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Platform Party

DEANS

1. The platform party shall be organized into a hierarchy of deans, each responsible for the administration of their respective schools. The deans shall be elected by the faculty of their respective schools and shall serve for a term of four years.

2. The deans shall be responsible for the overall management and administration of their respective schools, including the development and implementation of policies, procedures, and programs. They shall also be responsible for the recruitment and retention of faculty and staff, and for the financial management of their schools.

3. The deans shall be required to report to the President's Administrative Council on a regular basis, and shall be subject to the oversight and supervision of the Council. They shall also be required to participate in the development and implementation of the platform party's overall strategy and vision.

4. The deans shall be responsible for the development and implementation of the platform party's educational programs, and for the provision of a high-quality education to all students. They shall also be responsible for the development and implementation of the platform party's research and scholarship programs, and for the promotion of academic excellence.

5. The deans shall be responsible for the development and implementation of the platform party's student services programs, and for the provision of a supportive and caring environment for all students. They shall also be responsible for the development and implementation of the platform party's community service programs, and for the promotion of social responsibility.

6. The deans shall be responsible for the development and implementation of the platform party's diversity and inclusion programs, and for the promotion of a culture of respect and inclusivity. They shall also be responsible for the development and implementation of the platform party's sustainability programs, and for the promotion of environmental stewardship.

7. The deans shall be responsible for the development and implementation of the platform party's international relations programs, and for the promotion of global awareness and understanding. They shall also be responsible for the development and implementation of the platform party's public relations programs, and for the promotion of the platform party's reputation.

8. The deans shall be responsible for the development and implementation of the platform party's fundraising programs, and for the promotion of financial stability and growth. They shall also be responsible for the development and implementation of the platform party's risk management programs, and for the promotion of the platform party's long-term success.

PRESIDENT'S ADMINISTRATIVE COUNCIL

The President's Administrative Council shall be composed of representatives from each of the platform party's schools, and shall be responsible for the overall management and administration of the platform party. The Council shall be elected by the faculty of each school, and shall serve for a term of four years.

ASSOCIATE VICE PRESIDENTS

1. The platform party shall have a President, who shall be elected by the faculty of each school. The President shall be responsible for the overall management and administration of the platform party, and for the promotion of its mission and vision.

2. The platform party shall have a Vice President, who shall be elected by the faculty of each school. The Vice President shall be responsible for the overall management and administration of the platform party, and for the promotion of its mission and vision.

University and College Gonfalons

University of Cambridge
University of Oxford
University of London
University of York
University of Manchester
University of Liverpool
University of Nottingham
University of Birmingham
University of Warwick
University of Bristol
University of Exeter
University of Gloucestershire
University of Huddersfield
University of Hull
University of Keele
University of Leicester
University of Leeds
University of Lincoln
University of Loughborough
University of Luton
University of Northumbria
University of Northampton
University of Plymouth
University of Reading
University of Southampton
University of Stirling
University of Sunderland
University of Sussex
University of Swinburne
University of Teesside
University of Telford
University of Ulster
University of Warwick
University of West of England
University of Worcester
University of York

Degree Candidates

BACHELOR'S DEGREES

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MASTER'S AND EDUCATIONAL SPECIALIST DEGREES

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DOCTORAL DEGREES

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COLLEGE OF EDUCATION

Andrea M. Kent, Ph.D., Dean

Bachelor of Science in Education

The Bachelor of Science in Education (BSE) program is designed to prepare students for careers in education. The program includes coursework in education theory, practice, and research, as well as field experiences. Students must complete a minimum of 120 credit hours, including 48 credit hours of education coursework. The program is accredited by the National Council for Accreditation of Teacher Education (NCATE).

The BSE program is a four-year program. Students must complete a minimum of 120 credit hours, including 48 credit hours of education coursework. The program is accredited by the National Council for Accreditation of Teacher Education (NCATE). The program includes coursework in education theory, practice, and research, as well as field experiences. Students must complete a minimum of 120 credit hours, including 48 credit hours of education coursework. The program is accredited by the National Council for Accreditation of Teacher Education (NCATE).

