDER ISSUES IN MUSIC THERAPY. (3-0-3)

Prerequisite: Admission in the Master of Music Therapy Degree Program or permission of the instructor. This on-line distance education course provides the student with the opportunity to gain insight into the theory and practice of gender issues in music therapy and their impact on the therapeutic process. It examines the interconnectedness of such issues as gender, race, and class in the lives of consumers, therapists, women and men. Instructor permission required for enrollment.

MUST 5300 A-C. GRADUATE SEMINARS IN SPECIAL TOPICS IN MUSIC THERAPY. (3-0-3)

Prerequisite: Admission in the Master of Music Therapy Degree Program or approval of instructor is required. This course will explore pertinent topics and contemporary issues in music therapy and related areas. A specific focus will be determined prior to each course.

MUST 5600 A-C. INDEPENDENT STUDY IN MUSIC THERAPY. (Var. 1-3)

Prerequisite: Admission in the Master of Music Therapy Degree program and approval of instructor: This course will provide students the opportunity to explore a specific topic or area in music therapy independently. A clinical, academic or research project may be chosen.

MUST 5981. STUDY ABROAD. (3-0-3)

This course will explore music therapy outside of the United States. Travel to a specific country or territory will be mandatory. The course content will be the history of music therapy in the country, populations served, and techniques both musically and clinically.

MUST 6490. COMPREHENSIVE EXAMINATION IN MUSIC THERAPY. (0-3-0)

Prerequisite: Successful completion of all academic coursework for the Master of Music Therapy Degree Program. This written examination is mandatory after the completion of all academic course requirements and prior to approval to begin MUST 6500 or MUST 6600. It measures specific and general comprehension of theory and practice in Music Therapy.

MUST 6500. GRADUATE CLINICAL PROJECT. (Var.1-6)

Prerequisites: Successful completion of MUST 6490; approval of the Coordinator of Graduate Programs in Music Therapy. This course is a clinical alternative to the thesis. Students will develop and implement a clinical music therapy program of extensive and intensive nature at a community facility.

MUST 6600. MUSIC THERAPY THESIS. (Var. 1-6)

Prerequisites: Successful completion of MUST 6490; approval of the Coordinator of Graduate Programs in Music Therapy. An individual research study in which the student presents an original research idea, surveys the literature, formulates a specific research problem statement, designs the research methodology, collects and analyzes the results, and submits the results in a comprehensive written report. Directed by a major professor in music therapy.

MUST 6610. THESIS DEFENSE. (0-2-0)

Prerequisites: MUST 6500 or MUST 6600. This oral presentation, in conjunction with a written final document, will be presented to a committee chosen by the student. Please see Program Description for the composition of the committee.

NURSING ADULT & GERONTOLOGIC HEALTH (NURA)

NURA 5900. SPECIAL TOPICS. (VAR. 1-3)

Offers students opportunities to explore topics of particular relevance to nursing practice, education, or management.

NURA 6120. IMPLEMENTING EDUCATIONAL PROGRAMS IN NURSING. (3-6-5)

Investigates the multiple roles of the teacher of nursing. Theories and concepts of learning, instruction, and evaluation receive priority in the course to inform classroom and clinical teaching and outcomes assessment.

NURA 6120L. IMPLEMENTING EDUCATIONAL PROGRAMS IN NURSING CLINICAL. (0-0-0)

Clinical component to accompany NURA 6120.

NURA 6400. STUDY ABROAD. (VAR. 1-3).

Offers students opportunities to participate in educational international exchanges abroad.

NURA 6410. NURSING THEORY: PRINCIPLES & APPLICATIONS. (2-0-2)

Examines, critiques, and applies nursing theories to professional nursing practice.

NURA 6521. ADULT HEALTH NURSING I. (3-6-5)

Interprets responses of adults to critical health problems throughout the continuum of care and identifies specialized interventions within the domains of advanced practice.

NURA 6521L. ADULT HEALTH NURSING I CLINICAL. (0-0-0)

Clinical component to accompany NURA 6521.

NURA 6551. ADULT HEALTH NURSING II. (2-12-6)

Prerequisite: NURA 6521. Interprets responses of adults to chronic health problems throughout the continuum of care and identifies specialized interventions within the roles and domains of advanced practice.

NURA 6551L. ADULT HEALTH NURSING II CLINICAL. (0-0-0)

Clinical component to accompany NURA 6551.

NURA 6552. ADULT HEALTH NURSING III. (2-15-7)

Prerequisite: NURA 6521, 6551. Provides opportunities for synthesis, integration, and utilization of knowledge that enhances practice in adult health nursing. Focuses on demonstrating the roles and functions of the clinical nurse specialist.

NURA 6552L. ADULT HEALTH NURSING III CLINICAL. (0-0-0)

Clinical component to accompany NURA 6552.

NURA 6700. SYNTHESIS. (VAR. 1-3)

Provides graduate students in health systems and informatics with an opportunity to select among four options to demonstrate synthesis of core and major courses: thesis, research, project, or comprehensive exams.

NURA 6800. INDEPENDENT STUDY. (VAR. 1-3)

NURA 6900. INTERNSHIP. (VAR. 1-5)

NURSING FAMILY HEALTH (NURF)

NURF 5480. ADVANCED NURSING ASSESSMENT. (2-3-3)

Provides basis for developing expertise in assessing health and illness states.

NURF 5480L. ADVANCED NURSING ASSESSMENT CLINICAL. (0-0-0)

Clinical component to accompany NURF 5480.

NURF 5900. SPECIAL TOPICS. (VAR. 1-3)

Offers students opportunities to explore topics of particular relevance to nursing practice, education, or management.

NURF 6115. DESIGNING EDUCATIONAL PROGRAMS FOR NURSING. (3-0-3)

Focuses on designing a logical and internally consistent curriculum that is mission-specific and appropriate to the practice of nursing for academic, staff development, and patient education.

NURF 6400. STUDY ABROAD. (VAR. 1-3)

Offers students opportunities to participate in educational international exchanges abroad.

NURF 6700. SYNTHESIS. (VAR. 1-3)

Provides graduate students in health systems and informatics with an opportunity to select among four options to demonstrate synthesis of core and major courses: thesis, research, project, or comprehensive exams.

