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Home

2022-2023

Undergraduate and Graduate Catalogs

Revised May 2022

General Information

Catalog Disclaimer

The statements set forth in this catalog are for informational purposes only and should not be constructed as the basis of a contract between a student and the institution.

While the provisions of this catalog will ordinarily be applied as stated, Valdosta State University reserves the right to change any provision listed in this catalog, including but not limited to academic requirements for graduation, without actual notice to individual students. Every effort will be made to keep students advised of any such changes. Information on changes will be available in the Office of the Registrar. It is especially important that all students note that it is their individual and personal responsibility to keep themselves apprised of current graduation requirements for their particular degree program.

Academic Calendar

Fall 2022 through Summer 2023

Fall 2022

Mon, Aug 15	First Class Day
Mon, Sep 5	Labor Day Holiday
Thur, Oct 6	Official Midterm
Mon-Tues, October 10-11	Fall Break
Wed-Fri, Nov 23-25	Thanksgiving Holidays
Mon, Dec 5	Last Class Day
Tues-Fri, Dec 6-9	Semester Final Examinations
Sat, Dec 10	Commencement Ceremony

Spring 2023

Mon, Jan 9	First Class Day
Mon, Jan 16	Martin Luther King, Jr. Holiday
Thurs, Mar 2	Official Midterm
Mon-Fri, Mar 13-17	Spring Break
Mon, May 1	Last Class Day
Tues-Fri, May 2-5	Semester Final Examinations
Sat, May 6	Commencement Ceremony

Summer 2023

Maymester (Summer I)

Thurs, May 11	First Class Day - Maymester
Mon, May 22	Mid-term
Mon, May 29	Memorial Day Holiday
Thu, June 1	Last Class Day
Fri, June 2	Final Examinations

Summer II (full term)

Wed, June 7	First Class Day
Mon, July 3	Midterm
Tues, July 4	Independence Day Holiday
Tues, July 25	Last Class Day
Wed-Thurs, July 26-27	Final Examinations

Summer III

Wed, June 7	First Class Day
Fri, June 16	Midterm
Wed, June 28	Last Class Day
Thurs, June 29	Final Examinations

Summer IV

Wed, July 5	First Class Day
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Fri, July 14	Midterm
Tues, July 25	Last Class Day
Thurs, July 27	Final Examinations

Mission Statement

Valdosta State University Vision and Mission Statement

Our Vision

Valdosta State University will be a catalyst for regional comprehensive progress.

Our Mission

As a comprehensive institution of the University System of Georgia, Valdosta State University (VSU) is a welcoming, aware, and vibrant community founded on and dedicated to serving our communities' rich and diverse heritages. Through excellence in teaching, basic and applied research, and service, VSU provides rigorous programs and opportunities that enrich our students, our university, and our region. As such, the VSU mission consists of three interrelated parts:

Student Mission: To provide a diverse student population with an inspired education, a safe learning environment, a nurturing community, and a wealth of experience that assists students in molding their futures in a creative, conscious, and caring fashion while preparing them to be lifelong learners who will meet the needs of a changing global society.

University Mission: To operate the university with a focus toward human, environmental, and financial sustainability while increasing value to our local, regional, national, and international stakeholders. To expand opportunities for our students, employees, and varied community members by promoting social justice and service learning.

Regional Mission: To provide our region and our home with the resources and support necessary to develop and sustain a higher quality of living, greater economic and community development, and inspired innovation that nurtures and respects our diverse population and beautiful environment while promoting academic outreach, public and private entrepreneurship, and collaboration with all regional entities.

Valdosta State University fulfills its mission by focusing on inclusion in all aspects of the educational experience.

Developed by the Strategic Planning Steering Committee, August 2013. Approved by the President's Cabinet, September 16, 2013. Approved by University Council, March 24, 2014. Approved by the Board of Regents of the University System of Georgia, August 20, 2014. Reviewed and reaffirmed by University Council, October 9, 2019. Reviewed and approved by the Board of Regents of the University System of Georgia, February 9, 2021.

Location of the University

The University is located in Valdosta, a city of approximately 55,000 in south-central Georgia. It can easily be reached from three exits of I-75 and is convenient to shopping areas, a variety of restaurants, and movie theaters. The Valdosta area is served by the Valdosta Regional Airport and by the airports in Tallahassee and Jacksonville, Florida. The campuses, located less than a mile apart, include more than 368 acres of land.

The 96-acre Main Campus faces North Patterson Street, one of the city's main thoroughfares. Approximately 10 blocks north is the North Campus, and approximately 4 blocks south is the South Campus. Other units of the University are located in satellite facilities adjacent to the campus and along Patterson Street. The campuses and principal satellite buildings are connected by the University bus service, operating regularly throughout each class day.

The campuses of Valdosta State are widely recognized for their exceptional beauty. Flowering plants include a variety of camellias, azaleas, redbud, and dogwood located amid tall pines, palms, and oaks spaced throughout the landscaped grounds.

The Jewel Whitehead Camellia Trail is believed to be the only such trail on a university campus in the nation. Located in the northwest area of the Main Campus, more than 1100 camellias of many varieties form a winding trail through the towering pines. The trail was a 1944 Christmas gift to the University from the late Mr. and Mrs. R. B. Whitehead of Valdosta.

History of the University

A special act of the Georgia Legislature established an institution of higher learning in Valdosta, Georgia, in 1906. However, no appropriation was made for buildings or maintenance until the summer of 1911, when the State appropriated \$30,000 for a building and equipment.

With a community enthusiasm that has continued to the present day, the City of Valdosta first donated 60 acres of land and \$50,000 to be used toward establishing the college. The first building, Converse Hall, was erected and furnished at a cost of \$55,000.

In 1912, the Legislature granted an adequate annual appropriation for maintenance, and the future of the institution was assured. The college, called the South Georgia State Normal College, opened to “young ladies” on January 2, 1913, and offered two years of college work.

An act of the Legislature in 1922 changed the institution’s name to Georgia State Womans College at Valdosta and authorized a four-year program leading to the bachelor’s degree. The Board of Regents made the school coeducational in 1950 and changed the name to Valdosta State College.

In 1993, Valdosta State College was named a Regional University. In fall 1998, Valdosta State University adopted the semester system, along with other units of the University System of Georgia.

The institution has been led by 13 presidents: Richard Holmes Powell (1913-1933), Jere Madison Pound (1933-1935), Frank Robertson Reade (1935-1948), James Ralph Thaxton (1948-1966), Sidney Walter Martin (1966-1978), Hugh Coleman Bailey (1978-2001), Ronald M. Zaccari (2002-2008), Patrick J. Schloss (2008-2011), Interim President Louis H. Levy (2011-2012), William J. McKinney (2012-2015), Interim President Cecil P. Staton (2015-2016), Interim President Kelli Brown (2016), and Richard A. Carvajal (2017-).

Valdosta State University offers undergraduate work leading to the following degrees: the Associate of Applied Science, the Associate of Arts, the Associate of Science, the Bachelor of Arts in 13 major programs, the Bachelor of Science in 15 major programs, the Bachelor of Science in Education in 8 major programs, the Bachelor of Business Administration in 8 major programs, the Bachelor of Fine Arts in 6 major programs, the Bachelor of Music, and the Bachelor of Science in Nursing.

Graduate degrees offered include the Master of Education in 10 major programs, the Master of Arts in 4 major programs, the Master of Science in 6 major programs, the Master of Arts in Teaching in 9 major programs, the Master of Public Administration, the Master of Business Administration, the Master of Accountancy, the Master of Science in Nursing, the Master of Music Performance, the Master of Social Work, the Master of Library and Information Science, the Education Specialist in 6 major programs, the Doctor of Nursing Practice, the Doctor of Public Administration, the Doctor of Speech-Language Pathology, and the Doctor of Education in 3 major programs. New baccalaureate and graduate degree programs are added from time to time to meet the needs of the population served by the University.

Programs of Study

Degrees Offered at Valdosta State University

Undergraduate Programs

College of Business Administration

Accounting

- Accounting, B.B.A. (p. 130)

Economics, Finance, and Healthcare Administration

- Economics, B.B.A. (<http://catalog.valdosta.edu/undergraduate/academic-programs/business-administration/economics-finance/bba-economics/>)
- Finance, B.B.A. (<http://catalog.valdosta.edu/undergraduate/academic-programs/business-administration/economics-finance/bba-finance/>)
- Healthcare Administration, B.B.A. (p. 137)

Management and Marketing

- Management, B.B.A. (p. 143)
- Marketing, B.B.A. (p. 145)
- International Business, B.B.A. (p. 139)
- General Business, B.B.A. (p. 142)

College of Education and Human Services

Communication Sciences and Disorders

- Communication Disorders, B.S.Ed (p. 152)

Leadership, Technology, and Workforce Education

- Workforce Education and Development, B.S.Ed. (p. 153)
- Office Administration and Technology, B.S. (p. 157)

Teacher Education

- American Sign Language and English Interpreting, B.S.Ed. (p. 159)
- Elementary Education, B.S.Ed. (p. 160)

- Elementary Education, B.S.Ed. (online) (p. 161)
- Health and Physical Education, B.S.Ed. (p. 162)
- Middle Grades Education, B.S.Ed. (p. 164)
- Secondary Education, B.S.Ed. (p. 165)
- Special Education: Deaf Education, B.S.Ed. (p. 173)

College of Humanities and Social Sciences

College-wide

- Associate of Arts, A.A. (p. 175)

English

- English, B.A. (p. 177)

History

- History, B.A. (p. 186)

Modern and Classical Languages

- French, B.A. (p. 191)
- Spanish, B.A. (p. 196)

Philosophy and Religious Studies

- Philosophy and Religious Studies, B.A. (p. 203)
- Interdisciplinary Studies, B.A. (p. 115)

Political Science

- Political Science, B.A. (p. 207)
- Organizational Leadership, B.S. (p. 117)

Psychological Science

- Psychology, B.A. (p. 214)
- Psychology, B.S. (p. 215)

Sociology, Anthropology, and Criminal Justice

- Sociology and Anthropology, B.A. (p. 217)
- Criminal Justice, B.S. (p. 220)

College of Science and Mathematics

Biology

- Biology, B.A. (p. 233)
- Biology, B.S. (p. 234)

Chemistry

- Chemistry, B.S. (p. 237)

Computer Science

- Computer Science, B.S. (p. 245)
- Computer Information Systems, B.S. (p. 243)

Mathematics

- Mathematics, B.A. (p. 248)
- Applied Mathematics, B.S. (p. 251)

Physics, Astronomy, Geosciences, and Engineering Technology

- Physics, B.S. (p. 268)
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Nursing

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Communication Arts

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CELT and eLearning

The Center for Excellence in Learning and Teaching (CELT) and the Center for eLearning

Dr. Jamie Landau, Director

Center for Excellent in Learning and Teaching (CELT)

102 Georgia Avenue

The mission of the Center for Excellence in Learning and Teaching (CELT) is to support faculty at VSU by providing professional development opportunities related to their roles as teachers, scholars, practitioners, and leaders throughout their career stages. CELT takes a faculty-centric and holistic approach to professional development. CELT specifically works in collaboration with the Center for eLearning (<https://www.valdosta.edu/academics/elearning/>) at VSU to offer faculty development for teaching in multiple modalities, and partners with other offices at VSU to support lifelong learning for faculty and experiential education for students.

Center for eLearning

Odum Library Suite 2621

The Center for eLearning supports faculty at VSU who teach online and hybrid courses, and who use VSU's BlazeVIEW learning management system or the University System of Georgia's collaborative learning management system, GoVIEW. The Center for eLearning offers a range of services, from troubleshooting to online instructional design to training in academic technology. The Center for eLearning specifically works in collaboration with the Center for Excellence in Learning and Teaching (CELT (<https://www.valdosta.edu/celt/>)) at VSU to offer faculty development for teaching in multiple modalities.

Professional and Community Education (PACE)

Chris Melody, Director
903 N Patterson Street

The Professional and Community Education Department (PACE) oversees the non-academic credit programs offered by the University for persons in Valdosta and the surrounding communities. Activities include Learning in Retirement, children's programs, professional development, and personal enrichment classes. In addition to general classes, Professional and Community Education develops and presents contract seminars and courses to meet the needs of specific business and industry groups and offers a wide variety of courses and career development certificate programs online. Some courses are developed especially to meet the licensing or certification requirements of specific professional groups requiring continuing education credit.

The International Association for Continuing Education and Training (IACET) requires the use of the CEU (Continuing Education Unit) by member institutions and provides this definition: "One continuing education unit is ten contact hours of participation in an organized, continuing education experience under responsible sponsorship, capable direction, and qualified instruction." Professional and Community Education administers the CEU procedures for the University. The department also manages the Professional Learning Unit (PLU) program approval and crediting procedures for teacher re-certification.

Tuition, Fees, and Costs

Ms. Traycee F. Martin
Vice President for Finance and Administration
University Center, Entrance 5

Ms. Lisa Parrish
Bursar
University Center, Entrances 6 and 7

Valdosta State University is a unit of the University System of Georgia and receives a portion of its operating funding through appropriations from the State of Georgia. This support enables the University to offer high quality educational programs at a minimal cost to its students.

Valdosta State University's academic year consists of two terms: Fall and Spring, as well as a series of Summer Sessions.

The University's tuition is set by the University System of Georgia Board of Regents each spring and is effective the following fall term. Mandatory Fees and Other Fees are proposed annually by the University, supported by a committee, half of whom are students, and ultimately approved by the Board of Regents. However, the University and the University System reserve the right to change fees at the beginning of any term.

Tuition and Fee Schedules

All charges are based on approved fees and are subject to change according to the policy of the Board of Regents.

For tuition and fee schedules, click [here \(https://www.valdosta.edu/administration/finance-admin/financial-services/students/services/tuition-and-fee-schedules.php\)](https://www.valdosta.edu/administration/finance-admin/financial-services/students/services/tuition-and-fee-schedules.php).

VSU assesses mandatory fees each semester to students who are registered for one or more credit hours on the main campus or who are living in the dorms and taking all online courses. VSU's mandatory fees for these students include access card fee, health fee, student activity fee, athletic fee, transportation fee, parking facility fee, and health facility fee.

All students are charged a mandatory technology fee each semester regardless of campus or registered credit hours.

All fees are tentative and subject to change according to Board of Regents policy.

Audit (non-credit) Fees

Fees for attending class on an audit or non-credit basis are calculated on the same schedule as regular academic fees.

Other Fees and Charges

All charges are based on approved fees and are subject to change according to the policy of the Board of Regents. Figures shown here are approximations provided for readers' planning purposes.

Late Payment Fee	\$75
Returned Check Fee: For each check	\$25
or 5% of the face amount of the check (whichever is greater)	
Orientation Fee:	
Face to face Freshman Session	\$55
Guest	\$25
Online	\$25
Residence Hall Activity Fee per semester	\$20
Residence Hall P.O. Box per semester	\$10
I.D. Replacement Charge	\$20
Mandatory Insurance, Annual (Nursing majors, Exercise Physiology majors during internship/externship semester, Graduate Assistants, international students)	\$2,671
Transcript Fees, per copy over 5	\$2
eTranscript	\$5
Priority Fee for Certification Forms/Letters/Transcripts, per copy	\$5
Graduation Fee: Bachelor's or Graduate Degree	\$25

(Students who apply for graduation and who do not meet degree requirements must pay appropriate graduation fees again upon re-application.)

Parking Fee-Annual	\$50
Art Studio Materials Fee	\$35
Biology Retest Fee	\$25
HSEP Course Fee	\$50
Laboratory Science Fee	\$30
Master of Social Work Field Education Fee	\$60
Nursing Lab Fee	\$20
Nursing Upper Division Entrance Test Fee (HESI)	\$46
Private Music Lessons	\$60
Student Teaching Fee	\$100
Theatre Fee (THEA 2750 and THEA 3300)	\$30
Theatre Fee (THEA 3020 and THEA 4020)	\$50
Application Fee	
Undergraduate	\$40
Graduate	\$45
Housing Application Fee	\$100
Housing Deposit Fee	\$150
Housing Cancellation Fee	\$500

Payment of Fees at Registration

Registration is complete only when tuition and fees are paid by the established deadline.

Students are responsible for determining account balances and securing payment by the established fee payment deadline. The University's web site is the most up-to-date reference for registration and fee payment deadline dates, but text and phone messages are also sent to the campus alert phone numbers available in Banner, as well as notices being sent to University e-mail accounts. The VSU e-mail is an official means of communication with students.

Invoices are not mailed. Real-time eBills (electronic invoices/statements) can be generated on demand in the Online Student Account Center (https://secure.touchnet.com/C20243_tsa/web/login.jsp). Generally, the eBill will reflect the amount owed, which is based on the courses selected, living arrangements on campus, the meal plan selected, and other student choices.

Financial Aid may be used to pay for tuition and room and board in accordance with federal regulations. If financial aid is not sufficient or available to cover the full student account balance, VSU accepts the following payment forms--all of them may be used to secure registration, but in all cases, full payment is required: cash, personal check, ACH direct payment (online webcheck), money order, traveler's check, online credit card (Visa, MasterCard, Discover, or American Express), university short-term loans (separate qualifications required), Nelnet Payment Plan, completed and fully authorized financial aid (meaning all promissory notes have been signed for loans). Credit card payments are accepted only online through the Online Student Account Center (https://secure.touchnet.com/C20243_tsa/web/login.jsp).

VSU does not accept the following payment forms: third party checks, credit card checks, starter checks, or counter checks.

If full payment is not made by the fee payment deadlines, VSU reserves the right to take the following actions and will notify students of such action: cancel registration in progress, hold student records, prevent future registration, and pursue collection of debt.

Students who register but subsequently change their plans to attend must drop all courses before the end of the official online drop/add period for the semester. Failure to do so could result in unsatisfactory grades and/or financial obligations to the University. A withdrawal from one class does not mean a complete withdrawal from the University.

Please refer to the following section for the University's Refund Policy.

For complete payment instructions, click here (<http://www.valdosta.edu/administration/finance-admin/financial-services/students/services/how-to-pay-fees.php>).

Refund of Fees

Students officially withdrawing from the University after paying fees for the term will be issued a 100% refund for tuition and mandatory fees, provided the official withdrawal occurs NO LATER THAN the official drop/add day for refunds. Campus housing will be refunded in accordance with the Housing

Contract, and meal plans will be refunded based on usage. Students officially withdrawing from ALL classes AFTER the official drop/add day will receive a refund based upon the following official refund policy:

The refund amount shall be based on a pro rata percentage determined by dividing the number of calendar days in the semester that the student completed by the total calendar days in the semester. The total of calendar days in a semester includes weekends but excludes scheduled breaks of five or more days and days that a student was on an approved leave of absence. The unearned portion shall be refunded up to the time that the amount earned equals 60%.

Students who withdraw when the calculated percentage of completion is greater than 60% are not entitled to a refund of any portion of institutional charges. A refund of all non-resident fees, matriculation fees, and other mandatory fees shall be made in the event of the death of a student at any time during the academic session.

Housing fees, post office box fees, and music fees are non-refundable fees. Refunds of elective charges upon withdrawing from the institution during a term will be made on a prorated basis determined by the date of withdrawal. Flex charges and à la carte meal plans are refundable only to the extent they are unspent.

It is the student's responsibility to withdraw officially in accordance with university regulations, which are set out in this catalog. Students receiving financial aid monies will have their refunds restored to the following programs in this precise order: outstanding balances on unsubsidized loans, subsidized loans, PLUS loans, Pell, SEOG, other Title IV student assistant programs, HOPE, private scholarships, and finally to the student.

Refunds due to the student will be ordered first to the original method of payment (cash, check or credit card) and then directly to the student (if necessary). If multiple credit cards are used, we will process refunds on a first in – first out basis (based on transaction amounts).

No refunds for reduction in academic loads or student services are allowed unless such reductions are necessitated by schedule changes initiated by the University. Students suspended or expelled for disciplinary reasons are not entitled to a refund of any deposits or fees paid. Students who are asked to vacate their residence hall rooms as a result of disciplinary actions (but who are allowed to continue attending classes) are not eligible for a refund of that term's room rent.

The refund policy, as stated above, applies to total withdrawals for Fall and Spring semesters. Please contact the Office of Student Accounts in the Bursary for Summer refund information.

Additional information about refunds and refund policies is available, upon students' request, in the Office of Student Accounts in the University Bursary.

Additional information is located on the web:

- Registration dates and course schedules (<http://www.valdosta.edu/administration/it/applications/sis/>)
- Fee Schedules (<http://www.valdosta.edu/administration/finance-admin/financial-services/students/services/tuition-and-fee-schedules.php>)
- Refund policies (<http://www.valdosta.edu/administration/finance-admin/financial-services/students/services/refunds-and-withdrawals.php>)
- Bursary Calendar (<https://www.valdosta.edu/administration/finance-admin/financial-services/students/services/bursary-calendar.php>)
- Rules Governing the Classification of Students as In-State Residents and Non-Residents (Out-of-state) (<https://www.valdosta.edu/academics/registrar/residency-for-tuition.php>)

Check Cashing Service

All checks and money orders must be payable through a United States bank. To accommodate students, the University will cash one personal check per day, per student, for \$50.00 or less at the Bursary. Bursary hours are Monday-Thursday, 8:00 a.m. to 5:00 p.m., and Friday, from 8:00 a.m. to 2:30 p.m. Checks will not be cashed if the student has a "Hold" on his or her student account. Checks drawn for cash only must be made payable to "VSU-CASH." The University will not accept two-party checks for cashing. Parents who send their son or daughter spending money by check should make their check payable to VSU, with the student's name on the "for" section of the check.

Checks issued to the University in payment of fees, purchases of books, etc., or to be cashed for personal convenience must be paid upon presentation to the bank on which they are drawn. Checks returned to the University for insufficient funds, account closed, stopped payment, or for any other reason will be handled in accordance with the Collections Policy, below.

Additionally, the University can suspend the student from class and from any facilities of the University for a returned check of any reason. Suspension from class will not relieve the student from the obligation for payment of the returned check and fees.

Collections

Valdosta State University's policy is to request and accept payment in full in accordance with the Board of Regents Policy 7.3.3, the Board of Regents Business Procedures Manual chapter 10.0, the Fair Debt Collection Practices Act, and the Georgia Department of Audits and Accounts Accounting Procedures Manual. The University recognizes that circumstances may arise to create a balance due to the University. In the effort to protect the financial interests of the institution and the State of Georgia, VSU follows the Business Procedures Manual of the Board of Regents, chapter 10.0, regarding collection, due diligence procedures, and write-off.

Financial holds are placed on student accounts for balances due. These holds will not allow students to register, graduate, or receive official VSU documents until outstanding balances are paid. Students can check their account status and hold type by visiting the Banner Registration website.

Generally, student account balances and returned checks (NSF) that are past due 180 days will be turned over to the University's Collection Agency.

Cancellation of Student Registration for Cause

The University reserves the right to cancel the registration of any student who fails to meet his or her financial responsibility, according to the rules and regulations of the University. The rules and regulations provide that:

1. All fees are due and payable on or before the last day of the drop/add period for the specific academic term. Students should not register for classes without having sufficient funds available to pay their fees. For payment instructions, [click here](#).
2. Any check issued to the University in payment of fees, or to be cashed for personal convenience, must be paid upon presentation to the bank on which it is drawn. A student who issues a check on a bank without having sufficient funds on deposit in that bank has violated the statutes of the State of Georgia and appropriate collection action will be taken.
3. All fines for violations of the rules related to parking and traffic, and charges related to the library and other facilities such as laboratory breakage, etc., must be paid promptly. Those students having outstanding obligations will not be allowed to enroll in subsequent terms.
4. Misuse of an I.D. card may result in suspension from classes of all involved students.
5. Students who have secured short term loans must have this obligation paid in full according to the terms agreed upon with the Loan Officer to avoid suspension or possible cancellation of the term's registration.
6. Students who misrepresent the facts pertaining to their qualifications to live off-campus may be suspended from classes. In each instance, students will be given proper notice to comply with the housing regulations before action is taken to effect cancellation of their registration.
7. The University reserves and intends to exercise the right to withhold copies of education records and/or to cancel enrollment of students who owe the University money.

Student Financial Aid

*Mr. Douglas Tanner, Director of Financial Aid
Room 1400, University Center*

The purpose of the student aid program is to help make higher education a reality for persons who would be unable to attend without financial assistance. However, financial aid is awarded only to eligible students who have been admitted to the University. Transient students are not eligible for financial aid. The Free Application for Federal Student Aid (FAFSA) may be submitted at any time.

Financial aid applications are accepted and processed throughout the academic year, but priority is given to those submitted by April 1.

Undergraduate Financial Aid

This material was prepared in advance of the 2022-2023 academic year and is subject to changes in state or federal laws or regulations.

Grants

Federal Pell Grant

A Pell Grant is gift aid, with no repayment required, and is available to undergraduate students who show financial need and who have not received a bachelor's degree. A FAFSA is required.

Federal Supplemental Educational Opportunity Grant (SEOG)

SEOG is gift aid, with no repayment required and is available to undergraduate students who show financial need and who have not received a bachelor's degree. First priority goes to students who also qualify for a Federal Pell Grant and have the greatest need. A FAFSA is required.

Vocational Rehabilitation Assistance

Vocational Rehabilitation provides assistance to students with physical limitations. Usually fees are paid for eligible students. Apply through your local Office of Rehabilitation Services.

Other Federal Programs

Veterans Financial Aid Services

The Veterans Affairs Office, a part of the Office of Financial Aid, is located in the University Center. A full-time counselor assists all veterans in completing applications for educational benefits, making adjustments in payments, providing tutorial assistance, updating enrollment certifications, and with other services to assist veterans with their education.

VSU provides priority registration to our military veteran students who utilize the GI Bill.

Veterans Administration Assistance

Veterans, service personnel, and eligible dependents may qualify to receive benefits through the Veterans Administration. Applications may be made through the VSU Office of Veterans Affairs. Veterans enrolled in physical education courses can be certified to the Veterans Administration for VA benefits when the courses will be credited toward the completion of their approved educational program. It must be documented that credit cannot be granted for the courses based upon prior military training or experience. Veterans should refer any problems to the Veterans Office for assistance. Telephone 229-333-5935.

Post-9/11 GI Bill

The Post-9/11 GI Bill provides financial support for education and housing to individuals with at least 90 days of aggregate service on or after September 11, 2001, or individuals discharged with a service-connected disability after 30 days. You must have received an honorable discharge to be eligible for the Post-9/11 GI Bill. The Post-9/11 GI Bill became effective for training on or after August 1, 2009. The amount of support that an individual may qualify for depends on where they live and what type of degree they are pursuing. Approved training under the Post-9/11 GI Bill includes graduate and undergraduate degrees and vocational/technical training. All training programs must be offered by an institution of higher learning (IHL) and approved for GI Bill benefits. Additionally, tutorial assistance and licensing and certification test reimbursement are approved under the Post-9/11 GI Bill. The Post-9/11 GI Bill will pay your tuition based upon the highest in-state tuition charged by an educational institution in the state where the educational institution is located. The Post-9/11 GI Bill also offers some service members the opportunity to transfer their GI Bill to dependents.

Montgomery GI Bill (Active Duty)

This program of education benefits is for students who enter active duty for the first time after June 30, 1985. The student must, with certain exceptions, serve continuously on active duty for three years of a 3-year enlistment, or for a lesser benefit, two years of an initial active duty obligation of less than three years. A student also may qualify for benefits by initially serving two continuous years on active duty, followed by four years of Selected Reserve Service.

Montgomery GI Bill (Selected Reserve)

This program of education benefits is for reservists of the armed forces as well as the Army National Guard and the Air National Guard. To be eligible for this program, a reservist must have a 6-year obligation to serve in the Selected Reserve, complete Initial Active Duty for Training, have a high school diploma or its equivalent, and remain in good standing in a drilling Selected Reserve Unit.

If a student has a parent who is a military veteran with a disability, the student may qualify for help from the U.S. Department of Veterans Affairs. Benefits may be awarded for pursuit of associate, bachelor, or graduate degrees at colleges and universities. Details are available in the Office of Veterans Affairs of Valdosta State University.

Veterans Benefits Tuition and Fee Payment

Students Utilizing Chapter 31 (Vocational Rehabilitation and Employment) and Chapter 33 (Post-9/11 GI Bill):

Veterans using Chapter 31, Vocational Rehabilitation and Employment, or Chapter 33, Post-9/11 GI Bill benefits can attend Valdosta State University and receive tuition and fee benefits payments for a term provided the student submits a certificate of eligibility for entitlement to educational assistance under Chapter 31 or 33 (a "certificate of eligibility" can also include a "Statement of Benefits" obtained from the Department of Veterans Affairs' (VA) website - eBenefits, or a VAF 28-1905 form for Chapter 31 authorization purposes) and ending on the earlier of the following dates:

- The date on which payment from VA is made to Valdosta State University;
- 90 days after the date Valdosta State University certifies tuition and fees following the receipt of the certificate of eligibility.

Valdosta State University will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, and will not require eligible veteran students to borrow additional funds because of the individual's inability to meet his or her financial obligations to Valdosta State University due to the delayed disbursement funding from VA under Chapter 31 or 33.

Valdosta State University requires the following information in order to process Veterans Benefits under Chapter 31, Vocational Rehabilitation and Employment, or Chapter 33, Post-9/11 GI Bill:

- Submit a certificate of eligibility for entitlement to educational assistance no later than the first day of the term for which benefits are being requested;
- Submit a written request to the Valdosta State University School Certifying Official (SCO) to use such entitlement;
- Provide additional information necessary for proper certification of enrollment by the Valdosta State University School Certifying Official (SCO).

Students are required to pay any balance due for the amount that is the difference between the amount of the student's financial obligation and the amount of the VA education benefit disbursement by the established payment deadline for the term. Balances not paid by the stated deadline may be imposed additional fees.

Loans

The Federal Direct Stafford/Ford Loan

This loan allows students enrolled at least half-time to borrow money at low interest for educational expenses. There are two types of Federal Direct Stafford/Ford Loans: (1) Federal Direct Subsidized Stafford/Ford Loans and (2) Federal Direct Unsubsidized Stafford/Ford Loans. The Federal Direct Subsidized Stafford/Ford Loans is need based, and the Federal Government subsidizes and pays the interest on this loan while the student is in school and during the six-month grace period. The unsubsidized loan is not need-based. This loan was created for borrowers who do not qualify for federal interest subsidies. The student either pays the interest while in school and during the six-month grace period or it is added to the balance of the loan. A FAFSA is required.

VSU Short-Term Loans

Short-term loans are available to qualified students, for assistance in paying tuition and fees. Applications are accepted in the University Bursary. For more information about Short-Term loan qualifications and the application process, click here (<http://www.valdosta.edu/administration/finance-admin/financial-services/students/services/short-term-loans.php>).

Federal Direct Parent (PLUS) Loan

This loan is an educational loan for parents of dependent undergraduate students enrolled at least half-time. Financial need is not an eligibility requirement; parent borrowers must be credit worthy to qualify. Loan eligibility is based on the cost of attendance minus other aid received. A FAFSA is required.

Work

Federal Work-Study Program (FWSP)

The University participates in the Federal Work-Study Program. Eligible students may work part-time during the academic year. To be considered for the FWSP, the student can apply for and be selected for a position posted through the VSU Office of Human Resources and our online application system.

Student Assistant Program

On-campus jobs, financed by the University, are also available. Each department has its own funds for this program. To apply, visit our employment web site (<https://www.valdosta.edu/administration/finance-admin/human-resources/employment-opportunities.php>).

Other Employment

The Job Location and Development Program, administered through the Office of Career Opportunities, University Center entrance #5, assists students in obtaining part-time employment off-campus. For more information, visit the web site (<http://www.valdosta.edu/student/student-services/career-services/off-campus-part-time-jobs.php>).

Scholarships

Regardless of your family's income or your potential for a scholarship, complete all financial aid applications required by the VSU Office of Financial Aid. VSU General Scholarship Applications are due in the Office of Financial Aid by March 1 and are available online (<http://www.valdosta.edu/admissions/financial-aid/scholarships/>). Other scholarship information is also available at this website.

State-Wide Scholarships

The following scholarships, available to Georgia residents only, are awarded by state committees.

Wine and Spirits Wholesalers of Georgia Scholarship

Full tuition awarded throughout the State of Georgia on a rotating basis. Must be a Georgia resident undergraduate with superior academic achievement, good citizenship, and financial need. Apply to the VSU Office of Financial Aid by completing a VSU General Scholarship Application.

Ty Cobb

Awarded annually to rising sophomores, juniors, and seniors. To qualify, one must be a Georgia resident, demonstrate financial need, and possess at least a "B" average. Applications available from: Ty Cobb Foundation, P.O. Box 725, Forest Park, Georgia 30051, or by e-mail, tycobb@mindspring.com.

HOPE Scholarship (Helping Outstanding Pupils Educationally)

HOPE Scholarship (Helping Outstanding Pupils Educationally) is funded by the Georgia Lottery for Education and is available to eligible Georgia 1993 or later high school graduates. HOPE provides funding to assist students in paying tuition.

HOPE Scholarship Eligibility Requirements

- Be a Georgia resident or receive a tuition waiver and be a graduate of a Georgia high school.
- As an entering freshman, have a final high school GPA of 3.0 or better as determined by the high school and reported to the Georgia Student Finance Commission (GSFC). The GSFC will submit to VSU a final list of the freshmen who are eligible to participate in the program in July.
- Regardless of high school graduation or high school grade point average, students with a cumulative grade point average of 3.0 at the 30th, 60th, or 90th attempted hour are eligible to participate in the Program if they were Georgia residents at the time they first enrolled in a post-secondary institution in Georgia.
- Maintain a 3.0 cumulative grade point average while in college. This requirement covers all prior colleges attended as well as VSU. The grade point average is reviewed at the 30th, 60th, and 90th attempted hour and at the end of each spring semester.
- The HOPE Scholarship Regulations for public institutions are different from those at the private and technical institutions.

If you lose the HOPE Scholarship at any checkpoint because your grade point average drops below 3.0, you are eligible to reapply for the HOPE at the 30th, 60th, or 90th attempted hour, provided your cumulative grade point average is a 3.0.

The HOPE Scholarship will not pay for more than 127 attempted hours at VSU and any other college(s) combined. Attempted hours include any letter grade for A, B, C, D, F, W, WF, I, IP, U, S, V. The HOPE scholarship is limited to 127 paid hours. Paid hours include all hours paid for by the Move On When Ready program, the HOPE grant program since summer 2003, the Zell Miller Scholarship, and the HOPE Scholarship Program.

Full-time enrollment is not a requirement.

All students who meet the HOPE Scholarship eligibility requirements and wish to apply for the HOPE Scholarship are required to complete the FAFSA and provide any additional documents as requested by the Office of Financial Aid for verification purposes or the Georgia Student Finance Commission's GSFAAPS Application.

For the complete HOPE Scholarship Program Regulations and the GSFAAPS Application, visit the Georgia Student Finance Commission web site (<https://www.gafutures.org>); or if you have questions, you may contact the VSU HOPE Scholarship Coordinator in the Office of Financial Aid at 229-333-5935, or contact the Georgia Student Finance Commission at 1-800-505-GSFC.

Zell Miller Scholarships

Zell Miller Scholarships are funded by the Georgia Lottery for Education and are available to eligible Georgia high school graduates of 2007 or later. The Zell Miller Scholarship provides funding to assist students in paying tuition and fees.

Zell Miller Scholarship Eligibility Requirements

- Must be a Georgia resident or be receiving a tuition waiver and be graduated from a Georgia high school.
- Had a final high school GPA of 3.7 or better as determined by the high school and reported to the Georgia Student Finance Commission (GSFC) and earned a 1200 math/reading SAT or 26 composite ACT score. GSFC will submit to VSU a final list of the freshmen who are eligible to participate in the program in July.
- Maintain a 3.3 cumulative grade point average while in college. This requirement covers all prior colleges attended as well as VSU. The grade point average is reviewed at the 30th, 60th, and 90th attempted hour and at the end of each spring semester.
- Students who do not meet the high school requirements cannot earn the Zell Miller Scholarship.

If you lose the Zell Miller Scholarship after your freshman year because your grade point average drops below 3.3, you are eligible to reapply for the Zell Miller Scholarship at the 30th, 60th, or 90th attempted hour, provided your cumulative grade point average is a 3.3. If you lose the Zell Miller Scholarship for failing to maintain a 3.3 GPA, but you still maintain a 3.0 GPA, you can be awarded the HOPE Scholarship in its place.

The Zell Miller Scholarship will not pay for more than 127 attempted hours at VSU and any other college(s) combined. Attempted hours include any letter grade for A, B, C, D, F, W, WF, I, IP, U, S, V. The Zell Miller Scholarship is limited to 127 paid hours. Paid hours include all hours paid for by the Move On When Ready program, HOPE grant program since summer 2003, the HOPE Scholarship Program, and the Zell Miller Scholarship.

Full-time enrollment is not a requirement.

All students who meet the HOPE Scholarship eligibility requirements and wish to apply for the HOPE Scholarship are required to complete the FAFSA and provide any additional documents as requested by the OFA for verification purposes or the Georgia Student Finance Commissions GSFAAPS Application.

For the complete HOPE Scholarship Program Regulations and the GSFAAPS Application, visit the Georgia Student Finance Commission web site (<https://www.gafutures.org>); or if you have questions, you may contact the VSU HOPE Scholarship Coordinator in the Office of Financial Aid at 229-333-5935, or contact the Georgia Student Finance Commission at 1-800-505-GSFC.

University-Wide Scholarships

Valdosta State University offers academic scholarships each year to incoming freshmen. Various criteria are considered, such as SAT or ACT scores and high school grades. The Office of Admissions notifies eligible students of their selection and the amount of their scholarship. There is no application for these scholarships, as eligible students are automatically selected by the VSU Office of Admissions. The scholarships offered are as follows:

R. B. Whitehead Scholarship

Provided from funds donated to the University by the late Mr. and Mrs. R. B. Whitehead of Valdosta. The Whiteheads were enthusiastic supporters of the University, donating money not only to scholarships but to campus beautification. Selected by the VSU Office of Admissions.

John and Gertrude Odum Scholarships

Provided from funds donated to the University by the late John and Gertrude Odum. Mrs. Odum was a Professor of English at VSU for many years and a long-time supporter of academic excellence. Selected by the VSU Office of Admissions.

Scholarships with Specific Requirements

Many VSU scholarships are designed for students with specific majors or who meet specific requirements. These scholarships require a student to apply for each scholarship for which they wish to be considered. Most scholarship applications should be submitted before March 1 of each year. On any scholarship in which financial need is a criteria for consideration, the student must have a FAFSA (Free Application for Federal Student Aid) form on file with the Office of Financial Aid.

Click here (<http://www.valdosta.edu/admissions/financial-aid/scholarships/>) for scholarship requirements and application information.

