

# Armstrong

## Graduate Affairs Committee

Burnett Hall Board Room  
Minutes, November 15, 2011

**PRESENT:** Carol Andrews, Joey Crosby (Chair), Becky da Cruz (Vice Chair), Chris Hendricks, John Hobe, Patricia Holt, Daniel Liang, Robert Loyd, Anita Nivens, Regina Rahimi, Bryan Riemann, Sandy Streater, Patrick Thomas, Anne Thompson (ex officio), John Kraft (ex officio), Laura Barrett (ex officio), Shelley Conroy (ex officio), Robert Gregerson (ex officio), Patricia Wachholz (ex officio), Al Harris (ex officio)

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- I. **Call to Order.** The meeting was called to order at 2:31 p.m. by Dr. Joey Crosby.
  
- II. **Approval of Minutes.** The minutes of October 4, 2011 were approved by email on October 5, 2011 so items could go as a report to the October 17 Senate meeting.
  
- III. **Committee Reports**
  - A. **Graduate Curriculum** – (See Attachment 1)  
The committee accepted the report of the Graduate Curriculum Committee as presented. The report should proceed through the Senate as an action item for Presidential approval.
  
  - B. **Graduate Faculty Status** (See Attachment 2)  
The committee accepted the report of the Graduate Faculty Status Committee as presented.
  
  - C. **Graduate Student Appeals** – no report
  
- IV. **GSCC**  
The GSCC funded 15 students. 32 physical therapy students are seeking funding at the next meeting. \$1,807 was raised for the Leukemia & Lymphoma Society. Thanks were extended to Dr. Anne Thompson for attending the GSCC meeting. Mr. Trey Lawrence is stepping down as Chair of the GSCC but will stay active in the group.
  
- V. **John Kraft**  
Dr. Kraft distributed the Graduate Assistant Application forms (see Attachment 3). The bill sent forward regarding the Graduate Assistant application process is currently in the senate. Data is being collected. It is hoped that the selection process will be finished by the end of December. Procedure for the current cycle

will be determined by whether and when the President approves the bill.

#### **VI. Jill Bell**

Ms. Bell distributed the new GRE concordance table (see Attachment 4). Only the verbal and quantitative scoring has changed. The new table is being input to Banner. The table is available online. The old scores will be in the old format and the new scores will be in the new format. Scores up to five years old will be accepted.

It was asked whether both sets of scores will be listed in the graduate catalog. It was suggested that the new scores should be listed, with a caveat. Dr. Kraft said he would look at how it is done for the TOEFL scores and would bring some verbiage to the January meeting.

Today was deadline on for students to submit their applications on the web. This is not a hard and fast date. It was designed to motivate students to get their applications submitted in a timely manner.

#### **VII. Informational Item: Candidates for Graduation (See Attachment 5)**

The attached list of candidates was approved by the GAC membership via email on October 25, 2011. This was done by request of Dr. Robert LeFavi, President of the Faculty Senate, as the list needed to be approved prior to our November meeting.

#### **VIII. Other Business**

Dr. Bryan Riemann reported that he is waiting to hear from the President regarding Graduate Coordinator issues.

Dr. Riemann brought up the matter of fees. He reported that students say they will not take a single or two classes during the semester because the fees are so high. By comparison, at Georgia Southern University graduate students pay no fees if they only take one class, and at Georgia State University the fees are prorated. Also the fee structure changes in summer and is much cheaper than in spring and fall. (See Attachment 6)

Dr. Anne Thompson pointed out that our data collection captures who comes, but not who does not come, so it is only anecdotal that they are not coming. She asked whether there is there a systematic way to determine how many students we could capture if we change the fee structure. Dr. Riemann mentioned that in the Sports Medicine program they have stopped offering summer classes due to insufficient enrollment tied to high fees.

Spring meeting dates were set for January 10, February 7, March 6, and April 3. There will be no meeting in December.

**IX. Adjournment.** The meeting was adjourned at 2:59 p.m.

Respectfully submitted,

Phyllis L. Panhorst  
Coordinator of Faculty Information and  
Graduate Catalog Editor

# Armstrong

## GRADUATE CURRICULUM COMMITTEE

University Hall 282

Minutes, November 2, 2011

**PRESENT:** Carol Andrews (Chair), Allison Belzer, John Hobe, Brenda Logan, Sara Plaspohl, Ashraf Saad, Helen Taggart, Phyllis Panhorst (Catalog Editor)

**GUESTS:** Joyce Bergin

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**CALL TO ORDER.** The meeting was called to order at 2:01 p.m. by Dr. Carol Andrews.

**APPROVAL OF MINUTES.** The minutes of September 21, 2011 were approved as presented.

### ITEMS

#### I. College of Education

A. Adolescent and Adult Education (no items)

#### B. Childhood and Exceptional Student Education

*Item 1 from the Department of Childhood and Exceptional Student Education was discussed and the graduate portion was approved by the committee. The undergraduate portion was previously approved by the University Curriculum Committee.*

1. **Create the following course (see I EE'Attachment 1):**

**EDUC 5455U/G Study Abroad in Teacher Education**

**3-V-3**

**Undergraduate Prerequisite: Admission to candidacy in the College of Education and permission of the instructor**

**Graduate Prerequisite: Admission to candidacy in the College of Education and permission of the instructor**

**Description: This course will prepare teacher candidates for travel and study abroad by engaging them in the study of the culture, cultural transmission to the young, the education system, and the role of the teacher in the designated country in which the study abroad field experience will occur. Candidates will travel to the country to engage in either supervised research or teaching activities to learn more about the instructional theories, philosophies, and practices that support the educational processes for children and adolescents who are comparable to K-12 students in the United States. A field experience is required.**

Rationale: This course is designed to allow candidates in teacher education programs of study to view education and the role of the teacher through the lens of another culture. It will expand candidates' cultural awareness and perspectives. Graduate level candidates will be assigned course activities appropriate for graduate study.

**Effective Term: Fall 2012**

**CURCAT:**

**Major Department: Childhood and Exceptional Student Education**

**Can Course be repeated for additional credit? No**

**Maximum Number of Credit Hours: 3**

**Grading Mode: Normal**

**Instruction Type: Lecture**

**Course Equivalent: None**

## **II. College of Health Professions**

A. Communication Sciences and Disorders (no items)

### **B. Health Sciences**

*Items 1-2 from the Department of Health Sciences were discussed and the graduate portions were approved by the committee. The undergraduate portions were previously approved by the University Curriculum Committee.*

#### **1. Delete the following course:**

**~~SMED 5005U/G Musculoskeletal Basis of Exercise (3-0-3)~~**

Rationale: To come into compliance with SACS we are deleting and renumbering these courses.

**Effective Term: Summer 2012**

#### **2. Delete the following course:**

**~~SMED 5060U/G Physiological Foundations of Sport and Physical Activity (3-0-3)~~**

Rationale: To come into compliance with SACS we are deleting and renumbering these courses.

**Effective Term: Summer 2012**

*Items 3-84 from the Department of Health Sciences were discussed and approved by the committee.*

**3. Delete the following course:**

**~~PUBH 8861 – Public Health Management (3-0-3)~~**

Rationale:

The content of this course will be subsumed in new courses PUBH 6200 and MHSA 6000

**Effective Term: Summer 2012**

**4. Create SMED 6060 Exercise Physiology**

**3-0-3**

**Prerequisites: None**

**Description: Acute and chronic physiological and biochemical responses of the human body when subjected to exercise.**

Rationale: The original 5000 level course is being replaced by two separate courses to better serve the different needs of undergraduate and graduate students

**Effective Term: Summer 2012**

**CURCAT**

**Major Department:** Health Sciences

**Can course be repeated for additional credit?** No

**Maximum Number of Credit Hours:** 3

**Grading Mode:** Normal

**Instruction Type:** Lecture

**Course Equivalent:** SMED 5060G

**5. Modify the following course prerequisite:**

SMED 6080 Performance Evaluation and Exercise Testing

**3-0-3**

Prerequisite: ~~SMED 5060G~~ **SMED 6060**

Rationale: SMED 5060G has been changed to SMED 6060

**Effective Term: Summer 2012**

**6. Modify the following course prerequisite:**

SMED 7010 Injury Prevention and Risk Management in Sports Medicine 3-0-3

Prerequisite: ~~SMED 5005G~~ **Permission of Instructor**

Rationale: SMED 5005 no longer exists; graduate students taking SMED 7010 will have already met kinesiology requirements as part of admission to the program.

**Effective Term: Summer 2012**

- 7. Modify the following course prerequisite:**  
 SMED 7070 Theory and Methods of Strength and Conditioning 3-0-3  
 Prerequisite: ~~SMED 5005G~~ **Permission of Instructor**

Rationale: SMED 5005G no longer exists; graduate students taking SMED 7070 will have already met kinesiology requirements as part of admission to the program.

**Effective Term: Summer 2012**

- 8. Modify the following course prerequisite:**  
 SMED 7075 Program Design and Advanced Training Techniques 3-0-3  
 Prerequisite: ~~SMED 5070G~~ **SMED 7070**

Rationale: SMED 5070G no longer exists and was replaced by SMED 7070 last year.

**Effective Term: Summer 2012**

- 9. Modify the following course prerequisite:**  
 SMED 7400 Biomechanical Analysis of Human Movement and Musculoskeletal Injury 3-0-3  
 Prerequisite: ~~SMED 5005G~~ **Permission of Instructor**

Rationale: SMED 5005 no longer exists; graduate students taking SMED 7400 will have already met kinesiology requirements as part of admission to the program.

**Effective Term: Summer 2012**

- 10. Modify the following course prerequisite:**  
 SMED 5090G Nutritional Issues in Sports Medicine 3-0-3  
 Undergraduate Prerequisite: unchanged (None)  
 Graduate Prerequisite: ~~SMED 5060G~~ **None**

Rationale: SMED 5060G no longer exists

**Effective Term: Summer 2012**

- 11. Delete the following courses:**
- |   |                  |
|---|------------------|
| <del>MHSA 7000 Health Care Financing and Delivery Systems</del> | <del>3-0-3</del> |
| <del>PUBH 7110 Epidemiology</del>                               | <del>3-0-3</del> |
| <del>PUBH 7150 Environmental Health Issues</del>                | <del>3-0-3</del> |
| <del>PUBH 7200 Biostatistics</del>                              | <del>3-0-3</del> |

<del>PUBH 7720 Theory in Health Education</del>	<del>3-0-3</del>
<del>PUBH 7730 Self-Directed Student Research</del>	<del>V-V-(1-3)</del>
<del>PUBH 7760 Special Topics in Public Health</del>	<del>3-0-3</del>
<del>PUBH 7770 Nutrition and Public Health</del>	<del>3-0-3</del>
<del>PUBH 8710 Research Methods</del>	<del>3-0-3</del>
<del>PUBH 8720 Health Promotion in the Worksite</del>	<del>3-0-3</del>
<del>PUBH 8730 Health Communications</del>	<del>3-0-3</del>
<del>PUBH 8745 Methods of Health Promotion</del>	<del>3-0-3</del>
<del>PUBH 8750 Health/Illness Continuum</del>	<del>3-0-3</del>
<del>PUBH 8760 Advanced Epidemiology</del>	<del>3-0-3</del>
<del>PUBH 8780 Crit Reading in Women's Health</del>	<del>3-0-3</del>
<del>PUBH 8861 Public Health Management</del>	<del>3-0-3</del>
<del>PUBH 8890 Public Health Planning and Evaluation</del>	<del>3-0-3</del>
<del>PUBH 8900 Public Health Practicum</del>	<del>V-V-(1-3)</del>
<del>PUBH 8910 Thesis</del>	<del>V-V-(1-3)</del>
<del>PUBH 8920, Public Health Practicum I</del>	<del>V-V-(1-3)</del>
<del>PUBH 8930, Public Health Practicum II</del>	<del>V-V-(1-3)</del>

Rationale: To bring the courses in line with the new Graduate Course Numbering

**Effective Term: Summer 2012**

**12. Create the following course:**

**MHSA 6000 Health Care Financing and Delivery Systems 3-0-3**

**Prerequisites: None**

**Description - An overview of the systems of health care delivery and financing in the United States, including public and private payers and insurers as well as public and private providers of health services.**

Rationale – To bring the courses in line with the new Graduate Course Numbering

**Effective Term: Summer 2012**

**CURCAT**

**Major Department: Health Sciences**

**Can course be repeated for additional credit? No**

**Maximum number of Credit Hours: 3**

**Grading Mode: Normal**

**Instruction Type: Lecture**

**Course Equivalent: MHSA 7000**

**13. Create the following course:**

**PUBH 6100 Epidemiology 3-0-3**



**Description:** The study of distribution and determinants of health and disease in defined populations. Emphasis on the skills necessary to research, produce, utilize, and critique epidemiological literature

Rationale: In line with the new Graduate Course Numbering

**Effective Term: Summer 2012**

**CURCAT**

**Major Department: Health Sciences**

**Can course be repeated for additional credit? No**

**Maximum number of Credit Hours: 3**

**Grading Mode: Normal**

**Instruction Type: Lecture**

**Course Equivalent: PUBH 7100**

**14. Create the following course:**

**PUBH 6125 Environmental Health Issues**

**3-0-3**

**Description:** The study of the interface of environmental health issues, epidemiology, and risk assessment. This course will emphasize the nexus of population-based practice, environmental health, and the epidemiology of diseases.

Rationale: In line with the new Graduate Course Numbering

**Effective Term: Summer 2012**

**CURCAT**

**Major Department: Health Sciences**

**Can course be repeated for additional credit? No**

**Maximum number of Credit Hours: 3**

**Grading Mode: Normal**

**Instruction Type: Lecture**

**Course Equivalent: PUBH 7150**

**15. Create the following course:**

**PUBH 6000 Biostatistics**

**3-0-3**

**Description:** Entry, analysis, and application of public health statistics. Descriptive and inferential analysis through multivariate linear models are addressed.

Rationale: In line with the new Graduate Course Numbering

**Effective Term: Summer 2012**

**CURCAT**

**Major Department: Health Sciences**  
**Can course be repeated for additional credit? No**  
**Maximum number of Credit Hours: 3**  
**Grading Mode: Normal**  
**Instruction Type: Lecture**  
**Course Equivalent: PUBH 7200**

**16. Create the following course:**

**PUBH 6150 Theory in Health Education 3-0-3**

**Description: Individual and environmental variables causing opposing viewpoints regarding health education needs and concerns. Practical application of various theories is stressed.**

Rationale: In line with the new Graduate Course Numbering

**Effective Term: Summer 2012**

**CURCAT**

**Major Department: Health Sciences**  
**Can course be repeated for additional credit? No**  
**Maximum number of Credit Hours: 3**  
**Grading Mode: Normal**  
**Instruction Type: Lecture**  
**Course Equivalent: PUBH 7720**

**17. Create the following course:**

**PUBH 7280 Self-Directed Student Research V-V-(1-3)**

**Prerequisite: Permission of instructor/department**

**Description: Students conduct studies relating to their professional interest and responsibilities under the direction of a graduate faculty advisor.**

Rationale: In line with the new Graduate Course Numbering

**Effective Term: Summer 2012**

**CURCAT**

**Major Department: Health Sciences**  
**Can course be repeated for additional credit? No**  
**Maximum number of Credit Hours: 3**  
**Grading Mode: Normal**  
**Instruction Type: Lecture**  
**Course Equivalent: PUBH 7730**

**18. Create the following course:**

**PUBH 7600 Special Topics in Public Health V-V-(1-3)**

**Prerequisite: Permission of Instructor**  
**Description: A study of selected issues in health.**

Rationale: In line with the new Graduate Course Numbering

**Effective Term: Summer 2012**

**CURCAT**

**Major Department: Health Sciences**  
**Can course be repeated for additional credit? Yes**  
**Maximum number of Credit Hours: 3**  
**Grading Mode: Normal**  
**Instruction Type: Lecture**  
**Course Equivalent: PUBH 7760**

19. Create the following course: **3-0-3**  
**PUBH 7240 Nutrition & Public Health**  
**Prerequisite: PUBH 5550G**  
**Description: The relationship of human nutrition to public health**

Rationale: In line with the new Graduate Course Numbering

**Effective Term: Summer 2012**

**CURCAT**

**Major Department: Health Sciences**  
**Can course be repeated for additional credit? No**  
**Maximum number of Credit Hours: 3**  
**Grading Mode: Normal**  
**Instruction Type: Lecture**  
**Course Equivalent: PUBH 7770**

20. Create the following course: **3-0-3**  
**PUBH 6175 Research Methods**  
**Description: Acquisition of skills necessary to develop research proposals**

Rationale: In line with the new Graduate Course Numbering

**Effective Term: Summer 2012**

**CURCAT**

**Major Department: Health Sciences**  
**Can course be repeated for additional credit? No**  
**Maximum number of Credit Hours: 3**  
**Grading Mode: Normal**

**Instruction Type: Lecture**  
**Course Equivalent: PUBH 8710**

**21. Create the following course:**

**PUBH 6225 Health Promotion in the Worksite** **3-0-3**  
**Description: Risk assessment, programs planning, implementation and evaluation of factors which impact health status in various worksites such as schools, corporations, and hospitals. Data extrapolation and model selection emphasize via case structure**

Rationale: In line with the new Graduate Course Numbering

**Effective Term: Summer 2012**

**CURCAT**

**Major Department: Health Sciences**  
**Can course be repeated for additional credit? No**  
**Maximum number of Credit Hours: 3**  
**Grading Mode: Normal**  
**Instruction Type: Lecture**  
**Course Equivalent: PUBH 8720**

**22. Create the following course:**

**PUBH 6050 Health Communication** **3-0-3**  
**Description: This course provides a broad introduction to communication theory, media and health literacy, and cultural competence.**

Rationale: In line with the new Graduate Course Numbering

**Effective Term: Summer 2012**

**CURCAT**

**Major Department: Health Sciences**  
**Can course be repeated for additional credit? No**  
**Maximum number of Credit Hours: 3**  
**Grading Mode: Normal**  
**Instruction Type: Lecture**  
**Course Equivalent: PUBH 8730**

**23. Create the following course:**

**PUBH 6200 Methods of Health Promotion** **3-0-3**  
**Description: This course surveys current methods for designing educational strategies in health promotion programs. Students will learn to develop culturally sensitive and ability-appropriate materials that recognize the ecological context of health behavior change.**

Rationale: In line with the new Graduate Course Numbering

**Effective Term: Summer 2012**

**CURCAT**

**Major Department: Health Sciences**  
**Can course be repeated for additional credit? No**  
**Maximum number of Credit Hours: 3**  
**Grading Mode: Normal**  
**Instruction Type: Lecture**  
**Course Equivalent: PUBH 8745**