NURF 6800. INDEPENDENT STUDY. (VAR. 1-3)

NURF 6900. INTERNSHIP. (VAR. 1-5)

NURF 7000. PRIMARY CARE OF ADULTS I. (2-6-4)

Prerequisites: NURF 5480, HSCS 5800, HSCS 6300. Addresses common problems in adults across the lifespan encountered in the primary care practice arena of the FNP.

NURF 7000L. PRIMARY CARE OF ADULTS I CLINICAL. (0-0-0)

Clinical component to accompany NURF 7000.

NURF 7010. PRIMARY CARE OF ADULTS II. (2-6-4)

Prerequisite: NURF 7000. Addresses disorders of adults encountered in the primary care practice arena of the FNP.

NURF 7010L. PRIMARY CARE OF ADULTS II CLINICAL. (0-0-0)

Clinical component to accompany NURF 7010.

NURF 7030. PRIMARY CARE OF WOMEN. (2-6-4)

Prerequisite: NURF 7010. Focuses on primary care health deviations common to women and lifespan concerns/transitions of women, including the prenatal experience and crises experienced uniquely by women.

NURF 7030L. PRIMARY CARE OF WOMEN CLINICAL. (0-0-0)

Clinical component to accompany NURF 7030.

NURF 7050. PRIMARY CARE OF CHILDREN & ADOLESCENTS. (2-6-4)

Prerequisite: NURF 7030. Focuses on primary health needs of children and adolescents, including those related to school health. Examines strategies for identification, management, client/family education, and referral.

NURF 7050L. PRIMARY CARE OF CHILDREN & ADOLESCENTS CLINICAL. (0-0-0)

Clinical component to accompany NURF 7050.

NURF 7410. PRIMARY CARE PRACTICUM. (1-15-6)

Prerequisite: NURF 7050. Provides opportunity to integrate theory, research, and role development in refining clinical decision making skills in preparation for the FNP role. Criteria for practicum are designed collaboratively between students, faculty, and clinical preceptors.

NURF 7410L. PRIMARY CARE PRACTICUM. (0-0-0)

Clinical component to accompany NURF 7410.

OUTDOOR EDUCATION ADMINISTRATION (ODED)

ODED 5500. FOUNDATIONS IN OUTDOOR EDUCATION. (2-0-2)

A study of the historical, philosophical and theoretical foundations in Outdoor Education. Topics include experiential education, adventure education and its related applications in recreation, education, developmental, and social service settings.

ODED 5520. CHALLENGE COURSE PROGRAMS AND MANAGEMENT. (2-2-3)

Provides theoretical and experiential understanding of the use and management of challenge courses. Technical competency, facilitation strategies, safety procedures, equipment management, personnel administration, and program design are addressed. Laboratory required.

ODED 5540. MANAGING LAND OUTDOOR PURSUITS. (2-2-3)

A theoretical and experiential examination of the use and management of land outdoor pursuits. Technical competency, program planning and implementation, facilitation strategies, safety procedures, equipment management, personnel administration, and program design are addressed. Field trips are required.

ODED 5550. MANAGING WATER OUTDOOR PURSUITS. (2-2-3)

A theoretical and experiential examination of the use and management of water outdoor pursuits. Planning and implementation, facilitation strategies, safety procedures, equipment management, personnel administration, and program design are addressed. Field trips are required.

ODED 6503. DIRECTED PROJECT. (1-4-3)

Prerequisite: 12 hours of graduate course work including EDFS 6230. An opportunity to complete an in-depth project in a selected area of professional interest. Requires approval of the Coordinator of Outdoor Education Academic Programs and the Department Chairperson

ODED 6530. EXPEDITION MANAGEMENT. (1-2-2)

A theoretical and experiential examination of the use of expeditions for enhancing recreation, education, development, and therapeutic goals. Technical competency, planning and implementation, facilitation strategies, safety procedures, equipment management, personnel administration, and program design are addressed. Expedition is required.

ODED 6560. ADVANCED FACILITATION STRATEGIES. (2-2-3)

Prerequisites ODED 5500, 5520. An in-depth study of theoretical and applied foundations of processing group experiences. Client assessment, program design, facilitation strategies, professional ethics, and group dynamics are related to stages of experience and the experiential learning cycle.

ODED 6570. GLOBAL ENVIRONMENTAL ISSUES. (2-2-3)

Prerequisite: ODED 5500. A study of theoretical foundations of environmental education. Current issues related to sustainable society are used as a basis for developing environmental education curricula. Service project trip required.

ODED 6640. ADMINISTRATION OF OUTDOOR EDUCATION PROGRAMS AND SERVICES. (2-2-3)

Prerequisite: ODED 6570. A directed project provides the basis for an overview of administrative responsibilities and procedures related to outdoor education programs and services. Professional standards, human resource development, program planning and implementation, site planning, strategic management, program evaluation, and funding strategies are addressed.

ODED 6700. SEMINAR IN OUTDOOR EDUCATION ADMINISTRATION. (2-0-2)

An examination of professional issues, ethics and current theoretical perspectives.

ODED 6803. INDEPENDENT STUDY. (3-0-3)

Prerequisite: 12 hours of graduate course work including EDFS 6230. An opportunity for supervised research into a topic of interest. Requires approval of the Coordinator of Outdoor Education Academic Programs and the Department Chairperson.

ODED 6810. DIRECTED PROJECT. (1-4-3)

Prerequisite: 12 hours of graduate course work including EDFS 6230. An opportunity to complete an in-depth project in a selected area of professional interest. Requires approval of the Coordinator of Outdoor Education academic programs and the Department Chair.

ODED 6903. INTERNSHIP IN OUTDOOR EDUCATION. (0-12-3)

Prerequisite: ODED 6560. An individually designed and planned field experience. Internship selection and approval are based on the student's professional goals and sponsor suitability for offering an appropriate learning opportunity. Students must satisfy GCSU and Outdoor Education pre-requisite requirements for the internship. Attendance at a pre-internship seminar is required.

PHYSICAL EDUCATION (PHED)

PHED 6000. HISTORY AND PHILOSOPHY OF HEALTH, PHYSICAL EDUCATION, AND RECREATION. (3-0-3)

Addresses historical and philosophical implications in the development of physical education from primitive man to present day. Students will be introduced to the NASPE standards for advanced teacher preparation and will explore NBPTS standards for certification.