Other Scholarships

Air Force ROTC

Scholarships are available to students enrolled in ROTC at VSU and are based on performance, academic achievement, and leadership potential. Air Force ROTC offers 2- and 3-year scholarships to qualified freshmen and sophomores in any major. Apply through your Air Force ROTC detachment. Awards are for \$15,000 and \$9,000 scholarships. For further information contact the VSU Air Force ROTC Office at 229-333-5954 or visit their web site (<http://www.afrotc.com/>).

Athletic Department Scholarships

For scholarship information regarding a particular sport, contact the VSU Athletic Office.

Georgia Gulf Sulfur Athletic Scholarship

These scholarships were established to assist academically and athletically talented students who are members of the VSU Men's or Women's basketball team. Selection is made by the coaching staffs of the basketball programs and the athletic director.

Billy Grant Golf Scholarship

This scholarship was established in memory of Billy Grant, for his many contributions to the VSU Athletics Program. The scholarship is awarded to a member of the VSU golf team on the basis of recommendations from the golf coach and the athletic director.

Jessie F. Tuggle Scholarship

The Jessie F. Tuggle Scholarship was established as an endowed scholarship, to assist members of the VSU football team. Recipients of the scholarship must be in good academic standing. Selection is determined by the football coaching staff and the athletic director.

In order for a student to receive Federal or State financial aid or Veterans Education Benefits at Valdosta State University, the student must demonstrate Satisfactory Academic Progress (SAP). SAP includes two standards: qualitative and quantitative. Students must meet both standards at the end of each Spring Semester to continue to receive Federal or State financial aid or Veterans Education Benefits.

Satisfactory Academic Progress Policy for Undergraduate Students

Qualitative:

All undergraduate students are expected to maintain the minimum cumulative GPA required based on the number of semester hours they have attempted, including courses taken at Valdosta State University and courses transferred from other institutions. If a student repeats a course, only the latest course grade will be included in the GPA calculation. Any student who does not meet the minimum cumulative GPA requirement at the end of the Spring Semester will be placed on financial aid suspension and will no longer be eligible for Federal or State financial aid or Veterans Education Benefits.

Minimum GPA Requirements:

Total Attempted Hours	Minimum GPA
1-29 semester hours	1.6
30-59 semester hours	1.75
60 or more semester hours	2.0

Programs with More Rigorous GPA Requirements

Students who are enrolled in a program of study which requires that they maintain a GPA higher than the standard GPA required for SAP must be meeting the higher GPA standard when evaluated for SAP at the end of each Spring Semester. Students not meeting the higher GPA required by their academic department are not considered meeting the Qualitative SAP Standard to maintain eligibility for financial aid and are no longer eligible for financial aid or VA benefits.

According to the academic catalog, the following programs require students to maintain the indicated GPA:

Bachelor of Science in Nursing	2.8
Bachelor of Fine Arts--Art Education	2.75
Bachelor of Science in Education--American Sign Language/English Interpretation	2.75
Bachelor of Science in Education--Communication Disorders	2.75
Bachelor of Science in Education--Elementary Education	2.75
Bachelor of Science in Education--Foreign Language Education	2.75
Bachelor of Science in Education--Health and Physical Education	2.75
Bachelor of Science in Education--Middle Grades Education	2.75
Bachelor of Science in Education--Secondary Education	2.75
Bachelor of Science in Education--Special Education (Deaf Education)	2.75
Bachelor of Science in Education--Workforce Education and Development	2.75

Quantitative:

The maximum timeframe for completion of an undergraduate program of study is 150% of the minimum semester hours required for that program of study. Students remain eligible until they have attempted 150% of the credit hours required to receive their degree. In order to meet this quantitative standard, students must successfully complete and pass (earn) 67% of courses attempted. At the end of the Spring Semester, any student who has attempted 150% or more of the semester hours required for their program of study will be placed on financial aid suspension and will no longer be eligible for Federal or State financial aid assistance or Veterans Education Benefits. For example, if you are pursuing a degree which requires 120 hours and you have attempted 180 hours or more without earning your degree at the end of the Spring Semester, you will no longer be eligible for Federal or State financial aid or Veterans Education Benefits.

All undergraduate students must successfully complete 67% of their cumulative attempted hours including all courses taken at Valdosta State University and courses transferred from other institutions. The grades of A, B, C, D or S count as successful completion of a course. The grades of F, W, WP, WF, WY, WH, I, IP, U, NR, NC, or V do not count as successful completion of a course. Students who have not successfully completed 67% of their cumulative attempted hours at the end of the Spring Semester will be placed on financial aid suspension and will no longer be eligible for Federal or State financial aid or Veterans Education Benefits.

All attempted hours will be included in quantitative calculations. This includes attempted hours for courses from prior institutions, courses which are not included in the student's GPA calculation due to withdrawal or repeated coursework or courses taken during terms for which the student did not receive any financial aid. Students who are seeking a double major or double degree will have 150% of the total amount of hours it would take to complete both majors and degrees.

A student can receive financial aid for no more than 30 hours of remedial course work (including Learning Support courses, and CPC courses); however, students who are required to take remedial course work will be eligible to have their maximum time frame extended by the number of remedial hours taken, up to a maximum of 30 hours.

We have provided a calculator for you to monitor your completion rate: **[CLICK HERE FOR OUR ONLINE 67% CALCULATOR.](#)**

Appeal Process:

Students who fail to meet Satisfactory Academic Progress (SAP) may appeal their status based on extenuating circumstances. Examples may include, but are not limited to, student's illness, illness or death in the immediate family, other family circumstances or other extenuating circumstances.

The student should complete a Satisfactory Academic Progress Appeal Form, which is available from the Office of Financial Aid Student Forms Portal (<https://www.valdosta.edu/admissions/financial-aid/forms/>). Additionally, there must be a written Appeal Statement from the student which explains the extenuating circumstances and a written Action Plan which explains the corrective measures which have been or will be taken to ensure the student will come into compliance with all SAP policies. Documentation verifying the extenuating circumstances described in the student's appeal must be submitted

along with the appeal. Only SAP appeals containing both required statements and documentation will be processed and evaluated. Incomplete appeals will be denied.

If a student's SAP appeal is approved, and they can come into compliance within one semester, the student will be granted a one semester SAP probation and be eligible for financial aid for one semester. If the student cannot come into compliance in one semester they will be placed on an Academic Plan which will ensure that they come into compliance with all SAP policies within a specified period of time or prior to graduation.

All attempted course hours must be included in this calculation, including those that are not included in the student's GPA for repeated coursework and terms for which the student did not receive any financial aid. Students who are seeking a double major or double degree will have 150% of the total amount of hours it would take to complete both majors and degrees.

- You may not appeal for the following circumstances:
- Financial reasons or lack of knowledge that your aid was in jeopardy
- Not being prepared for or mature enough for college
- Unfair or incorrect grade for a course
- Problems with professor or course content
- Living situation is not conducive for academic success
- Child care or day care issues
- Work-related issues

Students whose initial appeal is denied may appeal to the Faculty Senate's Student Financial Aid Subcommittee. Second appeals should be addressed to the Chair of the Student Financial Aid Subcommittee and submitted to the Office of Financial Aid. Second appeals must meet all of the same requirements as initial appeals. The decision of the Student Financial Aid Subcommittee is final and cannot be appealed further.

Students who appeal and are denied and either attend Valdosta State University at their own expense, including the use of a private education loan to pay tuition and fees, or who have credits accepted from another institution and come into compliance with all SAP policies will have their eligibility reinstated.

Students who appeal and are denied and either attend Valdosta State University at their own expense, including the use of a private education loan to pay tuition and fees, or who have credits accepted from another institution and are still not in compliance with all SAP policies and who have extenuating circumstances may submit an additional initial appeal.

Students terminated from financial aid for failure to exit Learning Support may apply for reinstatement of aid when he/she has exited Learning Support.

REINSTATEMENT OF AID (Pending Availability):

1. A student terminated from aid for failure to maintain the required Cumulative GPA or complete 67% of attempted courses may apply for reinstatement once they have earned the required Cumulative GPA and are in compliance with the 67% pace of completion.
2. A student terminated from aid for failure to exit Learning Support may apply for reinstatement of aid when he/she has exited Learning Support may apply for reinstatement of aid when he/she has exited Learning Support.

Academic Renewal:

VSU is required to include the attempted hours for all courses in the SAP quantitative evaluations regardless of Academic Renewal, however, when students are granted Academic Renewal by VSU, grades for courses approved to be omitted from GPA calculations will not be included in the qualitative GPA calculation for SAP.

Summer Semester:

Courses taken during a Summer Semester are treated as any other semester and are counted in the maximum time frame, GPA calculation and are considered in the 67% completion rate requirement.

Transfer Students:

Until transfer credits from other institutions are accepted, students will be treated as incoming freshmen for the initial disbursement of aid. All grades, including transfer courses accepted from prior schools, will be used to determine the qualitative SAP grade point average and all courses in academic history, including transfer credits from prior schools, will be included as attempted and earned hours for quantitative SAP calculations when evaluating financial aid eligibility.

Repetition of Courses, Remedial Coursework, Withdrawals and Incompletes:

Students should be careful in repeating courses as all attempts at a course are counted in the maximum hours allowed to obtain a degree. Students are also reminded that withdrawing from a course does not count as successful completion and does not count toward the required 67% completion rate. Incompletes also do not count as the successful completion of a course and excessive incompletes can result in the termination of financial aid. A student can receive financial aid for no more than 30 hours of remedial course work (including Learning Support courses and CPC courses); however,

students who are required to take remedial course work will be eligible to have their maximum time frame extended by the number of remedial hours taken, up to a maximum of 30 hours.

Federal Financial Aid Regulations allow a student to retake any previously passed course one time. For this purpose, passed means any grade higher than an "F," regardless of any school or program policy requiring a higher grade in order to meet academic program requirements. This retaken class may be counted towards a student's enrollment status and the student may be awarded Title IV aid for the enrollment status based on inclusion of the class. After the one allowed repeat of any course in which a student receives an "F," we are not allowed to count this course towards a student's enrollment status or award federal financial aid for enrollment in this course. If a student withdraws from a course they are repeating, the attempt of this course does not count as the one allowed repeat and they may again repeat the course one time.

Financial Obligations Resulting from Academic Load Changes

Financial aid recipients who have loans and reduce their academic load to below half-time may have a financial obligation to the University. The undergraduate half-time load is six hours; the graduate half-time load is five hours. Students receiving a Pell Grant who drop classes to reduce their academic load may also have a reduction in their Pell Grant and thus incur a financial obligation to the University.

Students who add classes through the appeal process after the announced Drop/Add dates may incur a financial obligation, which is due upon receipt of the approval of the added classes. Classes added and not paid for are subject to cancellation.

All these financial obligations are due within five working days after the processing of the load changes and are payable at the Bursary.

Graduate Financial Aid

This material was prepared in advance of the 2022-2023 academic year and is subject to changes in state or federal laws or regulations.

Graduate students must maintain a minimum graduate grade point average of 3.0 to be eligible for financial aid.

Grants

Vocational Rehabilitation Assistance

Vocational Rehabilitation provides assistance to students with physical limitations. Usually, fees are paid for eligible students. Apply through your local Office of Rehabilitation Services.

Other Federal Programs

Veterans Financial Aid Services

The Veterans Affairs Office, a part of the Office of Financial Aid, is located in the University Center. A full-time counselor assists all veterans in completing applications for educational benefits, making adjustments in payments, providing tutorial assistance, updating enrollment certifications, and with other services to assist veterans with their education.

VSU provides priority registration to our military veteran students who utilize the GI Bill.

Veterans Administration Assistance

Veterans, service personnel, and eligible dependents may qualify to receive benefits through the Veterans Administration. Applications may be made through the VSU Office of Veterans Affairs.

Post-9/11 GI Bill

The Post-9/11 GI Bill provides financial support for education and housing to individuals with at least 90 days of aggregate service on or after September 11, 2001, or individuals discharged with a service-connected disability after 30 days. You must have received an honorable discharge to be eligible for the Post-9/11 GI Bill. The Post-9/11 GI Bill became effective for training on or after August 1, 2009. The amount of support that an individual may qualify for depends on where they live and what type of degree they are pursuing. Approved training under the Post-9/11 GI Bill includes graduate and undergraduate degrees, and vocational/technical training. All training programs must be offered by an institution of higher learning (IHL) and approved for GI Bill benefits. Additionally, tutorial assistance, and licensing and certification test reimbursement are approved under the Post-9/11 GI Bill. The Post-9/11 GI Bill will pay your tuition based upon the highest in-state tuition charged by an educational institution in the state where the educational institution is located. The Post-9/11 GI Bill also offers some service members the opportunity to transfer their GI Bill to dependents.

Montgomery GI Bill (Active Duty)

This program of education benefits is for students who enter active duty for the first time after June 30, 1985. The student must, with certain exceptions, serve continuously on active duty for three years of a 3-year enlistment or, for a lesser benefit, two years of an initial active duty obligation of less than three years. A student also may qualify for benefits by initially serving two continuous years on active duty, followed by four years of Selected Reserve Service.

Montgomery GI Bill (Selected Reserve)

This program of education benefits is for reservists of the armed forces as well as the Army National Guard and the Air National Guard. For eligibility, a reservist must have a 6-year obligation to serve in the Selected Reserve, complete Initial Active Duty for Training, have a HS diploma or its equivalent, and remain in good standing in a drilling Selected Reserve Unit. If a student has a parent who is a military veteran, the student may qualify for help from the U.S. Department of Veterans Affairs. Benefits may be awarded for pursuit of associate, bachelor's, or graduate degrees. Details are available in the VSU Office of Veterans Affairs.

Veterans Benefits Tuition and Fee Payment

Students Utilizing Chapter 31 (Vocational Rehabilitation and Employment) and Chapter 33 (Post-9/11 GI Bill):

Veterans using Chapter 31, Vocational Rehabilitation and Employment, or Chapter 33, Post-9/11 GI Bill benefits can attend Valdosta State University and receive tuition and fee benefits payments for a term provided the student submits a certificate of eligibility for entitlement to educational assistance under Chapter 31 or 33 (a "certificate of eligibility" can also include a "Statement of Benefits" obtained from the Department of Veterans Affairs' (VA) website - eBenefits, or a VAF 28-1905 form for Chapter 31 authorization purposes) and ending on the earlier of the following dates:

- The date on which payment from VA is made to Valdosta State University;
- 90 days after the date Valdosta State University certifies tuition and fees following the receipt of the certificate of eligibility.

Valdosta State University will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, and will not require eligible veteran students to borrow additional funds because of the individual's inability to meet his or her financial obligations to Valdosta State University due to the delayed disbursement funding from VA under Chapter 31 or 33.

Valdosta State University requires the following information in order to process Veterans Benefits under Chapter 31, Vocational Rehabilitation and Employment, or Chapter 33, Post-9/11 GI Bill:

- Submit a certificate of eligibility for entitlement to educational assistance no later than the first day of the term for which benefits are being requested;
- Submit a written request to the Valdosta State University School Certifying Official (SCO) to use such entitlement;
- Provide additional information necessary for proper certification of enrollment by the Valdosta State University School Certifying Official (SCO).

Students are required to pay any balance due for the amount that is the difference between the amount of the student's financial obligation and the amount of the VA education benefit disbursement by the established payment deadline for the term. Balances not paid by the stated deadline may be imposed additional fees.

Loans

The Federal Direct Stafford/Ford Loan

This loan allows students enrolled at least half-time to borrow money at low interest for educational expenses. The Federal Direct Unsubsidized Stafford loan is not need-based. This loan was created for borrowers who do not qualify for federal interest subsidies. The student either pays the interest while in school and during the six-month grace period or it is added to the balance of the loan. A FAFSA is required.

The Federal Direct Graduate PLUS Loan

This loan is an educational loan for graduate students enrolled at least half-time. Financial need is not an eligibility requirement, student borrowers must be credit worthy to qualify. Loan eligibility is based on the cost of attendance minus other aid received. A FAFSA is required.

VSU Short-Term Loans

Short-term loans are available to qualified students, for assistance in paying tuition and fees. Applications are accepted in the University Bursary. For more information about Short-Term loan qualifications and the application process, click here (<http://www.valdosta.edu/administration/finance-admin/financial-services/students/services/short-term-loans.php>).

Employment Opportunities

Federal Work-Study Program (FWSP)

The University participates in the Federal Work-Study Program. Eligible students may work part-time during the academic year. To be placed on FWSP, the student can apply for and be selected for a position posted through the VSU Office of Human Resources and our online application system.

Graduate Assistantships

The University provides a limited number of graduate assistantships. Interested applicants should apply to the Graduate School. An out-of-state student who holds a graduate assistantship is given a waiver of out-of-state tuition.

Student Assistant Program

On-campus jobs, financed by the University, are also available. Each department has its own funds for this program. To apply, visit our employment web site (<https://www.valdosta.edu/administration/finance-admin/human-resources/employment-opportunities.php>).

Other Employment

The Job Location and Development Program, administered through the Office of Career Opportunities, in the University Center at Entrance 5, assists students in obtaining part-time employment off-campus. For more information, visit the web site (<http://www.valdosta.edu/student/student-services/career-services/off-campus-part-time-jobs.php>).

Scholarships

Regardless of your family's income or your potential for a scholarship, complete all financial aid applications required by the VSU Office of Financial Aid. Application forms and information about VSU General Scholarships are available on line (<http://www.valdosta.edu/admissions/financial-aid/scholarships/>). Other scholarship information is also available at this website.

While most scholarships are limited to undergraduate students, graduate students are eligible to apply for the following VSU Scholarships:

Gail Aberson Scholarship

This endowed scholarship was created to honor the memory of Gail Aberson and to assist teachers at the graduate level in their professional development/certification as Teacher Support Specialists (mentors) and science teachers K-12. The award will provide assistance to teachers from member school systems in the Okefenokee RESA. Qualified recipients may contact the College of Education for application information.

Elizabeth Darlene Sikes Scholarship

This scholarship was established to recognize an outstanding graduate student in Communication Disorders.

Louise S. Chastain Scholarship

This fund was established by Mrs. Chastain for students pursuing a Master's degree in Social Work. Preference is given to residents of Thomas County, Georgia.

Clare Philips Martin Scholarship

This scholarship is available to a student currently enrolled at VSU who has completed no fewer than 60 semester hours at VSU with a GPA of 3.5 or higher. To qualify, a student must have demonstrated intellectual growth and leadership through involvement in clubs, organizations, projects, and work experience while in college. This award is presented during the University Honors Day program, during spring semester. The deadline for application is April 1. For an application form, click here (<https://www.valdosta.edu/admissions/financial-aid/forms/scholarships/clare-philips-martin-scholarship.php>).

Frances Wood Wilson Foundation, Inc. Scholarship

This scholarship is intended to benefit students in good academic standing and with demonstrated financial need (must have a FAFSA on file). Apply to the Office of Financial Aid by completing a VSU General Scholarship Application.

Satisfactory Academic Progress Policy

In order for a student to receive Federal or State financial aid or Veterans Education Benefits at Valdosta State University, the student must demonstrate Satisfactory Academic Progress (SAP). SAP includes two standards: qualitative and quantitative. Students must meet both standards at the end of each Spring Semester to continue to receive Federal or State financial aid or Veterans Education Benefits.

Qualitative:

All graduate students are expected to maintain at least a 3.0 cumulative GPA, including all courses taken at Valdosta State University and courses transferred from other institutions. Any student who does not meet the minimum 3.0 GPA requirement at the end of the Spring Semester will be placed on financial aid suspension and will no longer be eligible for Federal or State financial aid or Veterans Education Benefits.

Quantitative:

The maximum timeframe for completion of a graduate program of study is 150% of the minimum semester hours required for that program of study. Students remain eligible until they have attempted 150% of the credit hours required to receive their degree. In order to meet this quantitative standard, students must successfully complete and pass (earn) 67% of courses attempted. At the end of Spring Semester, any student who has attempted 150% or more of the semester hours required for their program of study will be placed on financial aid suspension and will no longer be eligible for Federal or State financial aid or Veterans Education Benefits. For example, if you are pursuing a graduate degree which requires 36 hours and you have attempted 54 hours or more without earning your degree at the end of the Spring Semester, you will no longer be eligible for Federal or State financial aid or Veterans Education Benefits.

All graduate students must successfully complete 67% of their cumulative attempted hours including all courses taken at Valdosta State University and courses transferred from other institutions. The grades of A, B, C, D or S count as successful completion of a course. The grades of F, W, WP, WF, WY, WH, I, IP, U, NR, NC, or V do not count as successful completion of a course. Those students who have not successfully completed 67% of their cumulative attempted hours at the end of the Spring Semester will be placed on financial aid suspension and will no longer be eligible for Federal or State financial aid or Veterans Education Benefits.

All attempted hours will be included in all quantitative calculation, including those from prior institutions, hours which are not included in the student's GPA calculation due to withdrawal or repeated coursework and courses taken during terms for which the student did not receive any financial aid. Students who are seeking a double major or double degree will have 150% of the total amount of hours it would take to complete both majors and degrees.

We have provided a calculator for you to monitor your completion rate, [CLICK HERE FOR OUR ONLINE 67% CALCULATOR \(https://www.valdosta.edu/admissions/financial-aid/process/calculator-for-sap-compliance.php\)](https://www.valdosta.edu/admissions/financial-aid/process/calculator-for-sap-compliance.php).

Appeal Process:

Students who fail to meet Satisfactory Academic Progress (SAP) may appeal their status based on extenuating circumstances. Examples may include, but are not limited to, student's illness, illness or death in the immediate family, other family circumstances or other extenuating circumstances.

The student should complete a Satisfactory Academic Progress Appeal Form, which is available from the Office of Financial Aid Student Forms Portal (<https://www.valdosta.edu/admissions/financial-aid/forms/>). Additionally, there must be a written Appeal Statement from the student which explains the extenuating circumstances and a written Action Plan which explains the corrective measures which have been or will be taken to ensure the student will come into compliance with all SAP policies. Documentation verifying the extenuating circumstances described in the student's appeal must be submitted along with the appeal. Only SAP appeals containing both required statements and documentation will be processed and evaluated. Incomplete appeals will be denied.

If a student's SAP appeal is approved, and they can come into compliance within one semester, the student will be granted a one semester SAP probation and be eligible for financial aid for one semester. If the student cannot come into compliance in one semester they will be placed on an Academic Plan which will ensure that they come into compliance with all SAP policies within a specified period of time or prior to graduation.

All attempted course hours must be included in this calculation, including those that are not included in the student's GPA for repeated coursework and terms for which the student did not receive any financial aid. Students who are seeking a double major or double degree will have 150% of the total amount of hours it would take to complete both majors and degrees.

- You may not appeal for the following circumstances:
- Financial reasons or lack of knowledge that your aid was in jeopardy
- Not being prepared for or mature enough for college
- Unfair or incorrect grade for a course
- Problems with professor or course content
- Living situation is not conducive for academic success
- Child care or day care issues
- Work-related issues

Students whose initial appeal is denied may appeal to the Faculty Senate's Student Financial Aid Subcommittee. Second appeals should be addressed to the Chair of the Student Financial Aid Subcommittee and submitted to the Office of Financial Aid. Second appeals must meet all of the same requirements as initial appeals. The decision of the Student Financial Aid Subcommittee is final and cannot be appealed further.

Students who appeal and are denied and either attend Valdosta State University at their own expense, including the use of a private education loan to pay tuition and fees, or who have credits accepted from another institution and come into compliance with all SAP policies will have their eligibility reinstated.

Students who appeal and are denied and either attend Valdosta State University at their own expense, including the use of a private education loan to pay tuition and fees, or who have credits accepted from another institution and are still not in compliance with all SAP policies and who have extenuating circumstances may submit an additional initial appeal.

Students terminated from financial aid for failure to exit Learning Support may apply for reinstatement of aid when he/she has exited Learning Support.

REINSTATEMENT OF AID (Pending Availability):

1. A student terminated from aid for failure to maintain the required Cumulative GPA or complete 67% of attempted courses may apply for reinstatement once they have earned the required Cumulative GPA and are in compliance with the 67% pace of completion.
2. A student terminated from aid for failure to exit Learning Support may apply for reinstatement of aid when he/she has exited Learning Support may apply for reinstatement of aid when he/she has exited Learning Support.

Academic Renewal:

VSU is required to include the attempted hours for all courses in the SAP quantitative evaluations regardless of Academic Renewal; however, when students are granted Academic Renewal by VSU, grades for courses approved to be omitted from GPA calculations will not be included in the qualitative GPA calculation for SAP.

Summer Semester:

Courses taken during a Summer Semester are treated as any other semester and are counted in the maximum time frame, GPA calculation and are considered in the 67% completion rate requirement.

Transfer Students:

Until transfer credits from other institutions are accepted, students will be treated as incoming freshmen for the initial disbursement of aid. All grades, including transfer courses accepted from prior schools, will be used to determine the qualitative SAP grade point average and all courses in academic history, including transfer credits from prior schools, will be included as attempted and earned hours for quantitative SAP calculations when evaluating financial aid eligibility.

Repetition of Courses, Remedial Coursework, Withdrawals and Incompletes:

Students should be careful in repeating courses as all attempts at a course are counted in the maximum hours allowed to obtain a degree. Students are also reminded that withdrawing from a course does not count as successful completion and does not count toward the required 67% completion rate. Incompletes also do not count as the successful completion of a course and excessive incompletes can result in the termination of financial aid. A student can receive financial aid for no more than 30 hours of remedial course work (including Learning Support courses and CPC courses); however, students who are required to take remedial course work will be eligible to have their maximum time frame extended by the number of remedial hours taken, up to a maximum of 30 hours.

Federal Financial Aid Regulations allow a student to retake any previously passed course one time. For this purpose, passed means any grade higher than an "F," regardless of any school or program policy requiring a higher grade in order to meet academic program requirements. This retaken class may be counted towards a student's enrollment status and the student may be awarded Title IV aid for the enrollment status based on inclusion of the class. After the one allowed repeat of any course in which a student receives an "F," we are not allowed to count this course towards a student's enrollment status or award federal financial aid for enrollment in this course. If a student withdraws from a course they are repeating, the attempt of this course does not count as the one allowed repeat and they may again repeat the course one time.

Financial Obligations Resulting from Academic Load Changes

Financial aid recipients who have loans and reduce their academic load to below half-time may have a financial obligation to the University. The undergraduate half-time load is six hours; the graduate half-time load is five hours. Students receiving a Pell Grant who drop classes to reduce their academic load may also have a reduction in their Pell Grant and thus incur a financial obligation to the University.

Students who add classes through the appeal process after the announced Drop/Add dates may incur a financial obligation, which is due upon receipt of the approval of the added classes. Classes added and not paid for are subject to cancellation.

All these financial obligations are due within five working days after the processing of the load changes and are payable at the Bursary.

Student Records

Mr. Stanley Jones, Registrar
University Center, Entrance 5

The Office of the Registrar maintains the academic records of students and issues transcripts of records and certificates for various governmental agencies.

Students are encouraged to check with the Registrar's Office when questions arise concerning academic status. All students have a permanent record to which only they and authorized personnel have access, and it is to the student's advantage to check this record periodically. Official transcripts are provided upon written request of the student. All undergraduate and graduate work constitutes a complete academic record. Portions of that record will not be deleted when transcripts are provided. All grades assigned remain on the student's permanent record and transcript. Two weeks' processing time should be allowed for the preparation of transcripts and certifications.

Transcripts of academic records from other universities and high schools are not provided. The student must contact previous institutions attended for those transcripts. It is also the student's responsibility to contact testing agencies for test score reports.

Office of the Registrar--Rights under FERPA

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

1. The right to inspect and review the student's education records within 45 days of the day the University receives a request for access. Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed. VSU's official contact person for such record requests is the Custodian of Official Records located in the Office of Legal Affairs.
2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading. Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the university decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Directory information: Valdosta State University publishes student information in the form of directories, programs, etc. Students who desire that directory information not be released without consent should notify the Office of the Registrar in writing. The following may be included as directory information unless notification is received to the contrary: Student's name, address (local and home), telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, full or part# time status, and e#mail address.

Educational records will be furnished to a requesting party in compliance with judicial order, or pursuant to any lawfully issued subpoena, upon condition that parents and the students are notified of all such orders or subpoenas in advance of the compliance therewith by the educational institution or agency.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by State University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is: Family Policy Compliance Office U.S. Department of Education 600 Independence Avenue SW Washington DC 20202#4605 (202) 260#3887

Student Affairs

Dr. Vincent A. Miller
Vice President for Student Affairs

Room 3106, Student Union

The Division of Student Affairs is charged with responsibility for student life outside the classroom and includes the following departmental areas: Campus Recreation (Student Recreation Center, Ropes Challenge Course, IM Fields, and Outdoor Rental Center), Career Opportunities and Volunteer Services, Counseling Center, Dean of Students, Health Services (Health Promotions), Housing and Residence Life, Student Conduct, Student Life (Student Union, Greek Life, Leadership, Homecoming, Parents' Weekend, and Student Organizations), and Student Diversity and Inclusion. It is the division's philosophy that students' non-academic experiences are important to both their formal education and personal development. The Vice President for Student Affairs coordinates the activities within the Division of Student Affairs. The Vice President's office is available to serve the needs of students as well as parents, alumni, and faculty and staff with student concerns. The Vice President for Student Affairs Office can be reached at 229-333-5941 and is located on the third floor of the Student Union. Valdosta State University is committed to the idea that total education involves more than academic pursuit. For more information, click here (<http://www.valdosta.edu/administration/student-affairs/>).

Student Life

The Office of Student Life is located on the second floor of the Student Union. Student Life offers opportunities to enhance our students' collegiate experience with co-curricular activities that include Greek Life, Campus Activities Board, Student Leadership, Fire Pit, and over 175 various clubs and organizations. This office is also responsible for annual events such as Parents' Weekend, Homecoming, Fall Explosion, and the Happening. Student involvement on campus can enhance students' academic and personal development. For more information on what is going on around campus and how to join or create a new organization, please visit Blazer Link and log in with your MyVSU password or visit the Office of Student Life.

Clubs and Organizations

There is a diversity of clubs and student organizations at the University, including Greek Life, religious organizations, various service organizations, honor societies, and department clubs.

Student Publications

The University also provides opportunities for experience in journalism through *The Spectator*, the campus newspaper, and other student publications, which provide a forum for presenting current issues and also generate spirit within the student body.

Campus Recreation

The Department of Campus Recreation offers a variety of services, such as: aquatics, intramural sports, club sports, informal recreational outdoor programs, fitness consulting, and group fitness classes. All are based in the Student Recreation Center (SRC), located at 1300 Sustella Avenue. The SRC is a state-of-the-art facility that includes three multipurpose basketball courts, an indoor jogging and walking track, a 9,000-square-foot weight room featuring free weights and cardiovascular equipment, an indoor pool, three racquetball courts, a large multipurpose aerobics room, and a 27-foot custom-built climbing wall.

The Intramural Sports program is designed to provide all students, faculty, and staff the opportunity to participate in organized recreational competitions. Structured leagues and tournaments are offered in a diverse array of sporting activities, such as flag football, softball, basketball, soccer, and volleyball. The Intramural Sports program offers over 10 different activities during the academic year.

Constantly growing to meet the needs of a diverse campus population, the Club Sports Program is designed to promote and develop the interests and skills of individuals in different sports and recreational activities.

CORE Outdoor Programs provides access to outdoor activities that will foster the development of friendships in the campus community, to educate, and to promote outdoor recreation. There are four different areas in Outdoor Programs: ropes course, climbing wall, outdoor trips, and outdoor rental center. The Outdoor Trip Program travels to places close to VSU. Trips have included rock climbing, canoeing, mountain biking, and back packing. The Outdoor Rental Center provides students with outdoor equipment for personal use.

For more information, click here (<http://www.valdosta.edu/student/rec-wellness/campus-recreation/welcome.php>) or call 229-333-5898.

Career Opportunities and Volunteer Services

The Career Opportunities and Volunteer Services office offers a “one stop shop” to assist students as they navigate the career exploration and decision making process while enrolled at VSU. Students are encouraged to develop personalized career plans and utilize office services to assist them in choosing majors, identifying career goals, obtaining practical work experience, and seeking relevant employment upon graduation.

An easy way to get started with building your resume is through volunteering. Career Opportunities and Volunteer Services offer local volunteer service opportunities in addition to helping student organizations plan their own volunteer events.

Individual career counseling is available for students who wish to explore how their abilities, values, and interests match particular career fields. Students may utilize the varied resources in the office including printed career materials, career informational videos, and computer-assisted career exploration programs. The office offers internships, cooperative education opportunities, and part-time jobs to assist students with gaining practical experience related to their career goals.

All students are encouraged to take advantage of Blazing Careers, which is a free career development and job listing website offered by Career Opportunities.

For more information about services or to schedule an appointment, students may call or drop by in person. Career Opportunities, Student Union, 2nd floor, (229) 333-5942, www.valdosta.edu/career (<http://www.valdosta.edu/career/>).

Counseling Center

The Counseling Center provides a broad range of mental health services to the university community aimed at maximizing the personal growth and development of its members.

Individual counseling is available for students who wish to discuss and explore their thoughts, feelings, behaviors, and lifestyles. In addition, group counseling provides an opportunity for students to grow in their communication, social, and interpersonal skills with others who have similar goals and interests. Counselors are available to conduct workshops or make presentations on specific topics for classes, residence halls, campus organizations, fraternities and sororities, or other student groups. The Center also provides consultation to students, staff, and faculty regarding issues of human functioning and development.

The Counseling Center is accredited by the International Association of Counseling Services, Inc. It is located in the Student Health Center, 2nd floor. Appointments may be made in person or by calling 229-333-5940. When necessary, referrals will be made on campus or in the community so that all available resources are utilized.

Health Services

The Student Health Center, located on Georgia Avenue at the end of the Pedestrian Mall, provides routine health care, along with some emergency care, for all students who have satisfied the health fee requirement. Health care is provided by nurse practitioners, registered and licensed practical nurses, a pharmacist, a medical technologist, and office staff.

All new students are required to provide evidence of inoculation for the following:

- Measles, Mumps, and Rubella (MMR) - 2 doses
- Tetanus (within last 10 years)
- Hepatitis B (required for students under 19 years of age at time of enrollment)
- Varicella (Chickenpox or history of disease)

Various health screenings are provided throughout the year.

Housing & Residence Life

Valdosta State University houses approximately 2,800 students on campus in traditional residence halls, suite-style halls, and apartment communities.

Through our roommate matching system in the Housing portal, our Housing staff strives to pair students together, according to their preferences marked on the housing applications. Students also have the option of rooming with a friend who will also be attending VSU. The Housing & Residence Life office does its best to accommodate all requests.

Housing Accommodations for Students with Disabilities

Specially equipped facilities for students with disabilities are available. Students requesting modified housing accommodation may register with the Access Office in Farbar Hall, telephone 229-245-2498. The Access Office will notify Housing & Residence Life of any reasonable accommodations required to meet a resident's housing needs.

Residence Hall or Apartment Contract

The application and contract contain items and conditions of occupancy for which you are legally responsible.

Housing applications cannot be initiated until a student has been formally accepted by Valdosta State University. Prospective residents will need a VSU ID number, username, and password to access the Housing portal. An application fee is required of all students at the time they apply for campus housing. All students are also required to pay a deposit by the deadlines established in the Housing Contract to reserve a room in the residence halls. The housing contract outlines conditions under which refunds may be made. All students applying for campus housing will be required to contract for housing for the academic year.

For additional information on Housing & Residence Life at Valdosta State, see the web page (<http://www.valdosta.edu/administration/finance-admin/auxiliary-services/housing/welcome.php>).

Student Conduct Office

The primary responsibility of the Student Conduct Office (SCO) is to oversee and conduct the student disciplinary process on campus. The SCO deals mostly with individual violators but is also called on to assist with groups that violate the Code of Conduct. The SCO is located on the third floor of the Student Union in the Office of the Vice President for Student Affairs and Dean of Students. The SCO assists students, staff, and faculty in the determination of the appropriate response to alleged violations of the Student Handbook's Student Code of Conduct. The SCO's main goal is to redirect student misconduct in support of the achievement of academic goals. For more in-depth SCO information, please call 229-333-5941 or visit SCO's web page (<https://www.valdosta.edu/administration/student-affairs/student-conduct-office/>).

Regulations

General Expectations

As expressed in the Blazer Creed, Valdosta State University is a learning environment based on trust and mutual respect in which open dialogue, vigorous debate, and the free exchange of ideas are welcome. The University is equally dedicated to the core values of community, including a commitment to practice **civility**, **integrity**, and **citizenship**. As members of this community, and proud Blazers, we will strive to uphold these core values for the advancement of the University.

Students at Valdosta State University are expected to read, understand, and adhere to the policies and regulations outlined in the Student Code of Conduct. Knowledge of these regulations will assist students and organizations in exercising their rights and avoid infringement on the rights of others. Unfamiliarity with the code is not a valid excuse for infractions of the regulations.

Students are also members of the larger community of the city, state, and nation and, as such, enjoy the rights of citizenship. However, students who violate local, state, or federal laws that adversely affect the interests of the University, may also be subject to the Valdosta State University disciplinary process. Pending civil or criminal matters shall not prevent Valdosta State University, at its discretion, from initiating appropriate disciplinary action.

The most recent version of the Student Code of Conduct can be found in its entirety here (<https://www.valdosta.edu/administration/student-affairs/student-conduct-office/student-handbook.php>). Additional policies and regulations may be developed, under established procedures (Appendix D. Section III), during the academic year as required for the general well-being of Valdosta State University.

Alcohol and Drugs

Valdosta State University, as a comprehensive university within the University System of Georgia and as a recipient of federal funds, supports and complies with the Drug Free Work Place Act of 1988, the Drug Free Schools and Communities Act of 1989, and the Drug Free Postsecondary Education Act of 1990.

Faculty, staff, and students of Valdosta State University are advised that the unlawful manufacture, distribution, dispensation, possession, or use of illicit drugs and alcohol is prohibited, and violations of this policy will result in appropriate disciplinary action, to include suspension or termination.

Faculty, staff, and students are expected to adhere to the policies of the institution, observe the basic rules of good conduct, and observe all local, state, and federal regulations relative to illegal drugs and alcohol. Violations of such regulations, including misdemeanor or felony convictions during the course of student employment or enrollment, will result in appropriate disciplinary action that could include suspension or expulsion and loss of Federal Financial Aid.

Board of Regents Policy 6.5 Freedom of Expression

(New policy effective 07-01-2022)

The rights guaranteed by the First Amendment, including the right to free speech, free expression, free exercise of religion, and the right to assemble peaceably are of the utmost importance, and the University System of Georgia (USG) is committed to protecting those rights.

As public institutions of higher education, USG institutions must promote open ideas and academic freedom on their campuses. To that end, the unrestricted outdoor areas of institutions are deemed public forums for the campus community of each institution. For purposes of this policy, the campus community means students, faculty, staff, and their invited guests. While institutions may need to enact policies to promote campus safety, to ensure the proper functioning of the academic environment and institution activities, or to further other important institution objectives, those policies should not unduly burden the free expression rights of students, faculty, and staff.