**24. Create the following course:**

**PUBH 7250 Health/Illness Continuum** **3-0-3**  
**Description: Survey of fundamental pathophysiologic processes as they impact population-based health and disease.**

Rationale: In line with the new Graduate Course Numbering

**Effective Term: Summer 2012**

**CURCAT**

**Major Department: Health Sciences**  
**Can course be repeated for additional credit? No**  
**Maximum number of Credit Hours: 3**  
**Grading Mode: Normal**  
**Instruction Type: Lecture**  
**Course Equivalent: PUBH 8750**

**25 Create the following course:**

**PUBH 7260 Advanced Epidemiology** **3-0-3**  
**Prerequisite: PUBH 6100**  
**Description: A wide array of advanced epidemiological techniques for the study of risk factors and disease relationships.**

Rationale: In line with the new Graduate Course Numbering

**Effective Term: Summer 2012**

**CURCAT**

**Major Department: Health Sciences**  
**Can course be repeated for additional credit? No**  
**Maximum number of Credit Hours: 3**  
**Grading Mode: Normal**  
**Instruction Type: Lecture**

**Course Equivalent: PUBH 8760**

**26. Create the following course:**

**PUBH 7270- Critical Readings in Women's Health 3-0-3**

**Description: Advanced seminar that provides for in-depth examination of critical issues in women's health. Topic areas may include: intersection of race, class, gender, gender and health inequalities; woman's health in a global context; and violence, gender and the media.**

Rationale: In line with the new Graduate Course Numbering

**Effective Term: Summer 2012**

**CURCAT**

**Major Department: Health Sciences**

**Can course be repeated for additional credit? No**

**Maximum number of Credit Hours: 3**

**Grading Mode: Normal**

**Instruction Type: Seminar**

**Course Equivalent: PUBH 8780**

**27. Create the following course:**

**PUBH 7500 Public Health Planning and Evaluation 3-0-3**

**Prerequisites: MHSA 6000, PUBH 6100, PUBH 6150, PUBH 6175**

**Description: Fundamentals needed to plan and evaluate public health programs including needs assessment, behavioral and educational diagnosis, administration diagnosis, objective writing and process, impact and outcome evaluation methods. This is the capstone course for all MPH students.**

Rationale: In line with the new Graduate Course Numbering

**Effective Term: Summer 2012**

**CURCAT**

**Major Department: Health Sciences**

**Can course be repeated for additional credit? No**

**Maximum number of Credit Hours: 3**

**Grading Mode: Normal**

**Instruction Type: Lecture**

**Course Equivalent: PUBH 8890**

**28. Create the following course:**

**PUBH 7675 Public Health Practicum**

**V-V-(1-3)**

**Prerequisite: Permission of Instructor**

**Description: The application of skills, concepts, and theories in a chosen public health setting.**

Rationale: In line with the new Graduate Course Numbering

**Effective Term: Summer 2012**

**CURCAT**

**Major Department: Health Sciences**

**Can course be repeated for additional credit? Yes**

**Maximum number of Credit Hours: 3**

**Grading Mode: Normal**

**Instruction Type: Practicum**

**Course Equivalent: PUBH 8900**

**29. Create the following course:**

**PUBH 7700 Thesis**

**V-V-(1-3)**

Prerequisite: Permission of Program Coordinator

Description: The student will identify and develop a research study in an area of interest in health. Graded on and S or U basis.

Rationale: In line with the new Graduate Course Numbering

**Effective Term: Summer 2012**

**CURCAT**

**Major Department: Health Sciences**

**Can course be repeated for additional credit? Yes**

**Maximum number of Credit Hours: 3**

**Grading Mode: S or U**

**Instruction Type: Thesis**

**Course Equivalent: PUBH 8910**

**30. Modify the following course prerequisite:**

**PUBH 7220 Zoonotic and Vector Borne Disease Epidemiology**

**3-0-3**

Prerequisite: PUBH 7200 **6100**

Rationale: To come in line with the new Graduate Course Numbering

**Effective Term: Summer 2012**

**31. Delete the following courses:**

~~**SMED 7005 Research Methods in Sports Medicine** **3-0-3**~~

~~**SMED 7800 Psychosocial in Sports Medicine and Physical Activity** **3-0-3**~~

~~**SMED 7990 Special Topics in Sports Medicine** **3-0-3**~~

~~**SMED 8050 Bioenergetics of Sport Perform** **3-0-3**~~

~~SMED 8100 Organizational Leadership in Sports Medicine 3-0-3~~  
~~SMED 8810 Cardio, Patho, Exercise, and Rehabilitation 2-2-3~~  
~~SMED 8900 Thesis/Professional Project in Sports Medicine I V-V-(1-3)~~  
~~SMED 8910 Thesis/Professional Project in Sports Medicine II V-V-(1-3)~~

Rationale: Courses are being replaced to come in line with the new Graduate Course Numbering.

**Effective Term: Summer 2012**

**32. Create the following course:**

**SMED 7225 Internship in Sports Medicine V-V-(1-3)**

**Prerequisite: Permission of Instructor**

**Description: May be taken for repeat credit. On-site clinical experiences closely supervised by university faculty and facility instructors in the wellness/health promotion, adult fitness or cardiac rehabilitation settings: weekly seminars will address current clinical issues in the selected population.**

Rationale: In line with the new Graduate Course Numbering

**Effective Term: Summer 2012**

**CURCAT**

**Major Department: Health Sciences**

**Can course be repeated for additional credit? Yes**

**Maximum number of Credit Hours: 3**

**Grading Mode: Normal**

**Instruction Type: Internship**

**Course Equivalent: SMED 5945G**

**33. Create the following course:**

**SMED 6005 Research Methods in Sports Medicine 3-0-3**

**Description: Methods of quantitative scientific inquiry and interpretation of research in sports medicine. In addition to promoting the skills to become critical consumers of research products; this course is designed to assist students in developing their research project required for degree completion.**

Rationale: In line with the new Graduate Course Numbering

**Effective Term: Summer 2012**

**CURCAT**

**Major Department: Health Sciences**

**Can course be repeated for additional credit? No**



**Maximum number of Credit Hours: 3**  
**Grading Mode: Normal**  
**Instruction Type: Lecture**  
**Course Equivalent: SMED 7005**

**34. Create the following course:**

**SMED 7520 Psychosocial Issues in Sports Medicine** **3-0-3**  
**Description: Psychological and sociological factors impacting the various aspects of sports medicine and physical activity.**

Rationale: In line with the new Graduate Course Numbering

**Effective Term: Summer 2012**

**CURCAT**

**Major Department: Health Sciences**  
**Can course be repeated for additional credit? No**  
**Maximum number of Credit Hours: 3**  
**Grading Mode: Normal**  
**Instruction Type: Lecture**  
**Course Equivalent: SMED 7800**

**35. Create the following course:**

**SMED 7500 Special Topics in Sports Medicine** **V-V-(1-3)**  
**Description: Special assignments, agreed to by an advisor, used to provide a unique experience in an educational setting consistent with the student's professional objectives and program focus.**

Rationale: In line with the new Graduate Course Numbering

**Effective Term: Summer 2012**

**CURCAT**

**Major Department: Health Sciences**  
**Can course be repeated for additional credit? No**  
**Maximum number of Credit Hours: 3**  
**Grading Mode: Normal**  
**Instruction Type: Lecture**  
**Course Equivalent: SMED 7990**

**36. Create the following course:**

**SMED 7505 Organizational Leadership in Sports Medicine** **3-0-3**  
**Description: Knowledge, skills, and values required to develop, lead, administer, and manage a health care facility and associated venues providing sports medicine services. Case studies will be used throughout the course.**

Rationale: In line with the new Graduate Course Numbering

**Effective Term: Summer 2012**

**CURCAT**

**Major Department: Health Sciences**

**Can course be repeated for additional credit? No**

**Maximum number of Credit Hours: 3**

**Grading Mode: Normal**

**Instruction Type: Lecture**

**Course Equivalent: SMED 8100**

**37. Create the following course:**

**SMED 7515 Cardiopulmonary Pathophysiology, Exercise and  
Rehabilitation**

**3-0-3**

**Description: The physiology and disease process specific to the cardiovascular system. Exercise and rehabilitative mechanisms will be discussed. Case studies will be used throughout the course.**

Rationale: In line with the new Graduate Course Numbering

**Effective Term: Summer 2012**

**CURCAT**

**Major Department: Health Sciences**

**Can course be repeated for additional credit? No**

**Maximum number of Credit Hours: 3**

**Grading Mode: Normal**

**Instruction Type: Lecture**

**Course Equivalent: SMED 8810**

**38. Create the following course:**

**SMED 7994 Thesis/Professional Project in Sports Medicine I**

**V-V-(1-3)**

**Prerequisite: Permission of Instructor**

**Description: Planning and conducting an original research project as a group project or an individual thesis, supervised by the student's thesis committee or project advisor.**

Rationale: In line with the new Graduate Course Numbering

**Effective Term: Summer 2012**

**CURCAT**

**Major Department: Health Sciences**

**Can course be repeated for additional credit? Yes**

**Maximum number of Credit Hours: 3**

**Grading Mode: S or U**  
**Instruction Type: Thesis/Project**  
**Course Equivalent: SMED 8900**

**39. Create the following course:**

**SMED 7995 Thesis/Professional Project in Sports Medicine II V-V-(1-3)**

Prerequisite: SMED 7994

Description: Completing and presenting an original research project as a group project or an individual thesis, supervised by the student's thesis committee or project advisor.

Rationale: In line with the new Graduate Course Numbering

**Effective Term: Summer 2012**

**CURCAT**

**Major Department: Health Sciences**

**Can course be repeated for additional credit? Yes**

**Maximum number of Credit Hours: 3**

**Grading Mode: S or U**

**Instruction Type: Thesis/Project**

**Course Equivalent: SMED 8910**

**40. Modify the Programs of Study for the Master of Science in Sports  
Medicine**

A. Required Courses (21 hours)

<b>PUBH 6000 Biostatistics</b> .....	<b>3</b>
PUBH 7200 Biostatistics .....	3
<del>SMED 5060G Physiological Foundations of Sport &amp; Physical Activity</del> .....	<del>3</del>
<b>SMED 6005 Research Methods in Sports Medicine</b> .....	<b>3</b>
<b>SMED 6060 Exercise Physiology</b> .....	<b>3</b>
<del>SMED 7005 Research Methods in Sports Medicine</del> .....	<del>3</del>
SMED 7070 Theory and Methodology of Strength & Conditioning .....	3
SMED 7400 Biomechanical Analysis of Human Movement and MS Injury.....	3
<b>SMED 7994 Thesis / Project in Sports Medicine I</b> .....	<b>1-3</b>
<b>SMED 7995 Thesis / Project in Sports Medicine II</b> .....	<b>1-3</b>
<del>SMED 8900 Thesis / Project in Sports Medicine I</del> .....	<del>1-3</del>
<del>SMED 8910 Thesis / Project in Sports Medicine II</del> .....	<del>1-3</del>

B. Concentration Areas (~~12 hours~~)

Strength and Conditioning Concentration (**9 hours**)

SMED 5005G Musculoskeletal Basis of Exercise.....	3
SMED 5015G Assessment and Evaluation Musculoskeletal Injuries .....	3
SMED 6080G Performance Evaluation and Exercise Testing .....	3
SMED 7075 Program Design and Advanced Training Techniques .....	3

**OR** Advanced Athletic Training Concentration (~~12 hours~~)(**9 hours**)

SMED 5055G Pathophysiology of Sport-Related Illness and Rehabilitation .....	3
PUBH 7110 Epidemiology .....	3
SMED 7990 Special Top: Adv. Eval. & Rehab.....	3
SMED 7010 Injury Prevention .....	3
<b>SMED 7500 Special Top: Adv. Eval. &amp; Rehab .....</b>	<b>3</b>

C. Electives (~~3 hours~~) (**6 hours**)

Students can choose ~~from one~~ **two** of the following courses as an Elective:

SMED 5065G Movement and Posture Assessment and Exercise .....	3
SMED 5090G Nutritional Issues in Sports Medicine.....	3
SMED 5555G Physical Activity in Disease Prevention/Treatment .....	3
SMED 5600G Healthy Weight Management .....	3
SMED 5940G Internship Strength & Conditioning.....	1-3
SMED 7050 Drugs and Ergogenic Aids in Sports Medicine .....	3
<b>SMED 7250 Internship in Sports Medicine .....</b>	<b>1-3</b>
<b>SMED 7505 Organizational Leadership in Sports Medicine .....</b>	<b>3</b>
<b>SMED 7515 Cardiopulmonary &amp; Pathophysiology, Exercise &amp; Rehab .....</b>	<b>3</b>
SMED 7700 Self-Directed Student Research in Sports Medicine.....	1-3
SMED 7800 Psychosocial Issues in Sports Medicine & Physical Activity.....	3
SMED 8100 Organizational Leadership in Sports Medicine .....	3
SMED 8475 Internship in Sports Medicine.....	1-3
SMED 8810 Cardiopulmonary & Pathophysiology, Exercise & Rehab .....	3
PUBH 5580G Health and Human Development .....	3
<b>PUBH 6225 Health Promotion at the Worksite.....</b>	<b>3</b>
PUBH 8720 Health Promotion at the Worksite.....	3
PEEC 5580G Physical Activity and the Older Adult .....	3

TOTAL 36 hours

Rationale: In order to balance the credit hours between the two concentrations, Strength and Conditioning and Advanced Athletic Training, it was decided to eliminate PUBH 7110 (new course number PUBH 6100) and move the content to SMED 7010. Additional changes were made to the plan of study to accommodate new course numbers.

**Effective Term: Summer 2012**

**41. Modify the Program of Study for the Certificate in Strength and Conditioning:**

A. Required Courses (~~3 hours~~) (6 hours)

SMED 7070 Theory and Methodology of Strength & Conditioning ..... 3

**SMED 7075 Program Design and Advanced Training Techniques ..... 3**

B. ~~Four~~ **Three** of the following five courses (~~12 hours~~) (9 hours)

~~SMED 5005G Musculoskeletal Basis of Exercise.....3~~

~~SMED 5060G Physiological Foundations of Sport & Physical Activity .....3~~

SMED 5090G Nutritional Issues in Sports Medicine..... 3

SMED 5940G Internship in Strength & Conditioning ..... 3

**SMED 6060 Exercise Physiology ..... 3**

~~SMED 6080G Performance Evaluation and Exercise Testing ..... 3~~

~~SMED 7075 Program Design and Advanced Training Techniques .....3~~

~~SMED 7400 Biomechanical Analysis of Human Movement and MS Injury.....3~~

Total 15 hours

Rationale: SMED 5005 no longer exists; students will have already met kinesiology requirements as part of admission to the program. Additional changes were made to the plan of study to accommodate new course numbers.

**Effective Term: Summer 2012**

**42. Modify Program of Study for the Master of Public Health**

A. Required Courses (36 hours)

<b>MHSA 6000 Health Care Financing and Delivery Systems .....</b>	<b>3</b>
<b>PUBH 6000 Biostatistics .....</b>	<b>3</b>
<b>PUBH 6050 Health Communication.....</b>	<b>3</b>
<b>PUBH 6100 Epidemiology .....</b>	<b>3</b>
<b>PUBH 6125 Environmental Health Issues.....</b>	<b>3</b>
<b>PUBH 6150 Theory in Health Education .....</b>	<b>3</b>
<b>PUBH 6175 Research Methods.....</b>	<b>3</b>
<b>PUBH 6200 Methods of Health Promotion.....</b>	<b>3</b>
<b>PUBH 7250 Health Illness Continuum.....</b>	<b>3</b>
<b>PUBH 7500 Public Health Planning and Evaluation .....</b>	<b>3</b>
<b>PUBH 7600 Special Topics in Public Health.....</b>	<b>3</b>
<b>PUBH 7675 Public Health Practicum .....</b>	<b>3</b>
<del>MHSA 7000 Health Care Financing and Delivery Systems.....</del>	<del>3</del>
<del>PUBH 7110 Epidemiology .....</del>	<del>3</del>
<del>PUBH 7150 Environmental Health Issues.....</del>	<del>3</del>
<del>PUBH 7200 Biostatistics .....</del>	<del>3</del>
<del>PUBH 7720 Theory in Health Education .....</del>	<del>3</del>
<del>PUBH 8710 Research Methods .....</del>	<del>3</del>
<del>PUBH 8730 Health Communication .....</del>	<del>3</del>
<del>PUBH 8745 Methods of Health Promotion .....</del>	<del>3</del>
<del>PUBH 8861 Public Health Management .....</del>	<del>3</del>
<del>PUBH 8890 Public Health Planning and Evaluation.....</del>	<del>3</del>
<del>PUBH 8920 Public Health Practicum I .....</del>	<del>3</del>
<del>PUBH 8930 Public Health Practicum II.....</del>	<del>3</del>

B. Electives (9 hours)

TOTAL 45 hours

Rationale: In line with the new Graduate Course Numbering and program accreditation requirements.

**Effective Term: Summer 2012**

**42. Delete the following course:  
~~MHSA 7200 – Statistical Applications for Healthcare Management~~**

Rationale - Much of this content from this course will be incorporated into the new course MHSA 6200 – Quantitative Analysis Methods for Health Care Management I.

**Effective Term: Fall 2012**

**43. Delete the following course:  
~~MHSA 7350 – Accounting Principles~~**

Rationale - Much of the content from this course will be incorporated into the new course MHSA 6300 – Health Care Financial Management I.

**Effective Term: Fall 2012**

**44. Delete the following course:  
~~MHSA 8630 – Health Care Financial Management~~**

Rationale - Much of the content from this course will be incorporated into the new course MHSA 7300 – Health Care Financial Management II.

**Effective Term: Fall 2012**

**45. Delete the following course:  
~~MHSA 8650 – Operations Management Methods in Healthcare~~**

Rationale - Much of this content from this course will be incorporated into the new course MHSA 7200 – Quantitative Analysis Methods for Health Care Management II.

**Effective Term: Fall 2012**

**46. Delete the following course:  
~~MHSA 8880 – Strategic Management of Healthcare Organizations I~~**

Rationale - The newly created course in strategic marketing (MHSA 6880) will take the place of this existing course. Some of the content from the existing course will be covered in the new course section.

**Effective Term: Fall 2012**

**47. Delete the following courses:  
~~MHSA 8911 – Health Services Administration Practicum I~~  
~~MHSA 8912 – Health Services Administration Practicum II~~**

Rationale - To maintain consistency with the change in required academic hours for the internship option, all students that choose the practicum option will be required to sign up for the three hour practicum section (MHSA 8913).