PHED 6100. EVALUATION IN HEALTH, PHYSICAL EDUCATION, AND RECREATION. (3-0-3)

Application of measurement and evaluation principles including statistical techniques to research problems in health, physical education, and recreation. Emphasis will be placed on concepts such as authentic assessment, competency-based evaluation, portfolio assessment, needs assessment and program evaluation.

PHED 6150. ANALYSIS AND SUPERVISION OF TEACHING IN PHYSICAL EDUCATION. (3-0-3)

This course will explore what constitutes excellence in teaching in physical education and will investigate and utilize various models and systems for analyzing and assessing teaching.

PHED 6250. ANALYSIS OF SPORTS TECHNIQUES. (3-0-3)

Provides teachers and coaches with a scientific base for the analysis of teaching of basic movement and sports skills through investigation of forces which act upon the human body and the effects these forces produce.

PHED 6350. RESEARCH PROBLEMS IN PHYSICAL EDUCATION. (3-0-3)

Prerequisite: 12 hours of course work including EDFS 6230. Provides an in-depth individualized study of a problem in physical education.

PHED 6400. MOVEMENT EDUCATION FOR YOUNG CHILDREN. (3-0-3)

Examines methods and materials for teaching movement education to young children. Emphasizes meaning, content, materials needed, approaches to teaching, lesson plans, and coordinating movement with other areas of physical education.

PHED 6450. CURRICULUM PLANNING IN HEALTH, PHYSICAL EDUCATION, AND RECREATION. (3-0-3)

Addresses curriculum needs, program planning, and the actual design of curricula to meet secondary schools demands and interests.

PHED 6500. PHYSIOLOGY OF EXERCISE. (3-0-3)

Provides an understanding of traditional concepts with regard to muscular, respiratory, cardiovascular, nervous adaptations, and physical stress.

PHED 6600. FIELD EXPERIENCE. (VAR.)

Provides graduate level field experience in selected classrooms or exemplary educational programs. Requires notification of and approval by department chairperson well in advance.

PHED 6601. FIELD EXPERIENCE. (0-3-1)

PHED 6602. FIELD EXPERIENCE. (0-6-2)

PHED 6603. FIELD EXPERIENCE. (0-10-3)

PHED 6740. ORGANIZATION AND ADMINISTRATION OF HEALTH AND PHYSICAL EDUCATION IN THE PUBLIC SCHOOL. (3-0-3)

Examines programs in elementary, junior, and senior high schools in health and physical education, including intramurals and athletics and their objectives, equipment, scheduling, and administrative problems.

PHED 6750. APPLICATION OF PSYCHOLOGY TO PHYSICAL EDUCATION AND ATHLETICS. (3-0-3)

A study of psychological principles with application to sport and exercise settings. Topics include personality, anxiety, arousal, intervention strategies, motivation, self-confidence, social facilitation, and exercise psychology. Students will be required to engage in case study research.

PHED 6800. INDEPENDENT STUDY. (VAR.)

Prerequisite: 12 hours of graduate course work including EDFS 6230. Provides opportunity for in-depth supervised investigation into a topic of interest. Requires approval of Kinesiology chairperson.

PHED 6801. INDEPENDENT STUDY. (1-0-1)

PHED 6802. INDEPENDENT STUDY. (2-0-2)

PHED 6803. INDEPENDENT STUDY. (3-0-3)

PHED 6870. SEMINAR: EXPERIMENTAL STUDIES IN MOTOR LEARNING. (3-0-3)

Addresses components of skilled movement, analysis of research, and development of laboratory techniques.

PHED 6880. PERCEPTUAL MOTOR LEARNING. (3-0-3)

Addresses perceptual basis of movement behavior with an emphasis upon neuromuscular and conceptual aspects.

PHED 6890. PHYSICAL EDUCATION AND RECREATION FOR THE EXCEPTIONAL STUDENT. (3-0-3)

Involves a field-based investigation of techniques, equipment, methods, and graded programs for special populations.

PHED 6895. CAPSTONE SEMINAR IN PHYSICAL EDUCATION. (3-0-3)

Surveys and analyzes current issues and trends in physical education and provides opportunities for independent investigations and research. Students will prepare their portfolios (paper and electronic) demonstrating how they have met the NASPE standards for advanced teacher preparation.

PHED 6900. INTERNSHIP. (VAR.)

Prerequisite: 20 hours of graduate course work. Involves individually designed learning experience and study in private and public sector. Requires approval of Kinesiology chairperson.

PHED 6901. INTERNSHIP. (0-3-1)

PHED 6902. INTERNSHIP. (0-6-2)

PHED 6903. INTERNSHIP. (0-10-3)

PHYSICAL SCIENCE (PHSC)

PHSC 5010. INTEGRATED PHYSICAL SCIENCE. (3-0-3)

Survey of the physical, earth, and space science concepts that are primarily covered in Georgia's grade 6th and 8th GPS's. Content and educator pedagogy will be covered.

PHYSICS (PHYS)

PHYS 5950. SPECIAL TOPICS. (Var.1-4)

Prerequisite; approval of department Chair. Selected advanced topics in physics.

POLITICAL SCIENCE (POLS)

POLS 5110. POLITICAL THEORY I. (3-0-3)

A study of the major historical systems of political philosophy from the Classical Greeks through the sixteenth century. Focuses on how traditional philosophical ideas are expressed in contemporary political discourse.

POLS 5111. POLITICAL THEORY II. (3-0-3)

A study of the major historical systems of political philosophy from the seventeenth century to the present. Focuses on how these traditional philosophical ideas are expressed in contemporary political discourse.

POLS 5120. AMERICAN POLITICAL THOUGHT I. (3-0-3)

A study of American political thought from the Colonial Era through the Civil War period. Special attention is paid to the Declaration of Independence, the Constitutional Convention, the Bill of Rights, and the political controversies involving the Civil War.

POLS 5121. AMERICAN POLITICAL THOUGHT II. (3-0-3)

A study of American political thought from the late 19th century to the present. The development of liberalism and conservatism in the U.S. and the political thought of the Progressive, New Deal, Great Society, and the Civil Rights periods are emphasized.

POLS 5211. LEGISLATIVE POLITICS AND BEHAVIOR. (3-0-3)

A study of the legislative process with particular emphasis on Congress. Relationships with the executive branch and with interest groups and the functions of parties and the committee system are emphasized.