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SCHOOL OF COMPUTING

Alec F. Yasinsac, Ph.D., Dean

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PAT CAPPS COVEY
COLLEGE OF ALLIED HEALTH PROFESSIONS

Gregory H. Frazer, Ph.D., Dean

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COLLEGE OF NURSING

Debra C. Davis, Ph.D., Dean

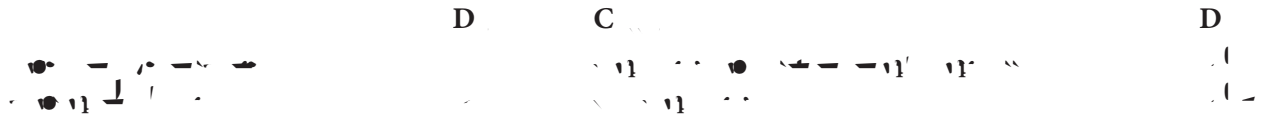
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Candidates for the Doctor of Physical Therapy Degree

PAT CAPPS COVEY COLLEGE OF ALLIED HEALTH PROFESSIONS

Gregory H. Frazer, Ph.D., Dean





1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes the need for transparency and accountability in all financial dealings.

2. The second part of the document outlines the various methods and techniques used to collect and analyze data. It highlights the importance of using reliable sources and ensuring the accuracy of the information gathered.

3. The third part of the document focuses on the analysis and interpretation of the collected data. It discusses the various statistical methods and models used to identify trends and patterns in the data.

4. The fourth part of the document discusses the implications of the findings and the potential applications of the research. It highlights the importance of using the results to inform decision-making and improve organizational performance.

5. The fifth part of the document provides a summary of the key findings and conclusions of the study. It emphasizes the need for continued research and monitoring to ensure the long-term success of the organization.

6. The sixth part of the document discusses the challenges and limitations of the research. It highlights the need for further research to address these issues and improve the accuracy and reliability of the findings.

7. The seventh part of the document provides a list of references and sources used in the study. It includes books, articles, and other relevant materials that provide additional information on the topics discussed in the document.

8. The eighth part of the document provides a list of appendices and supplementary materials. These materials include additional data, charts, and tables that provide further detail on the findings and analysis.

9. The ninth part of the document provides a list of acknowledgments and thanks. It expresses gratitude to the individuals and organizations that provided support and assistance throughout the research process.

10. The tenth part of the document provides a list of contact information for the author and other relevant parties. This information includes email addresses, phone numbers, and website URLs.

11. The eleventh part of the document provides a list of footnotes and endnotes. These notes provide additional information and references related to the main text of the document.

12. The twelfth part of the document provides a list of glossary terms and definitions. These terms are used throughout the document and are defined in this section to ensure clarity and consistency.

13. The thirteenth part of the document provides a list of abbreviations and acronyms. These abbreviations are used throughout the document and are defined in this section to ensure clarity and consistency.

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16. The sixteenth part of the document discusses the implications of the findings and the potential impact of the research. It highlights the need for further research and the importance of sharing the results with the relevant stakeholders.

17. The seventeenth part of the document provides a summary of the key findings and conclusions. It emphasizes the importance of maintaining accurate records and the need for transparency and accountability in financial reporting.

18. The eighteenth part of the document discusses the challenges and limitations of the research. It highlights the need for further research and the importance of sharing the results with the relevant stakeholders.

19. The nineteenth part of the document provides a summary of the key findings and conclusions. It emphasizes the importance of maintaining accurate records and the need for transparency and accountability in financial reporting.

20. The twentieth part of the document discusses the implications of the findings and the potential impact of the research. It highlights the need for further research and the importance of sharing the results with the relevant stakeholders.