**Effective Term: Fall 2012**

**48. Delete the following course:**

**~~MHSA 8920 – Health Services Administration Research Practicum~~**

Rationale - Since this applied learning experience section was created in 2008, no students have selected this option for applied learning experience hours. Given the shift in emphasis within the program towards site-based applied experiences, it is highly doubtful that any future student(s) would pursue this option.

**Effective Term: Fall 2012**

**49. Create the following course:**

**MHSA 6200 Quantitative Analysis Methods for Health Care Management I**

**3-0-3**

**Prerequisites: none**

**Description – An introduction to quantitative analysis methods utilized for problem solving and decision making at the population/macro level. Topics include principles of epidemiologic analysis and statistical applications as they are applied to population health issues.**

Rationale - Recent changes to accreditation criteria have given health administration programs more latitude to define curriculum content and competency areas that fit with their stated missions. Given this flexibility and the need for the MHSA program to increase its emphasis in other defined competency areas within its mission, this course will combine selected content from two existing courses in the MHSA program (PUBH 7110 and MHSA 7200) into one course.

**Effective Term: Fall 2012**

**CURCAT**

**Major Department: Health Sciences**

**Can course be repeated for additional credit? No**

**Maximum number of Credit Hours: 3**

**Grading Mode: Normal**

**Instruction Type: Lecture**

**Course equivalent: None**



**50. Create the following course:**

**MHSA 7200 Quantitative Analysis Methods for Health Care Management II** **3-0-3**

**Prerequisites: MHSA 6200**

**Description** – An introduction to quantitative analysis methods utilized for problem solving and decision making at the organizational/micro level. Topics include economic analysis and decision making, operations analysis/research methods, and time series analysis/forecasting.

**Rationale** - Recent changes to accreditation criteria have given health administration programs more latitude to define curriculum content and competency areas that fit with their stated missions. Given this flexibility and the need for the MHSA program to increase its emphasis in other defined competency areas within its mission, this course will combine selected content from two existing courses in the MHSA program (MHSA 8610 and MHSA 8650) into one course.

**Effective Term: Fall 2012**

**CURCAT**

**Major Department: Health Sciences**

**Can course be repeated for additional credit? No**

**Maximum number of Credit Hours: 3**

**Grading Mode: Normal**

**Instruction Type: Lecture**

**Course equivalent: None**

**51. Create the following course:**

**MHSA 6300 Health Care Financial Management I** **3-0-3**

**Prerequisites: none**

**Description** - An introduction to financial and managerial accounting, health care finance and the current financial environment in which health care organizations function. The course considers and evaluates basic financial, accounting and reimbursement tools and how they are applied in the management decision-making process.

**Rationale** - Recent changes to accreditation criteria have given health administration programs more latitude to define curriculum content and competency areas that fit with their stated missions. Given this flexibility and the need for the MHSA program to increase its emphasis in other defined competency areas within its mission, this course – the first of a two course sequence in financial management principles and methods – allows the program to focus more specifically on those areas.

**Effective Term: Fall 2012**

**CURCAT**

**Major Department:** Health Sciences  
**Can course be repeated for additional credit?** No  
**Maximum number of Credit Hours:** 3  
**Grading Mode:** Normal  
**Instruction Type:** Lecture  
**Course equivalent:** None

**52. Create the following course:**

**MHSA 7300 Health Care Financial Management II** 3-0-3

**Prerequisite:** MHSA 6300

**Description** - An advanced and detailed view of how managers apply financial theory and principles, the course builds on principles learned in Health Care Financial Management I and uses a case method approach to allow students to develop competencies in financial management and analysis. Quantitative decision analysis techniques, costing methods, and financial policy analysis skills will be employed in the case method approach.

**Rationale** - Recent changes to accreditation criteria have given health administration programs more latitude to define curriculum content and competency areas that fit with their stated missions. Given this flexibility and the need for the MHSA program to increase its emphasis in other defined competency areas within its mission, this course – the first of a two course sequence in financial management principles and methods – allows the program to focus more specifically on those areas.

**Effective Term:** Fall 2012

**CURCAT**

**Major Department:** Health Sciences  
**Can course be repeated for additional credit?** No  
**Maximum number of Credit Hours:** 3  
**Grading Mode:** Normal  
**Instruction Type:** Lecture  
**Course equivalent:** None

**53. Create the following course:**

**MHSA 6880 Strategic Marketing for Healthcare Organizations** 3-0-3

**Prerequisite:** none

**Description** – A comprehensive study on the application of fundamental marketing principles and practices in various health care settings such as hospitals, physician practices, public health organizations, and managed care organizations. The course will also focus heavily on the development of strategic thinking and the integration of marketing

**strategies across various functional areas. Content will include the tools, concepts, analytical frameworks, and skills necessary to understand and analyze an organization's competitive environment, create profitable customer relationships, use and apply marketing information to segment and target specific customers and markets, design marketing programs and make marketing decisions to create competitive advantage. To facilitate learning, the course will include lectures, class discussions, case analyses, and a team-based project in which students develop a comprehensive marketing plan for a health care product or service.**

Rationale - Recent changes to accreditation criteria have given health administration programs more latitude to define curriculum content and competency areas that fit with their stated missions. Given this flexibility and the need for the MHPA program to increase its emphasis in other defined competency areas within its mission, this course is proposed to increase the strategic marketing content that MHPA students receive in their program of study, an area of defined weakness in our previous self-study.

**Effective Term: Fall 2012**

**CURCAT**

**Major Department: Health Sciences**

**Can course be repeated for additional credit? No**

**Maximum number of Credit Hours: 3**

**Grading Mode: Normal**

**Instruction Type: Seminar**

**Course equivalent: None**

**54. Create the following course:**

**MHPA 6600 MHPA Professional Seminar I**

**V-V-1**

**Prerequisites: none**

**Description – A competency-based seminar focused on the professional development of the 1<sup>st</sup> year MHPA student. Topics will vary based on assessments of competency and/or professional development needs but may include the development/refinement of skills related to resume writing, interviewing, professional presentations, professional ethics, and academic / professional portfolio development.**

Rationale - Recent changes to accreditation criteria have given health administration programs more latitude to define curriculum content and competency areas that fit with their stated missions. Given this flexibility and the need for the MHPA program to increase its emphasis in other defined competency areas within its mission, this course – the first of a two course seminar series – will utilize student self-assessments along with preceptor

assessments of professional and/or competency development needs to identify /develop seminar topics to specifically target such needs.

**Effective Term: Fall 2012**

**CURCAT**

**Major Department: Health Sciences**

**Can course be repeated for additional credit? No**

**Maximum number of Credit Hours: 1**

**Grading Mode: S-U**

**Instruction Type: Seminar**

**Course equivalent: None**

**55. Create the following course:**

**MHSA 7600 – MHSA Professional Seminar II**

**V-V-1**

**Prerequisite: MHSA 6600**

**Description – A competency-based seminar focused on the professional development of the 2<sup>nd</sup> year MHSA student. Topics will vary based on assessments of competency and/or professional development needs but may include the development/refinement of skills related to job and administrative fellowship search, leadership development, and career planning.**

**Rationale - Recent changes to accreditation criteria have given health administration programs more latitude to define curriculum content and competency areas that fit with their stated missions. Given this flexibility and the need for the MHSA program to increase its emphasis in other defined competency areas within its mission, this course – the second of a two course seminar series – will utilize student self-assessments along with preceptor assessments of professional and/or competency development needs to identify /develop seminar topics to specifically target such needs.**

**Effective Term: Fall 2012**

**CURCAT**

**Major Department: Health Sciences**

**Can course be repeated for additional credit? No**

**Maximum number of Credit Hours: 1**

**Grading Mode: S-U**

**Instruction Type: Seminar**

**Course equivalent: None**

**56. Delete the following course:**

**~~MHSA 8900 – Internship / Residency in Health Services Administration~~ V-V-2**

**Rationale – Course is being replaced by MHSA 7900**

**Effective Term: Fall 2012**

**57. Create the following course:**

**MHSA 7900 Internship / Residency in Health Services Administration V-V-3**

**Prerequisite: Permission of Program Coordinator**

**Description - Completion of a structured experiential learning program under the auspices of a site-based and program-approved protocol. Students pursuing this option are required to complete their assigned duties/responsibilities in a satisfactory fashion and prepare a post-experience report for program faculty evaluation. Graded on an S or U basis.**

**Rationale -** Currently, students are only required to complete 320 hours on site and most complete this requirement during one of the two summers in residence within the program. Recently, preceptor feedback has indicated a general preference to extend the length of time and/or number of hours that administrative internship students are available on site. Given the increased time commitment that such a change would entail for both students and supervising faculty, an increase in credit hours is requested.

**Effective Term: Fall 2012**

**CURCAT**

**Major Department: Health Sciences**

**Can course be repeated for additional credit? No**

**Maximum number of Credit Hours: 3**

**Grading Mode: S-U**

**Instruction Type: Seminar**

**Course Equivalent: MHSA 8900**

**58. Delete the following course:**

**~~MHSA 8913 – Health Services Administration Practicum III~~**

**Rationale –** Course is being replaced by MHSA 7913.

**Effective Term: Fall 2012**

**59. Create the following course:**

**MHSA 7913 Health Services Administration Practicum V-V-3**

**Prerequisite: Permission of Program Coordinator**

**Description - This course provides the student an individualized, guided experience in healthcare administration with appropriate agencies and selected preceptors. This experience is designed to assist the student in synthesizing the knowledge gained in the classroom and applying this knowledge across multiple disciplines within the healthcare delivery system. Graded on S or U basis.**

Rationale - To maintain consistency across all applied learning experience options for the MHSA degree, all students that select and/or are advised to pursue the practicum option will be required to register for the existing three hour practicum section. All existing 1 hour practicum sections are being eliminated (see below).

**Effective Term: Fall 2012**

**CURCAT**

**Major Department: Health Sciences**

**Can course be repeated for additional credit? No**

**Maximum number of Credit Hours: 3**

**Grading Mode: S-U**

**Instruction Type: Seminar**

**Course Equivalent: MHSA 8913**

**60. Delete the following course:**

**~~MHSA 8890 Strategic Management of Healthcare Organizations II 3-0-3~~**

Rationale – Course is being replaced by MHSA 7880.

**Effective Term: Fall 2012**

**61. Create the following course:**

**MHSA 7880 Strategic Management of Healthcare Organizations 3-0-3**

**Prerequisite: MHSA 6880**

**Description - This course addresses the strategic management and marketing functions within contemporary health services organizations. It focuses on the organizational strategic planning processes, including principles and methods of strategic assessment, strategy formulation, evaluation, implementation, and control, as well as the role and function of marketing strategy as part of the strategic implementation process. As the capstone course for the MHSA degree, it is based on the culmination of knowledge and skills obtained throughout the MHSA curriculum and focuses on integrating all of those elements within a comprehensive, coherent strategic management approach.**

Rationale - Previously this was the second course in a two-course capstone sequence in healthcare strategic management for the MHSA degree. The addition of a strategic marketing course to take the place of the first course in the existing capstone sequence obviously negates the need for a second-course designation. This course will remain as the single course capstone for the MHSA degree.

**Effective Term: Fall 2012**

**CURCAT**

**Major Department: Health Sciences**  
**Can course be repeated for additional credit? No**  
**Maximum number of Credit Hours: 3**  
**Grading Mode: Normal**  
**Instruction Type: Lecture**  
**Course Equivalent: MHSA 8890**

- 62. Delete the following course:**  
**MHSA 7000 Health Care Financing & Delivery Systems** ————— **3-0-3**

Rationale – Course is being replaced by MHSA 6000.

**Effective Term: Fall 2012**

- 63. Create the following course:**  
**MHSA 6000 Health Care Financing & Delivery Systems** **3-0-3**

**Prerequisite: None**

**Description** - An overview of the systems of health care delivery and financing in the United States, including public and private payers and insurers as well as public and private providers of health services.

Rationale – In line with the new graduate course numbering system.

**Effective Term: Fall 2012**

**CURCAT**

**Major Department: Health Sciences**  
**Can course be repeated for additional credit? No**  
**Maximum number of Credit Hours: 3**  
**Grading Mode: Normal**  
**Instruction Type: Lecture**  
**Course Equivalent: MHSA 7000**

- 64. Delete the following course:**  
**MHSA 7630 – Self Directed Student Research** ————— **V-V-(1-3)**

Rationale – Course is being replaced by MHSA 6630.

**Effective Term: Fall 2012**

- 65. Create the following course:**  
**MHSA 6630 Self Directed Student Research** **V-V-(1-3)**  
**Prerequisites: Permission of Department**

**Description** - Student-initiated and directed study relating to their professional interest(s) and/or responsibilities under the direction and approval of a graduate faculty advisor.

**Rationale** – In line with the new graduate course numbering system.

**Effective Term: Fall 2012**

**CURCAT**

**Major Department: Health Sciences**  
**Can course be repeated for additional credit? No**  
**Maximum number of Credit Hours: 3**  
**Grading Mode: Normal**  
**Instruction Type: Seminar**  
**Course Equivalent: MHSA 7630**

- 66. Delete the following course:**  
~~**MHSA 7650 Human Resources Management in Healthcare** **3-0-3**~~

**Rationale:** Course is being replaced by MHSA 6650.

**Effective Term: Fall 2012**

- 67. Create the following course:**  
**MHSA 6650 Human Resources Management in Health Care** **3-0-3**  
**Prerequisite: None**

**Description:** A study of the organization, training, motivation, and direction of employees with an emphasis on maintaining productivity and morale at a high level. Topics include selection, compensation, financial incentives, work standards, and leadership.

**Rationale:** In line with the new graduate course numbering system.

**Effective Term: Fall 2012**

**CURCAT**

**Major Department: Health Sciences**  
**Can course be repeated for additional credit? No**  
**Maximum number of Credit Hours: 3**  
**Grading Mode: Normal**  
**Instruction Type: Lecture**  
**Course Equivalent: MHSA 7650**

- 68. Delete the following course:**  
~~**MHSA 7700 Quality Management Methods in Healthcare** **3-0-3**~~



Rationale – Course is being replaced by MHSA 6700.

**Effective Term: Fall 2012**

**69. Create the following course:**

**MHSA 6700 - Quality Management Methods in Healthcare 3-0-3**

**Description: An overview of the theory, principles, and techniques of quality management within contemporary health services organizations. Quality assurance and quality/process improvement approaches to QM are considered. Qualitative and quantitative methods that support organizational QM are also discussed.**

Rationale – In line with the new graduate course numbering system.

**Effective Term: Fall 2012**

**CURCAT**

**Major Department: Health Sciences**

**Can course be repeated for additional credit? No**

**Maximum number of Credit Hours: 3**

**Grading Mode: Normal**

**Instruction Type: Lecture**

**Course Equivalent: MHSA 7700**

**70. Delete the following course:**

**~~MHSA 8500 Leadership Seminar 3-0-3~~**

Rationale – Course is being replaced by MHSA 7100.

**Effective Term: Fall 2012**

**71. Create the following course:**

**MHSA 7100 Leadership Seminar 3-0-3**

**Prerequisite: MHSA 6100**

**Description: Exploration of a variety of leadership theories and principles and examination of historical and contemporary examples of leadership. Focus is on developing a lifelong orientation to enhancing leadership skills and style.**

Rationale – In line with the new graduate course numbering system.

**Effective Term: Fall 2012**

**CURCAT**

**Major Department: Health Sciences**

**Can course be repeated for additional credit? No**

**Maximum number of Credit Hours: 3**  
**Grading Mode: Normal**  
**Instruction Type: Seminar**  
**Course Equivalent: MHSA 8500**

**72. Delete the following course:**

~~**MHSA 8610 Health Care Economics**~~ ~~\_\_\_\_\_~~ ~~**3-0-3**~~

Rationale – Course is being replaced by MHSA 6400.

**Effective Term: Fall 2012**

**73. Create the following course:**

**MHSA 6400 Health Care Economics** **3-0-3**

**Description: An overview of the economics of health care at both the micro and macro levels utilizing a variety of conceptual and empirical models. Particular attention is given to the supply and demand of healthcare resources and the impact of those resources on a population in a market-driven, but government-regulated system. Healthcare production is studied with respect to distributional issues both in perfectly competitive and imperfect markets, and from both investor owned and not-for-profit perspectives.**

Rationale – In line with the new graduate course numbering system.

**Effective Term: Fall 2012**

#### **CURCAT**

**Major Department: Health Sciences**  
**Can course be repeated for additional credit? No**  
**Maximum number of Credit Hours: 3**  
**Grading Mode: Normal**  
**Instruction Type: Lecture**  
**Course Equivalent: MHSA 8610**

**74. Delete the following course:**

~~**MHSA 8625 Health Informatics**~~ ~~\_\_\_\_\_~~ ~~**3-0-3**~~

Rationale – Course is being replaced by MHSA 6625.

**Effective Term: Fall 2012**

**75. Create the following course:**

**MHSA 6625 Health Information Systems Management** **3-0-3**

**Description: A survey of the disciplinary field that deals with the storage, retrieval, sharing, and optimal use of health-related**

information, data, and knowledge for problem solving and decision making in a variety of organizational settings.

Rationale – In line with the new graduate course numbering system.

**Effective Term: Fall 2012**

**CURCAT**

**Major Department: Health Sciences**

**Can course be repeated for additional credit? No**

**Maximum number of Credit Hours: 3**

**Grading Mode: Normal**

**Instruction Type: Lecture**

**Course Equivalent: MHSA 8625**

**76. Delete the following course:**

~~**MHSA 8635 Health Politics and Policy** **3-0-3**~~

Rationale – Course is being replaced by MHSA 6625.

**Effective Term: Fall 2012**

**77. Create the following course:**

**MHSA 7400- Health Politics and Policy 3-0-3**

**Prerequisite: MHSA 6400**

**Description: An overview of the policymaking process that results in the formulation of health policy in the public sphere. Topics considered include principles of public policy analysis, policy evaluation methods, and political environmental assessment techniques. Various domains of current health policy interest are also discussed.**

Rationale – In line with the new graduate course numbering system.

**Effective Term: Fall 2012**

**CURCAT**

**Major Department: Health Sciences**

**Can course be repeated for additional credit? No**

**Maximum number of Credit Hours: 3**

**Grading Mode: Normal**

**Instruction Type: Lecture**

**Course Equivalent: MHSA 8635**

**78. Delete the following course:**

~~**MHSA 8861 Organization Theory/Organizational Behavior in Health Care** **3-0-3**~~

Rationale – Course is being replaced by MHSA 6625.

Effective Term: Fall 2012

79. Create the following course:

**MHSA 6100 Organization Theory/Organizational Behavior in Health Care** **3-0-3**

**Pre-requisite: None**

**Description:** Introduction to the fields of organization theory and organizational behavior and their application to the management of health services organizations. Topics covered included organizational governance, design, and structure, organizational ethics, the role of managements as a professional within the health services organization, management interfaces with other health professionals, intra-organizational coordination and communication, the effective use of groups and teams, negotiation and conflict management, organizational power and politics, and initiation and management of organizational change.