POLS 5221. THE PRESIDENCY. (3-0-3)

A study of the presidential institution, its environment, and the people who have held the office. Attention is given to presidential roles, powers, and policy making within the executive and legislative branches.

POLS 5231. PUBLIC OPINION. (3-0-3)

A study of the acquisition, distribution, and significance of political opinions held by the American public. Opinion sampling and opinion analysis are emphasized.

POLS 5306. CONSTITUTIONAL LAW I. (3-0-3)

A study of the development and current application of constitutional law, focusing on federal questions, such as the commerce and supremacy clauses and individual political and civil rights questions.

POLS 5307. CONSTITUTIONAL LAW II. (3-0-3)

A study of the development and current application of constitutional law, focusing on criminal procedure questions.

POLS 5401. PUBLIC POLICY MAKING. (3-0-3)

A study of the institutions and processes of policy making with special consideration of the national executive branch. Emphasizes the political environment of the policy making process and various policy areas. (Cross-listed as PUAD 5401.)

POLS 5415. ENVIRONMENTAL POLICY. (3-0-3)

A study of the political and economic implications of environmental problems both on a national and international level. (Cross-listed as PUAD 5415.)

POLS 5505. THE EUROPEAN UNION. (3-0-3)

Study of the development and operations of the European Union, including current policy challenges and future prospects. Required for the European Union Studies Certificate program.

POLS 5509. EUROPEAN GOVERNMENT AND CULTURE STUDY ABROAD. (3-0-6)

A study abroad course that compares law, governmental institutions and processes, political developments, and criminal justice systems. Time is also spent visiting historical and cultural locations. (Cross-listed as PUAD 5509.)

POLS 5530. RESEARCHING PUBLIC POLICY ISSUES ON THE INTERNET. (3-0-3)

Study of the methodology for researching policy issues on the internet and the worldwide web. It is designed to orient the student on the reliability and validity of public policy issues available in cyberspace.

POLS 5531. THE POLITICS OF THE MIDDLE EAST. (3-0-3)

This course explores the contemporary political significance of this region, noting relevant leaders, institutions, power rivalries, elements of cooperation, and patterns of superpower involvement.

POLS 5541. THE POLITICS OF MODERN AFRICA. (3-0-3)

An examination of the diverse political systems and regions of contemporary Africa, stressing the historical, governmental, economic and cultural factors essential to an understanding of the African continent.

POLS 5611. CONTEMPORARY INTERNATIONAL PROBLEMS. (3-0-3)

An examination of the most critical problems in world affairs, with emphasis on those areas which have the greatest potential for increasing the level of tension.

POLS 5621. COMPARATIVE FOREIGN POLICY. (3-0-3)

A comparative examination of superpower and non-superpower foreign policies. Emphasis will be placed on analyzing those factors which may affect the foreign policy of any nation.

POLS 5650. CONTEMPORARY AMERICAN FOREIGN POLICY. (3-0-3)

A study of the development of American foreign policy during the 20th century, emphasizing America's emergence as a world power and her role of alliance leadership in the nuclear age. (Cross-listed as HIST 5650.)

POLS 5720. THE VIETNAM WAR. (3-0-3)

A comprehensive study of America's longest war, emphasizing the historical background, political decisions, military strategy/tactics and legacy associated with the conflict. (Cross-listed as HIST 5720.)

POLS 5940. INDEPENDENT STUDY. (Var. 1-4)

An in-depth individualized study of a particular problem in contemporary political science.

POLS 5950. SPECIAL TOPICS. (Var. 1-4)

A detailed study of specific subjects, such as domestic and international policies, disarmament, and regional conflict. Topics to be covered will vary and will be announced prior to registration.

POLS 6960. INTERNSHIP. (Var. 0-15)

An individually designed course sequence involving field experience and work in a government agency.

PSYCHOLOGY (PSYC)

PSYC 6950. ADVANCED TOPIC SEMINAR. (3-0-3)

Prerequisite: Permission from the instructor. The intensive study of selected topics in psychology. Student reports and discussion will be required, and an emphasis will be placed upon the inter-relationships of theory and empirical research.

PUBLIC ADMINISTRATION (PUAD)

PUAD 5401. PUBLIC POLICY MAKING. (3-0-3)

A study of the institutions and processes of policy making with special consideration of the national executive branch. Emphasizes the political environment of the policy making process and various policy areas. (Cross-listed as POLS 5401.)

PUAD 5415. ENVIRONMENTAL POLICY. (3-0-3)

A study of the political and economic implications of environmental problems both on a national and international level. (Cross-listed as POLS 5415.)

PUAD 5444. LABOR RELATIONS. (3-0-3)

A study of labor-management relations in the public sector.

PUAD 5471. URBAN AND REGIONAL PLANNING. (3-0-3)

A study of the principles and practice of planning at the sub-state level. Topics such as land-use and functional planning, and political, legal, and social influences on the process of planning will be emphasized.

PUAD 5509. EUROPEAN GOVERNMENT AND CULTURE STUDY ABROAD. (3-0-6)

A study abroad course that compares law, governmental institutions and processes, political developments, and criminal justice systems. Time is also spent visiting historical and cultural locations. (Cross-listed as POLS 5509.)

PUAD 5581. BUREAUCRATIC BEHAVIOR. (3-0-3)

An examination of theoretical perspectives on individual behaviors within public organizations. The focus is upon rational choice-based theories, but sociologically-based perspectives are also considered. Practical applications of theory are stressed.

PUAD 6538. PUBLIC ADMINISTRATION AND THE PUBLIC SERVICE. (3-0-3)

An analysis of government organization, management, and administration with primary focus upon the American national administrative structure. Emphasis is placed upon institutional, behavioral, and political factors of contemporary public bureaucracies. MPA students are encouraged to take this course in their first term of enrollment.

PUAD 6558. PUBLIC PERSONNEL MANAGEMENT. (3-0-3)

A study of contemporary practices and issues in the management of public employment. Major emphasis is given to merit system development, career systems, motivation, performance evaluation, and traditional personnel functions.

PUAD 6568. ADMINISTRATIVE LAW FOR THE PUBLIC MANAGER. (3-0-3)

An examination of law in society and its influence upon public sector operations. Applications of substantive areas of the law such as regulatory processes, administrative adjudication, due process are addressed.