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Candidates for the Doctor of Education Degree

THE GRADUATE SCHOOL

Julio F. Turrens, Ph.D., Interim Dean

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Increasing Faculty Participation in an Early Alert System at a Small, Liberal Arts, Religious-Based College

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E L

The Impact of Trait Emotional Intelligence and Regulation of Emotions for Educational Leaders when Dealing with Emotionally Charged Adult Interactions

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C H

E L

Comparing Instructor Learning Style, Teaching Style, and Student Learning in Online Education Recertification Courses

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E L

Leading the Charge in Changing Times: 21st Century Learning and Leading

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E L

Formative Evaluation of Freshman Career Prep Rotation Model

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E L

Increasing Environmental Knowledge and Attitude of High School Students Through Experiential Learning

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Candidates for the Doctor of Philosophy Degree

GRADUATE SCHOOL

Julio F. Turrens, Ph.D., Interim Dean

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Studies on the AntiTumor Activities of Honokiol in Pancreatic Cancer
- B M
Studies on the AntiTumor Activities of Honokiol in Pancreatic Cancer
- A C B
Studies on the AntiTumor Activities of Honokiol in Pancreatic Cancer
- C C
The Relation of Self-Report Pain Scales to Neuropsychological Performance
- L B
Studies on the AntiTumor Activities of Honokiol in Pancreatic Cancer
- I D D
A Comparative Study of the Effects of the Independent Reading Approach on Volume of Reading and Reading Achievement
- D J C
Studies on the AntiTumor Activities of Honokiol in Pancreatic Cancer
- C C
Family Support, Religiosity, Spirituality, and Working Alliance in Stress Reduction Group Therapy



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Microbial Processes in the Northern Gulf of Mexico: Interactions with Hypoxia and an Emphasis on Archaea



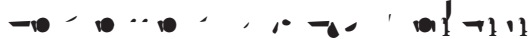
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Enabling Cholesterol Catabolism in Human Cells



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Mechanistic Insights into Autoantibody-Mediated Pulmonary Alveolar Proteinosis in RASGRP1-Deficient Mice



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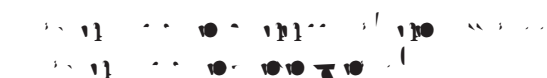
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Psychometric Examination of the Eyberg Child Behavior Inventory in Children with Autism Spectrum Disorder



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Item Response Theory Applied to the Five Facet Mindfulness Questionnaire



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Cognitive Intra-Individual Variability in a Forensic Sample with Early Historical Lead (Pb) Exposure: An Initial Study

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Ecological Impacts of Climate-Related Ichthyofaunal Shifts and Invasive Lionfish upon the Northern Gulf of Mexico Red Snapper Population and Reef Fish Community

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Beyond the Consultation: Psychosocial Variables and the Patient-Provider Relationship

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To Joke or Not to Joke: The Relationships among Humor Styles, Resilience, and Early Maladaptive Schemas

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Associations between Disruptive Behavior and Feeding Problems in Children with and without Autism Spectrum Disorder

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Prenylation Pathways Mediate Growth, Development, Thermotolerance, and Virulences in Aspergillus fumigatus

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The Morphometric Analysis of Pulmonary Arterial Remodeling in Relation to Branching Patterns in Pulmonary Hypertension

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Trajectories of Success and Failure in a High School Algebra and Geometry Computer-Based Credit Recovery Program

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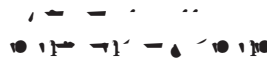
An Examination of the Role of Restrictive Emotionality in the Relationship between Interpersonal Violence and Severity of Suicide Ideation Prevalence and Gender of Individuals with HIV/AIDS



**Students Completing Requirements for the
CERTIFICATE PROGRAM
IN EMERGENCY MEDICAL SERVICES-PARAMEDIC**



**Candidates Receiving a Commission
UNITED STATES ARMY**



**Candidates Completing Requirements for
COOPERATIVE EDUCATION PROGRAM**

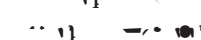
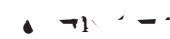
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Commencement Readers and Marshals

READERS:

CHIEF MARSHAL:

FACULTY MARSHALS:

STUDENT MARSHALS:

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UNIVERSITY GONFALON:

COLLEGE GONFALONS:

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*All hail great university
Our Alma Mater dear,
South Alabama, red and blue
proud colors we revere.*

*Nestled midst the hills of pine
enduring throughout time,
Upward, onward may your fame
continue in its climb.*

*So with thy blessings now send us
pray that highest be our aim,
South Alabama may we ever
lift and glorify your name!*

U-S-A!