Rationale – In line with the new graduate course numbering system.

Effective Term: Fall 2012

**CURCAT**

**Major Department: Health Sciences**

**Can course be repeated for additional credit? No**

**Maximum number of Credit Hours: 3**

**Grading Mode: Normal**

**Instruction Type: Lecture**

**Course Equivalent: MHSA 8861**

80. Delete the following course:

~~**MHSA 8864 Legal Environment of Health Care** **3-0-3**~~

Rationale – Course is being replaced by MHSA 6800.

Effective Term: Fall 2012

81. Create the following course:

**MHSA 6800- Legal Environment of Health Care** **3-0-3**

**Prerequisite: None**

**Description:** Comprehensive survey of the legal basis for healthcare decision making. The course is designed to give the student a working knowledge of tort law, contract law, and regulatory agencies and statutes pertinent to administrative functions in general, as well as health service organizations in particular.

Rationale – In line with the new graduate course numbering system.

**Effective Term: Fall 2012**

**CURCAT**

**Major Department: Health Sciences**

**Can course be repeated for additional credit? No**

**Maximum number of Credit Hours: 3**

**Grading Mode: Normal**

**Instruction Type: Lecture**

**Course Equivalent: MHSA 8864**

**82. Delete the following course:**

~~**MHSA 8870 Managerial and Biomedical Ethics for Health Services Administration**~~

~~**3-0-3**~~

Rationale – Course is being replaced by MHSA 6850.

**Effective Term: Fall 2012**

**83. Create the following course:**

**MHSA 6850- Managerial and Biomedical Ethics**

**3-0-3**

**Prerequisite: None**

**Description: This course is designed to explore the theory of ethics and the principal frameworks for ethical decision-making within the context of health care organizations. Through case studies, discussion, and course readings, students will examine, critically analyze, and consider resolutions to both routine and unique bio-medical and managerial ethical dilemmas. The primary focus will be on applied ethics or “identifying and doing the right thing’ in a variety of managerial situations.**

Rationale – In line with the new graduate course numbering system.

**Effective Term: Fall 2012**

**CURCAT**

**Major Department: Health Sciences**

**Can course be repeated for additional credit? No**

**Maximum number of Credit Hours: 3**

**Grading Mode: Normal**

**Instruction Type: Lecture**

**Course Equivalent: MHSA 8870**

## 84. Modify the MHS A Program of Study

### A. Required Didactic Courses (~~51 semester hours~~) (50 semester hours)

<b>MHSA 6000 Health Care Financing and Delivery Systems .....</b>	<b>3</b>
<b>MHSA 6100 Organization Theory/Organizational Behavior HC .....</b>	<b>3</b>
<b>MHSA 6200 Quantitative Analysis Methods for HC Mgmt. I .....</b>	<b>3</b>
<b>MHSA 6300 Health Care Financial Management I.....</b>	<b>3</b>
<b>MHSA 6400 Health Care Economics .....</b>	<b>3</b>
<b>MHSA 6600 MHSA Professional Seminar I .....</b>	<b>1</b>
<b>MHSA 6625 Health Information Systems Mgmt. ....</b>	<b>3</b>
<b>MHSA 6650 Human Resources Management in Healthcare .....</b>	<b>3</b>
<b>MHSA 6700 Quality Management Methods in Healthcare .....</b>	<b>3</b>
<b>MHSA 6800 Legal Environment of Healthcare .....</b>	<b>3</b>
<b>MHSA 6850 Managerial and Biomedical Ethics HC .....</b>	<b>3</b>
<b>MHSA 6880 Strategic Marketing for Health Care Org .....</b>	<b>3</b>
<b>MHSA 7100 Leadership Seminar .....</b>	<b>3</b>
<b>MHSA 7200 Quantitative Analysis Methods for HC Mgmt. II .....</b>	<b>3</b>
<b>MHSA 7300 Healthcare Financial Management II .....</b>	<b>3</b>
<b>MHSA 7400 Health Politics and Policy .....</b>	<b>3</b>
<b>MHSA 7600 MHSA Professional Seminar II .....</b>	<b>1</b>
<b>MHSA 7880 Strategic Management of Healthcare Organizations .....</b>	<b>3</b>
<del>MHSA 7000 Health Care Financing and Delivery Systems .....</del>	<del>3</del>
<del>MHSA 7200 Statistical Applications for HC Management.....</del>	<del>3</del>
<del>MHSA 7350 Principles of Accounting .....</del>	<del>3</del>
<del>MHSA 7650 Human Resources Management in Healthcare .....</del>	<del>3</del>
<del>MHSA 7700 Quality Management Methods in Healthcare.....</del>	<del>3</del>
<del>MHSA 8500 Leadership Seminar .....</del>	<del>3</del>
<del>MHSA 8610 Health Care Economics .....</del>	<del>3</del>
<del>MHSA 8625 Health Informatics .....</del>	<del>3</del>
<del>MHSA 8630 Health Care Financial Management .....</del>	<del>3</del>
<del>MHSA 8635 Health Politics and Policy .....</del>	<del>3</del>
<del>MHSA 8650 Operations Management Methods in Healthcare .....</del>	<del>3</del>
<del>MHSA 8861 Organization Theory/Organizational Behavior HC .....</del>	<del>3</del>



**Effective: Summer 2012**

**CURCAT:**

**Major Department: Nursing**  
**Can course be repeated for credit: No**  
**Maximum Number of Credit Hours: 5**  
**Grading Model: Normal**  
**Instruction Type: Lecture/Lab**  
**Course Equivalent: None**

2. **Create the following course:**  
**NURS 7842 Adult-Gerontology Acute Care Nurse Practitioner II** 4-16-8  
**Prerequisite: NURS 7841**  
**Co-requisite: None**  
**Description: Focus is on advanced nursing practice assessment, diagnosis and management of exacerbations of chronic or terminal illness across the continuum of acute care settings throughout the adult/ geriatric lifespan. Health promotion and disease prevention strategies are discussed.**

Rationale: Course provides ongoing advanced nursing practice content as the second Adult-Geriatric Acute Care Nurse Practitioner offering. Didactic and precepted clinical experiences support the acquisition of advanced practice nursing care concepts related to chronic and terminally ill clients in acute care settings.

**Effective: Summer 2012**

**CURCAT:**

**Major Department: Nursing**  
**Can course be repeated for credit: No**  
**Maximum Number of Credit Hours: 8**  
**Grading Model: Normal**  
**Instruction Type: Lecture/Lab**  
**Course Equivalent: None**

3. **Create the following course:**  
**NURS 7844 Adult-Gerontology Acute Care Nurse Practitioner III** 2-16-6  
**Prerequisite: NURS 7842**  
**Co-requisite: None**  
**Description: Course content covers assessment, diagnosis and management of emergent, critical health deviations that require complex monitoring and high intensity advanced practice nursing interventions for adult and geriatric clients. Collaboration to ensure quality care and transition to other care settings is emphasized.**

Rationale: Course provides concluding advanced nursing practice content as the final Adult-Geriatric Acute Care Nurse Practitioner offering. Didactic and precepted clinical experiences support the acquisition of advanced practice nursing care concepts related to critically ill clients in acute care settings.

**Effective: Summer 2012**



**CURCAT:**

**Major Department: Nursing**  
**Can course be repeated for credit: No**  
**Maximum Number of Credit Hours: 6**  
**Grading Model: Normal**  
**Instruction Type: Lecture/Lab**  
**Course Equivalent: None**

**4. Delete the following course:**

~~NURS 7740 Advanced Health Assessment~~ ~~2-4-3~~

Rationale: Course is being replaced by NURS 6640.

**Effective Term: Fall 2012**

**5. Create the following course:**

**NURS 6640 Advanced Health Assessment** **2-4-3**

**Prerequisites: NURS 6641**

**Prerequisite or Co-requisite: NURS 6667**

**Description: Advanced health assessment focusing on abnormal conditions through comprehensive assessments of adult-gerontological patients across the lifespan. Communication of findings is refined. Practicum includes precepted clinicals.**

Rationale: In line with the new Graduate Course Numbering and incorporation of adult-gerontological content per the new AACN Adult-Gerontology Primary Care Nurse Practitioner Competencies and AACN Master's Essentials standards (2011).

**Effective Term: Fall 2012**

**CURCAT:**

**Major Department: NURS**  
**Can course be repeated for additional credit? No**  
**Maximum number of credits: 3**  
**Grading Mode: Normal**  
**Instruction Type: Lecture/Lab**  
**Course Equivalent: NURS 7740**

**6. Delete the following course:**

~~NURS 7741 Advanced Pathophysiology~~ ~~3-0-3~~

Rationale: Course is being replaced by NURS 6641

**Effective Term: Fall 2012**

**7. Create the following course:**

**NURS 6641 Advanced Pathophysiology** **3-0-3**

**Prerequisites: None**

**Description: Pathophysiologic mechanisms underlying selected health alterations across the adult-gerontological lifespan are examined. Current and**

**emerging biomedical research is integrated and lays the foundation for advanced practice nursing.**

Rationale: In line with the new Graduate Course Numbering and incorporation of adult-gerontological content per the new AACN Adult-Gerontology Primary Care Nurse Practitioner Competencies and AACN Master's Essentials standards (2011).

**Effective Term: Fall 2012**

**CURCAT:**

**Major Department: NURS**

**Can course be repeated for additional credit? No**

**Maximum number of credits: 3**

**Grading Mode: Normal**

**Instruction Type: Lecture**

**Course Equivalent: NURS 7741**

**8. Delete the following course:**

~~NURS 7750 Theory Development in Nursing~~ ~~3-0-3~~

Rationale: Course is being replaced by NURS 6650

**Effective Term: Fall 2012**

**9. Create the following course:**

**NURS 6650 Theory Development in Nursing** **3-0-3**

**Prerequisites: None**

**Description: Definitions, purposes, and elements of theory are reviewed as related to advanced nursing practice. Selected theories and conceptual frameworks from nursing and related disciplines are examined for application in practice.**

Rationale: In line with the new Graduate Course Numbering and incorporation of AACN Master's Essentials standards (2011).

**Effective Term: Fall 2012**

**CURCAT:**

**Major Department: NURS**

**Can course be repeated for additional credit? No**

**Maximum number of credits: 3**

**Grading Mode: Normal**

**Instruction Type: Lecture**

**Course Equivalent: NURS 7750**

**10. Delete the following course:**

~~NURS 7752 Research Design in Nursing~~ ~~3-0-3~~

Rationale: Course is being replaced by NURS 6652

**Effective Term: Fall 2012**

11. **Create the following course:**  
**NURS 6652 Research Design in Nursing** **3-0-3**  
**Prerequisites:** None  
**Description:** The research process in the context of nursing theory and practice is studied. Quantitative and qualitative methods are reviewed. Students critique nursing research and develop a research proposal.

Rationale: In line with the new Graduate Course Numbering and incorporation of AACN Master's Essentials standards (2011).

**Effective Term:** Fall 2012

**CURCAT:**

**Major Department:** NURS  
**Can course be repeated for additional credit?** No  
**Maximum number of credits:** 3  
**Grading Mode:** Normal  
**Instruction Type:** Lecture  
**Course Equivalent:** NURS 7752

12. **Delete the following course:**  
~~NURS 7754 Professional Roles: Issues and Concerns~~ ~~3-0-3~~

Rationale: Course is being replaced by NURS 6654

**Effective Term:** Fall 2012

13. **Create the following course:**  
**NURS 6654 Professional Roles: Issues and Concerns** **3-0-3**  
**Prerequisites:** None  
**Description:** Advanced nursing practice roles and issues are explored to build and shape strategies for role changes and implementation.

Rationale: In line with the new Graduate Course Numbering.

**Effective Term:** Fall 2012

**CURCAT:**

**Major Department:** NURS  
**Can course be repeated for additional credit?** No  
**Maximum number of credits:** 3  
**Grading Mode:** Normal  
**Instruction Type:** Lecture  
**Course Equivalent:** NURS 7754

14. **Delete the following course:**  
~~NURS 7756 Health Policy Concerns in Delivery Systems~~ ~~3-0-3~~

Rationale: Course is being replaced by NURS 6656

**Effective Term: Fall 2012**

**15. Create the following course:**

**NURS 6656 Health Policy Concerns in Delivery Systems 3-0-3**

**Prerequisites: None**

**Description: The course includes analysis of the political system, economic environment, and trends in nursing as underlying causes of change in healthcare delivery. Political, economic and professional aspects of policy making are also emphasized and examined.**

Rationale: In line with the new Graduate Course Numbering and incorporation of AACN Master's Essentials standards (2011).

**Effective Term: Fall 2012**

**CURCAT:**

**Major Department: NURS**

**Can course be repeated for additional credit? No**

**Maximum number of credits: 3**

**Grading Mode: Normal**

**Instruction Type: Lecture**

**Course Equivalent: NURS 7756**

**16. Delete the following course:**

~~NURS 7767 Advanced Pharmacotherapeutics 3-0-3~~

Rationale: Course is being replaced by NURS 6667

**Effective Term: Fall 2012**

**17. Create the following course:**

**NURS 6667 Advanced Pharmacotherapeutics 3-0-3**

**Prerequisites: NURS 6641**

**Description: Pharmacotherapeutic principles for the management of adult-gerontological patients in advanced nursing practice will be explored. The legal, professional and evidence-based dimensions of prescribing are addressed.**

Rationale: In line with the new Graduate Course Numbering and incorporation of adult-gerontological content per the new AACN Adult-Gerontology Primary Care Nurse Practitioner Competencies and AACN Master's Essentials standards (2011).

**Effective Term: Fall 2012**

**CURCAT:**

**Major Department: NURS**

**Can course be repeated for additional credit? No**

**Maximum number of credits: 3**

**Grading Mode: Normal**

**Instruction Type: Lecture**

**Course Equivalent: NURS 7767**

**18. Delete the following course:**

~~NURS 8841 Adult Primary Health Care I~~ ~~2-12-5~~

Rationale: Course is being replaced by NURS 7041

**Effective Term: Fall 2012**

**19. Create the following course:**

**NURS 7041 Adult-Gerontological Primary Health Care I** **2-12-5**

**Prerequisites: NURS 6640, NURS 6641, NURS 6667**

**Description: Advanced nursing assessment, diagnosis and management of episodic health deviations occurring in a variety of primary care settings throughout the adult-gerontological lifespan. Health promotion and disease prevention concepts are discussed.**

Rationale: In line with the new Graduate Course Numbering. Gerontological content is being integrated into the course per the new AACN Adult-Gerontology Primary Care Nurse Practitioner Competencies. AACN Master's Essentials standards (2011) are also incorporated.

**Effective Term: Fall 2012**

**CURCAT:**

**Major Department: NURS**

**Can course be repeated for additional credit? No**

**Maximum number of credits: 5**

**Grading Mode: Normal**

**Instruction Type: Lecture/Lab**

**Course Equivalent: NURS 8841**

**20. Delete the following course:**

~~NURS 8842 Adult Primary Health Care II~~ ~~2-12-5~~

Rationale: Course is being replaced by NURS 7042

**Effective Term: Fall 2012**

**21. Create the following course:**

**NURS 7042 Adult-Gerontological Primary Health Care II** **4-16-8**

**Prerequisites: NURS 7041**

**Description: Advanced nursing assessment, diagnosis and management of chronic or terminal illness in a variety of primary care settings throughout the adult-gerontological lifespan. Health promotion and disease prevention strategies are integrated.**

Rationale: In line with the new Graduate Course Numbering. Gerontological content is being integrated into the course per the new AACN Adult-Gerontology Primary Care Nurse Practitioner Competencies. AACN Master's Essentials standards (2011) are also incorporated.

**Effective Term: Fall 2012**

**CURCAT:**

**Major Department: NURS**

**Can course be repeated for additional credit? No**

**Maximum number of credits: 8**

**Grading Mode: Normal**

**Instruction Type: Lecture/Lab**

**Course Equivalent: NURS 8842**

**22. Delete the following course:**

~~NURS 8843 Gerontological Concepts in Primary Healthcare~~ ~~2-4-3~~

Rationale: Course content is being integrated into the other Adult Primary Care clinical courses per the new AACN Adult-Gerontology Primary Care Nurse Practitioner Competencies.

**Effective Term: Fall 2012**

**23. Delete the following course:**

~~NURS 8844 Adult Primary Health Care III~~ ~~2-16-6~~

Rationale: Course is being replaced by NURS 7044

**Effective Term: Fall 2012**

**24. Create the following course:**

**NURS 7044 Adult-Gerontological Primary Health Care III** **2-16-6**

**Prerequisites: NURS 7042**

**Description: Advanced assessment, diagnosis and management of emergent health deviations in a variety of primary care settings throughout the adult-gerontological lifespan. Collaboration to ensure quality care and transition to advanced nursing practice is emphasized.**

Rationale: In line with the new Graduate Course Numbering. Gerontological content is being integrated into the course per the new AACN Adult-Gerontology Primary Care Nurse Practitioner Competencies. AACN Master's Essentials standards (2011) are also incorporated.

**Effective Term: Fall 2012**

**CURCAT:**

**Major Department: NURS**

**Can course be repeated for additional credit? No**

**Maximum number of credits: 6**

**Grading Mode: Normal**

**Instruction Type: Lecture/Lab**

**Course Equivalent: NURS 8844**

**25. Delete the following course:**

~~NURS 8851 Adult Health CNS I~~ ~~2-5-3~~

Rationale: Course is being replaced by NURS 7051

**Effective Term: Fall 2012**

**27. Create the following course:**

**NURS 7051 Adult-Gerontological Health CNS I** **2-5-3**

**Prerequisites: NURS 6640, NURS 6641, NURS 6667**

**Description: Development of clinical reasoning and scientific inquiry in advanced nursing practice. Clinical experiences focus on comprehensive nursing health assessment and care of adult and geriatric clients and their families.**

Rationale: In line with the new Graduate Course Numbering. Gerontological content is being integrated into the course per the new AACN Adult-Gerontology Primary Care Nurse Practitioner Competencies. AACN Master's Essentials standards (2011) are also incorporated.

**Effective Term: Fall 2012**

**CURCAT:**

**Major Department: NURS**

**Can course be repeated for additional credit? No**

**Maximum number of credits: 3**

**Grading Mode: Normal**

**Instruction Type: Lecture/Lab**

**Course Equivalent: NURS 8851**

**28. Delete the following course:**

~~NURS 8852 Adult Health CNS II~~ ~~2-10-4~~

Rationale: Course is being replaced by NURS 7052

**Effective Term: Fall 2012**

**29. Create the following course:**

**NURS 7052 Adult-Gerontological Health CNS II** **2-10-4**

**Prerequisites: NURS 7051**

**Description: Utilization of organizational and management theories and concepts to expand the knowledge of advanced nursing practice. Clinical experiences include the implementation of comprehensive nursing health assessment in the care of adult and geriatric clients and their families.**

Rationale: In line with the new Graduate Course Numbering. Gerontological content is being integrated into the course per the new AACN Adult-Gerontology Primary Care Nurse Practitioner Competencies. AACN Master's Essentials standards (2011) are also incorporated.