PUAD 6578. PUBLIC FINANCE AND BUDGETING. (3-0-3)

A study of the public fiscal and budgetary decision-making institutions and operations. Sources of revenue, methods of expenditure, allocations of resources and their impact on the economy are given special emphases.

PUAD 6601. POLICY MAKING, IMPLEMENTATION AND EVALUATION. (3-0-3)

An integrative, skills-oriented course for policy analysis and policy making. The policy development process is analyzed with respect to the identification of needs, planning, adoption, implementation, and evaluation.

PUAD 6605. QUANTITATIVE TECHNIQUES. (3-0-3)

Applied systematic analysis for public managers. Stresses analytical approaches to problem definition and the application of statistical techniques to hypothesis testing. Data analysis using computer software is integrated throughout the course.

PUAD 6615. ADMINISTRATIVE ETHICS. (3-0-3)

A study of the major historical systems of moral philosophy, such as Natural Law, Natural Right, Utilitarianism, Kantianism, Nihilism, and Existentialism. Focuses on applying ethical systems to policy and administrative questions.

PUAD 6625. INTERGOVERNMENTAL RELATIONS. (3-0-3)

A study of intergovernmental structures and issues in public administration throughout the federal system with special emphasis on the state and sub-state levels. Grants and grantsmanship are addressed.

PUAD 6635. COMPARATIVE ADMINISTRATION. (3-0-3)

A comparison of administrative structures and processes in the political systems of the first, second, and third worlds. Emphasizes the effects of administrative decision-making upon the international political system.

PUAD 6689. CAREER ASSESSMENT PROJECT. (0-0-0)

Capstone course required of all in-service students in the non-thesis option during the final term of course work. Student will assess, orally and in writing, the relationships among public administration education, career development, and current job performance.

PUAD 6940. INDEPENDENT RESEARCH. (Var. 1-4)

Independent reading and reports arranged by the instructor according to the individual student's preparation, background, and needs.

PUAD 6950. SPECIAL TOPICS. (Var. 1-4)

A detailed study of topics such as regulation, alternative service delivery systems, and public administration in the future. Topics to be covered will vary and will be announced prior to registration.

PUAD 6960. INTERNSHIP. (Var. 0-15)

An individually designed course sequence involving field experience and work in a government agency.

PUAD 6971. THESIS RESEARCH AND DESIGN. (3-0-3)

Prerequisite: Permission of MPA Coordinator. First course in three-course thesis option. Student prepares detailed prospectus of the research topic, including bibliography, methodology, substantive goals, realistic schedule, and other details deemed necessary by thesis supervisor.

PUAD 6972. THESIS WRITING AND DEVELOPMENT. (3-0-3)

Prerequisite: PUAD 6971 and permission of MPA Coordinator. Second course in three-course thesis option. Student will prepare chapters of thesis for submission to Thesis Supervisor and Second Reader.

PUAD 6973. THESIS DEFENSE. (0-0-0)

Prerequisite: PUAD 6972 and permission of MPA Coordinator. Final step in the thesis option. Student will prepare final version of the thesis and defend before a faculty panel.

SOCIOLOGY (SOCI)

SOCI 5325. DELINQUENCY AND THE JUVENILE JUSTICE SYSTEM. (3-0-3)

An analysis of the nature of juvenile delinquency and the ability of the juvenile justice system to deal with the problems of juveniles. Explanatory models and theories, and the evaluation of prevention, control, and treatment programs will be considered. (Cross-listed as CRJU 5325.)

SOCI 5410. POPULATION. (3-0-3)

Studies the size of the population, its growth, composition, and distribution. Emphasizes the three main population variables of fertility, mortality, and migration, and their relationships to the social structure.

SOCI 5424. CRIMINOLOGICAL THEORY. (3-0-3)

An examination of the major criminological perspectives. Focuses on sociological constructions of criminality and includes a treatment of theory construction and integration. (Cross-listed as CRJU 5424.)

SOCI 5432. GENDER AND SOCIETY. (3-0-3)

An analysis of how gender is socially produced, and the implications of gender for individuals, social processes, and social structure. Focus on the complex intersections between gender inequality and inequalities of race/ethnicity, class, and sexualities.

SOCI 5444. RACE AND ETHNIC RELATIONS. (3-0-3)

An examination of racial and ethnic population composition with emphasis on the origin and maintenance of conflict-based race relations.

SOCI 5452. COMPLEX ORGANIZATIONS. (3-0-3)

An analysis of bureaucratic structure, function, and process using both classical and contemporary models. The work of Weber, Parsons, and Etzioni will be examined.

SOCI 5465. URBAN SOCIOLOGY. (3-0-3)

A study of the spatial distribution and relationships of people as related to rural, urban, and metropolitan location.

SOCI 5474. SOCIOLOGY OF DEVIANT BEHAVIOR. (3-0-3)

A survey of theory and research in the field of social deviance. Emphasis on the system of social control and the causes of deviance.

SOCI 5950. SPECIAL TOPICS. (Var. 1-4)

Consideration of topics in which courses are not otherwise offered, but for which there is current need. Subject matter varies.

SOCI 6940. INDEPENDENT STUDY. (Var. 1-4)

Individual study of a particular topic under guidance of departmental faculty.

SOCI 6960. INTERNSHIP. (Var. 1-15)

An individually designed course sequence involving field experience and work in a government agency.

SPANISH (SPAN)

SPAN 6010. SPANISH CINEMA. (3-0-3)

Spanish cinema as a literary and cultural representation of contemporary Spain. Prerequisite: Regular admission to the MAT program or instructor's permission.

SPAN 6020. ADVANCED ORAL COMMUNICATION. (3-0-3)

The course is designed to increase oral communication skills in Spanish with an emphasis on contemporary societal issues. Prerequisite: Regular admission to the MAT program or instructor's permission.

SPAN 6030. ADVANCED TRANSLATION. (3-0-3)

The course compares and contrasts Spanish and English grammatical structures through translation. Prerequisite: Regular admission to the MAT program or instructor's permission

WEB MBA (WMBA)

WMBA 6000. HUMAN BEHAVIOR IN ORGANIZATIONS. (3-0-3)

An examination of the behavioral and structural factors affecting the performance of organizations including both micro and macro organizational issues. This course provides an overview of the field of organizational behavior with an emphasis on employing the human resources of the firm to achieve organizational performance. Topics include motivation, leadership, job satisfaction, selection, training, and the dynamics of teams.