Institutions may maintain and enforce reasonable time, place, and manner restrictions narrowly tailored to serve a significant institutional interest. Such restrictions must employ clear, published, content- and viewpoint-neutral criteria, and provide for ample alternative means of expression. Finally, any such restrictions may include reservation requirements, if needed, but must also allow for members of the campus community to spontaneously and contemporaneously assemble or distribute literature.

Institutions can designate accessible, high-traffic locations on campus as public forum areas for individuals or groups who are not members of the campus community and can require these individuals or groups to comply with reasonable time, place, and manner restrictions, including reservation requirements. Institutions may not consider the content or viewpoint of expression when requiring or assigning use of public forum areas.

USG institutions must place their student free expression policies and procedures in the student handbook and make the same publicly available online. These policies and procedures must also be incorporated into student orientation programs. Finally, institutions must develop materials, programs, and procedures to ensure that faculty and staff understand the institutional policies and duties regarding free expression on campus.

Board of Regents Policy 6.8 Disruptive Behavior

Any student or employee, acting individually or in concert with others, who clearly obstructs or disrupts or attempts to obstruct or disrupt any teaching, research, administrative, disciplinary, public service or other activity at any University System of Georgia (USG) institution is considered by the Board to have committed an act of gross irresponsibility and shall be subject to disciplinary procedures, possibly resulting in academic dismissal or termination of employment.

Sexual Misconduct (Title IX)

Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of sex in education programs and activities that receive federal funding. Title IX provides that:

“No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.”

VSU considers sex discrimination in any form to be a serious offense. Title IX refers to all forms of sex discrimination committed against others, including but not limited to: sexual harassment, sexual assault, sexual misconduct, and sexual violence by other employees, students or third parties and gender inequity or unfair treatment based on an individual's sex/gender.

Title IX covers the following key areas:

Access to higher education

Athletics

Career education

Education for pregnancy and parenting students

Employment

Learning environment

Math and Science

Sexual harassment

Standardized testing

Title IX prohibits discrimination in any university program including athletics, admissions, academic programs, extracurricular activities, employment, financial aid, housing, and student services. The application of Title IX is not gender specific.

Find more information on Title IX and Reporting Options online at <https://www.valdosta.edu/administration/student-affairs/title-ix/>.

Student Diversity and Inclusion

The office of Student Diversity and Inclusion provides, plans and implements programs and events to create an inclusive and supportive campus environment for all students through an understanding of differences that intersects in a way that is beneficial through involvement and respect.

Auxiliary Services

Shannon L. McGee

Director of Auxiliary Services

Auxiliary Services Office Building (1200 N. Patterson St.)

As a part of the Division of Finance and Administration, the Auxiliary Services Division is responsible for providing support services to students, faculty, and staff members of the University. The Division includes University Stores, Dining Services, 1Card Services, Parking and Transportation, Vending, Camps and Conferences, and the financial management of Housing and Residence Life and Student Health Services. Administrative offices are located in the Auxiliary Services Building. Telephone 229-333-5706.

For information about 1Card Services, the Bookstore, Dining Services, Vending Services or Parking and Transportation, visit our web page (<http://www.valdosta.edu/administration/finance-admin/auxiliary-services/>).

Following Regents' policy, the Auxiliary Services Division is totally self-supporting and receives no state allocations of funds.

Dining Services

Dining Services firmly believes that today's hard-working student should be rewarded with a dining service that makes eating on campus palate-pleasing, healthy and entertaining. With 9 dining locations and 2 on-campus convenience stores, there's always a place to grab a bite to eat no matter where you are on campus. A VSU meal plan gives you the freedom to make your own dining decisions, with several plans to choose from, depending on your specific eating habits and lifestyle.

Resident Meal Plans

Students living on campus are asked to choose from the following plans at registration. If you do not choose a plan, the Blazer All Access plan will be chosen for you.

Freshmen:

- **Blazer All Access:** Unlimited meals per semester + \$150 Dining Dollars = \$2,144
- **Blazer Platinum:** 225 meals per semester + \$225 Dining Dollars = \$2,004
- **Blazer Gold:** 160 meals per semester + \$330 Dining Dollars = \$1,835

Upperclass Resident Students:

- **Blazer Silver:** 50 meals per semester + \$775 Dining Dollars = \$1,330

Apartment Resident Students (upperclassmen):

- **Blazer Bronze:** 35 meals per semester + \$400 Dining Dollars = \$774 (Centennial Hall)

Commuter Students:

- **VSU 50:** 50 meals per semester + \$50 Dining Dollars = \$417

VSU 300: \$330 Dining Dollars = \$300

VSU 500: \$550 Dining Dollars = \$500

1. Residential plans come with 1 Meal Exchange at Chick Fil A, Hopper, and Centennial P.O.D. 5 PM-11 PM.
2. All Access, Platinum, and Gold plans come with five guest meals per semester
3. Dining Dollars roll over from fall to spring but expire in May.

For a complete list of meal plan prices or a map of dining locations, visit our web site (<https://valdosta.campusdish.com/>).

How to obtain a meal plan

You can register for your meal plan online using your Banner account during class registration or visit the Meal Plan Office, located at VSU 1Card Services. Any student living in a residence hall who does not register for a meal plan will automatically be assigned The Blazer All Access plan. Detailed instructions, dates, and information are available on our web site (<https://valdosta.campusdish.com/>). For questions concerning meal plans, you may email mealplans@valdosta.edu.

Dining Dollars

Dining Dollars are reserved for purchases at dining locations. They are designed to give you the flexibility to dine at any of our eateries or to make purchases at our 2 on-campus convenience stores, without carrying cash. Each time you make a purchase, the amount is automatically deducted from your VSU 1Card. Any unused Dining Dollars roll over from fall to spring, but expire in May.

Convenience Stores

There are 2 convenience stores located on campus, Langdale P.O.D. Market and Centennial P.O.D. Market. Langdale P.O.D. Market is located on the first floor of Langdale Hall (west side) and Centennial P.O.D. Market is located on the first floor of Centennial Hall East. They provide a variety of grab and go items, snacks, grocery items, health and beauty items, and drinks.

University Stores

The VSU Bookstore in the Student Union offers all required textbooks in addition to required supplies for courses. As the official campus store, the bookstore sells a multitude of VSU-imprinted clothing and gifts as well as a growing number of other types of gifts. There is also a technology area and service department within the bookstore where students are able to buy a variety of technology products.

For more information on the Bookstore, please visit the web site (<http://www.valdosta.edu/administration/finance-admin/auxiliary-services/bookstore/welcome.php.com>).

Parking and Transportation

All motorized vehicles parked on campus must have a current parking permit, which will be accessed through scanning the vehicle license plate. Parking on campus is by permit only and is a privilege that may be withdrawn for cause at any time. All campus community members (students, faculty, staff, and visitors) are responsible for knowing and obeying parking regulations. Moreover, campus citizens are responsible for their guests and should ensure that they are well aware of regulations. A parking regulations brochure (available to students, faculty, staff, and visitors) may be obtained at the Parking and Transportation Department. For details about parking lots and instructions, click here. (<http://www.valdosta.edu/administration/finance-admin/auxiliary-services/parking/parking-dept.php>)

Campus parking and traffic regulations are enforced under the authority of Georgia Code, Section 20-3-21. Parking policies are in effect and uniformly enforced at all times. Citations are issued for infractions of parking policies. Fines may be paid at the Parking and Transportation Office, located in Level 1 of the Sustella Avenue Parking Deck (telephone: 229-293-PARK).

VSU operates a shuttle bus service. A Blazer Express Shuttle Guide, available at the Parking and Transportation Department, indicates stops, routes, and operating hours. Maps may also be found at each bus stop.

1Card Services

The 1Card is the official Valdosta State University identification card and on-campus debit card. It allows access to your assigned plans and privileges, via the magnetic strip on the back of the card. To obtain a 1Card, all students who did not receive a card at orientation must:

- visit the 1Card Services office located in the Student Services Center;
- be registered for classes;
- provide two forms of identification, one of which must be a government-issued photo ID (such as a driver's license, passport, or military ID); and
- have their photo taken.

A FLEX account, which may be used to purchase goods and services on and off campus, is automatically assigned to your 1Card. The FLEX account is non-transferable and may be used only by the individual whose photo appears on the front of the card. You may deposit funds in your FLEX account via

credit card online only, with cash at VTS locations. You may deposit excess financial aid by logging in to your student account in Banner and designating the funds as a FLEX deposit before the published deadline date, each semester. Deduct your student account balance from your confirmed financial aid to determine if you have excess funds available to transfer to FLEX.

There is a \$20 fee for all replacement cards. Two forms of identification must be provided prior to a replacement card being produced.

Detailed instructions, dates, and information may be obtained by visiting our web site (<http://www.valdosta.edu/administration/finance-admin/auxiliary-services/1-card-services/welcome.php>).

Department of Public Safety

*Charles "Alan" Rowe, Director of Public Safety and Chief of Police
Oak Street Parking Deck, Level 2*

The Department of Public Safety is responsible for the protection of life and property for the Valdosta State University community. The department is located on the second level of the Oak Street Parking Deck and is open 24 hours a day. The emergency telephone number is 229-259-5555. For information, call 229-333-7816. For additional information about Public Safety, click here (<http://www.valdosta.edu/administration/finance-admin/police/>).

Annual Security Report - Clery Act

The annual security report includes statistics for the previous three years concerning reported crimes that occurred on campus, in certain off-campus buildings or property owned or controlled by the university, and on public property within or immediately adjacent to and accessible from the campus. The report also includes institutional policies concerning alcohol and drug use, crime prevention, the reporting of crimes, sexual assault, and other matters. A copy of the report is available in the Department of Public Safety on the second level of the Oak Street Parking Deck or by visiting the VSU Public Safety website (<https://www.valdosta.edu/administration/finance-admin/police/>) and clicking the link to the Annual Safety Security and Fire Safety Report.

University Advancement

*A. Blake Pearce
Interim Vice President for University Advancement
Regional Center for Continuing Education (901 N. Patterson St.)*

The Division of University Advancement is charged with engaging alumni and friends and securing private gifts from individuals, corporations, and foundations to support the mission of the University. All gifts are received and managed by the Valdosta State University Foundation, Inc., an institutionally related 501(c)3 non-profit foundation. University Advancement is also responsible for the support of all University events through the efforts of the Office of Event Services. The Office of Alumni Relations plans and executes activities and programs that encourage alumni to engage in a life-long relationship with the University. University Advancement also provides information and advocates the University's position on a variety of issues to public officials and policy makers at the local, state, and national levels of government.

Accreditation and Memberships

Valdosta State University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (<http://www.sacscoc.org/>) (SACSCOC) to award associate, bachelor's, master's, educational specialist, and doctoral degrees. Questions about the accreditation of Valdosta State University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

Numerous academic programs have also attained accreditation from or membership in national professional organizations.

College of the Arts

Valdosta State University is an accredited institutional member of the National Association of Schools of Art and Design (<http://nasad.arts-accredit.org/>) and of the National Association of Schools of Theatre (<http://nast.arts-accredit.org/>).

Also in the College of the Arts, programs in music are accredited by the National Association of Schools of Music (<http://nasm.arts-accredit.org/>). The public relations emphasis within the Bachelor of Fine Arts degree with a major in communication has been awarded Certification in Education for Public Relations by the Public Relations Society of America (<http://www.prsa.org/>). The art and music education programs are approved by the Georgia Professional Standards Commission (<http://www.gapsc.com/>).

College of Humanities and Social Sciences

The Foreign Language Education programs in Modern and Classical Languages hold accreditation from the American Council on the Teaching of Foreign Languages (<https://www.actfl.org/>).

The Master of Public Administration program is accredited by the National Association of Schools of Public Affairs and Administration (<http://www.naspaa.org/>).

College of Sciences and Mathematics

The Bachelor of Science in Chemistry degree program has been approved by the Committee on Professional Training of the American Chemical Society (<http://www.acs.org/>). Students who complete the approved program are eligible to have their degree certified by the American Chemical Society.

The Bachelor of Science in Computer Science is accredited by the Computing Accreditation Commission of ABET (<http://www.abet.org/accreditation/>).

Harley Langdale Jr. College of Business Administration

Programs within the Harley Langdale Jr. College of Business Administration are accredited by AACSB International (<http://www.aacsb.edu/>). The College has also achieved AACSB Accounting Accreditation.

James L. and Dorothy H. Dewar College of Education and Human Services

The Council for the Accreditation of Educator Preparation (<http://caepnet.org/>) has accredited the Dewar College of Education and Human Services as the unit primarily responsible for the preparation of teachers and other professional school personnel. All of the programs housed within the college, as well as the art, music, and foreign language education programs, are approved by the Georgia Professional Standards Commission (<http://www.gapsc.com/>).

Five programs in the unit have received national recognition by their specialized professional associations. These include:

- BSEd in Middle Grades Education (Association for Middle Level Education (<https://nam05.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.amle.org%2F&data=02%7C01%7Cjkinney%40valdosta.edu%7C04c7c385b6394e7e520f08d7c045bb81%7C25a5d3408abc4053b4bddc1213280353%7C0%7C0%7C637189278061709837&sdata=A2K7IVWvCBSx2JAp%3D&reserved=0>));
- MEd in Special Education: Deaf Education and Hard of Hearing Track (Council for Exceptional Children (<http://www.cec.sped.org/>));
- MEd in Instructional Technology (American Library Association/ American Association of School Librarians (<http://www.ala.org/aasl/>));
- MEd in Special Education General Curriculum (Council for Exceptional Children (<http://www.cec.sped.org/>)); and
- MAT in Foreign Language Education (American Council on the Teaching of Foreign Languages (<http://www.actfl.org/i4a/pages/?pageid=1>)).

Additionally, five programs have achieved national accreditation from their aligned professional associations:

- MEd in Communication Disorders (Council on Academic Accreditation of the American Speech-Language-Hearing Association (http://www.asha.org/academic/accreditation/CAA_overview.htm));
- MEd in Counselor Education (Council for Accreditation of Counseling and Related Educational Programs (<http://www.cacrep.org/>));
- MS in Marriage and Family Therapy (Commission on Accreditation for Marriage and Family Therapy Training and Education (https://www.aamft.org/iMIS15/AAMFT/Content/coamfte/about_coamfte.aspx) of the American Association for Marriage and Family Therapy (<http://www.aamft.org/>));
- Master of Library and Information Science (American Library Association (<http://www.ala.org/accreditedprograms/directory/>)); and
- Master of Social Work (Council on Social Work Education (<http://www.cswe.org/>)).

College of Nursing and Health Sciences

The baccalaureate degree program in nursing and master's degree program in nursing at Valdosta State University are accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>) (<http://www.ccnaccreditation.org>). The BS in Exercise Physiology is accredited by the Commission on Accreditation of Allied Health Education Programs (<http://www.caahep.org/>).

Equal Opportunity Statement

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, the Equal Pay Act of 1963, the Vietnam Era Veterans Readjustment Assistance Act of 1974, the Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

University System of Georgia

70 Washington Street, S.W., Atlanta, GA 30334

The University System of Georgia governs state-operated institutions of higher education in Georgia—four research universities, four comprehensive universities, nine state universities, and nine state colleges. These 26 public institutions are located throughout the state. A constitutional Board of

Regents governs the University System, which has been in operation since 1932. Appointments of Board members—five from the state-at-large and one from each of the state's Congressional Districts—are made by the Governor, subject to confirmation by the State Senate. The regular term of Board members is seven years. The Chancellor, who is not a member of the Board, is the chief executive officer of the Board and the chief administrative officer of the University System. The overall programs and services of the University System are offered through three major components: Instruction, Research, and Public Service and Continuing Education

Instruction consists of programs of study leading toward degrees, ranging from the associate (two-year) level to the doctoral level, and certificates. Requirements for admission of students to instructional programs at each institution are determined, pursuant to policies of the Board of Regents, by the institution. The Board establishes minimum academic standards and leaves to each institution the prerogative to establish higher standards. Applications for admission should be addressed in all cases to the institutions.

Research encompasses investigations conducted primarily for discovery and application of knowledge. These investigations, conducted on campuses and at many off-campus locations, cover a large number and a variety of matters related to the educational objectives of the institutions and to general societal needs. Most of the research is conducted through the research universities; however, some of it is conducted through several of the other institutions.

Public Service and Continuing Education consists of non-degree activities, primarily, and special types of university-degree-credit courses. The non-degree activities are of several types, including short courses, seminars, conferences, lectures, and consultative and advisory services, in a large number of areas of interest. Typical university-degree-credit public service/continuing education courses are those offered through extension center programs and teacher education consortia.

The policies of the Board of Regents for the government, management, and control of the University System and the administrative actions of the Chancellor provide autonomy of high degree for each institution. The executive head of each institution is the President, whose election is recommended by the Chancellor and approved by the Board. State appropriations for the University System are requested by, and are made to, the Board of Regents. Allocation of the appropriations is made by the Board.

Members of the Board of Regents

Aldridge, Douglas R., Jr. (2028)

Bradbury, Tom (2024)

Evans, Richard "Tim" (2029)

Gudenrath, W. Allen (2025)

Hames, Erin (2023)

Holmes, Barbara Rivera (2025)

Holmes, Samuel D. (2026)

Hopkins, C. Thomas, Jr. (2024)

Hull, James M. (2023)

Joiner, Cade (2026)

Kennedy, C. Everett, III (2027)

Langford, Sarah-Elizabeth (2024)

May, Lowery Houston (2027)

Perez, Jose R. (2026)

Pruitt, Neil L., Jr. (2027)

Reynolds, Harold (2027)

Smith, T. Dallas (2027)

Syfan, Jim (2029)

Waters, Don L. (2025)

Principal Officers of the Board of Regents

Sonny Perdue, Chancellor

Ashwani Monga, Executive Vice Chancellor for Academic Affairs and Chief Academic Officer

Martha Venn, Vice Chancellor for Academic Affairs

Teresa MacCartney, Executive Vice Chancellor for Administration

Chris McGraw, Vice Chancellor for Legal Affairs

Juanita Hicks, Vice Chancellor for Human Resources

Sandra Neuse, Vice Chancellor for Real Estate and Facilities

Joyce A. Jones, Vice Chancellor for Student Affairs

Jonathan Pierso, Vice Chancellor and Chief Information Officer

Tracey Cook-Robinson, Executive Vice Chancellor for Strategy and Fiscal Affairs

Jeff Davis, Vice Chancellor for Fiscal Affairs

John Fuchko III, Vice Chancellor for Organizational Effectiveness

Stuart Rayfield, Vice Chancellor for Leadership and Institutional Development

Aaron Diamant, Vice Chancellor for Communications

Claire M. Arnold, Vice Chancellor for Internal Audit and Chief Audit Officer

Angela Bell, Vice Chancellor for Research and Policy Analysis

Ashley May, Vice Chancellor for External Affairs

Institutions of the University System of Georgia

Research Universities

Augusta University, Augusta 30912

Georgia Institute of Technology, Atlanta 30332

Georgia State University, Atlanta 30303

University of Georgia, Athens 30602

Comprehensive Universities

Georgia Southern University, Statesboro 30460

Kennesaw State University, Kennesaw 30144

University of West Georgia, Carrollton 30118

Valdosta State University, Valdosta 31698

State Universities

Albany State University, Albany 31705

Clayton State University, Morrow 30260

Columbus State University, Columbus 31907

Fort Valley State University, Fort Valley 31030

Georgia College and State University, Milledgeville 31061

Georgia Southwestern State University, Americus 31709

Middle Georgia State University, Macon 31206

Savannah State University, Savannah 31404

University of North Georgia, Dahlonega 30597

State Colleges

Abraham Baldwin Agricultural College, Tifton 31793

Atlanta Metropolitan State College, Atlanta 30310

College of Coastal Georgia, Brunswick 31520

Dalton State College, Dalton 30720

East Georgia State College, Swainsboro 30401

Georgia Gwinnett College, Lawrenceville 30043

Georgia Highlands College, Rome 30161

Gordon State College, Barnesville 30204

South Georgia State College, Douglas 31533

Officers of Administration

President's Office

Richard A. Carvajal, B.S., M.S., Ph.D., President

Melinda Harbaugh, B.A., M.Ed., Chief Officer to the President

Heidi S. Cox, B.B.A., C.P.A., Director, Office of Internal Audits

Justin Arrington, J.D., Chief Legal Affairs Officer

Division of Academic Affairs

Robert T. Smith, B.A., B.S., M.S., Ph.D., Provost and Vice President for Academic Affairs

Sharon L. Gravett, B.A., M.A., Ph.D., Associate Provost for Programs and Services

Becky K. da Cruz, B.A., J.D., Ph.D., Associate Provost for Graduate Studies and Research

Honey L. Copping, Associate to the Provost

Michael M. Black, B.B.A., M.Ed. (2), Ed.D., Director, Institutional Effectiveness

Jamie Landau, B.A., M.A., Ph.D., Director, Center for Excellence in Learning and Teaching

Brian L. Gerber, B.S. (2), M.A., Ph.D., Director, STEAM Center for Applied Creativity and Innovation

Ivan Nikolov, B.S., M.Ed., Ph.D., M.S., Ph.D., Director, Center for International Programs

Jane M. Kinney, B.A., M.A., Ph.D., Editor, VSU Catalogs

Division of Student Success

Rodney B. Carr, B.S., M.P.A., Ed.D., Vice President for Student Success

TBA, Associate Vice President for Student Success

TBA, Director of Admissions

Jeff Grant, Director of Creative Services

Barrie D. Fitzgerald, B.A., M.P.A., Director of Institutional Research

Rebecca L. Taylor, B. A., M.P.A., M.S., Director of Testing

Stanley Jones, Registrar

Colleges

Karin P. Roland, B.B.A. (2), Ph.D., Dean, College of Business Administration

David A. Slykhuis, B.A., M.S., Ph.D., Dean, College of Education and Human Services

Michael P. Savoie, B.A., M.F.A., Ed.D., Dean, Honors College

James T. LaPlant, B.A., M.A., Ph.D., Dean, College of the Humanities and Social Sciences

James C. Pace, B.S.N., M.S.N., Ph.D., Dean, College of Nursing and Health Sciences

Pierre-Richard Cornely, D.Eng., B.Sc., M.Sc., Ph.D., Dean, College of Science and Mathematics

Michael T. Schmidt, B.F.A., M.F.A., Interim Dean, College of the Arts

Graduate School

Becky K. da Cruz, B.S., J.D., Ph.D., Associate Provost for Graduate Studies and Research
Darli DeVane, Administrative Coordinator
Rebecca Petrella, B.A., M.A., Graduate Admissions Manager
Jessica Powers, B.A., Graduate Admissions Assistant Manager
Nicholas "Sage" Harris, B.S., M.S., Admissions Specialist/Graduate Student Services Coordinator
A'Shondée Kinlaw, Graduate Admissions Officer I

Sponsored Programs and Research Administration

Ann Olphie, B.A., M.B.M., Director, Sponsored Programs and Research Administration
Mary Marshall, B.A., M.P.A., Grants Specialist
Linda Lackey, Post Award Compliance Officer
Tina Wright, M.S.Ed., Compliance Officer

Center for eLearning

Jamie C. Landau, B.A., M.A., Ph.D., Director
Marsha B. Dukes, B.A.Ed., M.S.Ed., Associate Director for eLearning
Britt Bugby, B.A., M.S., Instructional Designer
Chelsie Powell, B.S.Ed., M.Ed., Instructional Designer
Danny Smith, B.A., M.Ed., Instructional Technology Specialist
Bryan FitzGerald, B.A., Training Specialist, Center for Excellence in Teaching and Learning
Sherry Turner, B.A., Administrative Assistant
Kaitlyn Hunt, B.S., M.A., Administrative Coordinator, Center for Excellence in Learning and Teaching

Adult and Military Programs / Professional and Community Education

Leo "Chris" Melody, B.S.Ed., M.Ed., Director
Suzanne Ewing, B.A., Operations Supervisor
Sue Bailey, B.A., M.Ed., Administrative Coordinator
Elena Schmitt, Records Assistant I
Tonya Hernandez, B.S., M.A., Administrative Coordinator
Monica Walker, B.S., MOVES Coordinator

Center for International Programs

Ivan Nikolov, B.S., M.Ec., M.S., Ph.D., Chief Officer
Irina McClellan, B.A., M.P.A., Ed.D., Assistant Director
Angelica Gannon, B.B.A., M.B.A., Administrative Coordinator
David Huffman, B.A., M.A. (2), International Student Advisor

Library

Alan M. Bernstein, B.A., M.Ed., M.A., M.L.I.S., Ed.D., Dean of Libraries
Dana Jack, B.A., Administrative Coordinator
Guy V. Frost, B. M. E., M. M. E., M. L. S., Ed. S., Catalog Librarian
Laura B. Wright, B. S., M.S.L.S., D.P.A., Director of Reference and Lending Services
Emily C. Rogers, B.A., M.A., M.S.L.I.S., Reference Librarian
Samantha Paul, B.A., M.L.I.S., Reference Librarian
Catherine Bowers, B.A., M.A., M.L.I.S., Reference Librarian
Tera Ray, B.A., M.L.I.S., Reference Librarian
Kenneth A. Smith, B. A., M. L. I. S., Director of Collection and Resource Services
Jessica Lee, B.A., M.L.I.S., Serials/Electronic Resources Librarian
Deborah S. Davis, B. A., M. A. T., M. L. S., Director of Archives and Special Collections
Robert Taylor, B.A., M.L.I.S., Acquisitions/Cataloging Librarian
Kyle Culpepper, B.S.(2), M.Ed., Director, New Media Center

Academic Support Center

Chere Peguesse, B.A., M.A., Ph.D., Director, Academic Support Center
Terence Sullivan, A.B., M.A., Ed.D., Assistant Director, Academic Support Center

Access Office

Rebecca L. Taylor, B. A., M.P.A., M.S., Director, Access Office
Laura Byers, B.A., M.A., Coordinator for Deaf and Hard-of-Hearing Services
Margaret L. Duncan, B.S., M.S., Accessibility Strategist
Kelly Spell, B.S.Ed., Staff Interpreter
Rencia Gravesande, B.S.Ed., M.A., Staff Interpreter
Heather Farley, B.S., Administrative Coordinator

Testing Office

Rebecca L. Taylor, B. A., M.P.A., M.S., Director of Testing
Joshua Robertson, B.A., M. Ed., Assistant Director of Testing

Information Technology

Kevin J. Overlaur, B.S., M.S., Chief Information Officer
Isaac Barton, B.A., B.Min., ITCPM, PPMC, Associate Chief Information Officer, Enterprise Applications and Project Management
Gary Miller, B.S., M.S.I.T., CISSP, Associate Chief Information Officer, Information Security and Networking
Joseph A. Newton, III, B.A., M.P.A., Deputy Chief Information Officer, IT Purchasing and Telecommunications
Benjamin K. Li, B.A.S., M.Ed., ITCPM, Deputy Chief Officer, Technical Support Services
Jason Gaskins, B.S., M.P.A., Director, Administrative Applications and Analytics
Dwayne Trouille, ITCPM, Director, Infrastructure Support Services

Admissions

TBA, Director of Admissions
Christy Croft, B.A., M.S., Associate Director of Admissions

Registrar

Stanley Jones, B. A., M.P.A., Registrar
Patrick McElwain, B. A., Associate Registrar
Karen M. Shepard, B. G. S., Associate Registrar
Sabrina Daniels, B.B.A., Assistant Registrar
Veronica Graham, B.A., Assistant Registrar
Christy Grimes, B.A., M.A., Assistant Registrar

Financial Aid

Douglas Tanner, B.B.A., M.B.A., Director of Financial Aid
Chad Daugherty, B.B.A., M.P.A., Associate Director of Financial Aid
Donnell Davis, B.S.Ed., Assistant Director of Scholarships and FWS
Wanda Stracener A.A., Operations Manager, Customer Service
Sandra DiPietro, B.S., M.S., Veteran's Affairs Coordinator
Gwen Manning, B.S. Ed., Operations Supervisor, Loans
Maranda Guest, B.B.A., Financial Aid Counselor II
Tanja Rouse, B.B.A., M.B.A., Financial Aid Counselor II
Alysia King, B.B.A., Financial Aid Counselor II, Processing
Amy Strickland, B.S., Financial Aid Counselor

Division of Student Affairs

Vincent A. Miller, B.S., M.A., Ed.D., Vice President for Student Affairs and Dean of Students
Tricia Hale, B.A., M.A., Ed.D., Deputy Chief Officer and Director of Counseling
Andrea K. Butler, B.B.A., Assistant to the Vice President

Career Opportunities and Volunteer Services

Carla Carter-Jordan, B.F.A., M.P.A., Director of Career Opportunities and Volunteer Services
Darius Anthony, B.A., M.P.A., Assistant Director of Career Opportunities and Volunteer Services
Lynette Hepburn-Richardson, B.A., M.P.A., M.Ed., Student Career Counselor
Phenix J. Culbertson, B.A., M.S., Student Career Counselor/Employer Relations
Alexus Garrett, B.S., M.P.A., Student Career Counselor

Counseling Center

Tricia Hale, B.A., M.A., Ed.D., Director of Counseling
 Jon Parris, B.F.A., M.S., Assistant Director of Counseling
 Heidi O'Connor, B.S., M.S., Assistant Director of Counseling
 Abria Bonner, B.S., M.S.W., Staff Counselor
 Rebecca Schilling, B.A., M.S., Counselor
 Holly Wright, B.S., M.S.(2), Counselor
 Cassia Capers, B.A., M.S., Counselor
 Rebecca B. Murphy, B.S., M.S., Associate Director of Health Promotions and Wellness
 Lee Yarbrough, B.A., M.A., Administrative Assistant

Housing and Residence Life

TBA, Director of Housing and Residence Life
 TBA, Associate Director of Housing and Residence Life
 Amanda Thompson, B.S., M.Ed., Associate Director for Housing Operations
 Michelle Kinney, B.A., M.Ed., Housing Supervisor
 Harold Jones, B.S., M.Ed., Housing Supervisor
 Kennesha McBride, B.S., M.Ed., Housing Supervisor
 Emily Muley, B.S., Coordinator of Contracts and Assignments
 Wendolyn Louise Nathan, B.S., Financial Analyst
 Emily Seckinger, A.S., Administrative Assistant

Student Diversity and Inclusion

Sandra Y.G. Jones, B.A. (2), LMSW, Director of Student Diversity and Inclusion

Student Life and Student Union

Robin Vickery, B.S., M.Ed., Director of Student Life/Student Union
 John Wright, B.F.A., M.P.A., D.P.A., Associate Director of Student Life
 Brian Roberts, B.A., M.Ed., Assistant Director of Student Union
 Madison M. Beaumarchais, B.B.A., M.Ed., Assistant Director of Fraternity and Sorority Life
 Maggi Hole, B.A., M.Ed., Coordinator of Student Organizations and Leadership
 Rachel Dawkins, B.F.A., M.P.A., Coordinator of Student Activities
 Evan Fondren, B.F.A., M.A., Coordinator of Student Union Reservations and Esports

Campus Recreation

Shawn Phippen, B. S., M. S., Director of Campus Recreation
 Annalisa McCarty, B.S., Recreational Supervisor; Reservations, Fitness, and Competitive Sports
 David Shaw, B. S., M. S., Coordinator of Campus Recreation: Outdoor and Youth Programs
 Jennifer Williams, B.S., Coordinator of Campus Recreation: Aquatics and Risk Management
 Elaine Darity, Administrative Coordinator; Membership Services
 Darby Edmondson, Maintenance and Grounds
 Hazel McCoggle, Custodial Supervisor
 Johnson William, Custodial

Student Health Services

Nicole Foster, Interim Health Center Manager
 Janice Key, Lab Technologist
 Donna Philips, Lab Technician
 Cecilia Pierce, RN
 Linda Giles, RN
 Sheena Holland, LPN
 Amy Aud, LPN
 Denise Woodruff, LPN
 Rebecca Brown, Nurse Practitioner
 Zsuzsanna Bartha, Nurse Practitioner
 Emily Heruska, Pharmacist
 Theresa Watkins, Pharmacist Technician
 Breanna Rollins, Administrative Secretary

Veronica Canada, Insurance Specialist
Sheylin Gonzalez, Head Cashier
Utara Bailey, Administrative Specialist Billing/Collections

Division of Finance and Administration

Traycee F. Martin, B.B.A., M.P.A., C.P.A., Vice President for Finance and Administration
Yvonne LeRoy-Landers, B.B.A., M.B.A., Associate to the VP for Finance & Administration

Budget and Payroll Services

Shana Yorkey, B.B.A., Chief Budget Officer, Director of Budget and Payroll Services
McKenzie Doran, B.A., M.B.A., Associate Director of Budget and Payroll Services

Human Resources and Employee Development

Jeanine Boddie-LaVan, B.S., M.S., CHRO/Director of Human Resources
Christy Beth Coons Yates, B.S., M.A., Ph.D., Deputy Chief Human Resources Officer
Ashley M. Cooper, B.F.A., M.A., Associate Director, Employee and Organizational Development

Financial Services

Antolina E. Pilgrim, B.B.A., M.B.A., C.P.A., Director of Accounting Services
Diane M. Owens, B.B.A., Deputy Director, Financial Services
Shana M. Yorkey, B.B.A., Director of Budget Services and Payroll Services
Lisa A. Parrish, B.S., B.B.A., Bursar

Auxiliary Services

Shannon L. McGee, B.S., M.P.A., Associate Vice President for Finance and Administration
Timothy B. Murphy, B.B.A., M.P.A., Assistant Director, Auxiliary Services
Lynn Darsey, B.F.A., M.P.A., Assistant Director, Auxiliary Services
Anthony L. Bryant, B.S., M.Ed., Assistant Director, Parking and Transportation

Public Safety

Charles "Alan" Rowe, A.A., B.S., M.S., M.S.P.A., Director of Public Safety and Chief of Police
Wilburn Leschber III, B.S., Associate Director of Public Safety
Meredith Lancaster, B.A., Associate Director for Environmental and Occupational Safety

Physical Plant and Facilities Planning

Raymond Sable, B.Arch., M.S., Director of Physical Plant and Facilities Planning
Michael Knight, B.A., M.A., Associate Director of Maintenance
Alan Sanderson, B.S., M.Arch., Associate Director of Facilities Planning
Craig Williams, B.A.S., M.Ed., Lock and Access Chief
Dan Coody, Construction Project Manager
Diane Bellflowers, B.F.A., M.P.A., Project Manager
Bob Cutlip, Work Order and Logistics Supervisor
Ramona Wing, Campus Services Supervisor
Christopher M. Griggs, B.A., M.S., Property, Inventory, and Surplus Supervisor
Ronald C. Butler, Manager, Campus Mail Services
Monica Haynes, Landscape and Grounds Supervisor

Division of University Advancement

A. Blake Pearce, B.F.A., M.A., M.F.A., Interim Vice President for University Advancement
TBA, Associate Vice President for Development and Alumni Relations
TBA, Director, Event Services
Aimee Nicolosi, B.S., Accounting Manager
Merritt Wall, B.A., Executive Director of External Affairs
Janet Wade, B.S., M.P.A., Alumni Officer
Amelia Reams, B.S., Director of Information Technology Services for Advancement
Darrell Moore, B.S., Executive Director of the Center for South Georgia Regional Impact
Robbyn W. DeSpain, B.F.A., Director of Strategic Communications

Athletics

Herb Reinhard, B.A., M.A., Director of Athletics
 Jennifer Grubbs, B.A., M.Ed., Associate Athletic Director and Senior Woman Administrator
 Debbie Wisenbaker, A.A.S., Executive Assistant
 Angie Colbert, Administrative Assistant I
 Mason Barfield, B.A., M.E., Director of Internal Operations and Compliance
 Lonnie Maddox, B.S., M.Ed., Strength and Conditioning Coordinator
 Vaconna Hardin, A.A., B.S., M.A., Director of Ticketing and Game Operations
 Matt Malone, B.S., Assistant Athletic Director for Development
 Kit Strief, B.A., M.Ed., Assistant Athletic Director for Communications
 Todd Smoot, B.A., Head Coach, Cross Country
 Tremaine Jackson, B.S., Head Coach, Football
 Greg Guilliams, B.A., M.S., Head Coach, Baseball
 John Hansen, B.B.A., M.Ed., Head Coach, Tennis
 Stephen Andrew, B.S., M.B.A., Head Coach, Women's Soccer
 Mike Helfer, B.A., M.A., Head Coach, Men's Basketball
 Deandra Schiemer, B.B.A., M.S., Head Coach, Women's Basketball
 Thomas Macera, B.S., M.Ed., Head Coach, Softball
 Jared Purvis, B.S., Head Coach, Golf
 Kaleigh Zoucha, B.A., M.A.Ed., Head Coach, Volleyball
 Kelli Fields, B.F.A., Head Coach, Dance Team
 Desiree Hagan, B.S. (2), Head Cheer Coach

The Faculty

(verified at press time, May 2022)

The first date in the entry indicates the year of initial employment as a regular, full-time faculty member; **the second date** is the year of promotion to present rank at Valdosta State University. Faculty members with temporary or part-time appointments are not listed. **An asterisk *** indicates membership on the Graduate Faculty.

ACOSTA, Karen

Associate Professor of Modern and Classical Languages

B.A., Universidad Catolica "Nuestra Senora de las Asuncion"; M.A., Ph.D., University of Kansas; 2013; 2018.

***ADAMS, Katharine S.**

Professor of Human Services

B.S., University of Florida; M.S., Valdosta State University; Ph.D., Florida State University; 2007; 2021.

AGUIRRE SALAZAR, Lorena

Assistant Professor of Mathematics

B.Sc., Universidad Nacional de Colombia; M.Sc., Israel Institute of Technology; Ph.D., McMaster University; 2022.

***AIELLO, Thomas**

Professor of History

B.A., Henderson State University; M.A., University of Louisiana at Lafayette; Ph.D., University of Arkansas; 2010; 2021.

AKTAS, Elvan

Professor of Economics, Finance, and Healthcare Administration and Interim Head of Department

B.S., Bilkent University, Ankara, Turkey; Ph.D., University of Florida; 2007; 2016.

***ALEMANNE, Nicole D.**

Associate Professor of Library and Information Studies

B.A., State University of New York at Binghamton; M.S., Ph.D., Florida State University; 2017; 2022.

ALLARD, Jason M.

Professor of Physics, Astronomy, Geosciences, and Engineering Technology

B. A., University of New Hampshire; M. S., Ph. D., Pennsylvania State University; 2008; 2017.

***ALVAREZ-RIVERA, Lorna L.**

Professor of Sociology, Anthropology, and Criminal Justice

B.A., University of Florida; M.A., University of Florida; Ph.D., University of Florida; 2012; 2021.

AMIN, Md Ruhul

Assistant Professor of Economics, Finance, and Healthcare Administration

B.B.A., M.B.A., University of Dhaka; M.B.A., Ph.D., University of Texas Rio Grande Valley; 2021.