**Effective Term: Fall 2012**

**CURCAT:**

**Major Department: NURS**

**Can course be repeated for additional credit? No**  
**Maximum number of credits: 4**  
**Grading Mode: Normal**  
**Instruction Type: Lecture/Lab**  
**Course Equivalent: NURS 8852**

**30. Delete the following course:**

~~NURS 8853 Adult Health CNS III~~ ~~1-15-4~~

Rationale: Course is being replaced by NURS 7853

**Effective Term: Fall 2012**

**31. Create the following course:**

**NURS 7053 Adult-Gerontological Health CNS III** **1-15-4**  
**Prerequisites: NURS 7051, NURS 7052**

**Description: Enactment of the clinical nurse specialist role in a specific client care setting provides the primary learning focus. Students explore processes and dynamics designed to support and promote adaptation in diverse and changing healthcare systems.**

Rationale: In line with the new Graduate Course Numbering. Gerontological content is being integrated into the course per the new AACN Adult-Gerontology Primary Care Nurse Practitioner Competencies. AACN Master's Essentials standards (2011) are also incorporated.

**Effective Term: Fall 2012**

**CURCAT:**

**Major Department: NURS**  
**Can course be repeated for additional credit? No**  
**Maximum number of credits: 4**  
**Grading Mode: Normal**  
**Instruction Type: Lecture/Lab**  
**Course Equivalent: NURS 8853**

**32. Delete the following course:**

~~NURS 8861 Foundations of Nursing Administration~~ ~~3-0-3~~

Rationale: Course is being replaced by NURS 7061

**Effective Term: Fall 2012**

**33. Create the following course:**

**NURS 7061 Foundations of Nursing Administration** **3-0-3**  
**Prerequisites: Permission of instructor/department or prerequisite or co-requisite: NURS 6650, NURS 6652, NURS 6656**

**Description: Historical and current trends in the behavioral sciences are explored as related to management in nursing. The application of organizational and administration theories in the changing health care system**



are discussed. Nursing responsibilities with the interprofessional health care team are explored.

Rationale: In line with the new Graduate Course Numbering and incorporation of AACN Master's Essentials standards (2011).

**Effective Term: Fall 2012**

**CURCAT:**

**Major Department: NURS**  
**Can course be repeated for additional credit? No**  
**Maximum number of credits: 3**  
**Grading Mode: Normal**  
**Instruction Type: Lecture**  
**Course Equivalent: NURS 8861**

**34. Delete the following course:**

~~NURS 8862 Financial Management for Nurse Administrators 3-0-3~~

Rationale: Course is being replaced by NURS 7062

**Effective Term: Fall 2012**

**35. Create the following course:**

**NURS 7062 Financial Management for Nurse Administrators 3-0-3**  
**Prerequisites: Permission of instructor/department or prerequisite or co-requisite: NURS 6650, NURS 6652, NURS 6656, NURS 7061**  
**Description: Finance and economics concepts in changing health care systems and the implications for nursing administration are explored.**

Rationale: In line with the new Graduate Course Numbering and incorporation of AACN Master's Essentials standards (2011).

**Effective Term: Fall 2012**

**CURCAT:**

**Major Department: NURS**  
**Can course be repeated for additional credit? No**  
**Maximum number of credits: 3**  
**Grading Mode: Normal**  
**Instruction Type: Lecture**  
**Course Equivalent: NURS 8862**

**36. Delete the following course:**

~~NURS 8864 Legal and Ethical Nursing 3-0-3~~

Rationale: Course is being replaced by NURS 7064

**Effective Term: Fall 2012**

**37. Create the following course:**

**NURS 7064 Legal and Ethical Nursing 3-0-3**

**Prerequisites:** Permission of instructor/department or prerequisite: NURS 6650, NURS 6652, NURS 6656

**Description:** Advanced practice nurses are faced with increasing legal, moral and ethical dilemmas in health care settings. The practical application of the principles of law and ethics to nursing administration in healthcare are examined.

Rationale: In line with the new Graduate Course Numbering and incorporation of AACN Master's Essentials standards (2011).

**Effective Term:** Fall 2012

**CURCAT:**

**Major Department:** NURS

**Can course be repeated for additional credit?** No

**Maximum number of credits:** 3

**Grading Mode:** Normal

**Instruction Type:** Lecture

**Course Equivalent:** NURS 8864

**38. Delete the following course:**

~~NURS 8865 Nursing Administration Practicum 1-6-3~~

Rationale: Course is being replaced by NURS 7865

**Effective Term:** Fall 2012

**39. Create the following course:**

**NURS 7865 Nursing Administration Practicum 1-6-3**

**Prerequisite or Co-requisite:** NURS 7061, NURS 7062, NURS 7064, NURS 7068

**Description:** The advanced practice role of the nurse administrator is examined with a nurse administrator as preceptor in various health care settings. The student is able to synthesize and apply theory to practical experiences in nursing administration. Students critically examine the behaviors, activities, and responsibilities of the nurse leaders in administration.

Rationale: In line with the new Graduate Course Numbering and incorporation of AACN Master's Essentials standards (2011).

**Effective Term:** Fall 2012

**CURCAT:**

**Major Department:** NURS

**Can course be repeated for additional credit?** No

**Maximum number of credits:** 3

**Grading Mode:** Normal

**Instruction Type:** Lecture/Lab

**Course Equivalent:** NURS 8865

**40. Delete the following course:**

~~NURS 8866 Marketing in Nursing Administration~~ ~~3-0-3~~

Rationale: Course is being replaced by NURS 7066

**Effective Term: Fall 2012**

**41. Create the following course:**

**NURS 7066 Marketing in Nursing Administration** **3-0-3**

**Prerequisites:** NURS 6650, NURS 6652, NURS 6656, AND NURS 7061, NURS 7062, or permission of instructor.

**Description:** An overview of the marketing process in health care systems will be discussed. Emphasis is given to the advanced nursing responsibilities in management and marketing.

Rationale: In line with the new Graduate Course Numbering and incorporation of AACN Master's Essentials standards (2011).

**Effective Term: Fall 2012**

**CURCAT:**

**Major Department: NURS**

**Can course be repeated for additional credit? No**

**Maximum number of credits: 3**

**Grading Mode: Normal**

**Instruction Type: Lecture**

**Course Equivalent: NURS 8866**

**42. Delete the following course:**

~~NURS 8868 Health Information Systems~~ ~~3-0-3~~

Rationale: Course is being replaced by NURS 7068

**Effective Term: Fall 2012**

**43. Create the following course:**

**NURS 7068 Health Information Systems** **3-0-3**

**Prerequisites:** None

**Description:** Health care informatics development and utilization are explored in relation to nursing administration, and healthcare systems. The use of informatics and information processes and outcomes are examined.

Rationale: In line with the new Graduate Course Numbering and incorporation of AACN Master's Essentials standards (2011).

**Effective Term: Fall 2012**

**CURCAT:**

**Major Department: NURS**

**Can course be repeated for additional credit? No**

**Maximum number of credits: 3**

**Grading Mode: Normal**  
**Instruction Type: Lecture**  
**Course Equivalent: NURS 8868**

**44. Delete the following course:**

~~NURS 8895 Independent Study~~ ~~0-V-(1-3)~~

Rationale: Course is being replaced by NURS 7095

**Effective Term: Fall 2012**

**45. Create the following course:**

**NURS 7095 Independent Study** **0-V-(1-3)**

**Prerequisites: Permission of instructor/department**

**Description: Student-directed individual study and learning is facilitated in a specific area.**

Rationale: In line with the new Graduate Course Numbering.

**Effective Term: Fall 2012**

**CURCAT:**

**Major Department: NURS**

**Can course be repeated for additional credit? Yes**

**Maximum number of credits: 3**

**Grading Mode: Normal**

**Instruction Type: Lecture**

**Course Equivalent: NURS 8895**

**46. Delete the following course:**

~~NURS 8896 Selected Topics in Nursing~~ ~~V-0-(1-3)~~

Rationale: Course is being replaced by NURS 7096

**Effective Term: Fall 2012**

**47. Create the following course:**

**NURS 7096 Selected Topics in Nursing** **V-0-(1-3)**

**Prerequisites: Permission of instructor/department**

**Description: Student/faculty directed study is facilitated in a specific topic area of interest.**

Rationale: In line with the new Graduate Course Numbering.

**Effective Term: Fall 2012**

**CURCAT:**

**Major Department: NURS**

**Can course be repeated for additional credit? No**

**Maximum number of credits: 3**

**Grading Mode: Normal**

**Instruction Type: Lecture**  
**Course Equivalent: NURS 8896**

**48. Delete the following course:**

~~NURS 8897 Project~~ ~~V-V-(1-3)~~

Rationale: Course is being replaced by NURS 7897

**Effective Term: Fall 2012**

**49. Create the following course:**

**NURS 7897 Project** **V-V-(1-3)**

**Prerequisites: Permission of instructor/department**

**Description: Actual or potential solutions to well-defined nursing and healthcare problems are created and applied through in-depth study and exploration. Graded on an S or U basis.**

Rationale: In line with the new Graduate Course Numbering.

**Effective Term: Fall 2012**

**CURCAT:**

**Major Department: NURS**

**Can course be repeated for additional credit? Yes**

**Maximum number of credits: 3**

**Grading Mode: Normal**

**Instruction Type: Lecture**

**Course Equivalent: NURS 8897**

**50. Delete the following course:**

~~NURS 8899 Thesis~~ ~~V-V-(1-6)~~

Rationale: Course is being replaced by NURS 7899

**Effective Term: Fall 2012**

**51. Create the following course:**

**NURS 7899 Thesis** **V-V-(1-6)**

**Prerequisites: Permission of instructor/department**

**Description: The research process is applied to an identified nursing problem in order to increase nursing knowledge, create new solutions, and impact the delivery of nursing and health care. Graded on an S or U basis.**

Rationale: In line with the new Graduate Course Numbering.

**Effective Term: Fall 2012**

**CURCAT:**

**Major Department: NURS**

**Can course be repeated for additional credit? Yes**

**Maximum number of credits: 6**

**Grading Mode: Normal**  
**Instruction Type: Lecture**  
**Course Equivalent: NURS 8899**

**52. Modify the following program of study:**

Master's Science degree in Nursing – Adult-**Gerontological** Health Clinical Nurse Specialist

A. Core Courses (12 hours)	
<del>NURS 7750 Theory Development in Nursing</del>	<del>3</del>
<b>NURS 6650 Theory Development in Nursing</b>	<b>3</b>
<del>NURS 7752 Research Design in Nursing</del>	<del>3</del>
<b>NURS 6652 Research Design in Nursing</b>	<b>3</b>
<del>NURS 7754 Professional Roles: Issues and Concerns</del>	<del>3</del>
<b>PUBH 6000 Biostatistics</b>	<b>3</b>
<del>NURS 7756 Health Policy Concerns in Delivery Systems</del>	<del>3</del>
<b>NURS 6656 Health Policy Concerns in Delivery Systems</b>	<b>3</b>
B. Support Courses (11-12 hours)	
NURS 6600 Epidemiology Foundations for Nursing Interventions	2-3
<del>NURS 7740 Advanced Health Assessment</del>	<del>3</del>
<b>NURS 6640 Advanced Health Assessment</b>	<b>3</b>
<del>NURS 7741 Advanced Pathophysiology</del>	<del>3</del>
<b>NURS 6641 Advanced Pathophysiology</b>	<b>3</b>
<del>NURS 7767 Advanced Pharmacotherapeutics</del>	<del>3</del>
<b>NURS 6667 Advanced Pharmacotherapeutics</b>	<b>3</b>
C. Major Courses (14 hours)	
<del>NURS 8851 Adult CNS I</del>	<del>3</del>
<b>NURS 7051 Adult-Gerontological Health CNS I</b>	<b>3</b>
<del>NURS 8852 Adult CNS II</del>	<del>4</del>
<b>NURS 7052 Adult-Gerontological Health CNS II</b>	<b>4</b>
<del>NURS 8853 Adult CNS III: Practicum</del>	<del>4</del>
<b>NURS 7053 Adult-Gerontological Health CNS III</b>	<b>4</b>
<del>NURS 8897 Project</del>	<del>3</del>
<b>NURS 7897 Project</b>	<b>3</b>
D. Optional Courses	
<del>NURS 8895 Independent Study</del>	<del>3</del>
<b>NURS 7095 Independent Study</b>	<b>3</b>
<del>NURS 8896 Selected Topics in Nursing</del>	<del>3</del>
<b>NURS 7096 Selected Topics in Nursing</b>	<b>3</b>
<del>NURS 8899 Thesis</del>	<del>6</del>
<b>NURS 7899 Thesis</b>	<b>6</b>
TOTAL	37-38 hours

Rationale: In line with the new Graduate Course Numbering. Gerontological content is being integrated into the course per the new AACN Adult-Gerontology Primary Care Nurse Practitioner Competencies. AACN Master's Essentials standards (2011) are also incorporated.

**Effective Term: Fall 2012**

**53. Modify the following program of study:**

Master's Science degree in Nursing – Nursing Administration:

A. Core Courses (12 hours)	
<del>NURS 7750 Theory Development in Nursing</del>	<del>3</del>
<b>NURS 6650 Theory Development in Nursing</b>	<b>3</b>
<del>NURS 7752 Research Design in Nursing</del>	<del>3</del>
<b>NURS 6652 Research Design in Nursing</b>	<b>3</b>
<del>NURS 7754 Professional Roles: Issues and Concerns</del>	<del>3</del>
<b>PUBH 6000 Biostatistics</b>	<b>3</b>
<del>NURS 7756 Health Policy Concerns in Delivery Systems</del>	<del>3</del>
<b>NURS 6656 Health Policy Concerns in Delivery Systems</b>	<b>3</b>
B. Major Courses (24 hours)	
<del>NURS 8861 Foundations of Nursing Administration</del>	<del>3</del>
<b>NURS 7061 Foundations of Nursing Administration</b>	<b>3</b>
<del>NURS 8862 Financial Management for Nurse Administrators</del>	<del>3</del>
<b>NURS 7062 Financial Management for Nurse Administrators</b>	<b>3</b>
<del>NURS 8864 Legal and Ethical Nursing</del>	<del>3</del>
<b>NURS 7064 Legal and Ethical Nursing</b>	<b>3</b>
<del>NURS 8865 Nursing Administration Practicum</del>	<del>3</del>
<b>NURS 7865 Nursing Administration Practicum</b>	<b>3</b>
<del>NURS 8866 Marketing In Nursing Administration</del>	<del>3</del>
<b>NURS 7066 Marketing in Nursing Administration</b>	<b>3</b>
<del>NURS 8868 Health Information Systems</del>	<del>3</del>
<b>NURS 7068 Health Information Systems</b>	<b>3</b>
<del>NURS 8897 Project</del>	<del>3</del>
<b>NURS 7897 Project</b>	<b>3</b>
<del>Elective (Approved at 7000 or 8000 level in a related health discipline)</del>	<del>3</del>
<b>NURS 6600 Epidemiology Foundations for Nursing Interventions</b>	<b>2-3</b>
<b>OR</b>	
<b>Elective (Approved at 7000 or 8000 level in a related health discipline)</b>	<b>3</b>
C. Optional Courses	
<del>NURS 8895 Independent Study</del>	<del>3</del>
<b>NURS 7095 Independent Study</b>	<b>3</b>
<del>NURS 8896 Selected Topics in Nursing</del>	<del>3</del>
<b>NURS 7096 Selected Topics in Nursing</b>	<b>3</b>
<del>NURS 8899 Thesis</del>	<del>6</del>
<b>NURS 7899 Thesis</b>	<b>6</b>
TOTAL	35-36 hours

Rationale: In line with the new Graduate Course Numbering.

**Effective Term: Fall 2012**

**54. Modify the following program of study:**

Master's Science degree in Nursing – Adult-**Gerontological** Nurse Practitioner:

A. Core Courses (12 hours)	
<del>NURS 7750 Theory Development in Nursing</del>	<del>3</del>

<b>NURS 6650</b> Theory Development in Nursing	<b>3</b>
<del>NURS 7752</del> Research Design in Nursing	<del>3</del>
<b>NURS 6652</b> Research Design in Nursing	<b>3</b>
<del>NURS 7754</del> Professional Roles: Issues and Concerns	<del>3</del>
<b>PUBH 6000</b> Biostatistics	<b>3</b>
<del>NURS 7756</del> Health Policy Concerns in Delivery Systems	<del>3</del>
<b>NURS 6656</b> Health Policy Concerns in Delivery Systems	<b>3</b>
B. Support Courses (11 hours)	
NURS 6600 Epidemiology Foundations for Nursing Interventions	2
<del>NURS 7740</del> Advanced Health Assessment	<del>3</del>
<b>NURS 6640</b> Advanced Health Assessment	<b>3</b>
<del>NURS 7741</del> Advanced Pathophysiology	<del>3</del>
<b>NURS 6641</b> Advanced Pathophysiology	<b>3</b>
<del>NURS 7767</del> Advanced Pharmacotherapeutics	<del>3</del>
<b>NURS 6667</b> Advanced Pharmacotherapeutics	<b>3</b>
C. Major Courses (22 hours)	
<del>NURS 8841</del> Adult Primary Health Care I	<del>5</del>
<b>NURS 7041</b> Adult-Gerontological Primary Health Care I	<b>5</b>
<del>NURS 8842</del> Adult Primary Health Care II	<del>5</del>
<del>NURS 8843</del> Gerontological Concepts	<del>3</del>
<b>NURS 7042</b> Adult-Gerontological Primary Health Care II	<b>8</b>
<del>NURS 8844</del> Adult Primary Health Care III	<del>6</del>
<b>NURS 7044</b> Adult-Gerontological Primary Health Care III	<b>6</b>
<del>NURS 8897</del> Project	<del>3</del>
<b>NURS 7897</b> Project	<b>3</b>
D. Optional Courses	
<del>NURS 8895</del> Independent Study	<del>3</del>
<b>NURS 7095</b> Independent Study	<b>3</b>
<del>NURS 8896</del> Selected Topics in Nursing	<del>3</del>
<b>NURS 7096</b> Selected Topics in Nursing	<b>3</b>
<del>NURS 8899</del> Thesis	<del>6</del>
<b>NURS 7899</b> Thesis	<b>6</b>
TOTAL	45 hours

Rationale: In line with the new Graduate Course Numbering. Gerontological content is being integrated into the course per the new AACN Adult-Gerontology Primary Care Nurse Practitioner Competencies. AACN Master's Essentials standards (2011) are also incorporated.