WMBA 6010. MANAGERIAL ACCOUNTING. (3-0-3)

This course will cover a wide range of topics that will emphasize the use of both internal and external data to enhance the decision-making skills of managers. Concepts covered will include an overview of the management accounting function within the organization, cost management and cost accumulation systems, planning and control systems, use of historical data in forecasting costs, and the use of accounting information in management decision-making. Case studies will be used to enhance students' critical thinking, problem solving, and communication skills.

WMBA 6020. MANAGERIAL COMMUNICATIONS. (3-0-3)

Designed to meet the needs of the practicing manager. Included are the internal and external communications carried out by managers in organizations and the organizational and human variables which influence these communications. Included is the management of information systems. Communication styles of managers from different cultures are discussed.

WMBA 6030. GLOBAL AND INTERNATIONAL BUSINESS. (3-0-3)

This course is designed to provide the student with an understanding of how companies enter and operate in the global market. Additionally, students will learn how culture, politics, legal and economic systems impact the marketing and trading of products in other countries. Students will develop an understanding of the business strategies and structures in the global arena, and will learn how managers interact and manage diverse groups.

WMBA 6040. MANAGERIAL DECISION ANALYSIS. (3-0-3)

A study of advanced quantitative analysis techniques and their applications in business. Topics include game theory, decision analysis, forecasting, linear programming, transportation and assignment problems, network models, project management, queuing theory and market analysis.

WMBA 6050. STRATEGIC MARKETING. (3-0-3)

This course provides a study of the strategic managerial aspects of marketing given the growth of commerce over the world wide web. Topics focus on product, price, promotion, and place in the ethical planning, implementing, and controlling of marketing operations in this new e-commerce era. This course will involve students analyzing actual e-commerce experiences through case-projects and researching new opportunities for marketing on the Internet.

WMBA 6060. MANAGERIAL FINANCE. (3-0-3)

A study of financial risk and return, capital budgeting, valuation, capital structure, working capital management and current topics in financial management.

WMBA 6080. MANAGEMENT INFORMATION SYSTEMS. (3-0-3)

This on-line course focuses on information technology and systems from a general management perspective. Discusses management of the systems development process, the organizational cycle of information, technology planning, evaluation, selection, and strategic uses of information technology. Includes frequent discussions of industry case studies.

WMBA 6100. PRODUCTION/OPERATIONS MANAGEMENT. (3-0-3)

This on-line course is an introduction to the concepts, principles, problems, and practices of operations management. Emphasis is on managerial processes for achieving effective operations in both goods-producing and service-rendering organizations. Topics include operations strategy, process design, capacity planning, facilities location and design, forecasting, production scheduling, inventory control, quality assurance, and project management. The topics are integrated using a systems model of the operations of an organization.

WMBA 6110. BUSINESS STRATEGY. (3-0-3)

Real-time case studies covering policy formulation and administration; point of departure-top and middle management, where company-wide objectives are set and departmental policies and activities coordinated: sizing up company's situation, determining objectives, developing sound policies, organizing and administering personnel to reach company objectives, total quality management, and continuous administrative reappraisals.

*or approved undergraduate equivalent

+students with an approved undergraduate equivalent should not enroll in this course

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Gerald W. Adkins, Chair and Professor, Information Systems and Communication (1987)

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B.A., Louisiana Tech University, M.A., Purdue University, Ed.S., Ph.D., Louisiana State University

Anne Jones Bailey, Professor of History (1997)

B.A., University of Texas at Arlington; M.A., Ph.D., Texas Christian University

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B.S., M.S., Saratov State University; Ph.D., USSR Council of Ministers

Everette H. Barman, Jr., Professor Emeritus of Biological and Environmental Sciences (1973)

B.S., Central State University; M.S., University of Arkansas; Ph.D., Cornell University

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Nancy E. Rushing, Dean of the School of Liberal Arts and Sciences and Professor of Sociology (1998)

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B.S., Furman University; M.A., Clemson University; Ph.D., University of North Carolina

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Johnston, Donald C. *

Sheppard, Enman J.

Stone Mountain, Ga.

Smith, Nathaniel

Milledgeville, Ga.

Williamson, John T.

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Sibley, Winston H.

Milledgeville, Ga.

Zarkowsky, William *

HONORARY MEMBER

Peterson, Mrs. Hugh, Sr. *

* Deceased

DIRECTORY FOR INFORMATION AND UNIVERSITY ACTION

Requests for specific information should be addressed as follows:

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Dean, School of Business	Faye Gilbert, 203-B Atkinson Hall (478) 445-5497
Dean, School of Education	Linda Irwin-DeVitis, 220-F Kilpatrick Education Center (478) 445-4546
Dean, School of Health Sciences	Sandra Gangstead, 215 Terrell Hall (478) 445-4004
Associate Vice President	Roy L. Moore, 210 Parks Hall (478) 445-4715

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Assistant Vice President for Financial Services & Controller	Patricia C. Wilkins, 111 Parks Hall (478) 445-5254

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(478) 445-3176

Criminal JusticeEugene Bouley, 213 Arts and Sciences
(478) 445-0942

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Nursing

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THE UNIVERSITY SYSTEM OF GEORGIA

The University System of Georgia, established in 1932, includes 35 state-sponsored, public institutions located throughout Georgia—19 universities, 4 state colleges and 12 two-year colleges.

A 16-member constitutional Board of Regents—one from each of the state's 11 Congressional Districts and four from the state-at-large—governs the University System. Board members are appointed by the Governor and are subject to state senate confirmation for seven year terms. The Chairperson, the Vice Chairperson, and other officers of the Board are elected by its membership. The Chancellor, who is not a Board member, is the chief executive officer of the Board and the chief administrative officer of the University System.

The overall programs and services of the University System are offered through three major components: Instruction, Public Service/Continuing Education, and Research.

Board of Regents' policies for government, management and control of the University System and the Chancellor's administrative actions provide institutions with a high degree of autonomy. The President is the executive head of each institution and is recommended by the Chancellor and appointed by the Board.