ANDERSEN, Ian G.

Assistant Professor of Communication Arts

B.F.A., University of Colorado; M.F.A., University of Alabama; 2018.

ANDREW, Diane L.

Assistant Professor of Communication Sciences and Disorders

B.S.Ed., University of Wisconsin; M.S.T., University of Wisconsin-Whitewater; 2010.

***ARONSON, Amy**

Professor of Modern and Classical Languages

B.A., George Washington University; M.A., Middlebury College; M.A., Georgia Southern University; Ph.D., Temple University; 2002; 2015.

ARNETT, Sarah W.

Associate Professor of Communication Arts

B.A., Vanderbilt University; M.F.A., University of North Carolina at Greensboro; 2012; 2017.

ARRASTIA-CHISHOLM, Meagan C.

Associate Professor of Human Services

B.A., M.A., University of Central Florida; M.S., Ph.D., Florida State University; 2015; 2020.

ASOLA, Eugene F.

Professor of Teacher Education and Assistant Department Head

B.Ed., University of Education (Ghana); M.P.A., Suffolk University; Ph.D., University of Alabama-Tuscaloosa; 2013; 2022.

***AULT, Shaun V.**

Professor of Mathematics and Head of Department

B.A., Oberlin College; B.Mus., Oberlin Conservatory; Ph.D., The Ohio State University; 2012; 2021.

BAILEY, Mandi B.

Professor of Political Science

B.A., Morehead State University; M.A., University of Tennessee; Ph.D., University of Kentucky; 2007; 2019.

***BANERJEE, Neena**

Associate Professor of Political Science

B.Sc., University of Calcutta; M.A., Jawaharlal Nehru University; M.Phil., Indian Institute of Technology; Ph.D., University of North Carolina-Charlotte; 2013; 2018.

***BARACSKAY, Daniel**

Professor of Political Science

B.A., M.A., University of Akron; M.B.A., Cleveland State University; M.A., Ph.D. University of Cincinnati; 2005; 2014.

***BARTOS, Sebastian**

Associate Professor of History

B.A., Manhattanville College; M.A., Catholic University of America; Ph.D., City University of New York; 2011; 2016.

BAUER, Jeremy A.

Associate Professor of Human Services

B.A., M.A., Ph.D., University of South Florida; 2013; 2019.

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M.S., Novosibirsk State University, Russia; Ph.D., Novosibirsk Institute of Bioorganic Chemistry; 2003; 2016.

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B.M., Samford University; M.M., Southwestern Baptist University; D.M.A., University of Missouri-Kansas City; 2019.

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Professor of Library Science and Reference Librarian

B. S., Emory University; M.S.L.S., University of North Carolina at Chapel Hill; D.P.A., Valdosta State University; 2008; 2022.

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BA., University of Incheon, Korea; M.L.I.S., Ph.D., Florida State University; 2010; 2014.

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ALLY, Harry P.

Professor Emeritus of Art

BACKES, Charles

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BALLARD, Chester

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BASS, Gary L.

Director of Admissions Emeritus

BAUER, Robert

Professor Emeritus of Psychology and Counseling

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BAXTER, James T.

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BECHLER, David

Professor Emeritus of Biology

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BEZONA, Patricia K.

Assistant Professor Emerita of Mathematics and Computer Science

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BOYD, David W.

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BRADLEY, C. Lee

Professor Emeritus of Modern and Classical Languages

BRAZIEL, Delano R.

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BROWN, Ola M.

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BUCHANAN, William

Professor Emeritus of Finance

CHIANG, Pou-Shun

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CLARK, Ernestine

Professor Emerita of Educational Leadership and Dean of the Graduate School

CLARK, Thomas Alexander

Associate Professor Emeritus of Library Science

CUNNINGHAM, Donna J.

Professor Emerita of Business, Management, and Healthcare Administration

DALLMAN, Mary Ellen

Associate Professor Emerita of Early Childhood Education

DAVIS, Joyce M.

Professor Emerita of Art

DEAVOURS, George M.

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DEES, Dianne C.

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DeTHOMAS, Arthur R.

Professor Emeritus of Finance

DODD, Mary Irene

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DURRENBERGER, Joseph Austin

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ELZA, Jane L.

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FLAHERTY, Frank

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HERTZOG, Pamela A.

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HILGERT, Larry

Associate Professor Emeritus of Psychology and Counseling

HILL, James F.

Professor Emeritus of Philosophy and Religious Studies

HINKLE, Verilette

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HOLLAND, Michael L.

Professor Emeritus of Accounting

HOLLAND, Phyllis G.

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HORNSBY, James L.

Professor Emeritus of Art

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JENKINS, H. Brantley, Jr.

Associate Professor Emeritus of Physics, Astronomy, and Geology

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JOHNSON, David Lee

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JUDD, Diane

Associate Professor Emerita of Early Childhood Education

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LAMPREY, Roger

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Professor Emeritus of Art

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MOORE, Richard L.

Professor Emeritus of Vocational Education

MOORE, Robert C.

Professor Emeritus of Mathematics and Computer Science

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MORRIS, J. David

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MUNCY, James A.

Professor Emeritus of Marketing

MURRAY, Karin G.

Professor Emeritus of Art

NIELSEN, Eric B.

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OGLESBY, Catherine

Professor Emerita of History

ONDRUSEK, Anita L.

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PARK, W. AI

Professor Emeritus of Art

PATTERSON, Suzannah A.

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PENNY, Donald C.

Professor Emeritus of Art

PETERSON, James

Professor Emeritus of Political Science

PLUMLY, L. Wayne

Professor Emeritus of Economics

RAINER, Jackson

Professor Emeritus of Psychology

REFFEL, James

Professor Emeritus of Psychology

REFFEL, Julia M.

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SAMARAS, John

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SCHMIER, Louis

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SPENCER, Jesse G.

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VALENCIA, Willa Ferree

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Professor Emeritus of Art and 7th President of VSU

Glossary of Terms

Auditing Student. A student who enrolls in and pays fees for a course or courses, but earns no university credit for that course or courses.

College. A major academic unit of the University, comprised of several departments, offering degrees on both the undergraduate and graduate levels.

Core Curriculum. A wide selection of general education courses required of all students.

Elective. A course that is not specifically required for a particular degree. An elective may or may not be used to satisfy requirements for a degree.

Exemption Test. A test which exempts a student from taking certain courses. No academic credit is awarded for an exemption test.

Full-time Student. An undergraduate student who takes 12 or more semester hours of credit. A graduate student who takes 6 or more semester hours of graduate credit.

Grade Point Average. A student's grade point average is calculated by dividing the number of quality points earned by the number of hours of course work in which he or she is enrolled over any given period.

Honors Program. A program which encourages superior students to enroll in special honors sections of lower-division courses, thereby gaining an enriched academic experience and the opportunity to work for an Honors Certificate.

Institutional Credit. A unit of credit included in a student's total hour load for fee calculation. Institutional credit does not apply toward the total number of hours required for graduation, nor is it transferable to another institution.

Major. The academic area consisting of 30 semester hours or more of upper-division courses in which a student specializes.

Minor. An optional program of study in a field other than the student's major. Minors consist of 15-18 hours, with at least 9 semester hours of upper-division courses (3000-4000 level), as specified by the department awarding the minor. A grade of "C" or higher is required in each course applicable to the minor.

Non-resident Student. One who does not have legally defined permanent residence in the state in which the University is located; an out-of-state student.

Prerequisite. Certain courses which must be completed before others may be attempted. Such first courses are said to be prerequisites for subsequent courses in the same or similar areas. It is the student's responsibility to take the needed prerequisites.

Quality Points. Points given for attainment of a certain letter grade. (A=4, B=3, C=2, D=1, WF=0, F=0).

Resident Student. A student who has legally defined permanent residence in the state in which the University is located; an in-state student.

Transcript of Credit. A certified copy of credits which a student has earned in high school or in other colleges attended. The submission of a transcript of credit is a prerequisite for admission to the University.

Semester Hour Credit. The semester hour is a unit of academic credit. The number of hours earned in a given semester is the measure of a student's academic load. A typical academic load is 12-15 semester hours of credit.

Undergraduate

2022-2023

Undergraduate Catalog

A Comprehensive University of the University System of Georgia

Revised May 2022

Office of Undergraduate Admissions

Valdosta State University

Valdosta, GA 31698

Telephone 229-333-5800

Academic Affairs

Dr. Robert T. Smith, Provost and Vice President for Academic Affairs

Room 1004, West Hall

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This catalog is prepared for the convenience of faculty and students and is not to be construed as an official publication of the Board of Regents of the University System of Georgia. In case of any divergence from or conflict with the Bylaws or Policies of the Board of Regents, the official Bylaws and Policies of the Board of Regents shall prevail.

Academic operations are broadly supervised by the Vice President for Academic Affairs, who is in turn supported by the deans and directors of the several colleges and divisions. Department heads report to the appropriate dean or director of their college or division. The University consists of colleges and divisions with their respective departments as follows:

The College of Humanities and Social Sciences: Departments of English; History; Modern and Classical Languages; Philosophy and Religious Studies; Political Science; Psychological Science; and Sociology, Anthropology, and Criminal Justice.

The College of Science and Mathematics: Departments of Biology; Chemistry; Computer Science; Mathematics; and Physics, Astronomy, Geosciences, and Engineering Technology; Division of Aerospace Studies.

The Harley Langdale, Jr. College of Business Administration: Departments of Accounting, Economics and Finance, Management and Healthcare Administration, and Marketing and International Business.

The James L. and Dorothy H. Dewar College of Education and Human Services: Departments of Communication Sciences and Disorders; Human Services; Leadership, Technology, and Workforce Development; Library and Information Science; and Teacher Education.

The College of the Arts: Departments of Art and Design, Music, and Communication Arts.

The College of Nursing and Health Sciences: Departments of Undergraduate Nursing and Graduate Nursing; Exercise Physiology; and Athletic Training.

The Graduate School: All departments offering or participating in graduate programs.

Academic Support Services

Academic Advising at VSU

All incoming first year students are assigned into College-specific academic advising centers. Advisors at VSU collaborate with campus partners including faculty, First Year Programs, Career Opportunities, and the Academic Success Center to ensure students make purposeful academic, career, and life choices.

Students should check in Banner for the name of their advisor: click here (<http://www.valdosta.edu/administration/it/applications-and-analytics/sis/>), then log in, click on "Student and Financial Aid," and then on "Student Information."

If you are undecided about your major, please contact the College of Humanities and Social Sciences located in 1001 Ashley Hall.

Access Office

The mission of the Access Office is to create an accessible, inclusive, sustainable learning environment, in which disability is recognized as an aspect of diversity that is integral to the campus community and to society. Our primary objective is to provide equal access to campus programs and activities for all students while upholding the academic standards of Valdosta State University. The Access Office is responsible for coordination of accommodations when necessary to remove barriers in the environment. Some examples of services available to eliminate barriers include classroom and testing accommodations, materials in alternate formats, and access to adaptive technology. The Access Office is located in Farbar Hall. For more information, call 229-245-2498 (V), 229-375-5871 (VP), 229-219-1348 (TTY), e-mail access@valdosta.edu, or visit the web site (<http://www.valdosta.edu/student/disability/welcome.php>).

Office of Testing

Numerous standardized tests are administered by the Office of Testing to assist students with their testing requirements. The VSU Office of Testing is responsible for administering tests to entering students for the purpose of admission and placement, to undergraduate students for proficiency, to teacher education majors for certification, and to graduate students for admission to specialized programs. Testing programs designed for students to earn college credit hours by examinations are also available. As a designated national test center, the Testing Office administers testing programs for the Educational Testing Service, The Psychological Corporation, the Law School Admissions Council, The American College Testing Program, PearsonVUE, ATI Nursing, the State of Georgia, and the University System of Georgia, as well as for other education, government, and corporate agencies. Prospective registrants should check with the appropriate offices at VSU to determine the required tests needed for admission to a specific discipline and the deadline for test score submission.

Tests available to entering students are the SAT, ACT, and COMPASS Placement Exam. Tests for undergraduates include CLEP, eCore, Independent Study, GACE, PRAXIS, DSST, the TEAS for Nursing majors, and the Major Field Test for Biology majors. Tests required for graduate admissions include the MAT, GMAT, LSAT, and GRE Subject Tests. Credentialing exams are also administered through PearsonVUE and the Educational Interpreter Performance Assessment (EIPA). The Test of English as a Foreign Language (TOEFL) is administered on a national and institutional basis.

The Office of Testing is located in University Center Entrance #5, Room 4167. You may contact U.S. by telephone at 229-245-3878 or online (<http://www.valdosta.edu/academics/services/testing/welcome.php>).

Academic Support Center

The Academic Support Center (ASC) provides free peer tutoring in core curriculum courses, including sciences, math, writing, social sciences, humanities, and foreign languages. The ASC also provides supplemental instruction (tutor-led study group sessions) for historically difficult courses like biology, chemistry, geosciences, psychology and sociology, as well as academic success workshops. Call 229-333-7570 to make an appointment, email us at asc@valdosta.edu, or visit our website (<https://www.valdosta.edu/asc/>). Located on the second floor of Odum Library.

Academic Policies and Procedures

Withdrawal from Courses Policies: For all undergraduate and graduate VSU students

These policies apply to all students (undergraduate and graduate) at Valdosta State University for all classes offered by VSU, whether delivered face-to-face or online. However, some VSU students may be enrolled in classes offered through collaborative partnerships with other institutions or eCore (eMajor, GOML, WebMBA, etc.). In these programs, some policies and processes may differ slightly. Students taking classes in those programs should visit the appropriate program links for further information.

Before the Designated Withdrawal Date

Students may withdraw from courses following the drop/add period until approximately one week after midterm by completing the online withdrawal process on BANNER. A grade of "W" will appear in the student's official records. For undergraduate students only: Students must meet the requirements of the Limited Withdrawal Policy (see below).

However, a student may not exercise this right to withdraw to avoid sanction for academic dishonesty (<http://www.valdosta.edu/academics/academic-affairs/academic-dishonesty.php>). Instructors may assign a "W" on the proof roll for students not attending class. It is the responsibility of the student to complete the withdrawal process. A withdrawal is official when it is received and processed by the Office of the Registrar.

After the Designated Withdrawal Date

Students will not be allowed to withdraw after the designated withdrawal date as published in the school calendar as required by Board of Regents' policy; however, students may petition an exception to the Board of Regents' withdrawal deadline for cases of hardship or medical reason by completing a Request for Medical or Hardship Withdrawal form available online with the Office of Student Affairs. The petition will become a permanent part of the student's file. If the petition is approved, the instructor may assign a grade of "W" or "WF" after mid-term. Note that "WF" is calculated in the grade point average the same as "F." Any student who discontinues class attendance after midterm and does not officially withdraw may be assigned a grade of "F." No fee adjustment will be made for withdrawals except as outlined in the Tuition, Fees, and Costs section of this catalog. The Office of Student Financial Services will receive a copy of the withdrawal form for refunding if applicable. Students receiving financial aid or graduate assistantships should be aware that withdrawal from courses may affect continued financial aid eligibility.

To petition for withdrawal after the designated date, students must document either a medical or hardship situation and follow the process below:

Medical Withdrawals from the University

A student who has an injury or illness that prevents the completion of all classes for that term may request a Medical Withdrawal through the Office of Student Affairs. The Medical Withdrawal process is outlined below. It should be noted that a Medical Withdrawal can be requested only after the designated withdrawal date. A student wanting to withdraw before the designated withdrawal date must follow the Withdrawal from Course Policy outlined in the undergraduate and graduate catalogs. **Questions regarding the late withdrawal process should be directed to the Office of Student Affairs (229-333-5941).** It is the student's responsibility to withdraw officially in accordance with university regulations. Only in very rare instances will a partial withdrawal be considered, such as in cases in which a student may not be able to complete a specific class because of a medical condition or injury that prohibits class participation. For more detailed information on the Medical Withdrawal policy and procedures, click here (<http://www.valdosta.edu/academics/academic-affairs/advising/medical-withdrawal-process.php>).

Hardship Withdrawals from the University

A student who has an emergency that prevents the completion of all classes for that term may request a Hardship Withdrawal. The Hardship Withdrawal process is outlined below. It should be noted that a Hardship Withdrawal can be requested only after the designated withdrawal date. A student wanting to withdraw before the designated withdrawal date must follow the Withdrawal from Course Policy outlined in the undergraduate and graduate catalogs. **Questions regarding the late withdrawal process should be directed to the Office of the Dean of Students (229-333-5941).** It is the student's responsibility to withdraw officially in accordance with university regulations. Only in very rare instances will a partial withdrawal be considered, such as in cases in which a student may not be able to complete a specific class because of a hardship that prohibits class participation. For more detailed information on the Hardship Withdrawal policy and procedures, click here (<http://www.valdosta.edu/academics/academic-affairs/advising/hardship-withdrawals.php>).

Mental Health Withdrawals

To ensure that its students receive due process rights, Valdosta State University has initiated the following Mental Health Withdrawal Procedure. Before a student may be withdrawn for mental health reasons, there must first be the following chain of events:

1. The student displays behavioral indicators, which are determined by a mental health professional to be of danger to the student or others.
2. When a mental health professional recommends that a student needs to be withdrawn from school for mental health reasons, an informal hearing will then be set up to determine whether or not the student should be withdrawn.
3. In this informal hearing conducted by the Office of Student Affairs, the student or his or her representative may present any pertinent information that he or she believes will have a bearing on the particular case.

This procedure is enacted to ensure that the student's legal rights are not violated and that the University has the right to remove any student who it feels, based on professional evaluation, may present a danger to himself or herself or to others.

No fee adjustment will be made for withdrawals except as outlined in the Tuition, Fees, and Costs section of this catalog. The Office of Student Financial Services will receive a copy of the withdrawal form for refunding if applicable.

Limit on Course Withdrawals (10 "W" Policy): For Undergraduate Students Only

Effective Summer 2021, all undergraduate students are limited to ten course withdrawal ("W") grades for their entire enrollment at Valdosta State University. A student may not accumulate more than 3 course withdrawals in an academic year. Beginning on the sixth withdrawal during enrollment at VSU and each subsequent withdrawal, academic advisor approval must be received prior to the student withdrawal taking place. Once a student has accumulated three "W" grades in an academic year or more than ten "W" grades during their entire undergraduate enrollment, all subsequent withdrawals (whether initiated by the student in Banner or initiated by the instructor during attendance verification) will be recorded as "WF." The grade of "WF" is calculated as an "F" for GPA purposes. Any appeal for additional "W" grades must be made to the Office of Student Success.

The limit on withdrawals does not apply if a student withdraws from all classes in a given semester before the designated withdrawal date of the semester. The following types of withdrawals do not count against the limit of ten course withdrawal ("W") grades:

- Hardship withdrawals (see policy below)
- Medical or mental health withdrawals (see policy below)
- Military withdrawals
- Grades of "WF"
- Withdrawals taken in semesters before Fall Semester 2010
- Withdrawals taken at other institutions

Transfer students, regardless of their classification upon enrolling at Valdosta State University, are also limited to the same withdrawal criteria at Valdosta State University.

Change in Major Program

Changes in major programs are made on the basis of careful consideration and planning with the advisor well before the registration period. Any change from one major program to another, especially if made late in the student's college career, may necessitate additional courses that were not required in the major program originally selected. Additional semesters in residence may also be necessary. Both the accepting and releasing departments must approve a change of major program. Students who change their major or interrupt their college work for more than a year become subject to the requirements of the catalog in effect at the time of the change or re-enrollment, as they fulfill degree requirements. Approved Change-of-Major forms must be submitted to the Registrar.

Course or Prerequisite Substitutions and Waivers

Requests for course substitutions or course waivers must contain specific justification for the request and must be approved by the student's advisor, the head of the department and the dean of the school of the student's major, and the Registrar. If the substitution or waiver involves a Core Curriculum course, approval of the Vice President for Academic Affairs is also necessary. A "Request for Course Substitution/Waiver" form, available in the major's department, must be completed before approval is official.

Requests for a prerequisite substitution or waiver must be approved by the instructor of the course requiring the prerequisite and by the administrator of that department or school. The department head and course instructor will be notified of all administratively approved prerequisite substitutions or waivers.

Absence Regulations

For students, success in class, whether face-to-face or online, begins with regular attendance/participation. Instructors must clearly outline their absence/participation expectations in their course syllabus, including any penalties for absence or non-participation and any procedures for missed work. All students are responsible for knowing the specific attendance/participation requirements as prescribed by their instructors and for the satisfactory make-up of missed work. When students are compelled for any reason to be absent from or unable to participate in class, they should immediately contact the instructor.

Attendance Verification:

During a designated period each term, instructors are required to verify student attendance for disbursement of Financial Aid. If a faculty member reports that a student has not attended a class, the Registrar's Office will assign "W" for that student.

For Online Classes:

To comply with Federal Financial Aid regulations for considering "attendance" in an online class, instructors:

- Must not count students' logging into a course's learning management system (e.g., BlazeVIEW, Google Apps Sites) as participation in that course.
 - Must count any "academically related" activity in a given course as participation in that course. For online classes, the activities in the following categories are considered "academically related":
1. Participating in any assigned activity (e.g., attending a synchronous teleconference or video conference class session, submitting prepared material, taking examinations, engaging in an assigned study group, providing a self-introduction to the class in a discussion forum designated for this purpose);
 2. Completing interactive tutorials or interactive, computer-assisted instruction; or
 3. Discussing the course's subject matter (e.g., online with other students, by email with the instructor)

Whether online or face-to-face, a student who misses or does not participate in more than 20% of the scheduled course or course activities could be subject to receiving a failing grade in the course.

The University does not issue an excuse to students for class absences. In case of absences as a result of illness or special situations, instructors may be informed of reasons for absences, but these are not excuses.

Students participating in authorized activities as an official representative of the University (i.e., athletic events, delegate to regional or national meetings or conferences, participation in university-sponsored performances) **are automatically excused by the university**: These students will not receive academic penalties and, in consultation with the instructor of record, will be given reasonable opportunities to complete assignments and exams or given compensatory assignment(s) if needed. The student must provide written confirmation from a faculty or staff advisor to the course instructor(s) not fewer than 10 days prior to the date for which the student will be absent from the class, except in the case of short notice events. Written confirmation and explanation of short notice events must be provided to the instructor as soon as possible. The student is responsible for all material presented in class and for all announcements and assignments. When possible, students are expected to complete these assignments before their absences. In the event of a disagreement regarding this policy, an appeal may be made by either the student or the instructor of record to the department head.

Students with Military Obligations that require their absence from class may seek an exemption from the class attendance policy. Students requesting an exemption should provide their military orders to the college Associate Dean, along with a request for an exemption prior to the start of the first week of classes. Working with the appropriate college Associate Dean, the student's instructors are contacted and made aware of the request for an exemption. Instructors will carefully consider all such requests and base their decision upon the course attendance policies and the student's ability to catch up on missed course materials upon his or her return.

Religious Observances:

The University permits students, faculty, and staff to observe those holidays set aside by their chosen religious faith. The faculty should be sensitive to the observance of these holidays so that students who choose to observe these holidays are not seriously disadvantaged. It is the responsibility of those who wish to be absent to make arrangements in advance with their instructors.

Appeals for Attendance Disputes:

Attendance issues which cannot be resolved between the instructor and student should be referred immediately to the department head responsible for the course. Students who stop attending or participating in a course without officially withdrawing from a course will receive the penalties indicated in the instructor's syllabus.

Withdrawals:

If students wish to withdraw, they should consult with their instructors. Students officially withdrawing from a course prior to the designated withdrawal date will receive a "W" for the course (unless the withdrawal exceeds the number allowed under the limited withdrawal policy). After the designated withdrawal date, students experiencing a documentable medical or hardship situation may complete a Petition for Withdrawal form, which is available in office of the Dean of Students. If the petition is approved, the grade awarded is "W" (withdrew passing).

Auditing Classes

Students may be permitted to enroll as auditors in selected courses, provided regular enrollment in the course permits and if such an arrangement is completely agreeable to the instructor concerned. Fees for auditing classes are the same as for credit courses. Students are not permitted to change from audit to credit or from credit to audit after the last day for course changes as specified in the official calendar.

Mid-Term Grades

In-progress grades are reported at the mid-term date of Fall and Spring terms for students in lower division (1000- and 2000-level) courses. Students who want to review their grades on the Student Information System should log in to the VSU Homepage (<http://www.valdosta.edu/welcome.php>) and select "Banner (Registration)." Select "Login" on the Banner Homepage and enter your Web ID and PIN. Then select "Login" again. Select "Student and Financial Aid," then "Student Records," and finally "Academic Transcript." Those experiencing difficulties in their academic work should contact the instructor, advisor, or advising center for guidance on available options to improve their academic standing.

Final Examinations

Each faculty member is expected to select appropriate times for the periodic examination or assessment of students. The complexities of an academic institution make it necessary that all faculty comply with the schedule of final examinations.

A copy of the **final examination schedule** is included as a part of each semester's published Registration Guide and on the Registrar's Office website. Each faculty member is required to use the specified schedule for final examinations and assessment. Whenever unusual circumstances require a departure from the published schedule, clearance for such deviation must be obtained in advance from the department head and dean and be announced in the course syllabus, or, if the departure is not anticipated at the beginning of the semester, students should be informed in time to allow adequate preparatory time.

Grading System

The semester hour is the basic unit of work, in which each course offered has credit value in terms of a certain number of semester hours normally conforming to the number of contact class hours per week. For example, courses meeting three hours a week normally carry three semester hours of credit. A typical exception occurs in laboratory work, in which two or three hours of class contact have a one-credit-hour value.

Grades and quality points represent the instructor's final estimate of the student's performance in a course. All grades assigned remain on the student's permanent record and transcript. The following letters denote grades which are included in the computation of the grade point average:

A = Excellent	4 per hour
B = Good	3 per hour
C = Satisfactory	2 per hour
D = Passing	1 per hour
WF = Withdrew failing	0
F = Failing	0

The following letters denote cases in which the grade is not included in the computation of the grade point average:

I = Incomplete

IP = In progress (course scheduled for more than one semester)

K = Credit by examination

S = Satisfactory

U = Unsatisfactory

V = Audit

W = Withdrew, without penalty

NR = Not reported by instructor or course ending date is after the scheduled end of the semester

A cumulative grade point average (GPA) of at least 2.00 (i.e., an average of at least "C" in all work attempted) is required for graduation from VSU.

Grades for credit accepted in transfer or by examination are posted on a student's permanent record card but are not included in the calculation of the VSU cumulative grade point average.

The cumulative grade point average will be calculated by dividing the number of hours scheduled in all courses attempted in which a grade of A, B, C, D, F, or WF has been assigned into the number of quality points earned on those hours scheduled.

Computation of the cumulative grade point average treats WF and F grades identically. Grades of W, NR, S, V, U, K, IP, and I are not computed.

Courses passed with a grade of D cannot be counted as satisfying the requirements in the major area or in a minor.

A student may repeat an undergraduate course taken at VSU in order to replace an earlier grade earned in the same course. This policy would go into effect with courses repeated Spring 2019 or later. The courses must be taken and repeated at VSU. When undergraduate courses taken at VSU are repeated at VSU with a higher grade, the *highest grade received* will be counted in the institutional (VSU) GPA calculations. If a student repeats a course at VSU but receives a lower grade, the higher grade from a previous attempt will be used in the calculation of the institutional (VSU) GPA. The repeated course must have the exact same title as the original course. This policy does not apply to courses that must be repeated or are allowed a defined number of repeats as part of the course of study for a major.

The student's transcript and cumulative (Regents) GPA will retain all course attempts and grades. The institutional (VSU) GPA will be used for all purposes except for those mandated by financial aid regulations and other state and federal requirements. The VSU transcript will reflect both GPAs.

This policy applies only to courses that were taken and repeated at VSU. Transferred courses are not calculated in the institutional (VSU) GPA. If a student repeats an institutional course as a transfer/transient student and receives a higher grade in the transfer/transient course, the repeated grade will be excluded from the institutional (VSU) GPA.

Students seeking to repeat a course are encouraged to meet first with an academic advisor or mentor to review why they have not been previously successful in the course and to assess whether they are following the appropriate course of study or major.

A report of I (incomplete) indicates that a student was doing satisfactory work at the end of the term but, for non-academic reasons, was unable to complete all requirements for the course. A report of I requires the subsequent completion of all course requirements within a time limit specified by the instructor, not to exceed one calendar year from the end of the term in which a grade of incomplete is assigned, regardless of the student's enrollment status during the period specified for completion. Students are responsible for making arrangements with their instructor for completion of course

requirements within the time specified, in accordance with this regulation. If an I is not changed to a letter grade within one calendar year, it will be changed to the grade F.

NR is assigned when an instructor fails to submit final grades by the established deadline or when the course ending date is after the schedule end of the semester. The Incomplete or NR grade will remain on the student's permanent record and transcript. An Incomplete will be changed to an F or WF if not removed by the required period of time indicated above.

Grade Changes

Final grades submitted by the course instructor may not be changed except for approved special circumstances. A request for grade change form must be submitted by the instructor, and the change-of-grade form must be approved by the appropriate officials and forwarded to the Registrar.

Grade Appeals

Students have the right to appeal their grades; however, they should do so within 30 days of the grade's posting on Banner. To appeal a grade, a student should complete the grade appeal form (available online at the Registrar's Office) with all pertinent information and then speak with the professor about the change. If the professor and the student do not resolve the situation, the student may then proceed to appeal to the department head and, finally, the dean.

Academic Renewal Policy

The Academic Renewal Policy allows Valdosta State University degree-seeking undergraduate students who have experienced academic difficulty to have one opportunity to make a fresh start at Valdosta State University after an absence of three consecutive calendar years from any postsecondary institution. Students may attend other institutions during the Period of Absence; however, that coursework will not be eligible for Academic Renewal. Transfer credit for any coursework taken during the Period of Absence shall be granted in accordance with the prevailing USG and institutional policies and procedures regarding the awarding of transfer credit. If a student does not request Academic Renewal status at the time of re-enrollment, the student may do so within two academic semesters of re-enrollment or one calendar year, whichever comes first.

Former Developmental Studies students may apply for Academic Renewal only if they successfully completed all Developmental Studies requirements before the commencement of the 5-year period of absence.

All previously attempted coursework continues to be recorded on the student's official transcript. A complete statement of the policy and the form, Application for Academic Renewal, are available in the Office of the Registrar.

Academic Probation and Suspension

Valdosta State University seeks to provide an environment suitable for promoting the systematic pursuit of learning. To ensure this primary goal, the University requires of its students reasonable academic progress. The retention of those students who repeatedly demonstrate a lack of ability, industry, maturity, and preparation would be inconsistent with this requirement.

Academic probation serves as the initial notice that the student's performance is not currently meeting the minimum grade point average required for graduation. Continued performance at this level will result in the student's being placed on academic suspension. Academic probation is designed to serve three purposes: (1) to make clear to all concerned the inadequacy of a student's performance; (2) to provide occasion for necessary counseling; and (3) to give students whose success is in doubt additional opportunity to demonstrate performance.

Academic suspension is imposed as a strong indication that the student incurring such suspension should withdraw from the University, at least for a time, to reconsider the appropriateness of a college career or to make necessary fundamental adjustments in attitudes toward the academic demands of college.

1. Stages of Progress with Minimum Grade Point Averages Required

An individual's stage of progress is determined on the basis of the number of academic semester hours attempted, including those transferred from other institutions. Transfer credits are not included in computing grade point averages.

Semester hours attempted at VSU and hours transferred to VSU	Cumulative grade-point average required on VSU courses
1 - 29	1.60
30 - 59	1.75
60 - 89	1.90
90 - graduation	2.00

2. Academic Probation

A student will be placed on academic probation if, at the end of any semester while the student is in good standing, the cumulative GPA falls below the minimum specified in the table above or the semester GPA falls below 2.00. Even though a student on probation is making some progress toward graduation, it should be clearly understood that without immediate academic improvement, suspension may result.

3. Academic Suspension and Academic Dismissal

- a. A student will be suspended if at the end of any term, while on academic probation, the cumulative GPA falls below the minimum specified in the table above, and the term GPA falls below 2.00.
- b. A first suspension will be for one semester. (See readmission procedures below.)
- c. A second suspension shall be for two academic semesters.
- d. A third or subsequent suspension shall result in the student's being academically dismissed from the institution for a minimum period of three years.
- e. A student while on suspension shall not be granted transient permission to attend another institution unless prior approval is obtained from the student's Dean at Valdosta State University.
- f. Only fall and spring semesters count as "sit out" semesters. (See 3 b, c, above.)

4. Right of Appeal

Upon appeal by the student, the Suspension Appeals Committee has the authority to waive the first, second, or third suspension if unusual circumstances warrant.

5. Appeal Process

Students must submit a written appeal using the online form (<https://www.valdosta.edu/academics/registrar/forms/suspension-appeal-form.php>) available from the Registrar's Office according to the posted appeal schedule. Following the first, second, or third suspension, readmission on probation may be granted for unusual and compelling reasons by the Suspension Appeals Committee. A suspended student readmitted on probation may have specific academic requirements imposed. A student whose appeal is granted but does not reenroll will remain on academic suspension.

6. Readmission Procedures

Students who complete their suspension and wish to return must complete the Application for Undergraduate Readmission (<https://www.valdosta.edu/academics/registrar/forms/undergraduate%20readmission%20application.php>) prior to registration for the semester in which they plan to return.

Work by Correspondence and Extension

Not more than 30 semester hours of undergraduate work may be earned by extension and credit by examination, of which not more than 17 semester hours may be by correspondence. Under no circumstances will students in the final year of residence (30 semester hours) be permitted to take more than seven (7) semester hours by correspondence or extension. Students in residence may not enroll for correspondence or extension work except by permission of the appropriate dean or director. No course which a student may have failed while in residence at Valdosta State University may be taken by correspondence or extension for degree credit. The Student Affairs Office coordinates correspondence study. Credit from University of Georgia Extension Centers will be restricted to lower division (1000 and 2000 level) in addition to the 30-hour limitation.

Academic Dishonesty

Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the *Student Code of Conduct* and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics. Appendix A of the *Student Code of Conduct* in the VSU *Student Handbook* outlines academic integrity violations as well as the academic response and disciplinary response to such violations. The online VSU Student Handbook reflects the most current policy on academic integrity. Academic integrity violations may result in suspension or expulsion from the university. Additional information on academic integrity as well as resources for faculty and students can be found at the Academic Affairs web site (<http://www.valdosta.edu/academics/academic-affairs/academic-honesty-at-vsuh.php>).

Plagiarism

Plagiarism is defined as "the copying of the language, structure, programming, computer code, ideas, and/or thoughts of another and passing off same as one's own, original work" (*Virginia Tech Honor Code Constitution*). The violation, then, consists of both copying and misrepresenting the material in question. When a student places his or her name on any kind of work, he or she claims responsibility for the originality of the contents except for those parts that are specifically attributed to another or that are considered common knowledge. If a student has consulted any outside source, whether published or not, and has incorporated any of its "language, structure, ideas, programming, computer code, and/or thoughts" into his or her work without acknowledging that source, he or she may be guilty of misrepresenting the work's originality. When paraphrasing material from an outside source, the student must change both the sentence structure and the vocabulary (where possible) in expressing the original material in his or her own words. Any instance where the "language, structure, ideas, programming, computer code, and/or thoughts" have been borrowed from another's work, paraphrased or not, without proper reference/citation, the act constitutes plagiarism on the part of the writer.

Course sections may use plagiarism-prevention technology. Students may have the option of submitting their written work online through a plagiarism-prevention service or of allowing the instructor to submit their work. The written work may be retained by the service for the sole purpose of checking for plagiarized content in future student submissions.

The Academic Year

All curricula and courses at Valdosta State University are offered within the framework of the semester system. Fall and spring semesters make up the traditional academic year, though students may pursue degree requirements on a year-round basis in courses that consist of parts-of-terms (weekends or shorter formats). Traditional fall and spring semesters run for approximately 16 weeks each, including the examination period. The summer semester is often reduced in length, with the length of class periods appropriately adjusted.

Preparation for Professional Schools

Preparation for Law School

Although law schools require a baccalaureate degree for admission, they do not always specify a particular undergraduate major or prescribe a specific pre-law program. Literate, well-informed students with a broad general education tend to succeed in law school. Students aspiring to enter law school may major and minor in any of a number of fields which will aid them in attaining the following: (1) fluency in written and spoken English; (2) the ability to read difficult material with rapidity and comprehension; (3) a solid background of American history and government; (4) a broad education in social and cultural areas; (5) a fundamental understanding of business, including basic accounting procedures; and (6) the ability to reason logically.

Preparation for Medical, Dental, Veterinary Medicine, and other Professional and Graduate Schools Offering Doctoral Degrees in Health Sciences

Students should be aware that the vast majority of applicants now admitted to schools and programs in these categories hold the baccalaureate degree and will have established well above normal scores and averages in overall academic performance as well as on qualifying admission exams. Although students who apply for admission to professional schools may major in any area of study, most choose to major in biology, chemistry, or other natural sciences. Admission requirements may vary slightly from school to school, but all such programs require the basic undergraduate courses in biology, chemistry, physics, and mathematics. Students majoring in other areas should consult the academic advisor, who may in turn wish to refer the student to the Biology or Chemistry Department for more specific information. Examples of paramedical professional degrees include podiatry, chiropractic, osteopathic medicine, and optometry. If an undergraduate degree is not required for entry into one of these fields, it is the responsibility of the student to provide the Academic Advisor with the requirements specified for admission to the school of the student's choice.

Preparation for Seminaries and Theological Schools

The bachelor's degree is usually required for admission to accredited theological schools and many seminaries. Students aspiring to enter such institutions should follow in their undergraduate work the general recommendations of the American Association of Theological Schools. Such a program provides students an opportunity to become acquainted with broad areas of subject matter. Advice on such programs is available from the Dean of the College of Arts and Sciences.

Valdosta State University — Georgia Institute of Technology Dual Degree Program

Valdosta State University cooperates with the Georgia Institute of Technology in a dual degree program, wherein a student attends Valdosta State for approximately three years and Georgia Institute of Technology for approximately two years. Upon completion of certain academic requirements at each institution, the student is awarded a bachelor's degree from Valdosta State University and one of more than thirty designated degrees from the Georgia Institute of Technology in areas such as engineering, management, and sciences. In the case of highly qualified students, the Georgia Institute of Technology degree may be at the master's level. For more information, contact the Coordinator for Pre-Engineering.

Second Baccalaureate Degree

A student may work for a second baccalaureate degree, and credits applied toward the first degree will be permitted to meet the second degree requirements, where applicable and appropriate. Students must meet all requirements for the second degree in effect when work on the second degree is begun.