**Effective Term: Fall 2012**

**55. Create the following program of study:**

**Master's Science degree in Nursing – Adult-Gerontological Acute Care Nurse Practitioner:**

**A. Core Courses (12 hours)**

<b>NURS 6650</b> Theory Development in Nursing	<b>3</b>
<b>NURS 6652</b> Research Design in Nursing	<b>3</b>
<b>PUBH 6000</b> Biostatistics	<b>3</b>
<b>NURS 6656</b> Health Policy Concerns in Delivery Systems	<b>3</b>



<b>B. Support Courses (11 hours)</b>	
NURS 6600 Epidemiology Foundations for Nursing Interventions	2
NURS 6640 Advanced Health Assessment	3
NURS 6641 Advanced Pathophysiology	3
NURS 6667 Advanced Pharmacotherapeutics	3
<b>C. Major Courses (22 hours)</b>	
NURS 7841 A-G ACNP I	5
NURS 7842 A-G ACNP II	8
NURS 7844 A-G ACNP III	6
NURS 7897 Project	3
<b>D. Optional Courses</b>	
NURS 7095 Independent Study	3
NURS 7096 Selected Topics in Nursing	3
NURS 7899 Thesis	6
<b>TOTAL</b>	<b>45 hours</b>

Rationale: Graduate content supports the acquisition of complex advance nurse practice in acute care setting with adult/geriatric populations.

**Effective Term: Fall 2012**

**56. Modify the following program of study:**

Adult-**Gerontological** Health Clinical Nurse Specialist Post-Master's Certificate:

<b>A. Support Courses (11 hours)</b>	
NURS 6600 Epidemiology Foundations for Nursing Interventions	2-3
<del>NURS 7740 Advanced Health Assessment</del>	<del>3</del>
<b>NURS 6640</b> Advanced Health Assessment	<b>3</b>
<del>NURS 7741 Advanced Pathophysiology</del>	<del>3</del>
<b>NURS 6641</b> Advanced Pathophysiology	<b>3</b>
<del>NURS 7767 Advanced Pharmacotherapeutics</del>	<del>3</del>
<b>NURS 6667</b> Advanced Pharmacotherapeutics	<b>3</b>
<b>B. Major Courses (11 hours)</b>	
<del>NURS 8851 Adult CNS I</del>	<del>3</del>
<b>NURS 7051</b> Adult-Gerontological Health CNS I	<b>3</b>
<del>NURS 8852 Adult CNS II</del>	<del>4</del>
<b>NURS 7052</b> Adult-Gerontological Health CNS II	<b>4</b>
<del>NURS 8853 Adult CNS III: Practicum</del>	<del>4</del>
<b>NURS 7053</b> Adult-Gerontological Health CNS III	<b>4</b>
<b>C. Optional Courses</b>	
<del>NURS 8895 Independent Study</del>	<del>3</del>
<b>NURS 7095</b> Independent Study	<b>3</b>
<del>NURS 8896 Selected Topics in Nursing</del>	<del>3</del>
<b>NURS 7096</b> Selected Topics in Nursing	<b>3</b>
<b>TOTAL</b>	<b>22 hours</b>

Rationale: In line with the new Graduate Course Numbering. Gerontological content is being integrated into the course per the new AACN Adult-Gerontology Primary Care Nurse Practitioner Competencies. AACN Master's Essentials standards (2011) are also incorporated.

**Effective Term: Fall 2012****57. Modify the following program of study:**

Nursing Administration Post-Master's Certificate:

## A. Major Courses (21 hours)

<del>NURS 8861 Foundations of Nursing Administration</del>	<del>3</del>
<b>NURS 7061 Foundations of Nursing Administration</b>	<b>3</b>
<del>NURS 8862 Financial Management for Nurse Administrators</del>	<del>3</del>
<b>NURS 7062 Financial Management for Nurse Administrators</b>	<b>3</b>
<del>NURS 8864 Legal and Ethical Nursing</del>	<del>3</del>
<b>NURS 7064 Legal and Ethical Nursing</b>	<b>3</b>
<del>NURS 8865 Nursing Administration Practicum</del>	<del>3</del>
<b>NURS 7865 Nursing Administration Practicum</b>	<b>3</b>
<del>NURS 8866 Marketing In Nursing Administration</del>	<del>3</del>
<b>NURS 7066 Marketing in Nursing Administration</b>	<b>3</b>
<del>NURS 8868 Health Information Systems</del>	<del>3</del>
<b>NURS 7068 Health Information Systems</b>	<b>3</b>
<del>Elective (Approved at 7000 or 8000 level in a related health discipline)</del>	<del>3</del>
<b>NURS 6600 Epidemiology Foundations for Nursing Interventions</b>	<b>2-3</b>
<b>OR</b>	
<b>Elective (Approved at 7000 or 8000 level in a related health discipline)</b>	<b>3</b>
B. Optional Courses	
<del>NURS 8895 Independent Study</del>	<del>3</del>
<b>NURS 7095 Independent Study</b>	<b>3</b>
<del>NURS 8896 Selected Topics in Nursing</del>	<del>3</del>
<b>NURS 7096 Selected Topics in Nursing</b>	<b>3</b>
<b>TOTAL</b>	<b>21 hours</b>

Rationale: In line with the new Graduate Course Numbering.**Effective Term: Fall 2012****58. Modify the following program of study:**

Adult-Gerontological Nurse Practitioner Post-Master's Certificate:

## A. Support Courses (11 hours)

NURS 6600 Epidemiology Foundations for Nursing Interventions	2
<del>NURS 7740 Advanced Health Assessment</del>	<del>3</del>
<b>NURS 6640 Advanced Health Assessment</b>	<b>3</b>
<del>NURS 7741 Advanced Pathophysiology</del>	<del>3</del>
<b>NURS 6641 Advanced Pathophysiology</b>	<b>3</b>
<del>NURS 7767 Advanced Pharmacotherapeutics</del>	<del>3</del>
<b>NURS 6667 Advanced Pharmacotherapeutics</b>	<b>3</b>
B. Major Courses (19 hours)	
<del>NURS 8841 Adult Primary Health Care I</del>	<del>5</del>
<b>NURS 7041 Adult-Gerontological Primary Health Care I</b>	<b>5</b>
<del>NURS 8842 Adult Primary Health Care II</del>	<del>5</del>

<del>NURS 8843 Gerontological Concepts</del>	<del>3</del>
<b>NURS 7042 Adult-Gerontological Primary Health Care II</b>	<b>8</b>
<del>NURS 8844 Adult Primary Health Care III</del>	<del>6</del>
<b>NURS 7044 Adult-Gerontological Primary Health Care III</b>	<b>6</b>
C. Optional Courses	
<del>NURS 8895 Independent Study</del>	<del>3</del>
<b>NURS 7095 Independent Study</b>	<b>3</b>
<del>NURS 8896 Selected Topics in Nursing</del>	<del>3</del>
<b>NURS 7096 Selected Topics in Nursing</b>	<b>3</b>
TOTAL	30 hours

Rationale: In line with the new Graduate Course Numbering. Gerontological content is being integrated into the course per the new AACN Adult-Gerontology Primary Care Nurse Practitioner Competencies. AACN Master's Essentials standards (2011) are also incorporated.

**Effective Term: Fall 2012**

**59. Create the following program of study:**

**Adult-Gerontological Acute Care Nurse Practitioner Post-Master's Certificate:**

<b>A. Support Courses (11 hours)</b>	
NURS 6600 Epidemiology Foundations for Nursing Interventions	2
NURS 6640 Advanced Health Assessment	3
NURS 6641 Advanced Pathophysiology	3
NURS 6667 Advanced Pharmacotherapeutics	3
<b>B. Major Courses (19 hours)</b>	
NURS 7841 A-G ACNP I	5
NURS 7842 A-G ACNP II	8
NURS 7844 A-G ACNP III	6
<b>D. Optional Courses</b>	
NURS 7095 Independent Study	3
NURS 7096 Selected Topics in Nursing	3
TOTAL	30 hours

Rationale: Course work would allow master's level nurse practitioner to acquire specialized training in acute care setting with adult/geriatric populations.

**Effective Term: Fall 2012**

#### D. Physical Therapy

*Item 1 from the Department of Physical Therapy was discussed and the graduate portion was approved by the committee. The undergraduate portion was previously approved by the University Curriculum Committee.*

**1. Delete the following course**

**~~RHAB 5100U/G Neuromuscular Basis of Exercise (3-0-3)~~**

Rationale: Renumbering for SACS compliance.

**Effective Term: Fall 2012**

### III. College of Liberal Arts

A. Art, Music, & Theatre (no items)

#### B. Criminal Justice, Social and Political Science

*Item 1 from the Criminal Justice, Social and Political Science was discussed and the graduate portion was approved by the committee. The undergraduate portion was previously approved by the University Curriculum Committee.*

**1. Delete the following course:**

**~~POLS 5291 U/G Constitution Law of American Foreign Policy~~ ~~3-0-3~~**

Rationale: The relevant content has been incorporated into the requested new course on national security and terrorism law (POLS 4172).

**Effective term: Fall 2012**

C. Economics (no items)

D. Gender and Women's Studies (no items)

E. History (no items)

F. Languages, Literature, & Philosophy (no items)

**G. Liberal and Professional Studies**

*Items 1-3 from the Liberal and Professional Studies program were discussed and approved by the committee.*

**1. Delete the following course:**

MALP 8200 Comprehensive Project ..... 3-0-3

Rationale: Course is being replaced by MALP 7999

**Effective Term: Fall 2012**

**2. Create the following course:**

MALP 7999 Comprehensive Project ..... 3-0-3

Prerequisite: Completion of course work

Individually designed project involving applied research and/or off-campus study in an appropriate setting. Oral presentation of the project is required. Upon completion of the project, students will present the formal written report to their master’s project committee. The report must be approved to satisfy the requirement for the master’s degree. Graded on an S or U basis.

Rationale: In line with the new Graduate Course Numbering.

**Effective Term: Fall 2012**

**CURCAT:**

**Major Department: MALP**

**Can course be repeated for additional credit? No**

**Maximum number of credits: 3**

**Grading Mode: S/U**

**Instruction Type: Internship**

**Course Equivalent: MALP 8200**

**3. Modify the following program of study:**

**Master of Arts - Liberal and Professional Studies**

**C. Other Requirements (6 hours)**

MALP 8200 Comprehensive Project ..... 3

MALP 7999 Comprehensive Project ..... 3

Approved Elective ..... 3

**Effective Term: Fall 2012**

IV. College of Science and Technology (no items)

**ADJOURNMENT.** The meeting was adjourned at 2:22 p.m.

Respectfully Submitted,

Phyllis L. Panhorst  
Catalog Editor

CoE Syllabus Template (Complete syllabus in template form then file a copy with department head **and** in LiveText Exhibit Room)

**Course Number and Title: EDUC 5455 U/G Study Abroad in Teacher Education 3-V-3**

CRN: Semester \_\_\_ Year \_\_\_

Day/Time/Room: Check one: \_\_\_100% online web enhanced \_\_\_%  
for web enhanced, record total hours **face-to-face** \_\_\_\_\_

Instructor: Office location:

Telephone: e-mail: Dept. Telephone: Dept. FAX:

Office Hours: Days/Times (for a total of 10 hours each week)

**Course Prerequisites/co-requisites:** Candidacy in the College of Education, permission of the instructor

**Course Description:** This course will allow teacher education candidates in the College of Education to experience study abroad. The course will prepare candidates for travel abroad by engaging them in study of the culture, cultural transmission to the young, the education system, and the role of the teacher in the designated country in which the study abroad field experience will occur. Candidates will travel to the country and engage in either research or teaching activities to learn more about the theories, philosophies, and practices that support the country's educational processes for children and adolescents who are comparable to K-12 students in the United States. **A field experience is required.**

**Course Rationale:** This course is designed to allow candidates in teacher education programs of study to view education and the role of the teacher through the lens of a foreign culture. It will help expand candidates' cultural awareness and perspectives. Graduate level candidates will be assigned course activities appropriate for graduate study.

**Text:**

SUGGESTIONS:

Williams, W. (2004). *Study abroad 101*. Kalamazoo, MI: Agapy Publishing, ISBN 9780972132831

Peterson, B (2004). *Cultural intelligence: A guide to working with people from other cultures*. Yarmouth, ME: Intercultural Press, ISBN 9781931930000

Dresser, N. (2005). *Multicultural manners: Essential etiquette for the 21st century*. Hoboken, NJ: John Wiley & Sons, ISBN 9780471684282

Gay, G (2003). *Becoming multicultural educators: Personal journey toward professional agency*, Hoboken, NJ: John Wiley & Sons, ISBN 9780787965143

Lindsay, R., Karns, M., & Myatt, K. (2010). *Culturally proficient education: An asset-based response to conditions of poverty*. Thousand Oaks, CA: SAGE/Corwin. ISBN 9781412

**Resources to support instruction:** (web sites, texts, style manual, videos, etc)

\_\_\_\_\_(2008). *Standards of good practice for education abroad*. Carlisle, PA: The Forum on Education Abroad.

*Style manual of the American Psychological Association (APA)*, latest edition.

\_\_\_\_\_(2002) *Responsible study abroad: Good practices for health and safety*. Washington, D.C: NAFSA: Association of International Educators. Go to <http://www.nafsa.org/publications/default.aspx>

Additional articles, web sites, and materials pertinent to the designated country will be provided by the instructor.

**Course Goals:**

1. To support teacher candidates' intellectual growth by introducing them to experiences and interactions that reflect different cultural perspectives and frames of reference.
2. To stimulate candidates' interest in international, comparative, and cross-cultural learning experiences.
3. To help candidates gain awareness of how their chosen profession, teaching, is viewed and practiced in a different culture.
4. To facilitate candidates' understanding of the role of the school in transmitting culture to students.
5. To foster candidate's skills in relating to and interacting appropriately and effectively with individuals and groups from a culture different from their own.
6. To enhance candidates' awareness and knowledge of their own culture by providing opportunities for them to compare and contrast the values, customs, beliefs, and traditions of the study abroad location and their own.
7. To facilitate candidates' deeper understanding of educational theories, philosophies, and practices of their own country by having them compare and contrast them with those of the host country.
8. To encourage integrative and comprehensive internationalization strategies for preparing candidates for a global society. (Regents Principles 1,4,6,8)

**Course Objectives/Learning Outcomes:** Upon successful completion of this course, the candidate will...

Objective	PSC, and/or National Organization Standard (appropriate for the candidate's program of study)	Assessment
<b>EXAMPLES</b>		




Note: List the **Georgia K-12 standards** covered in this course **if appropriate** to course content.

Course Outline: (List topics in the order in which they will be covered)

I.

II.

III. Course Activities and Assignments:

1. Instructor will provide an explanation of the Professional Education Unit's Conceptual Framework.
2. Graduate students will be assigned projects appropriate for advanced study.
3. Candidates will maintain a reflection log during the field experience.
4. Candidates will prepare a portfolio electronically that will detail their experiences and reflections using guidelines and evaluation rubrics provided by the instructor.
5. Quizzes and/or examinations as scheduled by instructor.
6. Other assignments as appropriate.

Sample topics for exploration in regard to the host country:

Teacher preparation and certification

Role of teacher in the society

Role of school in the transmission of culture

Integration of or separation of religious and state supported schools

Separation of males and females in educational settings

Comparisons of student's right to privacy (FERPA) with the policies of the host country

Comparison of instructional strategies and methodologies

Classroom/school assessment practices and procedures

Performance standards for students, who sets them, how are they monitored and changed?

How is curriculum established at the various instructional levels?

What are the standards for classroom management?

Where and how do student with disabilities receive their instruction?

How are issues of cultural or language diversity handled in the schools?

Who are the leading theorists or respected experts who influence education in the host country? What is the degree of influence?

What is the structure of school administration?

What are post secondary education options for students? How are students selected for these educational opportunities?

**Course Requirements:** (**Include** adherence to an **attendance** policy, adherence to the guidelines provided in the statement on **plagiarism**, and adherence to the Student Code of Conduct in undergraduate catalog and graduate catalogs at [www.es.armstrong.edu/catalog/current\\_catalog.pdf](http://www.es.armstrong.edu/catalog/current_catalog.pdf) and at [www.gs.armstrong.edu/Catalog/current\\_grad\\_catalog.pdf](http://www.gs.armstrong.edu/Catalog/current_grad_catalog.pdf) )

Disability Notice:

**Grading System:** The course will adhere to the grading system provided in Section 3 .5.1.1 of the Policy Manual of the Board of Regents of the University System of Georgia.

Scoring Rubrics and/or Scoring Guidelines: (Append as applicable)

Course Calendar: (Note: If course is **web-enhanced**, list **all** days and **times** class will meet **face-to-face**).

Reading list or knowledge based bibliography and/or other information pertinent to the course:

12/8/2010/jwb

**Knowledge Based Bibliography**

**EDUC 5455U/G**

Brewer, E., & Cunningham, K. (2009). *Integrating study abroad into the curriculum*. Sterling, VA; Stylus Publishing, LLC.

Castells, M. (2005). *The network society: A cross-cultural perspective*. Northampton, MA: Edward Elgar Publications

Davidman, L., & Davidman, P. (200). *Teaching with a multicultural perspective* (3<sup>rd</sup> ed.) New York: Longman.

Dresser, N. (2005). *Multicultural manners: Essential etiquette for the 21st century*. Hoboken, NJ: John Wiley & Sons

Gay, G (2003). *Becoming multicultural educators: Personal journey toward professional agency*, Hoboken, NJ: John Wiley & Sons

Gay, G. (2000). *Culturally responsive teaching: theory, research, and practice*. New York: Teachers College Press.

Geilen, U., & Roopnarine, J. (Ed.) (2004). *Childhood and adolescence: Cross-cultural perspectives and applications*. Westport, CT: Praeger Publishers

Gorski, P. (2008). The myth of the "culture of poverty." *Educational Leadership*, 65(7), 32.

Hollis, E. (2008). *Culture in school learning: Revealing the deep meaning*. New York: Routledge.

Lewin, R. (Ed.). (2009). *Handbook of practice and research in study abroad: Higher education and the quest for global citizenship*. New York: Routledge.

Lindsay, R., Karns, M., & Myatt, K. (2010). *Culturally proficient education: An asset-based response to conditions of poverty*. Thousand Oaks, CA: SAGE/Corwin

Nuri-Robins, K., Lindsey, R, Lindsey, D., & Terrell, R. (2006). *Culturally proficient instruction: A guide for people who teach* (2nd. ed.) Thousand Oaks, CA: Corwin.