The University System Advisory Council, with 34 committees, fosters continual dialogue on major academic and administrative matters and makes recommendations to the Chancellor, who transmits them to the Board as appropriate. The Council consists of the Chancellor, the Vice Chancellor, and all Presidents as voting members. It includes other officials of institutions as nonvoting members. The Council's 21 academic and 13 administrative committees are composed of institutional representatives, typically one from each unit, and deal with matters of system-wide application.

Matriculation fees and nonresident tuition fees for students at all institutions are established by the Board of Regents. All students pay matriculation fees, while out-of-state students pay nonresident tuition in addition. Other fees for student services and activities are established by institutions, subject to Board of Regents' approval. Non-mandatory fees established by institutions are subject to approval of the Board of Regents.

THE UNIVERSITY SYSTEM OF GEORGIA

COMPREHENSIVE AND SPECIAL PURPOSE UNIVERSITIES

Athens	The University of Georgia
Atlanta	Georgia Institute of Technology
	Georgia State University
Augusta	Medical College of Georgia

STATE AND REGIONAL UNIVERSITIES

Albany	Albany State University
Americus	Georgia Southwestern State University
Augusta	Augusta State University
Carrollton	University of West Georgia
Columbus	Columbus State University
Dahlonega	North Georgia College and State University
Fort Valley	Fort Valley State University
Marietta	Kennesaw State University
	Southern Polytechnic State University
Milledgeville	Georgia College & State University
Morrow	Clayton State University
Savannah	Armstrong Atlantic State University
	Savannah State University
Statesboro	Georgia Southern University
Valdosta	Valdosta State University

STATE COLLEGES

Dalton	Dalton State College
Gainesville	Gainesville State College
Lawrenceville	Georgia Gwinnett College
Macon	Macon State College

TWO-YEAR COLLEGES

Albany	Darton College
Atlanta	Atlanta Metropolitan College
Bainbridge	Bainbridge College
Barnesville	Gordon College
Brunswick	Coastal Georgia Community College
Cochran	Middle Georgia College
Decatur	Georgia Perimeter College
Douglas	South Georgia College
Rome	Georgia Highlands College
Swainsboro	East Georgia College
Tifton	Abraham Baldwin Agricultural College
Waycross	Waycross State College

University System of Georgia

270 Washington Street, SW
Atlanta, Georgia 30334

GEORGIA COLLEGE & STATE UNIVERSITY SEMESTER CALENDAR 2006-2008

FALL SEMESTER, 2006

Residence Halls Open	August 12
Week of Welcome	August 14-18
Orientation/Registration	August 14-15
Last Day to withdraw (Drop ALL Fall courses and receive full refund).....	August 15
Classes Begin	August 16
Last Day to Add a Course	August 18
Last Day to Drop A Course (Reduce Course Load) without fee penalty	August 22
Deadline to apply for graduation for students completing Requirements for Spring Semester, 2007.....	September 1
Labor Day Holiday (no classes)	September 4, 5
Classes Resume	September 6
Midterm	October 10
Last Day to Drop a Course/withdraw without academic penalty (Unless previously assigned an F by professors for absences)	October 12
Registration for Spring Semester, 2007	October 23-Nov. 21
Thanksgiving Holidays	November 22-24
Classes Resume	November 27
Classes End	December 5
Reading Day.....	December 6
Final Exams	December 7-12
Residence Halls close at 6:00 p.m.	December 12
Payment Deadline for Spring 2007	December 15
Grades Due no later than 9:00 a.m.	December 15

GEORGIA COLLEGE & STATE UNIVERSITY

SEMESTER CALENDAR 2006-2008

SPRING SEMESTER 2007

Residence Halls Open	January 3
Orientation/ Registration	January 4-5
Last Day to withdraw (Drop ALL Spring classes and receive a full refund)	January 5
Classes Begin at all locations	January 8
Last Day to Add a Course	January 10
Last Day to Drop A Course (Reduce Course Load) without fee penalty	January 12
Martin Luther King, Jr. Holiday	January 15
Deadline to apply for graduation for students completing Requirements for Summer and Fall Semester, 2007	January 16
Classes Resume	January 16
Midterm	February 28
Last Day to Drop a Course/withdraw without academic penalty (Unless previously assigned an F by professors for absences)	March 2
Registration for Summer and Fall Semester, 2007	March 7-April 8
Spring Break	March 26-30
Classes Resume	April 2
Payment Deadline for all Summer 2007 terms	April 20
Classes End	April 30
Final Exams	May 1-4
Residence Halls close at 6:00 p.m.	May 4
Graduation Ceremonies	May 5
Grades Due no later than 9:00 a.m.	May 9

GEORGIA COLLEGE & STATE UNIVERSITY

SEMESTER CALENDAR 2006-2008

MAYMESTER, 2007

Residence Halls Open	May 6
Registration	May 7
Last Day to withdraw (Drop ALL classes for Maymester and receive full refund)	May 7
Classes Begin	May 8
Last Day to Add a Course	May 8
Last Day to Drop A Course (Reduce Course Load) without fee penalty	May 8
Midterm	May 16
Last Day to Drop a Course/withdraw without academic penalty (unless previously assigned an F by professors for absences)	May 18
Memorial Day Holiday	May 28
Classes End	May 29
Final Exams	May 29
Residence Halls close at 6:00 p.m.	May 29
Grades Due no later than 9:00 a.m.	June 1

SUMMER I, 2007

Residence Halls Open	May 30
Registration	May 30
Last Day to withdraw (Drop ALL Summer I only classes and receive full refund)	May 30
Classes Begin	May 31
Last Day to Add a Course	June 4
Last Day to Drop A Course (Reduce Course Load) without fee penalty	June 4
Midterm	June 14
Last Day to Drop a Course/withdraw without academic penalty (Unless previously assigned an F by professors for absences)	June 20
Classes End	July 2
Final Exams	July 2
Residence Halls close at 6:00 p.m.	July 2
Grades due no later than 9:00 a.m.	July 6

GEORGIA COLLEGE & STATE UNIVERSITY

SEMESTER CALENDAR 2006-2008

SUMMER II, 2007

Registration	July 2
Last Day to withdraw (Drop ALL Summer II only classes and receive full refund)	July 2
Residence Halls Open	July 2
Classes Begin	July 3
Fourth of July Holiday	July 4
Last Day to Add a Course	July 5
Last Day to Drop A Course (Reduce Course Load) without fee penalty	July 5
Midterm	July 17
Last Day to Drop a Course/withdraw without academic penalty (Unless previously assigned an F by professors for absences)	July 19
Classes End	August 2
Final Exams	August 2
Residence Halls Close	August 2
Grades Due no later than 9:00 a.m.	August 7