Minors

Minors require 15 to 18 semester hours of course work, with at least 9 hours from courses numbered 3000 or above. Courses taken to satisfy Core Areas A through E may not be counted as coursework in the minor. Courses taken in Core Area F may be counted as coursework in the minor, if departmental policies allow. Minors are offered by various departments and interdisciplinary areas throughout the university. See descriptions of minors in the departmental sections of the catalog. A grade of "C" or better must be earned in each course comprising the minor, and all prerequisites for specific upper division courses must be met.

The completed minor will be recorded on the student's transcript, but not on the diploma. For students completing a minor before graduation, the minor will appear on the transcript at the time of graduation. For students completing a minor after graduation, the minor will be listed on the transcript with a comment indicating when the minor was completed. A student must be enrolled at the time a minor is approved by the Board of Regents, or subsequent to that date, to receive credit for the minor. A student may have more than one minor.

Classification

Promotion from class to class (from freshman through senior) is based on hours earned in academic subjects. The semester hours required for different classifications are:

Class	Semester Hours
Freshman	0-29
Sophomore	30-59
Junior	60-89
Senior	90 or more

Academic Load

Twelve or more semester hours constitute full-time enrollment for undergraduates. The typical academic load for undergraduate students is approximately 15 hours per semester. An academic load of 19 hours is permitted without special approval. An academic load greater than 19 hours requires completion of the VSU *Petition to Register for More Than Nineteen Hours*, showing approvals of the academic advisor, the department head of the student's major, and the appropriate dean or director. The maximum load for which approval may be given is 21 semester hours credit.

Institutional credit is a unit of credit included in a student's total hours of academic load, which is the basis for fee calculations. Institutional credit does not apply toward the total number of hours required for graduation nor is it transferable to another institution.

Course Numbering

0000-0999 Remedial Courses. Such courses do not carry credit toward graduation.

1000-2999 Lower Division Undergraduate Courses. Courses with these numbers are basic undergraduate courses.

3000-4999 Upper Division Undergraduate Courses. Courses with these numbers are advanced undergraduate courses. Some schools or divisions may require junior class standing as a prerequisite for these courses.

5000-6999 Mixed Graduate/Upper Division Courses. Some courses numbered 3000-3999 are open to graduate students; such courses carry dual numbers, with the graduate version of the course numbered between 5000 and 5999.

Similarly, courses numbered 4000-4999 may be taken by graduate students using a corresponding number in the range 6000-6999.

7000-9999 Graduate Courses. Enrollment in these courses is restricted to graduate students.

Certain courses require prerequisites (other courses that must be taken before a given course), and/or corequisites (other courses that must be taken during the same term as a given course), or the consent of the instructor or of the Department Head. Students must be sure they have met these requirements, as listed in the course descriptions of this catalog.

Determination of Credit Hours

Valdosta State University utilizes the federal definition of the credit hour as a basis for determining the amount of credit assigned for student work, complying with Federal Regulation Program Integrity Rules, University System of Georgia (USG) Policy 3.4, and the Southern Association of Colleges and Schools Commission on Colleges Standard 10.7 and Policy Statement on Credit Hours. The Academic Committee of the VSU Faculty Senate is responsible for ensuring that credit hours awarded for course work are appropriate, and the VSU Registrar's Office ensures that credit hours are accurately attached to courses in the student information system. The Registrar's Office ensures that the number of class minutes for lecture- and laboratory-based courses have been accounted for in the scheduling of courses. The full policy statement is available upon request from the Office of Academic Affairs or the Office of the Registrar.

Cross-Disciplinary Courses

Certain courses, because of their scope and focus, are identified by different designations, that is, cross-listed. Students may decide which designation they wish to register for, depending on their needs, but such a dual-listed or cross-listed course can count only once and cannot be taken a second time for credit under a different designation. Cross-disciplinary courses are clearly identified in the descriptions of the "Courses of Instruction" section as "Also offered as"

Registration

Currently enrolled students may register for courses during the following registration periods:

- Early Registration held approximately six weeks before the term begins. Registration priority is based on student classification in the following order: Graduate students and seniors; juniors; sophomores; freshmen.
- Regular Registration and drop/add, held immediately prior to the beginning of classes. Registration is held on a first-come, first-served basis.

- Late Registration and continued drop/add, held for approximately three or four days after the term begins. A late fee is assessed for registration during the Late Period.

New students are expected to register for classes during orientation programs held prior to the first day of classes.

All undergraduate and graduate students must be advised before registration. Students who have not been advised will not be able to access the registration system.

Registration in all courses offered by the University is under the direct supervision of the Registrar. Published schedules, policies, and procedures for registration must be strictly observed. Registrations are canceled for students who do not pay fees by the published deadlines.

For more information on fee payment procedures, see the section on Tuition, Fees, and Costs.

Graduation Requirements for Undergraduates

Candidates for degrees must complete a minimum of 120 (somewhat more in selected majors) semester hours of academic work, with an institutional grade point average of 2.00 or better calculated from all work attempted at Valdosta State University. Transfer credit applied to degree requirements may be used to satisfy hours but is not included in the institutional GPA requirements for graduation. No person will be graduated with less than a 2.00 institutional GPA. The academic work must include a minimum of 39 hours of upper division courses (that is, courses numbered 3000 or above), including at least 21 semester hours of upper division in the major field. Students must earn a "C" or better in ENGL 1101/ENGL 1101H and ENGL 1102/ENGL 1102H. A grade of "C" or better is also required in major area courses and in the courses for the minor. Programs may specify other courses in which a grade of "C" or better is required.

Of the 40 semester hours immediately preceding graduation, at least 30 must be taken in residence at Valdosta State University. Any student admitted to the University for the final year must be in residence for two semesters and must complete in this time at least 30 semester hours in residence, including 21 hours of senior college work in the major.

Students who change their major or interrupt their college work for more than a year become subject to the requirements of the catalog in effect at the time of the change or re-enrollment to fulfill degree requirements. Approved Change of Major forms must be submitted to the Registrar. The academic department and college of your major may require an undergraduate course to be repeated for credit, if the course is evaluated to be out of date.

Prospective graduating seniors must apply to the Office of the Registrar for final evaluation of credits and programs two full semesters in advance of the expected graduation date. A \$25 graduation fee must be paid at the Bursary prior to final evaluation. This fee is valid for one year beyond the initial term selected for completing degree requirements.

All financial obligations to the University must be cleared before an official diploma will be issued.

General Education

All programs that students may pursue at Valdosta State University are required to demonstrate, directly and indirectly, a basic concern for values associated with higher general education. All students are expected to share this concern throughout the University for enhancing and increasing the individual's level of personal civilization and refinement as a human being.

English Language Proficiency

All graduates of Valdosta State University are expected to exhibit reasonable maturity and accuracy in speaking and writing the English language and a degree of skill in reading and interpretation commensurate with that of any representative graduate of a creditable American college. Evidence of serious incompetence in these skills may delay or prevent graduation from the University regardless of a student's major program or special interests.

Credit by Departmental Examination

Students currently enrolled who present satisfactory evidence that they are qualified in a particular subject may receive credit by an examination developed and administered by the appropriate instructional department. Satisfactory evidence may be, but is not limited to, work experience, non-credit courses, course work taken at non-accredited institutions, or military courses. Permission must be obtained from the head of the instructional department offering the course; however, exams will not be permitted in courses for which a student has previously taken an examination for credit or was previously enrolled at Valdosta State University as a regular or audit student. It is suggested that students check with their advisor and the Registrar's Office prior to requesting an examination for credit, to ensure that the credit will apply toward their graduation requirements. The credit will be entered in the student's academic record; however, the grade received will not calculate in the semester or cumulative grade point average.

Students must pay the Bursary, in advance of the examination, the current non-refundable fee for credit by examination. The student will show the receipt to the faculty member conducting the examination. The instructional department is responsible for reporting the course number, title, credit hours, and fee receipt to the Registrar's Office for processing. Failing grades will be reported and posted to the student's record.

Semester hours can be earned through any combination of CLEP, credit by departmental examination, correspondence courses, extension work, and advanced placement.

Credit for Prior Learning (CPL)

Credit for Prior Learning (CPL) is a process through which students identify areas of relevant learning from their past experiences, demonstrate that learning through appropriate documentation, and submit their materials so that they can be assessed and possibly awarded academic credit at Valdosta State University. The University will work with students from diverse backgrounds to evaluate their prior learning and determine if it meets the standards and requirements of college-level learning. Semester hours can be earned through any combination of CLEP, credit by departmental examination, CPL Portfolio, and advanced placement. For more information about CPL at VSU, consult the CPL web site (<https://www.valdosta.edu/academics/amp/returning-to-college/prior-learning-assessment/>).

Exemption Tests

Tests that exempt a student from taking certain courses are conducted by some departments for placement purposes. Credit hours are not awarded for successful completion of placement tests, and there is no fee required to take such a test.

Guidelines for Granting Academic Credit for Participation in Internship Programs

Students who take part in an internship program under any of the various internship courses offered at Valdosta State University derive benefits of a diverse nature from their participation. Some of the benefits inherent in an internship are of an academic nature, and even the non-academic benefits of practical experience may well justify participation in an internship program.

By awarding academic credit for enrollment in an internship program, VSU formally recognizes the academic benefits of the program. The University grants semester hours of academic credit to students involved in internships, the number of hours depending upon the specific departmental internship course in which the student enrolls.

The guidelines that follow have the purpose of allowing maximum flexibility within any given internship program and, at the same time, of requiring the careful thought and work by the participants that will make their internship experience academically significant.

1. **Acceptable Programs.** In order to receive academic credit for an internship program, students must be enrolled in an established internship course offered by an academic department of Valdosta State University.
2. **Supervision.** All interns will be assigned a faculty supervisor from the academic department in whose internship course they enroll. Supervisors will accept direct responsibility for each intern under their supervision. Faculty supervisors will carefully work out in advance all individual internship programs according to these general guidelines and college or departmental guidelines and shall specify academic requirements. The actual work experience supervision will be by the project directors of the various internship programs.
3. **Academic Credit**
 - a. Each department that desires to offer internship opportunities will establish an internship course, with the approval of departmental faculty, appropriate executive committee(s), and the Academic Committee, carrying credit of 3, 6, or 9 semester hours or variable credit up to 12 hours in increments of three hours.
 - b. Internship courses not required as part of the major will be counted as elective credit.
 - c. The number of credit hours to be granted for a particular internship experience will be determined in advance with the intern in keeping with the guidelines pertaining to credit hours as set forth below.
 - d. Academic credit will be granted on a satisfactory/unsatisfactory basis.
4. **Guidelines for Granting Academic Credit**
 - a. For academic credit of three semester hours, the internship will involve, at the minimum:
 - i. Work in an area directly or indirectly related to the major field of study.
 - ii. Ten (10) hours of service each week.
 - iii. A daily log of activities.
 - iv. A report on the internship experience, relating it to the major field of study. The report will be made after completion of the internship.
 - b. For academic credit of six semester hours, the internship program will involve, at the minimum:
 - i. Work in an area directly or indirectly related to the major field of study.
 - ii. Twenty (20) hours of service each week.
 - iii. A daily log of activities.
 - iv. A report on the internship experience, relating it to the major field of study. The report will be made after completion of the internship.
 - v. A research paper in an area appropriate to the major and bearing on some aspect of the internship program.
 - c. For academic credit of nine semester hours or more, the internship program will involve, at the minimum:
 - i. Work in an area directly related to the major field of study. The program should provide an opportunity for direct application of the knowledge gained in the classroom in the major field of study.
 - ii. A daily log of activities.
 - iii. Thirty (30) hours of service each week.
 - iv. A report on the internship experience, relating it to the major field of study. The report will be made after completion of the program.

- v. A research paper or assessment in an area appropriate to the major and bearing on some aspect of the internship program.
- vi. Academic credit of 12 semester hours will be granted for 40 hours of approved service per week.

University System Regents' Testing Program

Each institution of the University System of Georgia must assure the other institutions, and the System as a whole, that students obtaining a degree from that institution possess literacy competence, that is, certain minimum skills of reading and writing.

Therefore, students enrolled in undergraduate degree programs shall pass the Regents' Test as a requirement for graduation. For undergraduate students at Valdosta State University, the Regents' Test requirement will be fulfilled by a passing grade in ENGL 1102¹ or an approved substitute.

¹ Students failing ENGL 1102 will be required to register for the class each subsequent semester in which they are enrolled at VSU..

Foreign Language Requirements

1. Students are advised to take the Web Cape Placement Test to determine their placement in the appropriate course level for foreign language study.

It is the expectation that students who are opting to continue with the foreign language they took in high school will begin at the FL 1002 level. If students choose not to take the placement test, they should begin with FL 1002. Taking the test may allow students to enroll in a more advanced course. The Web Cape Placement Test will guide students and their advisors in this placement. Please refer to Frequently Asked Questions (<http://www.valdosta.edu/colleges/arts-sciences/modern-classical-languages/webcape.php>) (FAQ).

Prior to your registration date, you may take the Web Cape Placement Test by logging into the web site. You will have to create a WebCAPE TrueNorth account using your VSU email. See the WebCape page (<https://www.valdosta.edu/mcl/webcape.php>) for placement test registration links. Please print your results and bring the paper with you to your advising appointment.

Twelve-hour foreign language requirement

B.A. with a major in biology

Nine-hour foreign language requirement:

B.A. with a major in history, mathematics, French, Spanish, philosophy and religious studies, political science, legal assistant studies, sociology and anthropology, or psychology.

Six-hour foreign language requirement:

B.A. with a major in music or art

B.S. with a major in applied mathematics, astronomy, chemistry, environmental geosciences, or physics

Foreign language requirement through MCL 2002:

B.A. with a major in English

State of Georgia Legislative Requirements

In accordance with an act of the General Assembly of the State of Georgia, all candidates for degree are required to possess and demonstrate a reasonable mastery of United States history, Georgia history, the United States Constitution, and the Georgia Constitution. These history requirements are met by the successful completion of HIST 2111 (3 hours) or HIST 2112 (3 hours). The constitution requirements are met by the successful completion of POLS 1101 (3 hours). Transfer credit for these three courses may not satisfy the requirements of the State of Georgia. Exemption tests in Georgia History or Georgia Constitution are offered to transfer students whose American History or Political Science course(s) did not include Georgia History or Georgia Constitution and to students who have obtained credit in American Government or in American History via the CLEP program, which does not include credit for satisfying the legislative requirements. See the VSU Testing Office (<http://www.valdosta.edu/academics/services/testing/>) in the University Center concerning the exemption tests in Georgia History and in Georgia Constitution.

Health and Physical Education

There is no University-wide physical education requirement. However, certain degree programs, particularly teacher certification programs in education, may include KSPE 2000 Health and Wellness for Life within the degree requirements. Review the degree requirements for your particular degree program.

All students are encouraged to include at least one development and one recreational physical education course in their programs.

Junior and Senior College Work

Required lower division courses are introductory in nature and are designed as prerequisites to upper division work. These include courses required by the University System Core Curriculum and are to be taken normally before a student achieves junior classification.

Recognition of Undergraduate Superior Achievement

Graduation with Honors

Three levels of graduation honors recognize exceptional students qualifying for the bachelor's degree. These honors are based upon all academic work attempted, including all courses attempted at other institutions. A minimum of 60 semester hours of academic work, including any student teaching, must be successfully completed in residence at Valdosta State University. Credit by examination or exemption will not be included in the work considered for residence.

Cum Laude for an overall grade point average of **3.50** and a VSU cumulative average of **3.50**.

Magna Cum Laude for an overall grade point average of **3.70** and a VSU cumulative average of **3.70**.

Summa Cum Laude for an overall grade point average of **3.90** and a VSU cumulative average of **3.90**.

Honors shown in the graduation program reflect grades on student transcripts entered through the term immediately preceding graduation. For students who participate in a graduation ceremony before they have completed all degree requirements, honors recognitions will appear in the program of the next scheduled ceremony after they have completed all graduation requirements. Official honors included on diplomas include all work attempted at VSU and all other institutions, including accepted and non-accepted credit.

Dean's List

Students achieving a semester GPA of 3.50 or higher on nine (9) or more semester hours with an institutional (VSU) GPA of 3.00 or higher are recognized by being placed on the Dean's List. Neither incomplete grades (I) nor the final grades and hours when the incomplete is removed are included in the Dean's List calculation. (Developmental Studies, transients, and graduate students are not eligible for Dean's List status.)

University Honors College

The Honors College offers interdisciplinary seminars, a special track of core curriculum courses, and opportunities for independent research that lead to a Certificate in University Honors. The program is designed to provide for the stimulation and challenge of academically motivated students so that they achieve their full academic potential, while at the same time providing recognition for such students' endeavors. The Honors College encourages connections between disciplines, interdisciplinary programs, innovative and unusual approaches to subject matter, and a reliance upon experiential learning that is fully integrated into the course content. The courses and seminars are designed to give all students in the Honors College a shared intellectual experience in order to develop a community of learners and to encourage a spirit of collegiality in the pursuit of knowledge, a spirit that is essential for intellectual growth and personal fulfillment. Offerings include:

1. Limited-enrollment classes in anthropology, art, biology, chemistry, economics, health, history, literature and languages, mathematics, philosophy, political science, psychology, and sociology. All of these courses satisfy core curriculum requirements, depending on the student's major.
2. Special honor seminars with an interdisciplinary focus. These explore a wide range of interesting, controversial, and timely issues. These seminars can satisfy elective credit in a variety of major degree programs.
3. Honors Fora, a series of discussions and lectures led by faculty, visiting scholars, and distinguished members of the community.

The University Honors College also sponsors the Honors Student Association, open to all students with a grade point average of 3.0. The Honors College is affiliated with the National Collegiate Honors Council, the Southern Regional Honors Council, and the Georgia Honors Council. These affiliations afford wide opportunity for travel to academic conventions and conferences. Click here (<http://www.valdosta.edu/colleges/honors/>) for application forms and further information.

Student Records

The Office of the Registrar maintains the academic records of students and issues transcripts of records and certificates for various governmental agencies.

Students are encouraged to check with the Registrar's Office when questions arise concerning academic status. All students have a permanent record to which only they and authorized personnel have access, and it is to the student's advantage to check this record periodically. Official transcripts are provided upon written request of the student. All undergraduate and graduate work constitutes a complete academic record. Portions of that record will not be deleted when transcripts are provided. All grades assigned remain on the student's permanent record and transcript. Two weeks' processing time should be allowed for the preparation of transcripts and certifications.

Transcripts of academic records from other colleges and high schools are not provided. The student must contact previous institutions attended for those transcripts. It is also the student's responsibility to contact testing agencies for test score reports. Students may request copies of other academic records through the Registrar's Office.

Transcript Policy

A transcript is an official copy of the official permanent academic record maintained by the Registrar. Recorded on the permanent academic record are all VSU courses attempted, all grades assigned, degrees received, and a summary of transfer hours accepted with VSU equivalent course numbers

indicated. Official transcripts and certifications of student academic records are issued by the Office of the Registrar for all students of the University. Copies of high school records and transfer transcripts from other schools must be requested from the institutions where the course work was taken.

Transcripts may be requested in writing or online. (See Transcript Fees, in the section on Tuition, Costs, and Fees.) Normally, transcripts will be mailed within one week of the request unless the request is delayed because of a "hold" on the record or delayed for posting of a grade change, an earned degree, or current semester grades. Requests are processed in the order they are received. Students requiring priority service may pay a special processing fee.

All transcripts must be requested by the individual student, including transient students desiring transfer credit at another institution. No partial or incomplete transcripts including only certain courses or grades are issued. Transcripts will not be released unless the student has satisfied all financial and other obligations.

Valdosta State University will not provide official copies of student records by facsimile transmission.

Transcript policies apply as well to all certification forms and letters.

Diploma Replacement

Valdosta State University will provide replacement diplomas for graduates whose diplomas have been damaged or lost. The cost of this service will be the current diploma replacement fee charged by the University.

Valdosta State University mails diplomas to graduates. The institution will replace lost or damaged diplomas, without cost to the student, when such loss or damage occurs during that mailing. The student must return damaged diplomas or documentation from the United States Post Office that the diploma cannot be located. A period of 2 to 4 weeks is required to process all special replacement orders.

Diplomas will not be reissued when graduates change their name from that officially recorded at the time when degree requirements were met.

Enrolling at Another Institution as a Transient Student

A regularly enrolled undergraduate student wishing to attend another institution for one term, with the intention of returning to Valdosta State University, will be considered a "transient" student at the other school. The following procedure must be followed to obtain "transient" status:

1. A transient request form must be obtained from the student's major department or the Registrar's Office.
2. The form must be approved by the student's advisor, who must also approve specific courses to be taken as a transient student.
3. The form must be submitted to the Admissions Office for evaluation of proposed transient course.
4. All holds (such as traffic fines, library fines, etc.) must be cleared with the appropriate office before a transient request can be processed.
5. The completed transient request form must be submitted to the Registrar's Office for processing.
6. Students should contact the school they are planning to attend to inquire about admission requirements.
7. Students must request an official transcript from the other institution for transfer credit evaluation by the VSU Admissions Office.

Credit will not be accepted and posted to the Valdosta State University record until an official transcript has been received from the other institution, and all transfer credit requirements have been met as specified in the current VSU Catalog. Transfer credit applied to degree requirements may be used to satisfy hours but will not be calculated into the student's VSU cumulative grade point average requirements for graduation. Credit is not acceptable in transfer for students who are on academic suspension at Valdosta State University without their VSU Dean's prior approval. Valdosta State University accepts a maximum of 90 total semester hours in transfer. Of the 40 semester hours immediately preceding graduation, at least 30 must be taken in residence at VSU. Any student admitted to the University for the final year must be in residence for two semesters and must complete in this time at least 30 semester hours in residence, including 21 hours of senior college work in the major. Students who have not attended Valdosta State University for over one year must apply for readmission and must satisfy degree requirements as specified in the VSU Catalog current at the time of reapplication.

International Programs and Initiatives

Center for International Programs

The Center for International Programs provides central coordination for the University's comprehensive range of services and activities in the area of international education. Campus-wide committees, open to all faculty and staff members, work with the Center for International Programs to achieve the following objectives:

1. Strengthen the international dimension of the curriculum by assuring that international issues, problems, and perspectives are appropriately represented in courses, major degree programs, and minor studies;
2. Enrich the international dimension of the co-curricular climate by sponsoring internationally oriented lectures, artistic activities, seminars, and thematic events with an international focus;
3. Provide international experiences for students and faculty by initiating and sponsoring study abroad programs and exchange agreements with foreign colleges and universities and by cooperating with external organizations and agencies that support teaching, study, and research activities in the international dimension for faculty and students;

4. Encourage the involvement of international students and scholars in the life of the University through the provision of comprehensive support services for international students and faculty and the promotion of Valdosta State as a welcoming environment for foreign scholars and students; and
5. Heighten global awareness and understanding in the region of South Georgia by bringing together resources of the University and community in educational and civic programs for the general public and maintaining strong linkages with other institutions in the region.

Among its many activities, the Center for International Programs administers an International Studies Minor; coordinates study abroad and exchange opportunities for faculty and students; oversees support services for international students, works with national and international agencies and organizations to enrich the learning, teaching, and research opportunities at VSU; and organizes community engagement events and lecture series on international themes. More information on international activities of the University is available in the Center for International Programs, located at 204 Georgia Avenue, or online (<http://www.valdosta.edu/academics/international-programs/>).

Study Abroad Opportunities

Valdosta State University offers a variety of study abroad and exchange programs. Summer programs are offered directly by the University, with VSU faculty as program directors and in cooperation with other institutions and organizations in providing group study abroad experiences. Students may also participate in exchange programs that allow them to attend overseas universities as regular students for a semester or an academic year. These bilateral exchange opportunities are currently available in the U.K., Belize, China, the Czech Republic, France, Hungary, Japan, Mexico, Russia, Spain, and other countries. VSU is also a member of the International Student Exchange Program (ISEP) through which students may choose from over 100 universities worldwide for study abroad experiences. When participating in an exchange, students typically pay VSU tuition, dormitory, and dining hall fees to cover instruction, room, and board at a host institution abroad. To learn more, visit our web page (<http://www.valdosta.edu/academics/international-programs/dept/study-abroad/welcome.php>).

Foreign Student Advisor

An international student advisor provides support services to the international student community at Valdosta State University. This advisor, located in the Center for International Programs, 204 Georgia Avenue, assists international students in their VSU inquiries and applications, obtaining visas and maintaining immigration status; provides orientation to new arrivals into the university and community life; assists and advises the VSU Society for International Students; organizes special activities for international and domestic students; and offers cultural counseling. For more information visit our web page (<http://www.valdosta.edu/academics/international-programs/student-information/>).

VSU International Initiatives

1. International Student Services and Exchange Programs
2. VSU Study Abroad Programs
3. USG European Council and other Area Studies initiatives
4. Brown Senior Scholar Awards for International Faculty
5. International Academic Partnerships
6. English Language Institute
7. International Studies Minor Degree
8. International Advisory Council and Committees
9. Faculty Internationalization Fund support for VSU faculty
10. Fulbright Program and other federal agency-sponsored activities

Admissions

Mr. Ryan Hogan, Director of Admissions
1413 North Patterson Street

The admission policy of Valdosta State University (VSU) is designed to admit those students whose academic backgrounds indicate a reasonable potential for success in the educational program of the University. Acceptance is based upon previous academic record, entrance examination scores, good conduct, and, when deemed necessary, results of personal interviews or other appropriate tests required to determine general fitness for admission to an institution of higher learning. VSU shall have the right to examine and appraise the character, personality, and qualifications of applicants. In order for this examination and appraisal to be made, applicants shall furnish to the institution such biographical and other information, including references, as may be required. VSU reserves the right to refuse admission to any individual, based on the results of such an appraisal. This policy is administered by the Director of Admissions, who makes the final decision as to an applicant's acceptability, subject to the applicant's right of appeal as provided by the bylaws of the University and of the Board of Regents of the University System of Georgia. Appeals must be made in writing to the Director of Admissions.

The University reserves the right to discontinue accepting admission applications when its enrollment limits have been reached. It reserves the right to reject the application of any individual who is not a legal resident of the State of Georgia. Furthermore, the University reserves the right not to accept the

credits of any institution, notwithstanding its accredited status, if the University determines that the quality of instruction available at the institution is for any reason deficient or unsatisfactory.

Payment of fees for the processing of an admission application shall entitle the applicant to have his or her application form reviewed according to normal admissions procedures at the institution. Admission to the institution is not guaranteed by payment of an admissions application fee.

Please be aware that admission to the University does not guarantee admission to your intended major. Several programs of study have additional admission requirements. Information on admission to a particular degree program or major may be found in the appropriate section of this catalog or at the web site (<https://www.valdosta.edu/academics/majors-degrees/>).

How to File an Application

Applications for undergraduate admission are available online (<http://www.valdosta.edu/admissions/undergraduate/apply-now.php>) or by calling the Office of Undergraduate Admissions at 229-333-5791. All completed forms must be either on file or postmarked at least 30 days prior to registration and must be accompanied by a nonrefundable, nontransferable \$40 application fee to cover the expense of processing the application.

A "Certificate of Immunization, Report of Medical History and TB Risk Screening and Assessment forms" are required of all applicants seeking admission to courses that carry academic credit. The form is available online (<https://www.valdosta.edu/administration/finance-admin/auxiliary-services/student-health/forms/medical-forms.pdf>). Admission is not complete until the "Certificate of Immunization, Report of Medical History and TB Screening and Risk Assessment forms" have been made available to the University.

Applicants who do not enroll in the semester for which they are accepted must notify the Admissions Office if they wish to enter the University at a later time.

Admission of Beginning Freshmen

Applicants must be a graduate of an accredited high school or of a high school that has been approved by the University and must have completed the minimum requirements of the State Department of Education for graduation and must complete the Required High School Curriculum (RHSC). The University System of Georgia requires that high school graduates complete the RHSC course work for entrance.

The College Entrance Examination Board's Scholastic Aptitude Test (SAT) or the Assessment Battery of the American College Testing Program (ACT) is required of all applicants seeking admission from high school. Information pertinent to making application to take these tests may be obtained from the high school principal, the high school guidance counselor, or directly from the College Entrance Examination Board (SAT) or the American College Testing Program (ACT).

Evaluation of Freshmen

A freshman applicant's potential for success in the educational program of the University is gauged on the basis of ACT or SAT scores, high school curriculum, and high school grade point average. After an application form, SAT or ACT scores, high school transcript, and other required records are received and are found to be complete and in order, the applicant's credentials are evaluated. If the applicant's credentials are satisfactory to the University and if the applicant is judged to be acceptable in all other aspects, a formal letter of acceptance is promptly issued.

Dual Enrollment

The following items must be submitted with your application for admission in order to be evaluated:

1. Completed V (<https://www.valdosta.edu/admissions/undergraduate/forms/move-on-when-ready-application.php>)SU Application (https://gafutures.xap.com/applications/usg/usg_common_app_short/introduction.asp?application_id=3429)
2. Test Scores
 - 1050 (Total score)
 - AND SAT Reading Test score: 24
 - AND 480 Evidence-Based Reading and Writing Score
 - AND 440 Math Score
 - ACT
 - ACT Minimum Composite of 20
 - AND Minimum 17 English or Reading
 - AND Minimum 17 Math
 - ACCUPLACER
 - Minimum 237 Reading Score
 - Minimum 4 WritePlacer Score
 - Minimum of 266 Quantitative Reasoning, Algebra, and Statistics Score

4. High School transcripts

- 3.0 academic GPA
Official current transcripts sent from high school
Students must be on track with required high school curriculum (RHSC)

5. VSU Certificate of Immunization Form (<https://www.valdosta.edu/administration/finance-admin/auxiliary-services/student-health/forms/medical-forms.pdf>) (must be signed prior to registration)

6. VSU Verification of Lawful Presence (<http://www.valdosta.edu/admissions/undergraduate/verification-of-lawful-presence.php>)

Freshman Admission Standards

1. Completed Online Application (<http://www.valdosta.edu/admissions/undergraduate/apply-now.php>)

2. Test Requirements (either SAT or ACT)

- SAT
 - 480 Evidence-Based Reading and Writing Score
 - 440 Math Score
- ACT
 - 17 English or Reading subscore
 - 17 Math subscore

3. Grade Point Average

Freshman Index (FI) requirement = 2040

- $FI = 500 \times (HSGPA) + (ACT \text{ Composite} \times 42) + 88$

OR

- $FI = 500 \times (HSGPA) + SAT \text{ Verbal/Critical Reading} + SAT \text{ Math}$

For SAT tests taken March 2016 or after, a conversion process occurs to convert scores to be calculated for the Freshman Index.

Admission of Home Schooled Students

If you have completed your high school program through home school, you may be considered for admission if you meet criteria established by the University System of Georgia and VSU.

Admission of Home Schooled Students from an Accredited Home School Program

The following items must be submitted with your application for admission in order to be evaluated.

- Documentation of home school's accreditation (accreditation is evaluated individually)
- Official SAT or ACT scores
 - SAT
 - 480 Evidence-Based Reading and Writing Score
 - 440 Math Score
 - ACT
 - 17 English or Reading subscore
 - 17 Math subscore
- Official transcripts from your accredited home school program showing completion of the USG Required High School Curriculum. Official transcripts from any other public or private high school(s) or college(s) you have attended must also be submitted.
- Certification of Immunization (found under the Forms link (<http://www.valdosta.edu/admissions/undergraduate/forms/>))

Admission of Home Schooled Students Who Have Not Completed an Accredited Home School Program

The following items must be submitted with your application for admission in order to be evaluated.

- Official SAT or ACT scores
 - SAT
 - 480 Evidence-Based Reading and Writing Score
 - 440 Math Score

- ACT
 - 17 English or Reading subscore
 - 17 Math subscore
- Completion of VSU Home School Portfolio (<https://www.valdosta.edu/admissions/undergraduate/student-information/homeschool-students.php>)
- Certification of Immunization (found under the Forms link (<http://www.valdosta.edu/admissions/undergraduate/forms/>))

Admission of Non-Traditional Students

A non-traditional student is defined as a student whose class graduated from high school at least five years ago or who has fewer than 30 semester hours of transferable college credit and has not been enrolled in a college within the past five years. To be eligible for admission under this policy, the student must have earned a high school diploma or a General Education Diploma (GED).

Non-traditional applicants are not required to submit SAT/ACT scores. These students will be required to take the Accuplacer Exam and achieve a passing score on the reading, math, and writing portions before admission can be granted.

Admission of Transfer Students

A transfer student is defined as one who terminates enrollment at one institution and subsequently enrolls in another. Students who have been enrolled in other institutions are warned that they may not disregard their records at these institutions. Failure to report previous college attendance is considered to be sufficient cause for cancellation of the student's registration and of any credits earned. *Students who are enrolled in a Developmental Studies Program within the University System of Georgia are not eligible for transfer admission at Valdosta State University.*

To transfer to Valdosta State University, you must: (1) request that the Registrar from each institution attended, regardless of length of attendance or amount of credit earned, send an official transcript to VSU's Office of Admissions; and (2) request that your high school counselor send a copy of your high school transcript and SAT/ACT scores if you have earned fewer than 30 semester hours of academic credit.

Admissions applications will be evaluated by one of the following categories:

1. Students who have completed at least 30 semester hours of academic credit must have a minimum cumulative grade point average of 2.0 on all attempted work. If transferring from a University System of Georgia unit, students must have exited any Developmental Studies requirements and must have completed any College Preparatory deficiencies. Please note that classes taken to satisfy deficiencies are in addition to the minimum requirement of 30 semester hours.
2. Students who graduated from high school within the last five years who have earned fewer than 30 semester hours of academic credit are considered Transfer Freshmen and must satisfy the regulations governing the admission of beginning freshmen and may be subject to those listed in category one above.
3. Students who have been graduated from high school five years or more and have earned fewer than 30 semester hours of academic credit must submit a high school transcript or GED. These students may be required to satisfy requirements in category one above as well as freshman placement testing.
4. **Please be aware that admission to Valdosta State University does not guarantee admission to your intended major. For more information, click here** (<http://www.valdosta.edu/admissions/undergraduate/student-information/transfer-students.php>).

As a rule, students entering from institutions which are not members of the Southern Association of Colleges and Schools or other regional associations of equal standing must take examinations on the work presented. However, students may be granted the same transfer credit as that accepted by the principal state university in the state in which the credit was earned. Necessary adjustments between students' academic work done at another institution and the requirements for their major program at Valdosta State University shall be the responsibility of each student and the head of the department of the student's major, subject to the approval of the dean or director of the appropriate College or Division.

Students will be permitted to transfer academic credits earned with grades of "D" at other accredited institutions and apply them toward degree requirements in the Core Curriculum or lower division if allowed for native students by the department. Credits with the grade of "D" earned in upper division work will be transferred, and the department of the student's major will determine if those credits are acceptable toward a degree.

Academic credit allowed for work done in another institution within a given period of time may not exceed the normal amount of credit that could have been earned at this University during that time. Courses required at the senior college level should not be taken in junior colleges.

Applicants for advanced standing may not apply more than 90 semester hours of academic credits from other colleges toward a degree from Valdosta State University.

Admission of Second Degree Seeking Transfer Students

A second degree seeking student is defined as a student who has completed a bachelor's degree at VSU or elsewhere and is looking to complete a second undergraduate degree. All transcripts from any undergraduate work must be submitted to the Office of Admissions. Admission will award 90 hours of block credit, which classifies the student as a senior. The 60 semester hours of core classes is considered complete; the student is required to take any prerequisites needed for the second degree and the major classes needed to complete the second degree. To meet graduation requirements, a minimum of 30 semester hours must be taken in residence at Valdosta State University, including a minimum of 21 hours of senior college work in the

major. Students who transfer from a non-University System of Georgia school are required to meet the legislative requirements for US/GA History and US/GA Constitution (please refer to the VSU catalog for State of Georgia Legislative Requirements).

Admission of Transient Students

Transient admission is defined as admission for a limited period of time of students who are regularly enrolled in another institution and who ordinarily expect to return to that institution.

To be considered for transient admission to Valdosta State University, a student must be regularly enrolled in an accredited or approved institution and must have an academic record of satisfactory or superior quality.

Students in remedial studies, on scholastic probation, academic suspension, or disciplinary suspension may not be eligible for consideration.

Applicants for transient admission must supply the Director of Admissions a statement from the Registrar of the institution where they are regularly enrolled that clearly sets forth their current status and recommends their acceptance.

Since the primary obligation of Valdosta State University is to its regularly enrolled students, it will consider accepting students applying for transient admission only when their admission will cause no hardship or inconvenience to either the University or its regularly enrolled student body. In any case, transient admission will be granted for only one academic semester. Students desiring to continue in the University beyond that point must apply for admission as transfer students and comply with transfer regulations. Transcripts must be requested in writing and appropriate fees paid in order for copies of the academic record of transient students to be mailed to another institution.

Once they have been accepted, transient students complete the online Orientation. When they have completed Orientation, the Office of Admissions will assist them with registering for courses.

Readmission to the University

Former students who have not been in attendance within the last calendar year and were in good standing at the time of their withdrawal or students who have attended another institution must apply to the Registrar for readmission. Upon readmission, students become subject to the current catalog to fulfill degree requirements. Students seeking readmission following an academic suspension must also apply to the Registrar.

Servicemember Policies

As a member of the Servicemembers Opportunity College Degree Network Systems (SOC DNS), Valdosta State University is committed to maintaining policies and procedures that recognize the special circumstances that face those in uniform. Those referenced specifically in the SOC DNS Membership Criteria include:

- **Readmission.** The intent of the US Department of Education Readmission policy as it applies to Servicemembers is to ensure that they are not penalized academically or financially for active duty. VSU fully supports this policy. The specific details are available at the US Government Publishing Office's Electronic Code of Federal Regulations under Title 34 -- Subtitle B -- Chapter VI -- Part 668 -- Subpart B -- §668.18 (linked here (http://www.ecfr.gov/cgi-bin/text-idx/?SID=39e00d2cf51750ff02f3872015b89388&mc=true&node=se34.3.668_118&rgn=div8)).
- **Prior Learning Assessment.** Servicemembers are afforded the same opportunity to earn college credits through Prior Learning Assessment (PLA) as other students. Additional information may be found in the Prior Learning Assessment section of the catalog and at the PLA website (<http://www.valdosta.edu/academics/amp/prior-learning-assessment/>).

Admission of International Students

At VSU, an international student is an individual who meets one of the following criteria:

1. The student is currently living outside the United State and will require an F-1 visa to study in the U.S.
2. The student is not a U.S. citizen or a permanent resident and is currently in the U.S. on an F-1 visa.
3. The student is currently in the U.S. on another non-immigrant visa classification, which permits part-time or full-time study.