Nuri-Robins, K., Lindsey, R, Lindsey, D., & Terrell, R. (2009). *Culturally proficient instruction: A manual for school leaders* (3<sup>rd</sup>. ed.). Thousand Oaks, CA: Corwin.

Peterson, B (2004). *Cultural intelligence: A guide to working with people from other cultures*. Yarmouth, ME: Intercultural Press

Williams, W. (2004). *Study abroad 101*. Kalamazoo, MI: Agapy Publishing

# Armstrong

## Graduate Faculty Status Committee Report: November 8, 2011

**Members:** Tim McMillan, Andi Beth Mincer, Pam Mahan, Linda Ann McCall, Daniel Skidmore-Hess (Chair), Annette Wilson

The committee recommends approval of the following application for graduate faculty status:

**Temporary**

Ann Hallock

Nursing

Initial application

Respectfully submitted,

Daniel Skidmore-Hess, Chair



## Graduate Assistant Funding Request Form 2012 - 2013

Supervisors requesting a Graduate Assistant (GA) for their department or program must do so on an annual basis. All requests must be submitted to Director of Operations, Enrollment Services, no later than the published deadline. Justification should address as many of the criteria as possible and should be thorough, detailed, and compelling as possible. Please attach any supporting documents. All requests dependent on available funding. Funding decisions will be made by January 1, 2012 for assistantships beginning the next fall semester.

Supervisors receiving funding will be required to submit a final evaluation report.

Date: \_\_\_\_\_

Application Deadline: November 28, 2011

College/Office: \_\_\_\_\_

Department: \_\_\_\_\_

GA Supervisor: \_\_\_\_\_

Person Requesting GA: \_\_\_\_\_

Duration of Assistantship:

Fall/Spring 2012-2013     Summer 2013     Fall 2012 only     Spring 2013 only

Breakdown of duties by percentage of time:

\_\_\_\_% research    \_\_\_\_% instruction assistance    \_\_\_\_% administrative    \_\_\_\_% other (explain)

**Description of the Graduate Assistantship, attach additional pages as necessary.**

Expected Duties of the Graduate Assistant, include a brief description of project(s) and details to explain the percentages listed above:

List mentor/supervisor and a brief description of how supervision will occur. Include plans for evaluation:

Describe how the project will contribute to the educational development of the GA and to the department/college/university:

Identify proposed funding for the GA stipend:

Academic Affairs       University fees       Grant specify grant \_\_\_\_\_

\_\_\_\_\_  
Signature of the faculty/staff making request

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Department Head

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Dean or area Vice President

\_\_\_\_\_  
Date

**Return the completed form to the Director of Operations, Enrollment Services, Victor Hall.**

Official Use Only	date	initial
Received by Enrollment Services Office	_____	_____
Final VP Approval	_____	_____
Business and Finance verification of available funds	_____	_____
Faculty/Staff notified of decision	_____	_____



Table 1C: Verbal Reasoning Concordance Table

Scores on the Prior Scale	Estimated Scores on the Current Scale	% Rank*
800	170	99
790	170	99
780	170	99
770	170	99
760	170	99
750	169	99
740	169	99
730	168	98
720	168	98
710	167	98
700	166	97
690	165	96
680	165	96
670	164	94
660	164	94
650	163	93
640	162	90
630	162	90
620	161	89
610	160	86
600	160	86
590	159	84
580	158	79
570	158	79
560	157	77
550	156	72
540	156	72
530	155	69
520	154	64
510	154	64
500	153	62

Verbal Reasoning Concordance Table (continued)

Scores on the Prior Scale	Estimated Scores on the Current Scale	% Rank*
490	152	56
480	152	56
470	151	51
460	151	51
450	150	48
440	149	42
430	149	42
420	148	40
410	147	36
400	146	31
390	146	31
380	145	28
370	144	26
360	143	21
350	143	21
340	142	18
330	141	16
320	140	13
310	139	10
300	138	8
290	137	6
280	135	4
270	134	3
260	133	2
250	132	1
240	131	1
230	130	1
220	130	1
210	130	1
200	130	1

\*Based on the performance of all examinees who tested between July 1, 2007, and June 30, 2010. Percentile ranks will be updated in July 2012.

**Table 1D: Quantitative Reasoning  
Concordance Table**

Scores on the Prior Scale	Estimated Scores on the Current Scale	% Rank*
800	166	94
790	164	91
780	163	88
770	161	86
760	160	84
750	159	82
740	158	79
730	157	77
720	156	74
710	155	69
700	155	69
690	154	67
680	153	65
670	152	61
660	152	61
650	151	56
640	151	56
630	150	53
620	149	49
610	149	49
600	148	44
590	148	44
580	147	40
570	147	40
560	146	36
550	146	36
540	145	32
530	145	32
520	144	26
510	144	26
500	144	26

Quantitative Reasoning Concordance Table (continued)

Scores on the Prior Scale	Estimated Scores on the Current Scale	% Rank*
490	143	22
480	143	22
470	142	19
460	142	19
450	141	16
440	141	16
430	141	16
420	140	12
410	140	12
400	140	12
390	139	10
380	139	10
370	138	7
360	138	7
350	138	7
340	137	6
330	137	6
320	136	4
310	136	4
300	136	4
290	135	3
280	135	3
270	134	2
260	134	2
250	133	1
240	133	1
230	132	1
220	132	1
210	131	1
200	131	1

**Note:** Score users should use special care in evaluating test takers who received a Quantitative Reasoning score at the top end of the prior 200–800 score scale. Now, with the new 130–170 score scale, we can provide more differentiation for higher ability test takers. However, test takers who took the prior test and received an 800 on the Quantitative Reasoning measure, received the highest score possible that they were able to earn on the measure. Therefore, this information should be considered when making admissions decisions.

\*Based on the performance of all examinees who tested between July 1, 2007, and June 30, 2010. Percentile ranks will be updated in July 2012.





Listening. Learning. Leading.®

## 2011–2012 Interpreting Your GRE® Scores

This publication can be downloaded at [www.ets.org/gre/revise/scores/understand](http://www.ets.org/gre/revise/scores/understand).

This publication is intended to assist you in interpreting your Graduate Record Examinations® (GRE®) test scores. These data are revised annually and can be downloaded at [www.ets.org/gre/revise/scores/understand](http://www.ets.org/gre/revise/scores/understand).

*Guidelines for the Use of GRE Scores*, which is also available on the GRE website, encourages institutions to use the scores appropriately.

On August 1, 2011, the GRE revised General Test is being introduced. If you test on or after August 1, refer to the "Revised General Test Score Interpretive Information" section. If you test prior to August, refer to the "General Test Score Interpretive Information" section.

### Revised General Test Score Interpretive Information

*(For tests taken in August 2011 or later)*

- The range of scores for the Verbal Reasoning and Quantitative Reasoning measures of the GRE revised General Test is 130 to 170, in 1-point increments. The range of scores for the Analytical Writing measure is 0 to 6, in half-point increments. If you haven't answered at least one question within a measure, an NS (no score) is reported for that measure.
- Scores from the different revised General Test measures should not be directly compared because each measure is scaled separately. You can use the percentile ranks provided on your score report to compare your relative performance among the measures. These percentile ranks are based on the scores of all examinees who tested within the most recent three-year period.
- For the computer-based GRE revised General Test Verbal Reasoning and Quantitative Reasoning measures, your score reflects the number of questions you answered correctly, as well as the difficulty level of each of the sections. For the paper-based GRE revised General Test Verbal Reasoning and

Quantitative Reasoning measures, your score is based on the number of questions you answered correctly.

- Both the computer-based and paper-based GRE revised General Test use similar procedures for scoring the Analytical Writing section. Each essay receives a score from two trained readers. If the two assigned scores differ by more than one point, the discrepancy is adjudicated by a third reader. The Analytical Writing score is the average of the ratings given to the two essays.
- If you have also previously taken the GRE General Test in the five-year period prior to August 2011, the information reported for that test will include Verbal Reasoning and Quantitative Reasoning scores on the prior 200–800 scale, estimated Verbal Reasoning and Quantitative Reasoning scores on the new 130–170 scale, an Analytical Writing score on the 0–6 scale and corresponding percentile rank information based on scores of all examinees who tested within the most recent three-year period.

### General Test Score Interpretive Information

*(For tests taken prior to August 2011)*

- The range of scores for the Verbal Reasoning and Quantitative Reasoning measures of the GRE General Test is 200 to 800, in 10-point increments. The range of scores for the Analytical Writing measure is 0 to 6, in half-point increments. If you haven't answered at least one question within a measure, an NS (no score) is reported for that measure.
- Scores from the different General Test measures should not be directly compared because each measure is scaled separately. You can use the percentile ranks provided on your score report to compare your relative performance among the measures. These percentile ranks are based on the scores of all examinees who tested within the most recent three-year period.
- For the computer-based GRE General Test Verbal Reasoning and Quantitative Reasoning measures, your score reflects the number of questions you answered, as well as your performance on those questions. The factors that influence which questions were presented include (1) the statistical characteristics of the questions already answered (including the difficulty level), (2) question types and (3) appropriate content coverage. For the Analytical Writing measure of the computer-based General Test, each essay receives a score from a trained reader. The essay is then reviewed by e-rater®, a computerized program developed by ETS, which is being used to monitor the human reader. If the e-rater evaluation and the human score agree, the human score is the final score. If they disagree by a certain

amount, a second human score is obtained and the final score is the average of the two human readers. The Analytical Writing score is the average of the ratings given to the two essays.

- For the paper-based GRE General Test Verbal Reasoning and Quantitative Reasoning measures, your score is based on the number of questions you answered correctly. For the Analytical Writing measure of the paper-based General Test, each essay receives a score from two trained readers. If the two assigned scores differ by more than one point, the discrepancy is adjudicated by a third reader. The Analytical Writing score is the average of the ratings given to the two essays.
- If you request additional score reports (ASRs) prior to November 2011, your scores for the Verbal Reasoning and Quantitative Reasoning measures will be reported on the 200–800 scale. The GRE revised General Test is being introduced in August 2011. The score scale for the Verbal Reasoning and Quantitative Reasoning measures in the revised General Test is 130–170, in 1-point increments. Beginning in early November 2011, if you request ASRs, the information reported will also include estimated Verbal Reasoning and Quantitative Reasoning scores on the new 130–170 scale.
- In early November 2011, concordance tables that show the relationship between the scores on the prior and new Verbal Reasoning and Quantitative Reasoning score scales will be available at [www.ets.org/gre/revise/scores/understand](http://www.ets.org/gre/revise/scores/understand).

## General Test Statistical Tables

For interpretive information about the GRE revised General Test or GRE General Test, visit [www.ets.org/gre/revised/scores/understand](http://www.ets.org/gre/revised/scores/understand).

Note that interpretive information for the revised General Test will be available in November 2011 when score reporting begins.

Computer-based revised General Test and General Test examinees: Visit the GRE Diagnostic Service at [www.ets.org/gre/revised/diagnostic](http://www.ets.org/gre/revised/diagnostic) to view information about your performance on the test you took.

## Subject Test Score Interpretive Information

- The range of scores for each Subject Test is from 200 to 900, although the actual range for any particular Subject Test is usually smaller. The possible range of subscores is from 20 to 99.
- The Subject Test score is based on the number of correct answers minus one-fourth the number of incorrect answers.
- Because scores are calculated independently for each test, GRE Subject Test scores should be compared only with other scores

on the same GRE Subject Test. A score of 680 on the Computer Science Test, for example, is not equivalent to a 680 on the Physics Test.

- Scores on the same Subject Test generally are directly comparable across years. A Chemistry Test score of 650 in 2011, for example, should be considered equivalent to a Chemistry Test score of 650 earned in 2010.

## Subject Test Statistical Tables

Table 1 shows Subject Test mean scores for the total test and for subscores, where available. These data are based on the scores of all examinees who took a Subject Test between July 1, 2007, and June 30, 2010. Percentile rank information for your Subject Test total score and subscores, if available, is printed on your score report and is based on the scores of all examinees who tested within the most recent three-year period. Note that although a given score represents the same level of ability regardless of when the score was earned, its percentile rank may vary, depending on the scores of the group with which it is compared.

Subscores indicate relative strengths and weaknesses of preparation in subfield areas. Subscore percentile ranks may be used for diagnostic interpretation of the total score. For example, an examinee who obtains a score of 600 on the GRE Biology Test is likely to have subscores of 60, assuming the examinee is similarly able in the content areas measured by each subscore. For that examinee, scores much above or below 60 on a subscore would indicate strength or weakness in the content area associated with that subscore. Note that these strengths or weaknesses may reflect the amount of training that was targeted toward specific content areas.

For interpretive information about the GRE Subject Tests, visit [www.ets.org/gre/subject/scores/understand](http://www.ets.org/gre/subject/scores/understand).

Table 1: Subject Test Mean Scores			
(Based on the performance of all examinees who tested between July 1, 2007, and June 30, 2010)			
Subject Test	Number of Examinees	Mean	Standard Deviation
<b>Biochemistry, Cell &amp; Molecular Biology</b>	5,650	526	97
1. Biochemistry		63	10
2. Cell Biology		53	10
3. Molecular Biology & Genetics		52	8
<b>Biology</b>	9,037	651	121
1. Cellular & Molecular Biology		66	12
2. Organismal Biology		66	12
3. Ecology & Evolution		65	12
<b>Chemistry</b>	9,041	700	115
<b>Computer Science</b>	3,364	702	66
<b>Literature in English</b>	9,607	642	88
<b>Mathematics</b>	11,769	650	134
<b>Physics</b>	14,286	699	157
<b>Psychology</b>	21,047	600	103
1. Experimental Psychology		61	10
2. Social Psychology		61	10

## Glossary of Statistical Terms

**Concordance**—the relationship of two tests built on different specifications. A concordance table is developed by matching scores that correspond to the same percentile rank for a group of examinees who took both tests.

**Mean**—an average obtained by adding all the scores from a group of examinees and dividing the sum by the number of examinees in the group.

**Percentile rank**—the percent of examinees in a group or subgroup who obtained scores below a specified score on a particular test.

**Standard deviation**—a measure of the extent to which examinees' scores on a test generally differ from one another.



List of Candidates for Graduation, December 2011

Odom	Karen	Karen Ann Odom	Master of Science in Nursing		
Bueno	Tiffany	Tiffany Marie Bueno	Master of Arts	History	
Carter	Toni	Toni Alexis Carter	Master of Arts	History	
Hendrick	Patricia	Patricia Marie Hendrick	Master of Arts	History	
Moore	Susan	Susan Stone Moore	Master of Arts	History	
O'Neal	Kathryn	Kathryn Leigh O'Neal	Master of Arts	History	
Roberts	Tanika	Tanika LaShell Roberts	Master of Arts	History	
Sherman	Craig	Craig Arthur Sherman	Master of Arts	History	
Silverman	Allison	Allison Leigh Silverman	Master of Arts	History	
Duque	Francisco	Francisco J. Duque	Master of Arts	Liberal and Professional Studies	delete
Baker	Alena	Alena Harrell Baker	Master of Arts in Teaching	Early Childhood Education	
Black	Zuleika	Zuleika Faye Black	Master of Arts in Teaching	Early Childhood Education	
Buff	Donita	Donita Marie Huskins Buff	Master of Arts in Teaching	Early Childhood Education	
Carter	Amanda	Amanda M. Carter	Master of Arts in Teaching	Early Childhood Education	
Clark	Telisa	Telisa Ieshia Clark	Master of Arts in Teaching	Early Childhood Education	
Fletcher	Jamie	Jamie Fletcher	Master of Arts in Teaching	Early Childhood Education	
Fog	Caren	Caren Melissa Fog	Master of Arts in Teaching	Early Childhood Education	
Habeck	Nicole	Nicole Catherine Habeck	Master of Arts in Teaching	Early Childhood Education	
Johnson	Kathie	Kathie DeLoach Johnson	Master of Arts in Teaching	Early Childhood Education	
Kuharik	Amy	Amy S Kuharik	Master of Arts in Teaching	Early Childhood Education	
Lanier	Glenda	Glenda Christine Lanier	Master of Arts in Teaching	Early Childhood Education	
Morris	Sandra	Janell H. Morris	Master of Arts in Teaching	Early Childhood Education	
Newman	Kathryn	Kathryn Hulst Newman	Master of Arts in Teaching	Early Childhood Education	
O'Neal	Jennifer	Jennifer Hayes O'Neal	Master of Arts in Teaching	Early Childhood Education	
Oswald	Laura	Laura Kate Oswald	Master of Arts in Teaching	Early Childhood Education	
Parsaei	Ramona	Ramona Parsaei	Master of Arts in Teaching	Early Childhood Education	
Roelle	Sarah	Sarah Roelle	Master of Arts in Teaching	Early Childhood Education	
Searing	Casey	Casey Nicole Searing	Master of Arts in Teaching	Early Childhood Education	
Taft	Megan	Megan Madray Taft	Master of Arts in Teaching	Early Childhood Education	
Tvrdy	Kerryn	Kerryn Elizabeth Tvrdy	Master of Arts in Teaching	Early Childhood Education	
Washington	Freda	Freda Thomas Washington	Master of Arts in Teaching	Early Childhood Education	
Barrett	Michael	Michael Ryan Barrett	Master of Arts in Teaching	Middle Grades Education	
Boaen	Brad	Brad Wesley Boaen	Master of Arts in Teaching	Middle Grades Education	
Bryan	Jenine	Jenine O. Bryan	Master of Arts in Teaching	Middle Grades Education	
Chiodi	Nicole	Nicole Alexandra Chiodi	Master of Arts in Teaching	Middle Grades Education	
Croom	Susan	Susan Croom Plummer	Master of Arts in Teaching	Middle Grades Education	
Ford	Amy	Amy Edmondson Ford	Master of Arts in Teaching	Middle Grades Education	
Gill	Krystal	Krystal Lynn Gill	Master of Arts in Teaching	Middle Grades Education	
Hubbard	Katherine	Katherine Kelly Hubbard	Master of Arts in Teaching	Middle Grades Education	
Love	Nicole	Nicole L. Love	Master of Arts in Teaching	Middle Grades Education	
Rogers	Jacqueline	Jacqueline Renee Rogers	Master of Arts in Teaching	Middle Grades Education	
Vaigneur	Brock	Brock Hartley Vaigneur	Master of Arts in Teaching	Middle Grades Education	
Watford	Kimberly	Kimberly Fulton Watford	Master of Arts in Teaching	Middle Grades Education	
Wright	Alicia	Alicia Lashon Wright	Master of Arts in Teaching	Middle Grades Education	
Aeger	Ashley	Ashley Elizabeth Aeger	Master of Arts in Teaching	Special Education	
Argrow Cummings	Catherine	Catherine Denise Argrow Cummings	Master of Arts in Teaching	Special Education	
Callahan	Kim	Kim Bennett Callahan	Master of Arts in Teaching	Special Education	
Gaskin	Debbie	Debbie Lee F. Gaskin	Master of Arts in Teaching	Special Education	
Joseph	Jeanne	Jeanne Marie Joseph	Master of Arts in Teaching	Special Education	
Russell	Tyminda	Tyminda Russell	Master of Arts in Teaching	Special Education	
Russo-Sprouls	Barbara	Barbara Russo-Sprouls	Master of Arts in Teaching	Special Education	
Seabrook	Nettie	Nettie Lynn Seabrook	Master of Arts in Teaching	Special Education	
Stokes	Wanda	Wanda Stokes	Master of Arts in Teaching	Special Education	delete
Whitlock	Emily	Emily Brown Whitlock	Master of Arts in Teaching	Special Education	
Johnson	Veronica	Veronica Toscano Johnson	Master of Education	Curriculum and Instruction	