SUMMER 2007 FULL SESSION

Residence Halls Open	May 30
Registration	May 30
Last Day to withdraw (Drop ALL Summer Full Session only classes And receive full refund)	May 30
Classes Begin	May 31
Last Day to Add a Course	June 4
Last Day to Drop A Course (Reduce Course Load) without fee penalty	June 4
Fourth of July Holiday	July 4
Classes Resume	July 5
Midterm	July 17
Last Day to Drop a Course/withdraw without academic penalty (Unless previously assigned an F by professors for absences)	July 19
Classes End	August 2
Final Exams	August 2
Residence Halls close at 6:00 p.m.	August 2
Payment deadline for Fall 2007	August 3
Grades Due no later than 9:00 a.m.	August 7

GEORGIA COLLEGE & STATE UNIVERSITY

SEMESTER CALENDAR 2006-2008

FALL SEMESTER, 2007

Residence Halls Open	August 11
Week of Welcome.....	August 11-15
Orientation/ Registration.....	August 13-14
Last Day to withdraw (Drop ALL Fall classes and receive full refund)	August 14
Classes Begin	August 15
Last Day to Add a Course.....	August 17
Last Day to Drop A Course (Reduce Course Load) without fee penalty	August 21
Deadline to apply for graduation for students completing Requirements for Spring Semester, 2008.....	September 5
Labor Day Holiday (no classes)	September 3-4
Classes Resume	September 5
Midterm.....	October 8
Last Day to Drop a Course/withdraw without academic penalty (Unless previously assigned an F by professors for absences)	October 10
Registration for Spring Semester, 2008.....	October 22-Nov. 20
Thanksgiving Holidays.....	November 21-23
Classes Resume	November 26
Classes End	December 4
Reading Day	December 5
Final Exams	December 6-11
Payment deadline for Spring 2008	December 14
Grades Due no later than 9:00 a.m.	December 14
Residence Halls close at 6:00 p.m.	December 11

GEORGIA COLLEGE & STATE UNIVERSITY

SEMESTER CALENDAR 2006-2008

SPRING SEMESTER 2008

Residence Halls Open	January 2
Orientation/ Registration	January 3-4
Last Day to withdraw (Drop ALL Spring classes and receive full refund).....	January 4
Classes Begin at all locations	January 7
Last Day to Add a Course	January 9
Last Day to Drop A Course (Reduce Course Load) without fee penalty	January 11
Deadline to apply for graduation for students completing Requirements for Summer and Fall Semester, 2008	January 13
Martin Luther King, Jr. Holiday	January 21
Classes Resume	January 22
Midterm	February 27
Last Day to Drop a Course/withdraw without academic penalty (Unless previously assigned an F by professors for absences)	February 29
Registration for Summer and Fall Semester 2008	February 25-March 21
Spring Break	March 24-28
Classes Resume	March 31
Payment deadline for all Summer 2008 terms	April 18
Classes End	April 28
Reading Day.....	April 29-30
Final Exams	May 1-6
Residence Halls close at 6:00 p.m.	May 6
Graduation Ceremonies	May 10
Grades Due no later than 9:00 a.m.	May 9

GEORGIA COLLEGE & STATE UNIVERSITY

SEMESTER CALENDAR 2006-2008

MAYMESTER, 2008

Residence Halls Open	May 8
Last Day to withdraw (Drop ALL classes for Maymester and receive full refund)	May 8
Registration	May 9
Classes Begin	May 12
Last Day to Add a Course	May 12
Last Day to Drop A Course (Reduce Course Load) without fee penalty	May 12
Midterm	May 19
Last Day to Drop a Course/withdraw without academic penalty (unless previously assigned an F by professors for absences)	May 19
Memorial Day Holiday	May 26
Classes End	June 2
Final Exams	June 2
Residence Halls close at 6:00 p.m.	June 2
Grades due no later than 9:00 a.m.	June 5

SUMMER I, 2008

Residence Halls Open	June 2
Registration	June 3
Last Day to withdraw (Drop ALL Summer I only classes and receive full refund)	June 3
Classes Begin	June 4
Last Day to Add a Course	June 9
Last Day to Drop A Course (Reduce Course Load) without fee penalty	June 9
Midterm	June 17
Last Day to Drop a Course/withdraw without academic penalty (Unless previously assigned an F by professors for absences)	June 19
Classes End	July 3
Final Exams	July 3
Residence Halls close at 6:00 p.m.	July 3
Grades due no later than 9:00 a.m.	July 9

GEORGIA COLLEGE & STATE UNIVERSITY

SEMESTER CALENDAR 2006-2008

SUMMER II, 2008

Residence Halls Open	July 6
Late Registration	July 3
Last Day to withdraw (Drop ALL Summer II only classes and receive full refund)	July 3
Fourth of July Holiday	July 4
Classes Begin	July 7
Last Day to Add a Course	July 9
Last Day to Drop A Course (Reduce Course Load) without fee penalty	July 9
Midterm	July 21
Last Day to Drop a Course/withdraw without academic penalty (Unless previously assigned an F by professors for absences)	July 23
Classes End	August 5
Final Exams	August 5
Residence Halls Close at 6:00 p.m.	August 5
Grades Due no later than 9:00 a.m.	August 8

SUMMER 2008 FULL SESSION

Residence Halls Open	June 2
Registration	June 3
Last Day to withdraw (Drop ALL Summer Full Session only classes and receive full refund)	June 3
Classes Begin	June 4
Last Day to Add a Course	June 9
Last Day to Drop A Course (Reduce Course Load) without fee penalty	June 9
No classes	July 3
Fourth of July Holiday	July 4
Classes Resume	July 7
Midterm	July 3
Last Day to Drop a Course/withdraw without academic penalty (Unless previously assigned an F by professors for absences)	July 8
Classes End	August 5
Final Exams	August 5
Residence Halls close at 6:00 p.m.	August 5
Grades Due no later than 9:00 a.m.	August 8

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