Steps to Apply as an International Student

1. Complete the VSU Online Application (https://gafutures.xap.com/applications/usg/usg_common_app_short/introduction.asp?application_id=3429).
Please note: If applying through GAFutures, you can pay through its website. **Applications without fees will not be processed.**
 Students who are non-native speakers of English, who transfer from an institution of higher education outside the United States where English was not the language of the institution, are required to submit an English language proficiency exam score from one of the approved below along with their foreign credentials. The various tests are listed on our website at: <https://www.valdosta.edu/admissions/undergraduate/student-information/international-students.php>.
2. Transcripts. Submit official transcripts from high school and/or all college(s) attended. Only sealed, official academic records will be accepted. Please do not submit personal copies. If coursework was from outside the U.S., transcripts must be evaluated by a NACES (<http://naces.org/members.htm>) member organization. Transfer students with less than 30 transferable semester hours or 45 quarter hours of college credit must also submit high school academic records.

3. A completed Certificate of Finances statement guaranteeing that the student will have a minimum of \$36,124 (for nine months) available for personal and educational expenses. The Certificate of Finances statement form is available online (<https://www.valdosta.edu/admissions/undergraduate/student-information/international-students.php>). Partial out-of-state tuition-waiver scholarships are available for international students on a limited basis. Please inquire at the Center for International Programs (<http://www.valdosta.edu/academics/international-programs/student-information/>).
4. VSU Certificate of Immunization Form (<https://www.valdosta.edu/administration/finance-admin/auxiliary-services/student-health/forms/medical-forms.pdf>) (must be signed prior to registration)
5. All international students must purchase the VSU medical insurance plan for students to cover the cost of medical treatment while in the U.S.
6. A copy of the student's passport/visa must be e-mailed to the Office of Admissions (admissions@valdosta.edu).

The deadlines for receipt of international applications and all of the above required materials are April 1 for Fall Semester, August 1 for Spring Semester, and February 1 for Summer Semester. Once these materials are received, the Admissions Office will evaluate the international applicant's credentials and make an admissions decision. The applicant will be notified of the University's decision and, if admitted, will be issued an I-20 certificate of eligibility. This form must be taken to the nearest U.S. Embassy or consular office, which will issue a visa for entry to the United States.

Verification of Lawful Presence

Per the Board of Regents of the University System of Georgia (USG) policy, individuals who apply to VSU must submit documentation of US citizenship or permanent residency before being considered for in-state tuition.

*The following documents serve as proof of lawful presence in the United States. One of the following is required before you are eligible for in-state tuition:

- Your completed FAFSA for the most recently available financial aid year. Lawful presence can be determined through this process. The Valdosta State University school code for the FAFSA is 001599.
- A certified US birth certificate showing the applicant was born in the US or a US territory. Photocopies are not acceptable.
- Copy of a current US passport.
- Copy a driver's license or state issued ID card issued by the state of Georgia or any of the USG approved states. (<https://www.valdosta.edu/admissions/undergraduate/usgapprovedstates.pdf>) Licenses/ID cards must be valid and meet USG requirements; limited-term are not acceptable.
- Copy of a US certificate of naturalization.
- Copy of a US certificate of citizenship.
- A US certificate of birth abroad issued by the Department of State or a consular report of birth abroad.
- A current, valid Permanent Resident Card (USCIS form I-151 or I-551).
- Current ID issued by the State of Georgia
- Current Military ID (service member only, not dependent)

Any applicant whose status cannot be verified is not eligible for in-state tuition regardless of how long he or she has lived in Georgia.

To avoid paying out-of-state tuition (if you believe you qualify for the in-state rate), please submit one of the above documents if you have not submitted FAFSA as soon as possible. Once we receive that documentation, your application will be evaluated for in-state tuition. Please Note: If you have been classified as an out-of-state student for tuition purposes verification of lawful presence in the United States will not change your status as an out-of-state student without further proof that you are a resident of Georgia for tuition purposes.

Documents (except the certified birth certificate) may be faxed to 229-333-5482 or emailed as a scanned document (pdf, jpg, etc.) to admissions@valdosta.edu. You may also mail the documents directly to the Office of Admissions.

Credit by Exam

Valdosta State University Office of Admissions evaluates and grants credit on the basis of the following exams: Advanced Placement Exam (AP), International Baccalaureate Exams (IB), College Level Exam Program (CLEP), and the Cambridge Advanced International Certificate of Education (AICE) Diploma. Please refer to the following charts for required scores and equivalencies.

Semester hours can be earned through any combination of AP, IB, CLEP, AICE, credit by departmental exam, correspondence courses and extension work, and prior learning assessments.

VSU Advanced Placement Equivalencies

College Board AP Test	Score	VSU Course	Hours
Art			
Studio Art-General	3 or better	ART elective	3
Studio Art	3 or better	ART 1010	3
History of Art	3 or better	ART 1100	3
Biology			

General Biology	3 or better	BIOL 1010/BIOL 1020L and BIOL 1030/BIOL 1040L	8
General Biology	4 or 5	BIOL 1107K and BIOL 1108K	8
Chemistry			
General Chemistry	3	CHEM 1211, CHEM 1211L	4
General Chemistry	4 or 5	CHEM 1211, CHEM 1211L, CHEM 1212, CHEM 1212L	8
Computer Science			
Computer Sci A	3 or better	CS 1301	4
Computer Sci AB	3 or better	CS 1301 and CS 1302	8
Economics			
Microeconomics	3 or better	ECON 2106	3
Macroeconomics	3 or better	ECON 2105	3
English			
English Lang or Lit & Comp	3 or 4	ENGL 1101	3
English Lang or Lit & Comp	5	ENGL 1101 AND ENGL 1102	6
Geology/Geography			
Environmental Science	3 or better	GEOL 1110	3
Human Geography	3 or better	GEOG 1101	3
History			
American History ²	3	HIST 2111 OR HIST 2112	3
American History ²	4 or 5	HIST 2111 and HIST 2112	6
European History	3 or better	HIST 1012	3
World History	3 or better	HIST 1011	3
Foreign Language			
French Language	3	FREN 1001, FREN 1002, and FREN 2001	9
French Language	4 or 5	FREN 1001, FREN 1002, FREN 2001, FREN 2002	12
French Literature	3	FREN 1001, FREN 1002, and FREN 2001	9
French Literature	4 or 5	FREN 1001, FREN 1002, FREN 2001, and FREN 2002	9
German Language	3	GRMN 1001, GRMN 1002, and GRMN 2001	9
German Language	4 or 5	GRMN 1001, GRMN 1002, GRMN 2001, and GRMN 2002	12
Latin Literature	3	LATN 1001, LATN 1002, and LATN 2001	9
Latin Literature	4 or 5	LATN 1001, LATN 1002, LATN 2001, 12 and LATN 2002	12
Latin-Vergil	3	LATN 1001, LATN 1002, and LATN 2001	9
Latin-Vergil	4 or 5	LATN 1001, LATN 1002, LATN 2001, 12 and LATN 2002	12
Spanish Language	3	SPAN 1001, SPAN 1002, and SPAN 2001	9
Spanish Language	4 or 5	SPAN 1001, SPAN 1002, SPAN 2001, and SPAN 2002	12
Spanish Literature	3	SPAN 1001, SPAN 1002, and SPAN 2001	9
Spanish Literature	4 or 5	SPAN 1001, SPAN 1002, SPAN 2001, and SPAN 2002	12
Mathematics			
Calculus AB	3	MATH 1113	3

Calculus AB	4 or 5	MATH 1113, MATH 2261	7
Calculus BC	3	MATH 2261	4
Calculus BC	4 or 5	MATH 2261, MATH 2262	8
Music			
Music Theory	3 or better	MUSC elective	3
Physics			
Physics 1 and 2	3 or better	PHYS 1111K and PHYS 1112K	4
Physics 1	4 or 5	PHYS 1111K	4
Physics 2	4 or 5	PHYS 1111K	
Physics C-Mechanics	4 or 5	PHYS 2211K	4
Physics C-Elect/Magnetism	4 or 5	PHYS 2212K	4
Political Science			
Comparative Politics	3 or better	POLS XXXX Comparative Politics	3
U.S. Gov't/Politics ²	3 or better	POLS 1101	3
Psychology			
Psychology	3 or better	PSYC 1101	3
Statistics			
Statistics	3 or better	MATH 2620	3

² Students receiving AP credit from non-Georgia high schools for U.S. Government/Politics (POLS 1101) and/or American History (HIST 2111 and/or HIST 2112) must validate Georgia legislative proficiency by passing an exemption exam offered by the Office of Testing, Powell Hall West. See "State of Georgia Legislative Requirements."

VSU International Baccalaureate Equivalencies

Valdosta State University recognizes the International Baccalaureate Diploma Program (IB). College credit will be awarded for exam scores completed at the higher level as shown in the chart below. Standard level exam scores of 5 or higher will be considered for college credit for IB diploma completers only. The most frequently received HL exams are listed below. To receive credit, students need to request that official IB examination results be sent directly to the Admissions Office.

The University is authorized by the Board of Regents to accept a maximum of 24 semester hours of IB credit.

Higher Level Exam	Score	VSU Course	Hours
Anthropology, Social	4 or higher	ANTH 1102	3
Biology	4 or 5	BIOL 1010 and BIOL 1020L	4
	4 or 5	BIOL 1030 and BIOL 1040L	4
Biology	5(HL) or 6(SL)	BIOL 1107K	4
Biology	6(HL) or 7(SL)	BIOL 1107K and BIOL 1108K	8
Biology	6 or 7	BIOL 1010 and BIOL 1020L	4
	6 or 7	BIOL 1030 and BIOL 1040L or BIOL 1107K	4
Chemistry	4	CHEM 1211 and 1211L	4
Chemistry	5 or higher	CHEM 1212 and CHEM 1211L	4
		CHEM 1212 and CHEM 1212L	4
Computer Science	4 or higher	CS 1301	4
Economics	4 or higher	ECON 2106 or ECON 2105	3
English	4 or 5	ENGL 1101	3
English	6 or higher	ENGL 1101 and ENGL 1102	6
French	4	FREN 1001, FREN 1002, and FREN 2001	9
French	5 or higher	FREN 1001, FREN 1002, FREN 2001, and FREN 2002	12
Geography	4 or higher	GEOG 1102	3
German	4	GRMN 1001, GRMN 1002, and GRMN 2001	9

German	5 or higher	GRMN 1001, GRMN 1002, GRMN 2001, and GRMN 2002	12
History and America ³	4	HIST 2111	3
History and America ³	5 or higher	HIST 2111 and HIST 2112	6
History and Europe	4 or higher	HIST 1012	3
Latin	4	LATN 1001, LATN 1002, and LATN 2001	9
Latin	5 or higher	LATN 1001, LATN 1002, LATN 2001, 12 and LATN 2002	
Math	4 or higher	MATH 2261	4
Physics	4	PHYS 1111K	4
Physics	5 or higher	PHYS 1111K and PHYS 1112K	8
Psychology	4 or higher	PSYC 1101	3
Spanish	4	SPAN 1001, SPAN 1002, and SPAN 2001	9
Spanish	5 or higher	SPAN 1001, SPAN 1002, SPAN 2001, and SPAN 2002	12
Theatre Arts	4 or higher	THEA 1101	3
Visual Arts	4 or higher	ART 1020	3

³ Students receiving IB credit for U.S. Government/Politics and/or American History from non-Georgia high schools must validate Georgia legislative proficiency by passing a Georgia history exemption exam offered by the Office of Testing. See "State of Georgia Legislative Requirements" in the Undergraduate Catalog.

College Level Examination Program (CLEP)

Valdosta State University students may receive college credit for certain courses based on scores on the College Level Examination Program (CLEP). VSU will accept up to 30 semester hours for subject examinations under the CLEP Program. The Office of Testing coordinates the administration dates for the examinations. The criteria for credit awarded for CLEP subject examinations are listed below. The only General Examination accepted is English Composition With Essay, and a minimum score of 500 is required.

VSU will grant credit for DANTES/DSST exams determined to be equivalent to CLEP. The same score minimums will apply to these tests as the CLEP.

CLEP Subject Examinations-Effective for Computer Exams Beginning July 2001

The tests and equivalents shown below are for the new College Board Computerized Exams. Contact the Office of Admissions for the course equivalents of CLEP exams taken prior to July 2001.

CLEP Test	Score	VSU Course	Hours
College Algebra	50	MATH 1111	3
Precalculus	50	MATH 1113	3
American Government ⁴	50	POLS 1101	3
Biology	50	BIOL 1010	3
Calculus	50	MATH 2261	4
College Composition Modular	50 + passing essay	ENGL 1101	3
College Mathematics	50	MATH 1001	3
French, Level I	50	FREN 1001, FREN 1002, and FREN 2001	9
French, Level II	59	FREN 1001, FREN 1002, FREN 2001, and FREN 2002	12
German, Level I	50	GRMN 1001, GRMN 1002, and GRMN 2001	9
German, Level II	59	GRMN 1001, GRMN 1002, GRMN 2001, and GRMN 2002	12
History of the United States I ⁴	50	HIST 2111	3
History of the United States II ⁴	50	HIST 2112	3
Human Growth & Development	50	PSYC 2103	3

Info Systems & Computer Applications	50	CS 1000	3
Introductory Psychology	50	PSYC 1101	3
Introductory Sociology	50	SOCI 1101	3
Financial Accounting	50	ACCT 2101	3
Principles of Macroeconomics	50	ECON 2105	3
Principles of Microeconomics	50	ECON 2106	3
Spanish, Level I	50	SPAN 1001, SPAN 1002, and SPAN 2001	9
Spanish, Level II	59	SPAN 1001, SPAN 1002, SPAN 2001, and SPAN 2002	12
Western Civilization I	50	HIST 1012	3
Western Civilization	50	HIST 1013	3

⁴ Students receiving CLEP credit for American Government and/or History of the United States must validate proficiency of legislative requirements by passing an exemption exam offered by the VSU Office of Testing. A passing score on the CLEP examinations in American Government and in History of the United States I and II does not include credit for the student's having satisfied the Georgia history requirement or the Georgia constitution requirement. See "State of Georgia Legislative requirements."

VSU Cambridge AICE Diploma Equivalencies

The Cambridge Advanced International Certificate of Education (AICE) Diploma is an international curriculum and examination system that emphasizes the value of broad and balanced study. The table below contains Valdosta State University's AICE Exam-VSU Course Equivalents; credit will be given for a grade of A, B, C, D, or E.

AICE Exam Names	Level	Grade: A,B,C,D,E
Accounting	AS-Level	ACCT 2101
	A-Level	ACCT 2101/2102
Art and Design	AS-Level	ART 1010
	A-Level	ART 1010/1011
Biology	AS-Level	BIOL 1107K
	A-Level	BIOL 1107K/1108K
Business Studies	AS-Level	BUSA 2000 or ACED 1100
	A-Level	BUSA 2000 or ACED 1100
Chemistry	AS-Level	CHEM 1211/1211L
	A-Level	CHEM 1211/1211L and CHEM 1212/1212L
Computing	AS-Level	CS 1000
	A-Level	CS 1000
English Language OR Language and Literature	AS-Level	ENGL 1101
	A-Level	ENGL 1101/1102
English-Literature in English	AS-Level	ENGL 1101
	A-Level	ENGL 1101/1102
Environmental Management	AS-Level	GEOL 1110
Geography	AS-Level	GEOG 1102
	A-Level	GEOG 1101/1102
History-American	AS-Level	HIST 2111
	A-Level	HIST 2111/2112
History-European	AS-Level	HIST 1011
	A-Level	HIST 1011/1012
Latin	AS-Level	LATN 1001
Marine Biology	AS-Level	BIOL 1XXX
	A-Level	BIOL 1XXX
Mathematics	AS-Level	MATH 1112/1113
	A-Level	MATH 1113/2261
Music	AS-Level	MUSC 1100

	A-Level	MUSC 1100
Physics	AS-Level	PHYS 1111k
	A-Level	PHYS 2211/2212
Psychology	AS-Level	PSYC 1101
	A-Level	PSYC 1101
Sociology	AS-Level	SOCI 1101
	A-Level	SOCI 1101
Thinking Skills	AS-Level	PHIL 2020
	A-Level	PHIL 2020
French Language	AS-Level Only	FREN 1001
French Literature	AS-Level Only	FREN 1001
French	A-Level	FREN 1002/2001
German Language	AS-Level Only	GRMN 1001
German	A-Level	GRMN 1002/2001
Spanish Language	AS-Level Only	SPAN 1001
Spanish Literature	AS-Level Only	SPAN 1001
Spanish	A-Level	SPAN 1002/2001

Core Curriculum

*Dr. Robert T. Smith, Provost and Vice President for Academic Affairs
1013 West Hall*

Core Curriculum of the University System of Georgia (USG)

The University System of Georgia is a composite of diverse institutions that, in spite of their diversity, require System-wide coherence to facilitate success for transfer students. To achieve these ends, the USG outlines general education learning goals that serve as guides for each institution to develop its own general education learning outcomes.

The learning outcomes for Goals A-E and Goals I-III developed by institutions must be approved by the Council on General Education. All learning outcomes must be collegiate level, not skills-based, and broadly focused. They must be consistent with the learning goals and with the mission of the USG.

Every institution in the USG will have a core curriculum of precisely 42 semester hours (although hours in each area may differ by institution) and an Area F of precisely 18 hours. All students must meet the core requirements of the institutions from which they receive their degrees.

Area	Name	Description
A1	Communication Outcomes	Courses that address learning outcomes in writing in English
A2	Quantitative Outcomes	Courses that address learning outcomes in quantitative reasoning
B	Institutional Options	Courses that address general education learning outcomes of the institution's choosing
C	Humanities, Fine Arts, and Ethics	Courses that address learning outcomes in humanities, fine arts, and ethics
D	Natural Science, Mathematics, and Technology	Courses that address learning outcomes in the natural sciences, mathematics, and technology.
E	Social Sciences	Courses that address learning outcomes in the social sciences
F	Lower division Major Requirements	Lower division courses required by the degree program and courses that are prerequisites to major courses at higher levels.

VSU Core Curriculum (60 Semester Hours Required)

Descriptions of the courses in the Core Curriculum are found in the Courses of Instruction Section, listed in alphabetical order by course prefix.

Any additional hours selected in the Core Curriculum by the student may be counted as electives in the major program, if allowed by the major program.

All students must meet VSU's core requirements in order to receive a degree from Valdosta State University.

Area A1: Communication

Learning Goals:

- Students will communicate effectively in writing by using appropriate conventions of correctness, style, tone, and organization and by adapting writing to audience and context.
- Students will find, evaluate, and make inferences from a variety of sources and incorporate this information accurately, correctly, and effectively into their written work.

Courses in Area A1: 6 semester hours

Code	Title	Hours
ENGL 1101 or ENGL 1101H	Composition I ¹ Honors Composition I	3
ENGL 1102 or ENGL 1102H	Composition II ¹ Honors Composition II	3
Total Hours		6

¹ Students must pass ENGL 1101/ENGL 1101H and ENGL 1102/ENGL 1102H with a grade of "C" or better.

Area A2: Quantitative

Learning Goal:

- Students will demonstrate mathematical proficiency by analyzing a variety of functions and solving various equations.

Courses in Area A2: 3 semester hours

Code	Title	Hours
Select one of the following:		3
MATH 1001	Quantitative Reasoning	
MATH 1101 or MATH 1111 or MATH 1112	Introduction to Mathematical Modeling College Algebra Trigonometry	
MATH 1113 or MATH 1113H	Precalculus Honors Precalculus	
MATH 1401	Elementary Statistics	
MATH 2261	Analytic Geometry and Calculus I	
MATH 2262	Analytic Geometry and Calculus II	
Total Hours		3

NOTE: MATH 1113 or MATH 1113H (or higher) is required of all students majoring in (or intending to transfer within the University System with a major in) architecture, astronomy, biology, chemistry, computer science, engineering technology, geology, geography (B.S.), forestry, pharmacy, mathematics, physical therapy, physics, or secondary education (biology, chemistry, mathematics, or physics). MATH 2261 (or higher) is required of all students intending to transfer within the University System with a major in engineering.

Area B: Perspectives

Learning Goal

- Students will demonstrate knowledge of global and regional perspectives in areas such as the arts, humanities, sciences, and social sciences.

Courses in Area B: 4 semester hours

Two different courses required, each from a different area of the Perspectives; all courses carry 2 semester credit hours.

1. Perspectives on Ethics/Values: PERS 2100s
2. Perspectives on Tradition and Change: PERS 2200s
3. Perspectives on Human Expression: PERS 2300s
4. Perspectives on the Environment/Physical World: PERS 2400s
5. Perspectives on Race/Gender: PERS 2500s

6. Perspectives on Cross-Cultural Understanding/Expression: PERS 2600s

7. Perspectives on the World of Work: PERS 2700s

Area C: Humanities, Fine Arts, and Ethics

Learning Goal

Students will analyze, evaluate, and interpret diverse forms of human communication.

Courses in Area C: 6 semester hours

Code	Title	Hours
Select one of the following:		3
ENGL 2111 or ENGL 2111H	World Literature I: The Ancient World Honors World Literature I: The Ancient World	
ENGL 2112 or ENGL 2112H	World Literature II: The Age of Discovery Honors World Literature II: The Age of Discovery	
ENGL 2113 or ENGL 2113H	World Literature III: The Development of Modern Thought Honor World Literature III: The Development of Modern Thought	
Select one of the following:		3
ART 1100 or ART 1100H	Introduction to the Visual Arts Honors Introduction to the Visual Arts	
COMM 1100	Human Communication	
COMM 1110	Public Speaking	
DANC 1500	Introduction to Dance	
MUSC 1100	Music Appreciation	
MUSC 1120	Music Appreciation: American Popular Music	
MUSC 1130	Music Appreciation: Jazz	
MDIA 2000	Introduction to Mass Media	
THEA 1100	Theatre Appreciation	
PHIL 2010 or PHIL 2010H	Fundamentals of Philosophy Honors Fundamentals of Philosophy	
PHIL 2020 or PHIL 2020H	Principles of Logic and Argumentation Honors Principles of Logic and Argumentation	
REL 2020	World Religions	
ENGL 2111 or ENGL 2111H	World Literature I: The Ancient World Honors World Literature I: The Ancient World	
ENGL 2112 or ENGL 2112H	World Literature II: The Age of Discovery Honors World Literature II: The Age of Discovery	
ENGL 2113 or ENGL 2113H	World Literature III: The Development of Modern Thought Honor World Literature III: The Development of Modern Thought	
ARAB 1001	Beginning Arabic Language and Introduction to Arabic Culture I	
ARAB 1002	Beginning Arabic Language and Introduction to Arabic Culture II	
ARAB 2001	Intermediate Arabic Language and Culture I	
ARAB 2002	Intermediate Arabic Language and Culture II	
FREN 1001	Beginning French Language and Introduction to Francophone Cultures, I	
FREN 1002	Beginning French Language and Introduction to Francophone Cultures, II	
FREN 2001	Intermediate French Language & Francophone Cultures, I	
FREN 2002	Intermediate French Language & Francophone Cultures, II	
GRMN 1001	Beginning German Language and Introduction to German Culture, I	
GRMN 1002	Beginning German Language and Introduction to German Culture, II	
GRMN 2001	Intermediate German Language and German Culture, I	
GRMN 2002	Intermediate German Language and Culture, II	
JAPN 1001	Beginning Japanese Language and Introduction to Japanese Culture I	
JAPN 1002	Beginning Japanese Language and Introduction to Japanese Culture II	

JAPN 2001	Intermediate Japanese Language and Japanese Culture I
JAPN 2002	Intermediate Japanese Language and Japanese Culture II
LATN 1001	Beginning Latin Language and Introduction to Roman Culture I
LATN 1002	Beginning Latin Language and Introduction to Roman Culture II
LATN 2001	Intermediate Latin Language and Roman Culture
LATN 2002	Fundamentals of Roman Literature and Roman Culture
RUSS 1001	Beginning Russian Language and Introduction to Russian Culture I
RUSS 1002	Beginning Russian Language and Introduction to Russian Culture II
RUSS 2001	Intermediate Russian Language and Russian Culture I
RUSS 2002	Intermediate Russian Language and Russian Culture II
SPAN 1001	Beginning Spanish Language and Introduction to Hispanic Cultures, I
SPAN 1002	Beginning Spanish Language and Introduction to Hispanic Cultures, II
SPAN 2001	Intermediate Spanish Language and Hispanic Cultures I
SPAN 2002	Intermediate Spanish Language and Hispanic Cultures II

Total Hours**6**

Area D: Natural Science, Mathematics, and Technology

Learning Goal

Students will demonstrate understanding of the physical universe and the nature of science, and they will use scientific methods and/or mathematical reasoning and concepts to solve problems.

Courses in Area D: 11 semester hours

Science and mathematics majors must follow D.2.a requirements.

Nursing majors must follow D.2.b requirements.

All other students may choose D.1., D.2.a, or D.2.b.

Courses in Area D.1

Code	Title	Hours
Select two of the following:		8
ASTR 1010K	Astronomy of the Solar System	
ASTR 1020K	Stellar and Galactic Astronomy	
BIOL 1010 & BIOL 1020L	Introduction to Biology: The Evolution and Diversity of Life and Biodiversity Lab	
BIOL 1030 & BIOL 1040L	Introduction to Biology: Organismal Biology and Organismal Biology Lab	
BIOL 1951H	Honors Biology: Cellular Processes	
BIOL 1952H	Honors Biology: The Evolution and Diversity of Life	
CHEM 1010	Introductory Chemistry for Environmental Studies	
CHEM 1151K	Survey of Chemistry I	
CHEM 1152K	Survey of Chemistry II	
CHEM 1211 & 1211L	Principles of Chemistry I and Principles of Chemistry Laboratory I	
CHEM 1212 & 1212L	Principles of Chemistry II and Principles of Chemistry Laboratory II	
GEOG 1112K	Introduction to Weather and Climate	
GEOG 1113K	Introduction to Land Forms	
GEOL 1121K	Principles of Physical Geology	
GEOL 1122K	Principles of Historical Geology	
PHYS 1111K	Introductory Physics I	
PHYS 1112K	Introductory Physics II	
PHYS 2211K	Principles of Physics I	
PHYS 2212K	Principles of Physics II	

Select one of the following:

3

ASTR 1000	Introduction to the Universe
BIOL 1050	Human Biology
BIOL 1080	Conservation Biology
DATA 1501	Introduction to Data Science
ENGR 1010	Technological Problem Solving
GEOG 1110	Our Hazardous Environment
GEOG 1125	Resources, Society, and Environment
GEOL 1110	Our Hazardous Environment
MATH 1112	Trigonometry
MATH 1261	Survey of Calculus I
MATH 1401	Elementary Statistics
MATH 2261	Analytic Geometry and Calculus I
MATH 2262	Analytic Geometry and Calculus II
PHSC 1100	The Universe of Energy

Total Hours**11**

Courses in Area D.2.a

Required of majors in astronomy, biology, chemistry, computer science, environmental geosciences, mathematics, physics, secondary biology education, secondary chemistry education, secondary mathematics education, secondary earth and space science education, secondary physics education, and all students in the Engineering Studies program.

Mathematics, above the level taken for Area A: 3 hours

Code	Title	Hours
Biology Majors		
Select one of the following:		3
MATH 2261	Analytic Geometry and Calculus I	
MATH 2262	Analytic Geometry and Calculus II	
MATH 1401	Elementary Statistics	
All Other Science or Mathematics Majors		
MATH 2261	Analytic Geometry and Calculus I (The additional hour of calculus [MATH 2261 and MATH 2262] counts in Area F or in the major.)	
or MATH 2262	Analytic Geometry and Calculus II	
Total Hours		3

Science (for all students listed above): 8 hours

Code	Title	Hours
Select two of the following:		8
CHEM 1211 & 1211L	Principles of Chemistry I and Principles of Chemistry Laboratory I	
CHEM 1212 & 1212L	Principles of Chemistry II and Principles of Chemistry Laboratory II	
BIOL 1107 & 1107L	Principles of Biology I and Principles of Biology Laboratory I	
BIOL 1108 & 1108L	Principles of Biology II and Principles of Biology Laboratory II	
PHYS 1111K	Introductory Physics I	
PHYS 1112K	Introductory Physics II	
PHYS 2211K	Principles of Physics I	
PHYS 2212K	Principles of Physics II	
Total Hours		8

Courses in Area D.2.b

Required of nursing majors

Code	Title	Hours
Select two semester laboratory sequences from the following:		8
PHYS 1111K & PHYS 1112K	Introductory Physics I and Introductory Physics II	
PHYS 2211K & PHYS 2212K	Principles of Physics I and Principles of Physics II	
CHEM 1151K & CHEM 1152K	Survey of Chemistry I and Survey of Chemistry II	
CHEM 1211 & 1211L & CHEM 1212 & CHEM 1212L	Principles of Chemistry I and Principles of Chemistry Laboratory I and Principles of Chemistry II and Principles of Chemistry Laboratory II	
BIOL 1010 & BIOL 1020L & BIOL 1030 & BIOL 1040L	Introduction to Biology: The Evolution and Diversity of Life and Biodiversity Lab and Introduction to Biology: Organismal Biology and Organismal Biology Lab	
Select one of the following:		3
ASTR 1000	Introduction to the Universe	
ASTR 1010K	Astronomy of the Solar System	
ASTR 1020K	Stellar and Galactic Astronomy	
BIOL 1010 & BIOL 1020L	Introduction to Biology: The Evolution and Diversity of Life and Biodiversity Lab	
BIOL 1030 & BIOL 1040L	Introduction to Biology: Organismal Biology and Organismal Biology Lab	
BIOL 1050	Human Biology	
BIOL 1080	Conservation Biology	
CHEM 1010	Introductory Chemistry for Environmental Studies	
CHEM 1211 & 1211L	Principles of Chemistry I and Principles of Chemistry Laboratory I	
CHEM 1212 & 1212L	Principles of Chemistry II and Principles of Chemistry Laboratory II	
GEOG 1110	Our Hazardous Environment	
GEOG 1112K	Introduction to Weather and Climate	
GEOG 1113K	Introduction to Land Forms	
GEOG 1125	Resources, Society, and Environment	
GEOL 1110	Our Hazardous Environment	
GEOL 1121K	Principles of Physical Geology	
GEOL 1122K	Principles of Historical Geology	
PHYS 1111K	Introductory Physics I	
PHYS 1112K	Introductory Physics II	
PHYS 2211K	Principles of Physics I	
PHYS 2212K	Principles of Physics II	
ENGR 1010	Technological Problem Solving	
MATH 1112	Trigonometry	
MATH 1401	Elementary Statistics	
MATH 2261	Analytic Geometry and Calculus I	
MATH 2262	Analytic Geometry and Calculus II	
PHSC 1100	The Universe of Energy	
Total Hours		11

Area E: Social Sciences

Learning Goal

Students will demonstrate knowledge of diversity in individual and social behavior, the structure and processes of the United States government, and the importance of historical changes over time.

Courses in Area E: 12 semester hours

Code	Title	Hours
POLS 1101	American Government	3
or POLS 1101H	Honors American Government	
Select one of the following:		3
HIST 2111	United States History to 1865	
or HIST 2111H	Honors United States History to 1865	
HIST 2112	United States History since 1865	
or HIST 2112H	Honors United States History Since 1865	
Select two from the following:		
AFAM/WGST 2020	Race, Class, and Gender	
ANTH 1102	Introduction to Anthropology	
or ANTH 1102H	Introduction to Anthropology, Honors	
ECON 1500	Survey of Economics	
ECON 2105	Principles of Macroeconomics	
GEOG 1100	Introduction to Geography	
GEOG 1101	Introduction to Human Geography	
GEOG 1102	World Regional Geography	
GEOG 1103	Geographic Perspectives on Multiculturalism in the U.S.	
HIST 1011	History of Civilization I	
or HIST 1011H	Honors History of Civilization I	
HIST 1012	History of Civilization II	
or HIST 1012H	Honors History of Civilization II	
HIST 1013	History of Civilization III	
or HIST 1013H	Honors History of Civilization III	
POLS 2101	Introduction to Political Science	
POLS 2401	Introduction to Global Issues	
or POLS 2401H	Honors Introduction to Global Issues	
POLS 2501	Current Issues in American Politics	
PSYC 1101	Introduction to General Psychology	
or PSYC 1101H	Introduction to General Psychology Honors	
SOCI 1101	Introduction to Sociology	
or SOCI 1101H	Introduction to Sociology, Honors	
SOCI 1160	Introduction to Social Problems	
Total Hours		6

Area F: Courses Appropriate to the Major: 18 semester hours

Requirements vary according to the major program.

See the requirements for Area F in the departmental section of your major.

eCore® and VSU's Core Curriculum

Valdosta State University is an affiliate institution in eCore®, Georgia's College Core Curriculum Online. The eCore® are core curriculum classes taught via GeorgiaVIEW and are designed for students who desire the flexibility and convenience of online learning. Core classes are typically those classes required during the first two years of a college degree. All these courses meet the learning outcomes designated for their specific areas. For more information about eCore®, click here (<https://www.valdosta.edu/academics/elearning/ecore.php>).

eCore® VSU Equivalent

Area A

eCore	VSU Equivalent
ENGL 1101: English Composition I	ENGL 1101: English Composition I
ENGL 1102: English Composition II	ENGL 1102: English Composition II
MATH 1101: Intro to Mathematical Modeling	MATH 1101: Intro to Mathematical Modeling
MATH 1111: College Algebra	MATH 1111: College Algebra
MATH 1113: Pre-calculus	MATH 1113: Pre-calculus
MATH 1501: Calculus I	MATH 1501: Calculus I

Area B

eCore	VSU Equivalent
COMM 1100: Human Communication	COMM 1100: Human Communication
ETEC 1101: Electronic Technology in the Educational Environment	No direct VSU equivalent, but satisfies Area B

Area C

eCore	VSU Equivalent
ARTS 1100	ART 1100
ENGL 2111: World Literature I	ENGL 2111: World Lit I: The Ancient World
ENGL 2132: American Literature II	no direct VSU equivalent, but satisfies Area C lit requirement
PHIL 1001: Introduction to Philosophy	PHIL 2010: Fundamentals of Philosophy
SPAN 2001: Intermediate Spanish I	SPAN 2001: Intermediate Spanish I
SPAN 2002: Intermediate Spanish II	SPAN 2002: Intermediate Spanish II

Area D

eCore	VSU Equivalent
ISCI 1121: Integrated Science I	no direct VSU equivalent, but satisfies Area D.1 3-hour elective
ENVS 2202	no direct VSU equivalent, but satisfies Area D.1 3-hour elective
BIOL 1011K: Introductory Biol 1 with Lab	no direct VSU equivalent, but satisfies Area D.1 lab science
BIOL 1012K: Introductory Biol 2 with Lab	BIOL 1010: Introduction to Biology: The Evolution and Diversity of Life *AND* BIOL 1020L: Biodiversity Lab
CHEM 1211K: Principles of Chemistry I and Lab	CHEM 1211K: Principles of Chemistry I *AND* CHEM 1211L
CHEM 1212K: Principles of Chemistry II and Lab	CHEM 1212K: Principles of Chemistry II *AND* CHEM 1212L
CSCI 1301: Computer Science I	No direct VSU equivalent; counts as science elective
GEOL 1121K: Introductory Geosciences I	GEOL 1121K: Principles of Physical Geology
PHYS 1211K: Principles of Physics I	PHYS 2211K: Principles of Physics I
PHYS 2212K: Principles of Physics II and Lab	PHYS 2212K: Principles of Physics II
MATH 1001: Quantitative Reasoning	MATH 1001: Quantitative Reasoning
MATH 1401: Elementary Statistics	MATH 1401: Elementary Statistics

Area E

eCore	VSU Equivalent
POLS 1101: American Government	POLS 1101: American Government
HIST 2111: United States History I	HIST 2111: United States History I
HIST 2112: United States History II	HIST 2112: United States History II
ECON 2105: Principles of Macroeconomics	ECON 2105: Principles of Macroeconomics
HIST 1111: World History I	HIST 1011: History of Civilization, I
HIST 1112 World History II	no direct VSU equivalent, but satisfies Area E elective
PSYC 1101: Intro to General Psychology	PSYC 1101: Fundamentals of Psychology
SOCI 1101: Introduction to Sociology	SOCI 1101: Introduction to Sociology

Interdisciplinary and Multidisciplinary Studies

Valdosta State University's six undergraduate colleges offer a variety of degree programs in numerous disciplines. VSU also offers both degrees and minors in interdisciplinary and multidisciplinary fields, which allow students to study a topic or topics from multiple perspectives.

University Honors College

Dr. Michael P. Savoie, Dean
222 Georgia Avenue, The VSU Honors House

The University Honors College is an interdisciplinary program with courses and activities leading to a certificate of completion in University Honors.

The University Honors College offers special courses and activities designed to help qualified students realize their full intellectual potential and to provide them the best possible preparation for their major degree programs. It does so through a wide range of special classes and interdisciplinary seminars supported by departments and faculty across campus. University Honors is characterized by three dimensions: creating a sense of community; enhancing academic competency; and providing students with the opportunity to develop a unique and challenging program of study.

A student who completes all certificate requirements also receives recognition at Honors Day as well as at graduation ceremonies. In addition, the students receive a Certificate of University Honors and special notation on official university transcripts.

Admission into the Honors College is based on the following criteria: high school GPA, SAT/ACT scores, an application essay, and a letter of recommendation from a teacher or academic advisor. All applicants are expected to have a minimum high school GPA of 3.5. Current VSU students who achieve a 3.5 GPA or better may be considered. Special consideration is given to diverse and motivated students eager to engage in Honors level work. The admissions process is based on an incoming first-year cohort, and students are expected to take HONS 1990 in their first semester as part of their provisional acceptance. After successful completion of HONS 1990 and approval of an Honors committee, students will be considered for full admittance into the Honors College and qualified for funding and benefits such as support for travel and research. Incoming Honors students are expected to live and participate in the living learning community in Reade Hall, the designated Honors residence.

Requirements for Graduation with the Certificate in University Honors

- 25-28 hours in the Honors Curriculum as designated below
- 3.5 or higher cumulative GPA, and a 3.0 or higher GPA in Honors curriculum courses. Students failing to meet the GPA requirement will have a one-semester probation period to continue their enrollment in the Honors College.

Global Experience and Understanding Requirement

All students in the Honors College must complete the Global Experience and Understanding requirement with an approved research activity, service learning assignment, or field experience. The semester-long commitment fosters understanding of global and cultural issues. In the spirit of the Honors interdisciplinary approach, research, service, and minor program activities will be considered. These activities must be approved by the Honors College.

Selected Educational Outcomes

1. Students will learn the arts of inquiry and conversation, culminating in structured research and creative endeavors, academic writing, oral presentations, and creative production.
2. Students will practice the organizational skills of collaboration, planning, and assessment, and the personal skills of self-discipline and task management, culminating in the capacity to guide or direct group-based work.
3. Students will understand the importance of civic involvement and giving back to the larger community, culminating in occasions of service that draw upon scholarship, creativity, and leadership capacities.
4. Students will incorporate an understanding of diverse global and cultural perspectives in their scholarly or creative inquiry, culminating in an international exchange of ideas and activities.
5. Students will incorporate an understanding of diverse disciplinary perspectives in their scholarly/creative inquiry, culminating in a collaborative, interdisciplinary project.