# List of Candidates for Graduation, December 2011

# Attachment 5

Williamson	Shallon	Shallon TePring Williamson Mims	Master of Education	Curriculum and Instruction	
Acker	Tyrone	Tyrone Avery Acker	Master of Education	Adult Education and Community Leadership	
Bagby	Brooks	Brooks Loreal Bagby	Master of Education	Adult Education and Community Leadership	
Bass	Jan	Jan Louise Bass	Master of Education	Adult Education and Community Leadership	
Dumas	Lauren	Lauren Atalie Dumas	Master of Education	Adult Education and Community Leadership	
Gilmour	Jennifer	Jennifer Lee Gilmour	Master of Education	Adult Education and Community Leadership	
Kaighin	Sandra	Sandra Rebecca Kaighin	Master of Education	Adult Education and Community Leadership	
Masterson	Shawna	Shawna R Masterson	Master of Education	Adult Education and Community Leadership	
Mincey	Patricia	Patricia Barrow Mincey	Master of Education	Adult Education and Community Leadership	
Turner	Joni Mia	Joni Mia Turner	Master of Education	Adult Education and Community Leadership	
Brown	Brenda	Brenda Ann Brown	Master of Education	Early Childhood Education	
Brown	Timothy	Timothy Eugene Brown	Master of Education	Early Childhood Education	
Clifton	Paula	Paula Renee' Clifton	Master of Education	Early Childhood Education	
Connelly	Torey	Torey Nesbit Connelly	Master of Education	Early Childhood Education	
Flanagan	Katherine	Katherine M. Flanagan	Master of Education	Early Childhood Education	
Long	Terri	Terri LaWanda Long	Master of Education	Early Childhood Education	ADD
Nesbit	Tiffany	Tiffany Nicole Nesbit	Master of Education	Early Childhood Education	ADD
Reynolds	Maegan	Maegan D. Reynolds	Master of Education	Early Childhood Education	
Solomons	Danyse	Danyse Massell Solomons	Master of Education	Early Childhood Education	ADD
Todd	Paula	Paula Brinkley Todd	Master of Education	Early Childhood Education	ADD
Ward	Donna	Donna Sue Ward	Master of Education	Early Childhood Education	
Morgera	Jennifer	Jennifer L. Morgera	Master of Education	Special Education	
Brown	Kevin	Kevin Clayton Brown	Master of Health Services Administration		
Gentry	Gwendolyn	Gwendolyn M. Brown Gentry	Master of Health Services Administration		
Graham	Sammy	Sammy Joe Graham	Master of Health Services Administration		
Patel	Mona	Mona K. Patel	Master of Health Services Administration		
Whitfield	Candace	Candace Francis Whitfield	Master of Health Services Administration		
Brahmbhatt	Ronak	Ronak K Brahmbhatt	Master of Public Health		
Fortson	Brooke	Brooke Fortson	Master of Public Health		
Loury	Ashley	Ashley Danielle Loury	Master of Science	Criminal Justice	
Stockslager	Catherine	Catherine Arienne Stockslager	Master of Science	Criminal Justice	
Buracheuski	Yauheni	Yauheni S. Buracheuski	Master of Science in Computer Science		
Dickey	David	David Bradford Dickey	Master of Science in Computer Science		
Natt	Jasdeep	Jasdeep Kaur Natt	Master of Science in Computer Science		
Page	Benjamin	Benjamin Joseph Page	Master of Science in Computer Science		
Bennett	Julia	Julia Irene Bennett	Master of Science in Sports Medicine		
Morris	Aubrey	Aubrey Grace Morris	Master of Science in Sports Medicine		

## Graduate Tuition/Fees

<b>GEORGIA STATE UNIVERSITY</b>
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<b>Fall 2011 &amp; Spring 2012</b>
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No. of Hours Registered	In-State (Resident) Tuition	Out of State (Non-Resident) Tuition	Mandatory Student Fees*											Total Fees	In-State Tuition & Fees	Out of State Tuition & Fees
			Activity	Athletic	Health	Internat'l	Library	Rec	Stud. Ctr.	Transp.	Tech.	USD Inst				
1	\$320.00	\$1,200.00	\$15.33	\$43.84	\$5.83	\$2.50	\$5.83	\$8.83	\$6.00	\$7.67	\$14.17	\$404.00	\$514.00	\$834.00	\$1,714.00	
2	\$640.00	\$2,400.00	\$30.66	\$87.68	\$11.66	\$5.00	\$11.66	\$17.66	\$12.00	\$15.34	\$28.34	\$404.00	\$628.00	\$1,264.00	\$3,024.00	
3	\$960.00	\$3,600.00	\$45.99	\$131.52	\$17.49	\$7.50	\$17.49	\$26.49	\$18.00	\$23.01	\$42.51	\$404.00	\$734.00	\$1,694.00	\$4,334.00	
4	\$1,280.00	\$4,800.00	\$61.32	\$175.36	\$23.32	\$10.00	\$23.32	\$35.32	\$24.00	\$30.68	\$56.68	\$404.00	\$844.00	\$2,124.00	\$5,644.00	
5	\$1,600.00	\$6,000.00	\$76.65	\$219.20	\$29.15	\$12.50	\$29.15	\$44.15	\$30.00	\$38.35	\$70.85	\$404.00	\$954.00	\$2,554.00	\$6,954.00	
6	\$1,920.00	\$7,200.00	\$92.00	\$263.00	\$35.00	\$15.00	\$35.00	\$53.00	\$36.00	\$46.00	\$85.00	\$404.00	\$1,064.00	\$2,984.00	\$8,264.00	
7	\$2,240.00	\$8,400.00	\$92.00	\$263.00	\$35.00	\$15.00	\$35.00	\$53.00	\$36.00	\$46.00	\$85.00	\$404.00	\$1,064.00	\$3,304.00	\$9,464.00	
8	\$2,560.00	\$9,600.00	\$92.00	\$263.00	\$35.00	\$15.00	\$35.00	\$53.00	\$36.00	\$46.00	\$85.00	\$404.00	\$1,064.00	\$3,624.00	\$10,664.00	
9	\$2,880.00	\$10,800.00	\$92.00	\$263.00	\$35.00	\$15.00	\$35.00	\$53.00	\$36.00	\$46.00	\$85.00	\$404.00	\$1,064.00	\$3,944.00	\$11,864.00	
10	\$3,200.00	\$12,000.00	\$92.00	\$263.00	\$35.00	\$15.00	\$35.00	\$53.00	\$36.00	\$46.00	\$85.00	\$404.00	\$1,064.00	\$4,264.00	\$13,064.00	
11	\$3,520.00	\$13,200.00	\$92.00	\$263.00	\$35.00	\$15.00	\$35.00	\$53.00	\$36.00	\$46.00	\$85.00	\$404.00	\$1,064.00	\$4,584.00	\$14,264.00	
12 or more	\$3,840.00	\$14,400.00	\$92.00	\$263.00	\$35.00	\$15.00	\$35.00	\$53.00	\$36.00	\$46.00	\$85.00	\$404.00	\$1,064.00	\$4,904.00	\$15,464.00	

\*Mandatory student fees are charged each semester to every student registered for courses to be conducted at Georgia State University and within the metropolitan area. Because the hourly rates are rounded, the amount for 6 or more hours may not reflect an exact multiplication by 6 of the hourly rate.

All tuition charges, fees, board, or other charges are subject to change.

## Graduate Tuition/Fees

<b>GEORGIA STATE UNIVERSITY</b>
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<b>Summer 2012</b>
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No. of Hours Registered	In-State (Resident) Tuition	Out-of-State (Non-Resident) Tuition	Mandatory Student Fees*										Total Fees	In-State Tuition & Fees	Out-of-State Tuition and Fees
			Activity	Athletic	Health	Internet	Library	Rec.	Stud. Ctr.	Transp.	Tech.	USG Inst.			
1	\$320.00	\$1,200.00	\$10.27	\$29.37	\$3.91	\$1.88	\$3.91	\$5.92	\$4.02	\$5.14	\$8.49	\$404.00	\$477.71	\$797.71	\$1,677.71
2	\$640.00	\$2,400.00	\$20.54	\$58.74	\$7.82	\$3.96	\$7.82	\$11.84	\$8.04	\$10.28	\$18.98	\$404.00	\$551.42	\$1,191.42	\$2,951.42
3	\$960.00	\$3,600.00	\$30.81	\$88.11	\$11.73	\$5.04	\$11.73	\$17.76	\$12.06	\$15.42	\$28.47	\$404.00	\$625.13	\$1,585.13	\$4,225.13
4	\$1,280.00	\$4,800.00	\$41.08	\$117.48	\$15.64	\$6.72	\$15.64	\$23.68	\$16.08	\$20.56	\$37.96	\$404.00	\$698.84	\$1,978.84	\$5,498.84
5	\$1,600.00	\$6,000.00	\$51.35	\$146.85	\$19.55	\$8.40	\$19.55	\$29.60	\$20.10	\$25.70	\$47.45	\$404.00	\$772.55	\$2,372.55	\$6,772.55
6	\$1,920.00	\$7,200.00	\$62.00	\$176.00	\$23.00	\$10.00	\$23.00	\$36.00	\$24.00	\$31.00	\$57.00	\$404.00	\$846.00	\$2,766.00	\$8,046.00
7	\$2,240.00	\$8,400.00	\$62.00	\$176.00	\$23.00	\$10.00	\$23.00	\$36.00	\$24.00	\$31.00	\$57.00	\$404.00	\$846.00	\$3,086.00	\$9,246.00
8	\$2,560.00	\$9,600.00	\$62.00	\$176.00	\$23.00	\$10.00	\$23.00	\$36.00	\$24.00	\$31.00	\$57.00	\$404.00	\$846.00	\$3,406.00	\$10,446.00
9	\$2,880.00	\$10,800.00	\$62.00	\$176.00	\$23.00	\$10.00	\$23.00	\$36.00	\$24.00	\$31.00	\$57.00	\$404.00	\$846.00	\$3,726.00	\$11,646.00
10	\$3,200.00	\$12,000.00	\$62.00	\$176.00	\$23.00	\$10.00	\$23.00	\$36.00	\$24.00	\$31.00	\$57.00	\$404.00	\$846.00	\$4,046.00	\$12,846.00
11	\$3,520.00	\$13,200.00	\$62.00	\$176.00	\$23.00	\$10.00	\$23.00	\$36.00	\$24.00	\$31.00	\$57.00	\$404.00	\$846.00	\$4,366.00	\$14,046.00
12 or more	\$3,840.00	\$14,400.00	\$62.00	\$176.00	\$23.00	\$10.00	\$23.00	\$36.00	\$24.00	\$31.00	\$57.00	\$404.00	\$846.00	\$4,686.00	\$15,246.00

\*Mandatory student fees are charged each semester to every student registered for courses to be conducted at Georgia State University and within the metropolitan area. Because the hourly rates are rounded, the amount for 6 or more hours may not reflect an exact multiplication by 6 of the hourly rate.

All tuition charges, fees, board, or other charges are subject to change



Georgia Southern University  
2011-2012 Tuition and Fee Rates per Semester  
Spring 2012  
Graduate Students

Hours	In State Tuition	Out of State Tuition	Technology	Health	Activty	RAC	Affiliac	Transit	Institution Fee	Total In State	Total Out of State
12+	3,150	12,567	100	94	101	142	154	55	290	4,086	13,523
11	2,893	11,539	100	94	101	142	154	55	290	3,829	12,475
10	2,630	10,490	100	94	101	142	154	55	290	3,566	11,426
9	2,367	9,441	100	94	101	142	154	55	290	3,303	10,377
8	2,104	8,392	100	94	101	142	154	55	290	3,040	9,328
7	1,841	7,343	100	94	101	142	154	55	290	2,777	8,279
6	1,578	6,294	100	94	101	142	154	55	290	2,514	7,230
5	1,315	5,245	100	94	101	142	154	55	290	2,251	6,181
4	1,052	4,196	100	94	101	142	154	55	290	1,988	5,132
3	789	3,147	100	94	101	142	154	55	290	1,725	4,083
2	526	2,098	100	94	101	142	154	55	290	910	2,468
1	263	1,049	100	94	101	142	154	55	290	647	1,439

## OTHER FEES

## RESIDENCE HALLS

Residence Hall	Room Type	Rate	Residence Hall	Room Type	Rate
Centennial Place	A2 - 1 bedroom suite	2,565	Southern Courtyard	2 BR Apt*	3,140
	B2 - 2 bedroom suite*	2,840		4 BR Apt*	2,950
	D2 - 4 bedroom suite*	2,850	Southern Pines	2 BR*	2,840
	B1 - 2 bedroom apart.	3,495		4 BR*	2,520
	D1 - 4 bedroom apart	3,165			
Eagle Village	2 BR*	3,055	University Villas	2BR/2BA*	3,220
	3 BR*	2,950		2BR/1BA*	3,110
	4 BR*	2,730		4BR/2BA*	2,950
	2 Bedroom 4 People	2,595			
Kennedy	Suite - Shared Bath	2,130	Watson Commons	Suite 9/B	2,130
	Suite - Private Bath	2,250		Suite P/B	2,335
	1 BR Apt	2,455			
	2 BR Apt	2,345	Watson Ponds	Double	2,055
	3 BR Apt	2,280		Private L	2,345
				Private B	1,940
			Residence Hall Activity	20	

NOTE: Rates are per person/ per semester. \*Single Occupancy Rate

## DINING PLAN

Options	Term Cost
3 meal (3m/w, M-S)	352
6 meal (6m/w, M-S)	704
10 meal (10m/w, M-S)	1,172
15 meal (15m/w, M-S)	1,800
19 meal (19m/w, M-S)	1,800

## MISCELLANEOUS

*LISG Mandatory Insurance Fee	521
Late Registration Fee	100
Residence Hall Parking	140
Commuter Parking	150
Course Fees-depends on course	20-375
*International Students, Nursing and Affiliac Training Majors, and Graduate Assistants	

	In State	Out of State
12+ Hours	4,086	13,523
Estimated Books	800	800
Off Campus per semester	4,865	14,123
Residence Hall	2,730	2,730
Residence Hall Activity Fee	20	20
Meals	1,172	1,172
Total On Campus per semester	8,608	18,045

Estimate for housing, meals, and books uses average cost. Actual cost will vary depending on individual circumstances, miscellaneous charges incurred, housing assignment and meal plan choice

Payments may be made online via WINGS at <http://my.georgiasouthern.edu/> by WebCheck, MasterCard, Discover, or American Express. Paper checks must include the student's GSU EagleID and may be mailed to Georgia Southern University, Office of Student Accounts, P. O. Box #155, Statesboro, GA 30480. More information is available at <http://services.georgiasouthern.edu/usa/index.htm>.

Georgia Southern University  
2010-2011 Tuition and Fee Rates per Semester  
Summer 2011  
Graduate Students

Hours	In State Tuition	Out of State Tuition	Technology	Health	Activity	RAC	Athletic	Transit	Institution Fee	Total In State	Total Out of State
12+	3,000	11,888	100	48	48	117	64	53	190	3,622	12,610
11	2,750	10,980	100	48	48	117	64	53	190	3,372	11,611
10	2,500	9,990	100	48	48	117	64	53	190	3,122	10,612
9	2,250	8,991	100	48	48	117	64	53	190	2,872	9,613
8	2,000	7,992	100	48	48	117	64	53	190	2,622	8,614
7	1,750	6,993	100	48	48	117	64	53	190	2,372	7,615
6	1,500	5,994	100	48	48	117	64	53	190	2,122	6,616
5	1,250	4,995	100	48	48	117	64	53	190	1,872	5,617
4	1,000	3,996	100	48	48	117	64	53	190	1,622	4,618
3	750	2,997	100						190	1,040	3,287
2	500	1,998	100						190	790	2,288
1	250	999	100						190	540	1,289

**OTHER FEES****RESIDENCE HALLS**

University Villas	Term A		Southern Pines - EIP	
4BR/2BA*		700	4BR/2BA*	828
2BR/2BA*		770	2BR/1BA*	664
2BR/1BA*		735	Activity Fee	10
Activity Fee		10		
University Villas	Term B			
4BR/2BA*		680		
2BR/2BA*		728		
2BR/1BA*		693		
Activity Fee		10		
University Villas	Long Term			
4BR/2BA*		1,260		
2BR/2BA*		1,366		
2BR/1BA*		1,323		
Activity Fee		20		

NOTE: Rates are per person/ per semester. \*Single Occupancy Rate

**DINING PLAN**

Options	Term Cost
<b>Long Term (8/23/11 - 7/22/11)</b>	
3 meal (3m/w, M-F)	180
6 meal (6m/w, M-F)	360
10 meal (10m/w, M-F)	600
<b>Term A or Term B</b>	
3 meal (3m/w, M-F)	100
6 meal (6m/w, M-F)	200
10 meal (10m/w, M-F)	332
<b>EIP Students</b>	
10 meal (10m/w, M-F)	348

**MISCELLANEOUS**

*USG Mind Insurance-Summer only	265
Residence Hall Parking	32
Commuter Parking	37
Course Fees-depends on course	20-375
*International Students, Nursing majors and Graduate Assistants	

**TOTAL ESTIMATED COST OF ATTENDANCE**

	In State	Out of State
15 Hours	3,622	12,610
Estimated Books	900	900
Off Campus per semester	6,222	13,210
Residence Hall	1,323	1,323
Residence Hall Activity Fee	20	20
Meals	600	600
<b>Total On Campus per semester</b>	<b>6,165</b>	<b>13,133</b>

Estimates for housing, meals, and books uses average cost. Actual cost will vary depending on individual circumstances, miscellaneous charges incurred, housing assignment and meal plan choice.

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