Examples of Outcome Assessments

1. Students will provide evidence of their accomplishments related to each area of the five educational outcomes previously listed and present the evidence in a portfolio.
2. Students will participate in at least one research/creative endeavor forum to present their work.
3. Students will provide evidence of their understanding of global perspectives.
4. Students will provide documentation of and reflection on at least one sustained community service activity.
5. Students will complete a capstone project that will be presented at an interdisciplinary forum.

Requirements for the Certificate in University Honors in Interdisciplinary Studies

Code	Title	Hours
Honors Orientation		
HONS 1990	Honors Introductory Seminar	2
HONS 2000	Introduction to Honors Portfolio	1
Honors Research		
Honors Core Course		3
Honors Major Courses (2 required)		6
HONS 3990	Honors Capstone Seminar	3
or HONS 3999	Introduction to Honors Research	3
Research Presentation		3
Honors Experiential Learning		
Honors Experiential Learning Activity		3
Honors Leadership Activity		3
Honors Global Experience		3
Honors Portfolio		
HONS 4990	Honors Senior Portfolio	1-3
Total Points		25-28

Honors Experiential Learning Requirements

Students in the Honors College must complete Honors Experiential Learning activities with an approved research activity, a service-learning assignment, or a field experience. Experiential activities are a semester-long commitment that includes assignments and activities that engage students in problem-solving and real world situations. These activities must be approved by the Honors College.

Experiential learning requires a full semester commitment of at least 45 hours with specified outcomes, a timeline of deliverables, and structured reflection. The Honors College assists students with the process of establishing and formalizing structured experiential learning opportunities to complete Honors requirements in service, leadership, and global understanding. Honors experiential learning activities approved by the Honors College are listed as HONS 2990 on the official university transcript. Approved Honors College experiential activities include:

- Honors-sanctioned experiential groups
- Departmental experiential or service activities
- Faculty-supervised experiential or service activities
- Departmental supervised internships
- University or departmental leadership opportunities
- Study abroad, study away, and semester exchanges.

Academic units may also offer Honors tracks for Honors Certification with specific embedded departmental requirements in the Honors curriculum.

HONS 3990 and HONS 3999 may be taken to satisfy one of the Honors major requirements, with the approval of the major department and the Dean of the Honors College, and may satisfy elective credit for some majors. In addition, the Honors College offers a seminar and an independent study course (HONS 4000), which may satisfy elective credit or, in some cases, capstone requirements in a variety of major degree programs (must be approved by the Dean of the Honors College). All students in the Honors College must complete a capstone project that will be presented at an interdisciplinary forum.

Courses not listed as Honors may also be available for Honors credit through the Honors Option Contract. This option allows students to receive Honors credit while enrolled in regular courses by doing different types of assignments approved in advance by the instructor of the course and the Dean of the Honors College. Honors options must be approved no later than the last day of the second week of classes.

Students are required to complete HONS 4990 and submit a portfolio with evidence of learning for successful completion of the Honors certification. The portfolio also requires materials from experiential activities including evidence of learning, academic artifacts, and structured reflections. Honors certification requires a final review and approval of the senior portfolio by the Honors College.

Bachelor of Arts in Interdisciplinary Studies

Dr. Jay Rickman, Head, History and Philosophy and Religious Studies
Ashley Hall 1202

Dr. Marsha Walden, Program Advisor

Ashley Hall 1001

Valdosta State University offers a program of study in Interdisciplinary Studies that leads to a Bachelor of Arts degree. Open to all students, the program allows flexibility in building a course of study that matches individual interests and goals. In creating a program of study, students build an interdisciplinary program from the ground up, offering an opportunity to explore vital connections among disciplines that will lead to exciting and far ranging results. It is often at the intersection of disciplinary boundaries that new work is being done, which will have substantial benefits to the individual pursuing these studies as well as to society, in which broad thinkers who can synthesize disparate materials can make important contributions. For the student who has a desire to develop a more personalized educational program that moves beyond the traditional major, the Interdisciplinary Studies Program is the place to begin conversation and exploration.

Interdisciplinary Studies Admission Requirements

Students who wish to enter the Interdisciplinary Studies Program must submit to the program director an Interdisciplinary Studies Proposal, including a statement of goals, an indication of the disciplines to be studied, and a listing of possible courses for the program. They must have a cumulative GPA of 2.0 to be admitted.

Selected Educational Outcomes

1. Students will be able to articulate reasons for the interconnectedness of their chosen fields of study.
2. Students will demonstrate knowledge in depth as well as in breadth through a selected range of their fields of study.
3. Students will demonstrate critical, analytical, and synthesizing skills that characterize exploration beyond disciplinary boundaries.
4. Students will engage in professionally oriented activities geared toward individual career or post-graduate goals.

Examples of Outcome Assessments

1. Student-generated planning documents for the related fields of study.
2. Portfolios of student work.
3. Progress reports generated by faculty advisors meeting with the student.
4. Student entrance and exit interviews.

Requirements for the Bachelor of Arts in Interdisciplinary Studies

Code	Title	Hours
Core Curriculum		60
Core Curriculum Areas A-E (See VSU Core Curriculum)		42
Core Curriculum Area F		18
Guided Electives ¹		
INDS 2000		
Senior College Curriculum		60
Major Core		9
Research-based Course from the discipline		
Professional/Technical Writing/Communication		
INDS 4000 Interdisciplinary Studies Capstone		
Select Option A or Option B (Below)		51
Total hours required for the degree		120

¹ Courses appropriate to the major will be chosen in cooperation with the director. If the student chooses, the Honors Option, 6 hours of foreign language and culture courses will be taken in this area.

Option A

Code	Title	Hours
First Discipline		21
Second Concentration		21
Free Electives		9

Option B

Code	Title	Hours
First Discipline		15
Second Discipline		15
Third Discipline		15
Free Electives		6

A minimum of 39 upper division hours must be taken across the disciplines in the student's interdisciplinary major. All courses in Area F and the Senior College Curriculum must be completed with a grade of "C" or better.

If the Honors option is chosen, then the student must take 6 hours of Foreign Language and Culture plus the requisite Honors classes and maintain the GPA specified by the Honors College.

Bachelor of Science with a Major in Organizational Leadership

Dr. Keith E Lee, Jr., Program Coordinator
2301 West Hall

The Bachelor of Science degree with a Major in Organizational Leadership is designed for non-traditional adult and military students, students seeking degree completion, or traditional students who are seeking to improve their credentials and knowledge base for professional advancement. The focus on organizational leadership is especially beneficial to those wanting to enter public service, since many agencies seek employees with bachelor's degrees and are specifically interested in employees with an understanding of organizational management, administration, human resources, and technology skills applicable to organizational leadership.

Selected Educational Outcomes

Upon completion of the Bachelor of Science with a major in organizational leadership, students will demonstrate

1. an understanding of organizational leadership as it relates to and impacts individuals, communities, and wider society from democratic, multicultural, and national perspectives.
2. through the discussion of key concepts and ideas the ability to express themselves effectively on topics and issues related to the field of organizational leadership.
3. critical thinking and problem-solving abilities regarding issues related to key challenges that organizations face when interacting with their environments.
4. an understanding of the ethical principles underlying both research and practice in organizational leadership.

Examples of Outcome Assessments

1. Students will use the skills gained in classes to write on specific topics in organizational behavior and leadership.
2. Discussions will be used to develop a deeper understanding of the concepts beyond what is covered in the textbook and course content.
3. Case studies or writing assignments will provide a useful approach for identifying the key functional, operational, and procedural activities that organizations engage in on a daily basis.
4. Quizzes and exams will provide measurable data on how well students master broad theories, ideas, and concepts in organizational behavior and leadership.

Requirements for the Bachelor of Science Degree with a Major in Organizational Leadership

Code	Title	Hours
Core Curriculum		60
Core Curriculum Areas A, B, C, D.1, and E (See VSU Core Curriculum)		42
Core Curriculum Area F (Courses appropriate to the major)		
ACED 2400 or CS 1000	Computer Technology for the Workplace Introduction to Microcomputers and Applications	3
PSYC 1101	Introduction to General Psychology	3
Any courses in Areas C-F approved by advisor		12-15
Major Core Courses		60
ACED 2050	Communications for the Workplace	3
ACED 3400	Applied Computer Technology	3

ACED 4820	Project Management for Technical Leaders	3
ENGL 3010	Professional Writing	3
or ENGL 3030	Writing for the Legal and Social Science Professions	
POLS 3600	Introduction to Public Administration	3
POLS 4610	Public Personnel Administration	3
POLS 4620	Public Finance Administration	3
PSYC 3800	Industrial/Organizational Psychology	3
ORGL 4690	Capstone Seminar in Organizational Leadership	3
ORGL 3000	Reflective Seminar I: Self as Learner	1
ORGL 3050	Reflective Seminar II: Self in Context	1
ORGL 4000	Reflective Seminar III: Transforming Self, Self-Transformation	1

Guided Electives	15-30
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Students will select elective courses related to Leadership and Professional specialties, such as:

POLS 3610	Public Administration and Public Policy Formation
POLS 4600	Government Organization and Administrative Theory
POLS 4650	Intergovernmental Relations
POLS 4670	Quality Management in Public Administration
ACED 3100	Computer Systems
ACED 3150	Computer Systems for the Office
ACED 2700	Desktop Publishing
ACED 4050	Workforce Development and Management for Technical Leaders
ACED 4810	Contemporary Skills for the Workplace
LEAS 3200	Legal Research I
LEAS 3201	Legal Research II
LEAS 3230	Criminal Law and Procedure for the Paralegal
ORGL 4210	Consumer Law
ORGL 4220	Administrative Law
ORGL 4230	The Law of Real Property Transactions

General Electives	0-15
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Total hours required for the degree	120
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Students need a total of 39 hours of course work at the 3000-4000 level. These will include courses in the Major Core, the Guided Electives, and General Electives.

Advertising and Promotion Minor

Dr. Aubrey R. Fowler III, Program Coordinator
Room 212, Thaxton Hall

Open to students from all disciplines in the University, the Advertising and Promotion (A and P) minor provides students with a theoretical understanding of advertising as a discipline as well as a practical set of skills necessary for anyone involved in the advertising and promotion industries. At its core, it provides students with insight into the various marketing-related activities associated with advertising; however, as an interdisciplinary minor, it encourages students to pursue an understanding of advertising from other disciplines such as communications, art, journalism, mass media, and English. Ultimately, students who wish to communicate effectively in the marketplace, promote their own business or other enterprise, or just want to learn a little more about advertising and how it works will benefit from the advertising minor.

Selected Educational Outcomes

1. A and P minors will gain an understanding of the history, culture, and impact of advertising both in America and around the world.
2. A and P minors will analyze core concepts and topics associated with advertising and the advertising industry.
3. A and P minors will develop the skills necessary to compose advertising plans and creative briefs as well as design and implement advertising campaigns.
4. A and P minors will engage in critical research of advertising and its relationship to consumers.

Examples of Outcome Assessments

1. Students will demonstrate knowledge of core issues and topics in A and P through formal written work, tests, and projects.
2. Students will develop an A and P portfolio that demonstrates the evolution of an advertising campaign from the initial development and plan to the final advertisements.
3. Students will discuss current issues in advertising in a cross-disciplinary manner, drawing from a variety of sources to debate such issues.

Requirements for the Minor in Advertising and Promotion

Code	Title	Hours
MKTG 3050	Introduction to Marketing	3
MKTG 3080	Content Marketing ¹	3
MKTG 4000	Advertising and Integrated Brand Promotion	3
MKTG 4050	Creative Branding Strategy	3
Electives		6
Select 6 hours from the following:		
ART 3071	Black and White Photography	
ART 3072	Digital Photography	
ART 3091	Graphic Design I	
COMM 2100	Introduction to Communication Theory	
PREL 2000	Introduction to Public Relations	
ENGL 2080	Grammar and Style	
ENGL 3020	Technical Writing and Editing	
JOUR 3080	Editing for Publications	
JOUR 4500	Document Design	
MDIA 2000	Introduction to Mass Media	
MKTG 4010	Digital Marketing	
MKTG 4020	Social Media Marketing	
MKTG 4030	Advertising Culture and Ethnography	
MKTG 4040	Advertising and Society	
SOCI 3090	Mass Media and Popular Culture	
Total Hours		18

¹ If not offered for more than one year, students may substitute ART 2030 or MDIA 2500 in place of MKTG 3080; however, those students who do so must also take MKTG 4010, MKTG 4020, MKTG 4030, or MKTG 4040.

Africana Studies

Dr. M. Denise Lovett, Program Coordinator
1107 Nevins Hall

Africana Studies (AFAM), an academic discipline, offers an intellectual approach to the study of African people both nationally and globally. It seeks to provide historically accurate assessments of the roles and contributions of people of African descent to America and to human history. An interdisciplinary program, this minor offers students the opportunity to communicate more effectively across cultural lines and to explore the social, political, and economic reality of the black experience in the United States. The minor encourages creative research, the acquisition of practical experiences, and the development of intellectual expertise in Africana Studies. Several departments at Valdosta State University offer courses that support these goals.

Selected Educational Outcomes

1. AFAM minors will recognize the founding of the discipline of Africana Studies and key figures, concepts, and theories in the intellectual genealogy and development of the field.
2. AFAM minors will describe and analyze the experiences of people of African descent in all parts of the world, especially African Diaspora in the Americas, the Caribbean, and Africa.
3. AFAM minors will identify and analyze forms and traditions of thought or expression in relation to the cultural, historical, political, and social context of people of African descent as, for example, dance, literature, music, film, and philosophical and religious traditions.

4. AFAM minors will collect, analyze, and synthesize qualitative and quantitative data using interdisciplinary techniques to explain the impact of societal, psychological, economic, historical, and political factors on people of African descent with particular focus on the impact of racial classification, class, and gender.
5. AFAM minors will engage in experiential learning activities and projects that demonstrate civic responsibility and cultivate community empowerment while upholding the values of collective work, responsibility, and self-determination.

Requirements for the Minor in Africana Studies

Code	Title	Hours
AFAM 3000	Introduction to Africana Studies	3
AFAM 4700	Africana Studies Seminar	3
Select Elective courses from the following:		12
AFAM/ENGL 3220	Studies in African American Literature	
AFAM/ENGL 3320	Studies in African Literature	
AFAM/HIST 4231	African American History to 1865	
AFAM/HIST 4232	African American History Since 1865	
AFAM 4511	Precolonial Africa	
AFAM 4512	Modern Africa	
AFAM 3600	Special Topics in Africana Studies	
AFAM/ANTH 3090	Africa: Inequalities Past and Present	
ENGL 4300	Special Topics in Literature	
THEA 4030	Special Topics in Theatre	
ENGL 4310	Studies in Major Writers	
HIST 3050	Special Topics in World History	
HIST 3060	Special Topics in European and World History	
HIST 3070	Special Topics in European, U.S., and World History	
HIST 4221	The Old South	
HIST 4222	The New South	
JOUR 3530	Special Topics in Journalism	
MUSC 3440	Private Voice	
PHIL 4800	Special Topics in Philosophy	
POLS 4260	Alternative Dispute Resolution	
POLS 4330	African Politics	
POLS 4820	Special Topics in U.S. Government and Politics	
REL 4700	Topics in Religious Studies	
SOCI 3060	Race and Ethnic Relations	
Total Hours		18

Certificate in Africana Studies

The Certificate in Africana Studies will be awarded to undergraduates who complete 12 hours of Africana Studies coursework but do not complete the necessary 18 hours for the minor.

Entrepreneurship Minor

*Administered by the Department of Management and Healthcare Administration
Room 3002L, Health Sciences and Business Administration Building*

Designed to enhance students' undergraduate learning experience by providing understanding of the free enterprise system, the entrepreneurship minor is accessible to students from all non-business disciplines. By encouraging students to think and act entrepreneurially, the minor in Entrepreneurship will provide students with the knowledge and practical skills necessary to successfully start, manage, and operate entrepreneurial ventures of all kinds: commercial, social, scientific, and artistic. Coursework for the entrepreneurship minor emphasizes innovation, entrepreneurial processes, interdisciplinary integration, and the practical application of relevant business theory.

Selected Educational Outcomes

1. Entrepreneurship minors will effectively utilize their analytical skills to solve entrepreneurial problems.
2. Entrepreneurship minors will understand and assess the feasibility of entrepreneurial endeavors.
3. Entrepreneurship minors will understand the contribution of each functional area in business in successful entrepreneurial endeavors.
4. Entrepreneurship minors will demonstrate their understanding of entrepreneurial concepts through the development of a comprehensive business plan.

Examples of Outcome Assessments

1. Students will demonstrate knowledge of core issues and topics in entrepreneurship through formal written work, tests, and projects.
2. Students will develop a comprehensive business plan, thereby demonstrating their understanding of entrepreneurial processes.
3. Students will be effective oral communicators, able to draw from a variety of sources to discuss current entrepreneurial issues in an interdisciplinary manner.

Requirements for the Minor in Entrepreneurship (open only to non-business majors)

Code	Title	Hours
ECON 2106	Principles of Microeconomics	3
ACCT 2101	Principles of Accounting I	3
MKTG 3050	Introduction to Marketing	3
MGNT 3250	Management and Organization Behavior	3
MGNT 3900	Entrepreneurship Skills	3
MGNT 3910	Small Business Management	3
Total Hours		18

Environmental Studies Minor

*Administered by the Department of Philosophy and Religious Studies
1202 Ashley Hall*

The Environmental Studies Program provides students with perspectives on environmental issues from a wide variety of disciplines, including the humanities, the social sciences, and the natural sciences. It familiarizes students with core topics related to environmental issues and sustainable solutions. This interdisciplinary minor is for those students who wish to use it as preparation for a career as well as those who wish to better understand environmental issues. Since everything we do involves the environment in one way or another, a minor in Environmental Studies can complement any major at VSU. Moreover, environmental issues are becoming increasingly important in both public and private sectors. Consequently, employers value individuals who understand and are skilled in this area.

Selected Educational Outcomes

Coursework in environmental studies will enable students:

1. to analyze core issues and topics of the natural environment and how those have changed through time;
2. to explore the interdisciplinary relationship among the humanities, social sciences, and natural sciences with regard to the study of the environment;
3. to engage in independent critical research of the natural environment in its relationship to humanity.

Examples of Outcome Assessments

1. Students will demonstrate knowledge of core issues and topics in environmental studies through formal written work, tests, and projects. The Environmental Studies Committee will sample student work and assess it according to an assessment rubric.
2. Students will be able to articulate interdisciplinary relationships in environmental studies through formal written work, tests, and projects. The Environmental Studies Committee will sample student work and assess it according to an assessment rubric.

Requirements for the Minor in Environmental Studies ¹

Code	Title	Hours
PHIL 3180	Ethics and the Environment	3
BIOL 1080	Conservation Biology	3
or GEOG 1125	Resources, Society, and Environment	

Select Humanities/Social Sciences Option or Natural Sciences Option (see below) 12

Total Hours 18

¹ At least 9 hours must be taken at the 3000 to 4000 level.

Humanities/Social Sciences Option

(3 courses from the list of Humanities/Social Sciences courses and 1 course from the Natural Sciences courses)

Code	Title	Hours
ECON 3800	Environmental Economics	3
ECON 3850	Sustainability: An Economic Perspective	3
ENGL 3300	Special Studies in Literature (where appropriate) ¹	3
ENGL 4300	Special Topics in Literature (where appropriate) ¹	3
GEOG 3510	Urban Community Planning	3
HIST 4295	Environmental History	3
PHIL 3200	Philosophy of Science	3
PHIL/REL 3540	Ecology and World Religions	3
PHIL 3640	Environmental Philosophy	3
PHIL 4120	Ethics and Public Policy	3
PHIL 4220	Ethics and Public Administration	3
POLS 4450	Comparative Environmental Politics and Policy	3
SOCI 4800	Issues in Sociological Practice (Environmental Sociology) ¹	3
Total Hours		39

Natural Sciences Option

(3 courses from the list of Natural Sciences courses and 1 course from the Humanities/Social Sciences courses)

Code	Title	Hours
BIOL 1080	Conservation Biology	3
BIOL 3100	Microbiology ¹	4
BIOL 3250	Ecology and Evolution ¹	4
BIOL 3600	Local Flora ¹	4
BIOL 4020	Topics in Conservation Biology ¹	2-4
BIOL 4700	Limnology ¹	4
BIOL/GEOG 3810	Introduction to Biogeography ¹	3
BIOL 3960	Wildlife Biology ¹	4
CHEM 1010	Introductory Chemistry for Environmental Studies	4
CHEM 3320	Environmental Chemistry ¹	3
GEOG 1110	Our Hazardous Environment	3
GEOG 1112K	Introduction to Weather and Climate	4
GEOG 1125	Resources, Society, and Environment	3
GEOG 3020	Global Climate Change ¹	3
GEOG 3050	Computer Cartography and Image Analysis	3
GEOG 3051	Introduction to Geographic Information Systems ³	3
GEOG 3100	Regional Planning and Environmental Management ³	3
GEOG/GEOL 3210	Introduction to Hydrology ¹	4

¹ Course prerequisite(s) required

² Prerequisites are any two Area D lab courses

³ Consent of instructor required

European Union Studies Certificate

Dr. Michael Baun, Campus Representative

2310 West Hall

The certificate in European Union Studies is operated under the supervision of the European Council of the University System of Georgia. The program is open to all institutions and students of the University System as well as to professionals with an undergraduate degree. The program's purpose is to promote knowledge of the European Union (EU) and certify individuals as competent in the subject area of EU studies. Since the EU is the most important economic and political partner of the United States, this certification demonstrates valuable professional expertise to potential employers. For students in the academic track, the interdisciplinary certificate can be earned as a supplement to any conventional undergraduate degree.

Admission to the Program

A certificate in European Union Studies can be earned in one of two ways. Under the academic track, a certificate is taken in tandem with an undergraduate degree program. Students from all academic majors are eligible to participate so long as they possess a minimum 2.75 cumulative Grade Point Average (GPA). Under the professional track, non-degree students—such as business executives—are eligible to enroll in the program upon proof of a valid undergraduate degree from an accredited institution. The minimum GPA requirement is waived.

Under either track, an application to the program cannot be made until successful completion of the following: (1) the introductory course on the European Union (EURO 3234 or POLS 4310) with a grade of "C" or better, (2) 30 semester hours of academic credit, and (3) a course in World or Western Civilization (HIST 1011, HIST 1012, or HIST 1013) or Global Issues (POLS 2401).

Requirements for Graduation with the Certificate in European Union Studies

To earn the EU Studies certificate, students must complete the certificate curriculum (15 hours). Students must have a 3.0 cumulative GPA in curriculum courses upon completion of the program. An official certificate is awarded upon graduation, and the certificate is noted on a student's permanent transcripts.

Requirements for the Certificate in European Union Studies

Code	Title	Hours
EURO 3234 or POLS 4301	Introduction to the EU The European Union	3
Multidisciplinary Menu ¹		9
Capstone Seminar in EU Studies ²		3
Total Hours		15

¹ A student must complete 3 courses from an approved menu of courses dealing substantially with the EU. These courses must be distributed among at least two different discipline areas: Social Sciences, Humanities and Fine Arts, Business and Economics, and Natural and Health Sciences. The program's campus representative decides which courses qualify for the certificate. No more than one course in this menu can be taken at the 1000-2000 level, with the exception of EU Studies online courses (see below) and study abroad courses. Students may substitute for up to two menu courses by performing an internship or composing a thesis.

² Taken either as a directed study (POLS 4700) or EURO online course.

Online Courses

The EU Studies program has developed a curriculum of online courses that can be used to meet the certificate's requirements (see below). These courses, bearing the EURO prefix, are in different discipline areas that deal with various aspects of the EU and are taught jointly by University System institutions each semester. Students register for these courses, which are taught on GoView, at their home institution. A course schedule is available from the program's campus representative and on the program web site (<http://www.eustudiesprogram.org>).

Code	Title	Hours
EURO 3234	Introduction to the EU	3
EURO 4130	European Union Law and Legal Systems	3
EURO 4160	Federalism and Multilevel Governance in the EU	3
EURO 4230	Doing Business in the EU	3
EURO 4260	European Monetary Union	3
EURO 4330	European Union Science and Technology Policy	3
EURO 4430	European Union Environmental Policy	3
EURO 4530	European Social Policy	3
EURO 4630	Communications and Media in the European Union	3
EURO 4730	European Union Foreign Policy	3

EURO 4760	United States-European Union Relations	3
EURO 4830	European Union Studies Capstone Course	3

Areas of Distinction

In addition to acknowledging competence in the EU generally, the certificate also highlights special achievements by providing a notation of “distinction” in three areas:

- a practicum experience
- foreign language proficiency (6 semester hours at or above the 2000 level)
- composition of a thesis

The practicum experience pertaining to the EU must be performed either in the form of an overseas visit or an internship. The overseas option is broadly defined and can be accommodated by a wide range of activities, including study or research abroad. The same flexibility applies to the internship, which can be served domestically or internationally. A student's specific practicum experience must be approved by the program's campus representative.

The foreign language distinction must be earned in a European language approved by the program's campus representative as appropriate to the certificate's objectives. A student with prior language skills can earn a distinction by successful completion of an examination demonstrating competence equivalent to the 2000 level. The exam is administered at the student's home institution.

The thesis can be written anytime during the final year of study. It is supervised by a committee composed of three faculty members representing at least two different academic disciplines. The program's campus representative maintains a more detailed description of thesis requirements.

International/Intercultural Studies

Dr. Ivan Nikolov, Director

204 Georgia Avenue

Dr. Robert C. Harding, Program Coordinator

2306H West Hall

The Center for International Programs offers a multidisciplinary minor in International Studies, which is designed to meet three objectives: (1) provide students with a fundamental understanding of international studies as an academic field and the dynamics involved in international issues and concerns; (2) provide students with a substantial exposure to a specific world region, transnational problem, or disciplinary specialty that is international in scope; and (3) to offer opportunities for undergraduate research, service learning, and community engagement in the international dimension.

Selected Educational Outcomes

1. To clearly describe the parameters of international studies as a field of inquiry and practice, both in historic perspective and current usage;
2. To evaluate career possibilities that are international in nature as well as the most suitable educational paths to those careers;
3. To appreciate the complexities of cultural differences and the impact of these differences on cross-cultural understanding;
4. To apply the tools of research to a major international and interdisciplinary problem, issue, or phenomenon;
5. To express thorough knowledge of a particular international problem, world region, or international dimension of an academic discipline.

The program is a blend of traditional class room learning, one-on-one work with a faculty member, and a mandatory overseas study experience. The minor in International Studies consists of (1) a core component that is required of all students taking the minor, and (2) a minor concentration tailored to individual student interests and backgrounds. Students must have and maintain an overall GPA of 2.75 to be admitted into and remain in the minor.

Requirements for the Minor in International Studies

Code	Title	Hours
Core Requirements		
INTL 2090	Introduction to International/Intercultural Studies	3
INTL 4800	Senior Capstone Course	3
Upper Division Study Abroad Course ¹		3
Minor Concentration (see below)		9
Total Hours		18

¹ Students must discuss plan with Dr. Harding or Dr. Nikolov.

Minor Concentration 9 hours

Must include at least 6 hours of upper division coursework. The concentration consists of three courses related to a particular world region of interest to the student, to an international problem or issue, or to the comparative application of a particular discipline. Students' selection of courses must be

approved by a designated advisor within their major as well as by the Director of International Programs. Courses within the concentration may be distributed as follows:

1. Existing courses within the curriculum that address the region, international problem, or disciplinary dimension of interest to the student 0-9 hours
2. Completion of a language course at the intermediate level or above appropriate for the focus of the student's concentration 0-3 hours
3. Special topics courses compatible with the student's approved concentration 0-6 hours
4. The Model United Nations course (INTL 3170), if the focus of the course is appropriate to the student's concentration 0-6 hours
5. Completion of a study abroad experience or an individual plan of experiences relevant to the student's approved concentration 0-6 hours

Advisory Committee

All inquiries regarding the minor should be directed to Dr. Robert Harding or Dr. Ivan Nikolov. The minor is assisted by an advisory board made up of faculty experienced in the field of International Studies. Students may wish to consult with these faculty members in their respective colleges regarding overseas study opportunities and completion of a Senior Capstone Project (INTL 4800). For specific information, click here (<http://www.valdosta.edu/academics/international-programs/dept/academic-programs/minor-international-studies.php>).

Minor in Middle Eastern Studies

*Administered by the Department of Modern and Classical Languages
1306 West Hall*

Requirements for the Minor in Middle Eastern Studies

Code	Title	Hours
Required Courses		3-6
ARAB 1001	Beginning Arabic Language and Introduction to Arabic Culture I ¹	0-3
ARAB 1002	Beginning Arabic Language and Introduction to Arabic Culture II	3
Guided Electives		12-15
ARAB 2001	Intermediate Arabic Language and Culture I	
ARAB 2002	Intermediate Arabic Language and Culture II	
GEOG 3920	Geography of the Middle East	
HIST 3201	The Ancient Near East	
HIST 4501	History of the Middle East to 1798	
HIST 4502	History of the Middle East Since 1798	
POLS 3300	Comparative Politics	
POLS 4330	African Politics	
POLS 4350	Politics in Developing Nations	
REL 3504		
REL 3520	Islam	
REL 3510	Judaism	
or other courses applicable to the minor chosen in consultation with the advisor		
Total Hours		18

¹ If the student does not take ARAB 1001 in Area C, he/she must take it for the minor.

Native American and Indigenous Studies Minor

*Dr. F. E. Knowles, Jr., Advisor
1024 Nevins Hall*

The Native American and Indigenous Studies minor is committed to an interdisciplinary approach in the study of Native American and Indigenous cultures and their contributions to the global community. The program serves students of Native American and Indigenous descent as well as members of the larger University community. Course offerings include anthropology, art history, history, philosophy, religion, literature, and languages, providing the basis for a greater understanding of Native American and Indigenous cultures. The unique interdisciplinary nature of the program allows students to approach the study of Native American and Indigenous communities in a broad fashion. Additionally, the program will incorporate indigenous voices through student interaction with Native American and Indigenous communities in the Southeast via outreach programs, lectures, and events fostering student-community experiences.

Selected Educational Outcomes

Coursework in Native American and Indigenous Studies will enable students to:

1. experience and analyze central issues and topics involving the Native American and Indigenous past.
2. explain and interpret Native American and Indigenous value systems.
3. explore contemporary relationships between Native American, Indigenous, and other American cultures.
4. write critically and logically and create independent research, synthesizing a variety of source materials.

Requirements for the Minor in Native American and Indigenous Studies

Code	Title	Hours
PHIL/REL/NAIS 3610	Native American Thought and Cultures	3
Select any 4 of the following:		12
Culture		
ANTH 3070	Magic, Religion, and Witchcraft	
ANTH 3130	Indians of North America	
NAIS/PHIL/REL 3620	Post Colonization Issues in Indigenous Cultures	
NAIS/PHIL/REL/WGST 3630	Native American Women	
REL 3640	Alternative Religions of the World	
History		
HIST 4226	Colonial South	
HIST 4241	Native American History to 1850	
HIST 4242	Native American History Since 1850	
HIST 4243	Native People in the American Southeast	
HIST 4244	The Hollywood Indian: Native Americans in Film	
HIST 4303	U. S. Spanish Borderlands	
Law and Contemporary Issues		
NAIS 3500	Contemporary Native American Experience	
NAIS 4100/CRJU 4680	Native Americans and Criminal Justice	
NAIS 4200	Federal Indian Law	
NAIS 4500	Special Topics in Native American and Indigenous Studies	3
Total Hours		18

Note: The grade earned in each course in a minor must be a "C" or better.

Certificate in Native American and Indigenous Studies

This certificate will be granted to the graduate or undergraduate student who completes 12 hours of study within the minor program but does not complete the necessary 15 hours or other requirements for the minor.

These hours cannot be counted toward required graduate hours unless the curriculum for the course is adapted by the professor to satisfy the additional rigors of graduate study.

Women's and Gender Studies Minor

Dr. A. J. Ramirez, Coordinator
1203 Ashley Hall

The Women's and Gender Studies Program is an academic discipline that provides students with interdisciplinary perspectives on women's and gender issues from a wide variety of cultures, backgrounds, and historical eras. It familiarizes students with the history, culture, and often unacknowledged contributions made by women. Through course offerings in a number of departments, the undergraduate minor leads students to examine critically and to reinterpret existing data and common assumptions about the social and cultural construction of femininity, masculinity, and sexualities. In addition, it provides students the opportunity to understand feminist theory and the methodologies of feminist scholarship across the disciplines. The program addresses issues of neglect, omission, and bias in curricula and encourages the translation of research into committed and responsible social involvement and leadership.

Selected Educational Outcomes

Coursework in Women's and Gender Studies will enable students to:

1. gain familiarity with the development of Women's and Gender Studies as an interdisciplinary academic area and the research that is conducted in the field.
2. examine academic disciplines and public policies from a feminist perspective, using research and analytic methods that encourage the translation of research into committed and responsible social involvement.
3. examine women's and men's lives as they are affected by gender, sexuality, sexual orientation, age, race, class, ethnicity, and religious and national differences.
4. understand that what are commonly referred to as "women's issues" are societal in scope and effect and are therefore of concern to everyone, regardless of gender.

Examples of Outcome Assessments

The capstone course is structured to evaluate and elicit students' summative understanding of the ethical, social, and intellectual implications of what has been included in or excluded from traditional scholarship. Further evaluative measures include:

1. the creation of writing portfolios that will demonstrate the evolution of thought and learning across the courses taken in the minor;
2. student participation in local, state and national conferences;
3. exit interviews with students;
4. discussion and feedback from other programs in Women's Studies, Women's and Gender Studies, and Gender Studies

Information regarding current course offerings for the Women's and Gender Studies minor may be obtained from the offices of the Women's and Gender Studies Program.

Requirements for the Minor in Women's and Gender Studies

Code	Title	Hours
WGST 3000	Introduction to Women's Studies	3
WGST 4400 or WGST 4450	Women's and Gender Studies Seminar Internship in Women's and Gender Studies	3
Elective Courses		
Select 9 hours from the following:		9
Any 3000- or 4000-level WGST course (WGST courses at the 2000 level cannot be counted as upper-division electives in the WGST minor)		
ARTH 4130	Gender in Art	
CRJU 4700	Special Topics in Criminal Justice (Women in CJ)	
WGST 3240	Philosophy of Sex	
SOCI 4800/4810	Issues in Sociological Practice (Domestic Violence, Human Sexuality)	
Total Hours		15

Minor in Forensic Accounting

Code	Title	Hours
Required Courses		
ACCT 2101	Principles of Accounting I	3
ACCT 3100	Introduction to Fraud Examination	3
ACCT 3250	Forensic Accounting	3
CRJU 3310	Criminal Procedure	3
CRJU 4610	White-Collar Crime	3
CRJU 4660	Issues in Cybercrime	3
Total Hours		18

Harley Langdale, Jr. College of Business Administration

Dr. Karin Roland, Dean

Room 3002A, Health Sciences and Business Administration Building

Dr. Raymond Elson, Associate Dean

Health Sciences and Business Administration Building 3002C

The four departments within the Harley Langdale, Jr. College of Business Administration offer the Bachelor of Business Administration (BBA) with majors in accounting, economics, finance, healthcare administration, international business, management, and marketing. The Master of Business Administration (MBA/HCAD) and Master of Accountancy (MAcc) degrees are available to graduate students.

Mission Statement

We enrich lives for the benefit of all.

Vision

We provide opportunities for experiential learning, practical research, and global engagement to the students, faculty, and communities we serve.

Values

In support of our mission, we value:

- Experiential learning: Redefining the educational experience with innovative uses of technology inside and outside the classroom.
- Practical research: Addressing the needs of dynamic populations and economies through applied and learning-based research.
- Global engagement: transforming student, university, business, local, regional, and global communities through engaged service, research, and education.

B.B.A. Learning Goals and Objectives

For students majoring in the undergraduate programs of the Harley Langdale, Jr., College of Business:

Learning Goal #1: Graduates will have proficient analytic skills.

Learning Objective: Graduates will construct meaningful information from data

Learning Goal #2: Graduates will be problem solvers.

Learning Objective: Graduates will use critical thinking skills to solve business problems.

Learning Goal #3: Graduates will be effective communicators.

Learning Objective: Graduates will effectively communicate in written form.

Learning Goal #4: Graduates will have core business knowledge.

Learning Objective: Graduates will demonstrate foundational knowledge of core business concepts.

Learning Goal #5: Graduates will have major knowledge.

Learning Objective: Graduates will demonstrate proficient knowledge of at least one business major.

Accreditation

The programs of the Harley Langdale, Jr. College of Business Administration (Langdale College) are accredited by AACSB International—The Association to Advance Collegiate Schools of Business. Fewer than five percent of the business programs in the world have achieved this distinction of quality. Part of the accreditation process requires ongoing curriculum assessment.

Assessment

With the support and cooperation of the Langdale College faculty, administration, and staff, the Langdale College Assurance of Learning Leadership Committee has the primary responsibility of assessing Langdale College students' achievement of the Undergraduate Program Objectives, evaluating the assessment results, and recommending curriculum improvements when appropriate. The Committee utilizes many different direct and indirect assessment techniques. Examples of these techniques are below.

Internships and Co-op Opportunities

Internships are available for business majors in the areas of accounting, economics, finance, healthcare administration, management, marketing, and the Master of Accountancy. Designed as 3-semester-hour senior-level courses, these internships allow students to apply knowledge learned in the classroom, attain work experience, and clarify career goals. Students are placed with major employers in business, industry, and government, and do substantive work while being supervised by a company manager. Practical work experience is also available through the Cooperative Education Program. Interested students should contact the Co-op Office for more details: 229-333-7172.

Requirements for Admission to the Harley Langdale, Jr. College of Business Administration

Upon being admitted to VSU, students are eligible to declare a business major and be admitted into the Langdale College of Business.

A minimum grade of "C" in the following courses is required: ACCT 2101 and ACCT 2102; BUSA 1105, BUSA 2100, BUSA 2106, and BUSA 2201; and ECON 2105 and ECON 2106.

Students must have an overall GPA of at least 2.0 in order to take 3000- and 4000-level business courses.

Non-business majors may enroll in 3000- and 4000-level business courses if they have met the specific prerequisites for the course as listed in the course description and have a 2.0 GPA. Non-business majors are limited to no more than 29 semester hours of undergraduate business courses, including course work transferred from other institutions.

Academic Requirements

Business majors are required to earn minimum grades of "C" in all senior college courses related to their majors. Business majors must have a minimum cumulative GPA of 2.00 to graduate from the Harley Langdale, Jr. College of Business Administration.

Academic Transfer Policy

The Langdale College adheres to the VSU policy on transfer credit with the following additional restrictions:

- A maximum of 15 credit hours may be transferred into the business curriculum.
- A maximum of 9 hours of 3000-level or higher business course level credit (total) may be applied to the student's senior curriculum in the areas of Common Senior College Core and/or Business Electives.
- Up to 6 additional hours of 3000-level or higher business course credit may be applied to the student's senior curriculum in the areas of Required Courses for the major discipline and/or elective courses for the major discipline.
- Any 3000-level or higher business course credit earned at an AACSB-accredited institution will transfer with the above restrictions on total transfer credit.
- Any 3000-level or higher business course credit earned at an institution not accredited by AACSB will transfer only at the discretion of the head of the department housing the instruction of the course.

Minimum Requirements for the Bachelor of Business Administration Degree

All departmental majors leading to the Bachelor of Business Administration degree have the following Core Curriculum:

Core Curriculum Requirements for the Bachelor of Business Administration Degree

Code	Title	Hours
Core Areas A-E (See VSU Core Curriculum)		42
Area F Requirements ¹		18
BUSA 1105	Introduction to Business	
BUSA 2201	Fundamentals of Computer Applications	
BUSA 2106	The Environment of Business	
ECON 2106	Principles of Microeconomics	
ACCT 2101	Principles of Accounting I	
ACCT 2102	Principles of Accounting II	
Total Hours		60

¹ The grade in each of these courses must be a "C" or better.

Students completing Area F courses in Areas B through E will be required to substitute VSU core curriculum courses as part of their Area F requirements. Students should see their advisor to ensure that appropriate courses are selected in order to satisfy this requirement.

General Business Administration (BUSA)

General Business Administration courses are taught by faculty from the departments of Accounting; Economics, Finance and Healthcare Administration; and Management and Marketing.

Department of Accounting

Dr. Candace Witherspoon, Interim Department Head
Room 3017B, Health Sciences and Business Administration Building

The Department of Accounting offers a B.B.A. degree in Accounting and a Master of Accountancy degree.

Students acquire basic knowledge, skills, and values that build upon the foundation provided by the University Core Curriculum and are required for professional careers in business and not-for-profit organizations. Each program stresses critical thinking skills, cooperative learning, oral and written communication abilities, and the application of knowledge to solve business problems. Undergraduate and graduate students are able to gain relevant work experience in their major through internships and the VSU Co-op Program.

The courses in the undergraduate accounting program: (1) provide an understanding of the importance of accounting systems and financial disclosures for profit-seeking entities; (2) teach students how to acquire, process, and analyze information; (3) provide rigorous preparation for accounting careers in industry and public practice.

- Bachelor of Business Administration with a Major in Accounting (p. 130)
- Minor in Accounting (p. 132)
- Minor in Business Law (p. 132)
- Internal Auditing Certificate (p. 133)

Bachelor of Business Administration with a Major in Accounting

Learning Goals and Objective for Accounting Majors

Learning Goal 1: Knowledge Acquisition

Students shall be competent in the functional areas of accounting.

1. Graduates will demonstrate knowledge of financial and managerial accounting principles topics.
2. Graduates will demonstrate knowledge of intermediate accounting topics.
3. Graduates will demonstrate knowledge of internal reporting topics.
4. Graduates will demonstrate knowledge of auditing and systems topics.
5. Graduates will demonstrate knowledge of federal individual income taxation topics.
6. Graduates will demonstrate knowledge of the laws surrounding business transactions topics.

Learning Goal 2: Professional Skills

Graduates shall be responsible accounting professionals.

1. Graduates shall develop the ability to recognize and respond appropriately to ethical, regulatory, and professional issues in accounting.

Learning Goal 3: Research Skills

Graduates shall be competent accounting researchers.

1. Graduates will utilize authoritative databases to solve accounting problems.
2. Graduates will effectively communicate research findings in written format.

Goal 4: Technology Skills

Graduates shall be proficient with professional information technology.

1. Graduates will effectively utilize technology applications in the accounting profession.

Examples of Outcome Assessments

1. Embedded test items;
2. A common rating instrument to evaluate written and oral communication skills (including use of presentation software);
3. Case studies to evaluate critical thinking and problem-solving skills;
4. Application-based testing of spreadsheets, accounting databases, research skills, and accounting general ledger software.

Requirements for the Bachelor of Business Administration with a Major in Accounting

Code	Title	Hours
Core Curriculum		60
Core Areas A-E (See VSU Core Curriculum) ¹		42
Area F Requirements ²		18
BUSA 2100	Applied Business Statistics	

BUSA 2201 & BUSA 2106	Fundamentals of Computer Applications and The Environment of Business	
ECON 2106	Principles of Microeconomics	
ACCT 2101 & ACCT 2102	Principles of Accounting I and Principles of Accounting II	
Senior College Curriculum		60
Required Senior College Core ²		
BUSA 3450	Management Information Systems	3
DATA 3100	Introduction to Data Analytics	3
DATA 3200	Data Visualizations and Analytics	3
FIN 3350	Financial Management	3
MGNT 3250	Management and Organization Behavior	3
MKTG 3050	Introduction to Marketing	3
BUSA 4900	Business Policy	3
International Option: Select one of the following:		3
ECON 3600	International Economics	
FIN 3650	Multinational Corporate Finance	
IB 3000	Introduction to International Business	
MGNT 4800	International Management	
MKTG 4680	International Marketing	
Professional Growth		
BUSA 2999	Career Development	0
BUSA 3999	Experiential Learning	0
Required Accounting Core ²		
ACCT 3201	Intermediate Accounting I	3
ACCT 3202	Intermediate Accounting II	3
ACCT 3400	Cost Accounting	3
ACCT 4410	Accounting Information Systems	3
ACCT 4500	Individual Income Tax	3
ACCT 4800	Auditing	3
BUSA 3110	Business Law	3
ACCT 2999	Accounting Career Development	0
BUSA 4999	Career Path	0
Accounting Electives ²		6
Select two of the following:		
ACCT 3100	Introduction to Fraud Examination	
ACCT 3203	Intermediate Accounting III	
ACCT 3250	Forensic Accounting	
ACCT 3700	Internal Auditing	
ACCT 4400	Internal Reporting II	
ACCT 4980	Accounting Internship	
Business Electives ²		6
Any two 3000- or 4000-level business courses not taken above		
General Elective ³		3
Elective may be business or non-business courses		
Total hours required for the degree		120

¹ If ECON 2105 is taken in Area E, the grade must be a "C" or better.

² The grade in each of these courses must be a "C" or better with the exception of ACCT 2999, which will be assigned a grade of satisfactory or unsatisfactory.

³ If PERS 2799 Personal Finance is not taken in Area B, it must be taken as a general elective.
If ECON 2105 is not taken in Area E, it must be taken as a general elective, and the grade must be a "C" or better.

Accelerated Undergraduate-to-Graduate Track

Contingent upon acceptance in to the Accelerated Undergraduate-to-Graduate Track, students wishing to pursue a Master of Business Administration (M.B.A.) or a Master of Accountancy (M.Acc.) at Valdosta State University may take up to 9 semester hours of graduate-level coursework (courses numbered 5000 or above) that will count toward Business electives for their major or toward general electives for the undergraduate degree.

Acceptance in to the Accelerated track requires:

1. written notification by an LCOBA professional advisor from the Student Engagement Center to the LCOBA Director of Graduate Programs of her/his willingness to serve as the student's Accelerated Undergraduate-to-Graduate Track advisor.
2. completion of 75 credit hours of undergraduate coursework:
 - a. at least 15 hours must be LCOBA courses, with at least a 3.0 GPA for those LCOBA credits; and
 - b. a grade of "C" or better must be earned in each of those LCOBA courses.
3. an overall GPA in undergraduate course work of at least 3.0.

Graduate courses taken as an undergraduate will count toward the 120-hour graduation requirement but will not count toward the student's undergraduate GPA or the calculation of academic honors.

Upon acceptance into the Accelerated Undergraduate-to-Graduate Track in the M.B.A. or M.Acc., students must maintain an overall GPA of 3.0 to remain in good standing. Students who do not maintain good standing or who do not wish to continue with the Accelerated Undergraduate-to-Graduate Track may revert to their original track to complete the remaining requirements for their undergraduate business degree (B.B.A.).

Minor in Accounting

Minor in Accounting

Code	Title	Hours
Required Courses		
ACCT 2101	Principles of Accounting I	3
ACCT 2102	Principles of Accounting II	3
ACCT 3201	Intermediate Accounting I	3
ACCT 3400	Cost Accounting	3
Elective (Select one of the following)		3
ACCT 3202	Intermediate Accounting II	
ACCT 4410	Accounting Information Systems	
ACCT 4500	Individual Income Tax	
ACCT 4800	Auditing	
ACCT 4980	Accounting Internship ¹	
BUSA 3110	Business Law	
Total Hours		15

¹ This internship course must be related to accounting. Also, for business majors, this course may count toward fulfillment of BUSA 3999.

Minor in Business Law

Minor in Business Law

Code	Title	Hours
Required Courses		
BUSA 2106	The Environment of Business	3
BUSA 3110	Business Law	3
Electives--select three of the following:		
HCAD 4000	Legal and Ethical Issues in Healthcare Administration	3
MGNT 3500	Employment Law	3

MGNT 3910	Small Business Management	3
Total hours		18

Internal Auditing Certificate

Requirements for the Internal Auditing Certificate

All BBA students who have a cumulative grade point average (GPA) of 2.8 or higher, have completed at least 60 semester hours of work that counts toward the completion of the BBA degree, and have been formally accepted into the Langdale College (if a BBA has not been previously earned) may submit an application to the Internal Auditing Certificate Coordinator. Applicants meeting the above criteria will be accepted into the program. Once admitted into the program, students who successfully complete the BBA degree (if not previously earned), attend one local Institute of Internal Auditors' chapter meeting, and earn at least a GPA of 2.8 in the courses listed below, each with a grade of "C" or better, will be awarded the Internal Auditing Certificate by the Department of Accounting.

The Internal Auditing program's course requirements may be completed within the 120 hours provided by the BBA degree. However, accounting and business electives must include ACCT 3100, ACCT 3700, and ACCT 4980. Students must earn a minimum cumulative GPA of 2.5 in the following courses, each with a grade of "C" or better:

Code	Title	Hours
Area F		9
ACCT 2101	Principles of Accounting I	
ACCT 2102	Principles of Accounting II	
BUSA 2106	The Environment of Business	
Required Senior College Core		
MGNT 3250	Management and Organization Behavior	3
MKTG 3050	Introduction to Marketing	3
Accounting and Business Electives		
ACCT 3100	Introduction to Fraud Examination	3
ACCT 3700	Internal Auditing	3
ACCT 4980	Accounting Internship	3
Total Hours		24

Department of Economics, Finance, and Healthcare Administration

Dr. Elvan Aktas, Interim Department Head

Room 3002M, Health Sciences and Business Administration Building

The Department of Economics, Finance, and Healthcare Administration is a multidisciplinary department with programs that lead to a B.B.A. degree with a major in applied economics, a B.B.A. degree with a major in finance, and a B.B.A. degree with a major in Healthcare Administration.

The department's programs are designed to give students the basic knowledge, skills, and values that build upon the foundation provided by the University Core Curriculum and are required for professional careers in business and government. Each program stresses the importance of critical thinking skills, effective oral and written communication, and the application of knowledge to solve business problems. Students majoring in economics or finance are able to gain work experience related to their major through internships, ENACTUS, and the VSU Co-op Program.

- Bachelor of Business Administration with a Major in Applied Economics (p. 134)
- Bachelor of Business Administration with a Major in Finance (p. 135)
- Bachelor of Business Administration with a Major in Healthcare Administration (p. 137)
- Bachelor of Business Administration with a Major in International Business (p. 139)
- Minor in Economics (p. 141)
- Minor in Healthcare Administration (p. 141)

Bachelor of Business Administration with a Major in Applied Economics

Courses in economics (1) provide an understanding of the economic processes that provide the foundation for our business, political, and social behavior; (2) teach students how to acquire, process, and analyze information; and (3) provide a rigorous preparation for management careers in business and government and for graduate study in economics, business administration, and law.

Learning Goals and Outcomes for Applied Economics Majors

Learning Goal 1: Graduates will have proficient knowledge of economic concepts.

1. Graduates will demonstrate knowledge of microeconomics.
2. Graduates will demonstrate knowledge of macroeconomics.
3. Graduates will explain the impacts of institutions in an economy.

Learning Goal 2: Graduates will have proficient analytic skills.

1. Graduates will use technology to construct meaningful information from data.
2. Graduates will utilize quantitative skills to solve economic problems.

Learning Goal 3: Graduates will be effective communicators.

1. Graduates will proficiently communicate in writing the findings of economic analysis.

Assessment of the educational outcomes for the economics major is primarily the responsibility of the economics faculty. A variety of methods may be used to assess the learning outcomes, including examinations, quizzes, oral presentations, written assignments, research papers, and projects. The faculty members use the assessment results to continuously review and improve the economics curriculum.

Requirements for the B.B.A. with a Major in Applied Economics

Code	Title	Hours
Core Curriculum		60
Core Areas A-E (See VSU Core Curriculum) ¹		42
Area F Requirements ²		18
BUSA 2100	Applied Business Statistics	
BUSA 2106	The Environment of Business	
BUSA 2201	Fundamentals of Computer Applications	
ECON 2106	Principles of Microeconomics	
ACCT 2101 & ACCT 2102	Principles of Accounting I and Principles of Accounting II	
Senior College Curriculum		60
Required Senior College Core ²		
BUSA 3450	Management Information Systems	3
DATA 3100	Introduction to Data Analytics	3
DATA 3200	Data Visualizations and Analytics	3
FIN 3350	Financial Management	3
MGNT 3250	Management and Organization Behavior	3
MKTG 3050	Introduction to Marketing	3
BUSA 4900	Business Policy	3
International Option--select one of the following:		3
ECON 3600	International Economics	
FIN 3650	Multinational Corporate Finance	
IB 3000	Introduction to International Business	
MKTG 4680	International Marketing	
MGNT 4800	International Management	
Professional Growth		
BUSA 2999	Career Development	0
BUSA 3999	Experiential Learning	0

BUSA 4999	Career Path	0
Required Economics Core ²		9
ECON 4000	Introduction to Econometrics and Data Analysis	3
ECON 4100	Economics of Business and Work	3
ECON 4500	Growth and Business Cycles	3
Economics Electives ²		15
Any 3000- or 4000-level ECON courses not required or selected above. At least 6 hours must be 3000- or 4000-level ECON courses.		
Supporting Courses ²		9
Any 3000- or 4000-level ACCT, BUSA, ECON, FIN, HCAD, IB, MGNT, or MKTG courses not required or selected above		
MATH 1261	Survey of Calculus I	
MATH 2150	Introduction to Linear Algebra	
MATH 3600	Probability and Statistics	
CRJU 1100	Introduction to Criminal Justice	
CRJU 3300	Criminal Law	
CRJU 3401	Criminal Justice Data Analysis	
CRJU 3402	Criminal Justice Research Methods	
General Elective		3
Elective may be undergraduate and/or graduate business and/or non-business courses ⁴		
Total hours required for the degree		120

- ¹ If ECON 2105 is taken in Area E, the grade must be a "C" or better.
- ² The grade in each of these courses must be a "C" or better.
- ³ If PERS 2799 Personal Finance is not taken in Area B, it must be taken as a general elective.
If ECON 2105 is not taken in Area E, it must be taken as a general elective, and the grade must be a "C" or better.
- ⁴ No more than 9 hours of MBA or MAcc courses may be counted toward the major.

Accelerated Undergraduate-to-Graduate Track

Contingent upon acceptance in to the Accelerated Undergraduate-to-Graduate Track, students wishing to pursue a Master of Business Administration (M.B.A.) or a Master of Accountancy (M.Acc.) at Valdosta State University may take up to 9 semester hours of graduate-level coursework (courses numbered 5000 or above) that will count toward Business electives for their major or toward general electives for the undergraduate degree.

Acceptance in to the Accelerated track requires:

1. written notification by an LCOBA professional advisor from the Student Engagement Center to the LCOBA Director of Graduate Programs of her/his willingness to serve as the student's Accelerated Undergraduate-to-Graduate Track advisor.
2. completion of 75 credit hours of undergraduate coursework:
 - a. at least 15 hours must be LCOBA courses, with at least a 3.0 GPA for those LCOBA credits; and
 - b. a grade of "C" or better must be earned in each of those LCOBA courses.
3. an overall GPA in undergraduate course work of at least 3.0.

Graduate courses taken as an undergraduate will count toward the 120-hour graduation requirement but will not count toward the student's undergraduate GPA or the calculation of academic honors.

Upon acceptance into the Accelerated Undergraduate-to-Graduate Track in the M.B.A. or M.Acc., students must maintain an overall GPA of 3.0 to remain in good standing. Students who do not maintain good standing or who do not wish to continue with the Accelerated Undergraduate-to-Graduate Track may revert to their original track to complete the remaining requirements for their undergraduate business degree (B.B.A.).

Bachelor of Business Administration with a Major in Finance

The courses in the finance program: (1) provide an understanding of the importance of financial information and decision-making for businesses, government, investors, and creditors; (2) teach students how to acquire, process, and analyze information; (3) provide rigorous training for finance careers in industry, financial institutions, and government.

Learning Goals and Objectives for Finance Majors

Learning Goal 1: Graduates will have proficient knowledge of finance concepts.

1. Graduates will demonstrate knowledge of financial management.
2. Graduates will demonstrate knowledge of corporate finance.
3. Graduates will demonstrate knowledge of investments.

Learning Goal 2: Graduates will have proficient analytic skills.

1. Graduates will use technology to analyze financial challenges.
2. Graduates will utilize quantitative skills to make investment decisions.

Learning Goal 3: Graduates will be effective communicators.

1. Graduates will proficiently communicate the findings of financial analyses.

Finance-related cases that require solving unstructured problems are used to assess problem-solving ability, research skills, and mastery of finance content.

Written examinations are used to assess knowledge of the functional areas of finance.

Oral presentations are used to assess knowledge of current finance issues.

Requirements for the B.B.A. with a Major in Finance

Code	Title	Hours
Core Curriculum		60
Core Areas A-E (See VSU Core Curriculum) ¹		42
Area F Requirements ²		18
BUSA 2100	Applied Business Statistics	
BUSA 2106	The Environment of Business	
BUSA 2201	Fundamentals of Computer Applications	
ECON 2106	Principles of Microeconomics	
ACCT 2101 & ACCT 2102	Principles of Accounting I and Principles of Accounting II	
Finance Major Curriculum		60
Required Senior College Core ²		21
BUSA 3450	Management Information Systems	3
DATA 3100	Introduction to Data Analytics	3
DATA 3200	Data Visualizations and Analytics	3
FIN 3350	Financial Management	3
MGNT 3250	Management and Organization Behavior	3
MKTG 3050	Introduction to Marketing	3
BUSA 4900	Business Policy	3
International Option--select one of the following:		3
ECON 3600	International Economics	
FIN 3650	Multinational Corporate Finance	
IB 3000	Introduction to International Business	
MKTG 4680	International Marketing	
MGNT 4800	International Management	
Professional Growth		
BUSA 2999	Career Development	0
BUSA 3999	Experiential Learning	0
BUSA 4999	Career Path	0
Required Finance Core ²		
FIN 3360	Advanced Financial Management with Digital Transformation	3
FIN 4520	Investments	3

FIN 4760	Modern Financial Intermediaries & Risk Management	3
Finance Electives ²		12
Any 3000- or 4000-level ACCT, BUSA, ECON, FIN, HCAD, IB, MGNT, or MKTG courses not listed above. At least 6 hours must be FIN 4000-level courses.		
Business Electives ²		9
Any 3000- or 4000-level business courses not selected above		
General Electives ³		6
Electives may be undergraduate and/or graduate business and/or non-business courses ⁴		
Total hours required for the degree		120

- ¹ If ECON 2105 is taken in Area E, the grade must be a "C" or better.
- ² The grade in each of these courses must be a "C" or better.
- ³ If PERS 2799 Personal Finance is not taken in Area B, it must be taken as a general elective.
If ECON 2015 is not taken in Area E, it must be taken as a general elective, and the grade must be a "C" or better.
- ⁴ No more than 9 hours of MBA or MAcc courses may be counted toward the major.

Accelerated Undergraduate-to-Graduate Track

Contingent upon acceptance in to the Accelerated Undergraduate-to-Graduate Track, students wishing to pursue a Master of Business Administration (M.B.A.) or a Master of Accountancy (M.Acc.) at Valdosta State University may take up to 9 semester hours of graduate-level coursework (courses numbered 5000 or above) that will count toward Business electives for their major or toward general electives for the undergraduate degree.

Acceptance in to the Accelerated track requires:

1. written notification by an LCOBA professional advisor from the Student Engagement Center to the LCOBA Director of Graduate Programs of her/his willingness to serve as the student's Accelerated Undergraduate-to-Graduate Track advisor.
2. completion of 75 credit hours of undergraduate coursework:
 - a. at least 15 hours must be LCOBA courses, with at least a 3.0 GPA for those LCOBA credits; and
 - b. a grade of "C" or better must be earned in each of those LCOBA courses.
3. an overall GPA in undergraduate course work of at least 3.0.

Graduate courses taken as an undergraduate will count toward the 120-hour graduation requirement but will not count toward the student's undergraduate GPA or the calculation of academic honors.

Upon acceptance into the Accelerated Undergraduate-to-Graduate Track in the M.B.A. or M.Acc., students must maintain an overall GPA of 3.0 to remain in good standing. Students who do not maintain good standing or who do not wish to continue with the Accelerated Undergraduate-to-Graduate Track may revert to their original track to complete the remaining requirements for their undergraduate business degree (B.B.A.).

Bachelor of Business Administration with a Major in Healthcare Administration

The major in healthcare administration prepares students for careers on the business side of the healthcare industry. Hospitals, nursing homes, doctors' practices, therapists, medical equipment manufacturers and retailers are some of the organizations that require employees with business skills.

Learning Goals and Objectives for Healthcare Administration Majors

Learning Goal 1: Graduates will have a foundational knowledge of healthcare administration concepts.

1. Graduates will explain the relationships among components in healthcare systems.
2. Graduates will analyze issues in motivation and management of employees in healthcare professions.

Learning Goal 2: Graduates will be responsible healthcare professionals.

1. Graduates will identify legal requirements in healthcare settings.
2. Graduates will identify ethical challenges in a healthcare setting.

Learning Goal 3: Graduates will have proficient analytic skills.

1. Graduates will apply principles of cost analysis and control in a healthcare setting.

Assessment of educational outcomes will be by case studies, embedded questions on exams, and internship evaluations.

Requirements for the B.B.A. with a Major in Healthcare Administration

Code	Title	Hours
Core Curriculum		60
Core Areas A-E (See VSU Core Curriculum) ¹		42
Area F Requirements ²		18
BUSA 2100	Applied Business Statistics	
BUSA 2201 & BUSA 2106	Fundamentals of Computer Applications and The Environment of Business	
ECON 2106	Principles of Microeconomics	
ACCT 2101 & ACCT 2102	Principles of Accounting I and Principles of Accounting II	
Healthcare Administration Major Curriculum		60
Required Senior College Core ²		21
BUSA 3450	Management Information Systems	3
DATA 3100	Introduction to Data Analytics	3
DATA 3200	Data Visualizations and Analytics	3
FIN 3350	Financial Management	3
MGNT 3250	Management and Organization Behavior	3
MKTG 3050	Introduction to Marketing	3
BUSA 4900	Business Policy	3
International Option--select one of the following:		3
ECON 3600	International Economics	
FIN 3650	Multinational Corporate Finance	
IB 3000	Introduction to International Business	
MGNT 4800	International Management	
MKTG 4680	International Marketing	
Professional Growth		
BUSA 2999	Career Development	0
BUSA 3999	Experiential Learning	0
BUSA 4999	Career Path	0
Required Healthcare Administration Core ²		15
HCAD 3100	Introduction to Healthcare Informatics	3
HCAD 3200	Healthcare Management	3
HCAD 3400	Healthcare Financing and Insurance	3
HCAD 3600	Healthcare Information Systems and Security	3
HCAD 4000	Legal and Ethical Issues in Healthcare Administration	3
Required Business Concentration ²		9
Select one area of concentration from ACCT, ECON, FIN, HCAD, MGNT, or MKTG. In your chosen area of concentration, select any three 3000- or 4000-level courses not required above.		
Healthcare Electives ²		9
Select three of the following:		
HCAD 4977	Research in Healthcare Administration	
HCAD 4980	Internship in Healthcare Administration	
ECON 3810	Health Economics	
MKTG 3100	Health Care Marketing	
MGNT 4000	Human Resource Management	
General Elective ³		3

Electives may consist of business and/or non-business courses.²

Total hours required for the degree

120

- ¹ If ECON 2105 is taken in Area E, the grade must be a "C" or better.
- ² The grade in each of these courses must be a "C" or better.
- ³ If PERS 2799 Personal Finance is not taken in Area B, it must be taken in General Electives.
If ECON 2105 is not taken in Area E, it must be taken in General Electives, and the grade must be a "C" or better.

Accelerated Undergraduate-to-Graduate Track

Contingent upon acceptance in to the Accelerated Undergraduate-to-Graduate Track, students wishing to pursue a Master of Business Administration (M.B.A.) or a Master of Accountancy (M.Acc.) at Valdosta State University may take up to 9 semester hours of graduate-level coursework (courses numbered 5000 or above) that will count toward Business electives for their major or toward general electives for the undergraduate degree.

Acceptance in to the Accelerated track requires:

1. written notification by an LCOBA professional advisor from the Student Engagement Center to the LCOBA Director of Graduate Programs of her/his willingness to serve as the student's Accelerated Undergraduate-to-Graduate Track advisor.
2. completion of 75 credit hours of undergraduate coursework:
 - a. at least 15 hours must be LCOBA courses, with at least a 3.0 GPA for those LCOBA credits; and
 - b. a grade of "C" or better must be earned in each of those LCOBA courses.
3. an overall GPA in undergraduate course work of at least 3.0.

Graduate courses taken as an undergraduate will count toward the 120-hour graduation requirement but will not count toward the student's undergraduate GPA or the calculation of academic honors.

Upon acceptance into the Accelerated Undergraduate-to-Graduate Track in the M.B.A. or M.Acc., students must maintain an overall GPA of 3.0 to remain in good standing. Students who do not maintain good standing or who do not wish to continue with the Accelerated Undergraduate-to-Graduate Track may revert to their original track to complete the remaining requirements for their undergraduate business degree (B.B.A.).

Bachelor of Business Administration with a Major in International Business

The international business major is designed to prepare students for careers in international business. The major integrates international business topics and theories with other functional areas of business and will serve to develop students' foreign language skills; to develop their understanding of global, cultural, and political issues; and provide the experience of living in another culture.

Learning Goals and Objectives for International Business Majors

Learning Goal 1: Graduates will have proficient knowledge of international business concepts.

1. Graduates will demonstrate knowledge of international business.
2. Graduates will demonstrate knowledge of international business strategies.
3. Graduates will explain the impacts of the international business environment and its complexities.

Learning Goal 2: Graduates will have proficient analytic skills.

1. Graduates will use technology to construct meaningful information from data.
2. Graduates will utilize real-life examples to develop thought processes and analytical skills essential to a global mindset.

Learning Goal 3: Graduates will be effective communicators.

1. Graduates will proficiently communicate in writing the findings of international business analyses.
2. Graduates will proficiently communicate verbally the findings of international business analyses.

Assessment of educational outcomes will be the responsibility of the faculty teaching courses in the international business curriculum. Methods used to assess the outcomes will include examinations, quizzes, oral presentations, written assignments, and projects.

Requirements for the B.B.A. in International Business

Code	Title	Hours
Core Curriculum		60
Core Curriculum Areas A-E (See VSU Core Curriculum) ¹		42
Area F Requirements ²		18
BUSA 2100	Applied Business Statistics	
BUSA 2201 & BUSA 2106	Fundamentals of Computer Applications and The Environment of Business	
ECON 2106	Principles of Microeconomics	
ACCT 2101 & ACCT 2102	Principles of Accounting I and Principles of Accounting II	
International Business Major Curriculum		60
Required Senior College Core ²		
BUSA 3450	Management Information Systems	3
DATA 3100	Introduction to Data Analytics	3
DATA 3200	Data Visualizations and Analytics	3
FIN 3350	Financial Management	3
MKTG 3050	Introduction to Marketing	3
MGNT 3250	Management and Organization Behavior	3
BUSA 4900	Business Policy	3
International Option--select one of the following:		3
ECON 3600	International Economics	
FIN 3650	Multinational Corporate Finance	
IB 3000	Introduction to International Business	
MGNT 4800	International Management	
MKTG 4680	International Marketing	
Professional Growth		
BUSA 2999	Career Development	0
BUSA 3999	Experiential Learning	0
BUSA 4999	Career Path	0
Required International Business Core ²		
IB 3000	Introduction to International Business	3
IB 4900	International Business Capstone	3
Take the three courses from the following not taken above for the International Option:		9
ECON 3600	International Economics	
FIN 3650	Multinational Corporate Finance	
MKTG 4680	International Marketing	
MGNT 4800	International Management	
Required Business Concentration ²		9
Select an area of concentration from ACCT, ECON, FIN, MGNT, or MKTG. In the chosen area, select any three 3000- or 4000-level courses not required above.		
Required Foreign Language ²		9
These 9 hours are in addition to the 3 hours required in Area C. All foreign language courses must be from the same language, through at least the 2002 level, with a grade of "C" or better. With approval, students proficient in a foreign language may instead choose from the Cross-Cultural Studies courses or any 3000- or 4000-level business course not taken above.		
General Elective		3
Elective may consist of business or non-business course.		
Required International Experience		0

With approval, this requirement can be met with the Summer Study Abroad Program, semester exchange, international internship, internationally oriented service learning opportunity, or foreign living or working experience. If the student completes the required international experience with an international internship, a study abroad, or an international service opportunity, it will fulfill the BUSA 3999 requirement.

Total hours required for the degree

120

- ¹ If ECON 2105 is taken in Area E, the grade must be a "C" or better.
- ² The grade in each of these courses must be a "C" or better.
- ³ IF PERS 2799 is not taken in Area B, it must be taken in General Electives.
If ECON 2105 is not taken in Area E, it must be taken in General Electives.

Accelerated Undergraduate-to-Graduate Track

Contingent upon acceptance in to the Accelerated Undergraduate-to-Graduate Track, students wishing to pursue a Master of Business Administration (M.B.A.) or a Master of Accountancy (M.Acc.) at Valdosta State University may take up to 9 semester hours of graduate-level coursework (courses numbered 5000 or above) that will count toward Business electives for their major or toward general electives for the undergraduate degree.

Acceptance in to the Accelerated track requires:

1. written notification by an LCOBA professional advisor from the Student Engagement Center to the LCOBA Director of Graduate Programs of her/his willingness to serve as the student's Accelerated Undergraduate-to-Graduate Track advisor.
2. completion of 75 credit hours of undergraduate coursework:
 - a. at least 15 hours must be LCOBA courses, with at least a 3.0 GPA for those LCOBA credits; and
 - b. a grade of "C" or better must be earned in each of those LCOBA courses.
3. an overall GPA in undergraduate course work of at least 3.0.

Graduate courses taken as an undergraduate will count toward the 120-hour graduation requirement but will not count toward the student's undergraduate GPA or the calculation of academic honors.

Upon acceptance into the Accelerated Undergraduate-to-Graduate Track in the M.B.A. or M.Acc., students must maintain an overall GPA of 3.0 to remain in good standing. Students who do not maintain good standing or who do not wish to continue with the Accelerated Undergraduate-to-Graduate Track may revert to their original track to complete the remaining requirements for their undergraduate business degree (B.B.A.).

Minor in Economics

Minor in Economics (open only to non-business majors)

Code	Title	Hours
ECON 2105	Principles of Macroeconomics	3
ECON 2106	Principles of Microeconomics	3
Any three 3000- or 4000-level ECON courses		9
Total Hours		15

Minor in Healthcare Administration

Minor in Healthcare Administration

Code	Title	Hours
MGNT 3250	Management and Organization Behavior ¹	3
HCAD 3100	Introduction to Healthcare Informatics ^{1,2}	3
HCAD 3200	Healthcare Management	3
HCAD 3400	Healthcare Financing and Insurance	3
HCAD 3600	Healthcare Information Systems and Security ¹	3
HCAD 4000	Legal and Ethical Issues in Healthcare Administration	3
Total Hours		18

¹ For non-business majors pursuing the HCAD minor, PSYC 3800 may replace MGNT 3250 as a prerequisite for HCAD 3100.

² For non-business majors pursuing the HCAD minor, MATH 2620 may replace BUSA 2100 as a prerequisite for this course.

Department of Management and Marketing

Dr. Jie G. Fowler, Interim Department Head

Room 3002L, Health Sciences and Business Administration Building

The Department of Management and Marketing offers the Bachelor of Business Administration (BBA) with majors in general business (online), management, and marketing. At the graduate level, the department also offers courses in the Master of Business Administration (MBA) degree, the Master of Business Administration with a concentration in Healthcare Administration (MBA/HCAD), the Human Resources minor, the Healthcare Administration Certificate program, and the Entrepreneurship minor, which is open to all majors.

- Bachelor of Business Administration with a Major in General Business (Online) (p. 142)
- Bachelor of Business Administration with a Major in Management (p. 143)
- Bachelor of Business Administration with a Major in Marketing (p. 145)
- Minor in Advertising and Promotions (p. 146)
- Minor in Business Analytics (p. 147)
- Minor in Entrepreneurship (p. 147)
- Minor in Human Resources Management (p. 147)
- Minor in Operations Management (p. 148)
- Minor in Professional Sales (p. 148)

Bachelor of Business Administration with a Major in General Business (Online)

The general business major is designed to give students the basic knowledge, skills, and values of business administration that build on the foundation provided by the University Core Curriculum and that are required for professional careers in business. The program of study provides courses in key areas of business education: accounting, economics, management, and marketing. The program stresses the importance of critical thinking skills, diverse cultural perspectives, and ethical awareness.

Selected Educational Outcomes

General Business majors will

1. demonstrate knowledge of business concepts and processes and their applications in organizations;
2. plan, organize, lead, and control in a variety of organizations and cultures;
3. recognize and resolve business issues using quantitative and interpersonal skills.

Educational outcomes are assessed by embedded test items in major courses, internship evaluations, and examination of projects.

Requirements for the Bachelor of Business Administration with a Major in General Business (Online)

Code	Title	Hours
Core Curriculum		60
Core Areas A-E ¹		42
Area F Requirements		18
BUSA 2100	Applied Business Statistics	3
BUSA 2201	Fundamentals of Computer Applications	3
ECON 2106	Principles of Microeconomics	3
ACCT 2101 & ACCT 2102	Principles of Accounting I and Principles of Accounting II	6
Online General Business Major Curriculum		60
Required Senior College Core		
BUSA 3450	Management Information Systems	3
DATA 3100	Introduction to Data Analytics	3

DATA 3200	Data Visualizations and Analytics	3
FIN 3350	Financial Management	3
MGNT 3250	Management and Organization Behavior	3
MKTG 3050	Introduction to Marketing	3
BUSA 4900	Business Policy	3
International Option--select one of the following:		3
ECON 3600	International Economics	
FIN 3650	Multinational Corporate Finance	
IB 3000	Introduction to International Business	
MKTG 4680	International Marketing	
MGNT 4800	International Management	
Professional Growth		
BUSA 2999	Career Development	0
BUSA 3999	Experiential Learning	0
BUSA 4999	Career Path	0
Required Online General Business Core ²		
ACCT 3100	Introduction to Fraud Examination	3
ACCT 3700	Internal Auditing	3
MKTG 3620	Consumer Behavior	3
ECON 4100	Economics of Business and Work	3
ECON 4500	Growth and Business Cycles	3
MGNT 3910	Small Business Management	3
MGNT 4700	Quality Management	3
General Electives ³		15
Electives may consist of business and/or non-business courses		
Total Hours required for the degree		120

¹ If ECON 2105 is taken in Area E, the grade must be a "C" or better.

² The grade in each of these courses must be a "C" or better.

³ If PERS 2799 is not taken in Area B, it must be taken as a general elective. If ECON 2105 is not taken in Area E, it must be taken as a general elective, and the grade must be a "C" or better.

Bachelor of Business Administration with a Major in Management

The management major is designed to give students the basic knowledge, skills, and values of management that build on the foundation provided by the University Core Curriculum and that are required for professional careers in management. The program of study provides courses in key areas of management education: organization behavior and development, human resources management, information systems, operations management, and small business management. The program stresses the importance of critical thinking skills, diverse cultural perspectives, and ethical awareness.

Management majors are able to gain relevant work experience through internships and the VSU Co-op Program.

Selected Educational Outcomes

Management majors will

1. demonstrate knowledge of management concepts and processes and their applications in organizations;
2. plan, organize, lead, and control in a variety of organizations and cultures;
3. recognize and resolve managerial issues using quantitative and behavioral methods and interpersonal skills.

Educational outcomes are assessed by embedded test items in major courses, internship evaluations, and examination of projects.

Requirements for the B.B.A. with a Major in Management

Code	Title	Hours
	Core Curriculum	60
	Core Areas A-E (See VSU Core Curriculum) ¹	42
	Area F Requirements ²	18

BUSA 2100	Applied Business Statistics	
BUSA 2201	Fundamentals of Computer Applications	
BUSA 2106	The Environment of Business	
ECON 2106	Principles of Microeconomics	
ACCT 2101 & ACCT 2102	Principles of Accounting I and Principles of Accounting II	
Management Major Curriculum ¹		60
Required Senior College Core ²		
BUSA 3450	Management Information Systems	3
DATA 3100	Introduction to Data Analytics	3
DATA 3200	Data Visualizations and Analytics	3
FIN 3350	Financial Management	3
MGNT 3250	Management and Organization Behavior	3
MKTG 3050	Introduction to Marketing	3
BUSA 4900	Business Policy	3
International Option--select one of the following:		3
Select one of the following:		
ECON 3600	International Economics	
FIN 3650	Multinational Corporate Finance	
IB 3000	Introduction to International Business	
MKTG 4680	International Marketing	
MGNT 4800	International Management	
Professional Growth		
BUSA 2999	Career Development	0
BUSA 3999	Experiential Learning	0
BUSA 4999	Career Path	0
Required Management Core ²		
MGNT 3300	Production and Operations Management	3
MGNT 4000	Human Resource Management	3
MGNT 4200	Leadership Skills	3
Management Electives ²		12
Any 3000- or 4000-level MGNT or HCAD courses not required above or BUSA 3110.		
Business Electives ²		9
Any 3000- or 4000-level business courses not selected above.		
General Electives ³		6
Electives may consist of business and/or non-business courses.		
Total hours required for the degree		120

¹ If ECON 2105 is taken in Area E, the grade must be a "C" or better.

² The grade in each of these courses must be a "C" or better.

³ If PERS 2799 Personal Finance is not taken in Area B, it must be taken as a general elective.

If ECON 2105 is not taken in Area E, it must be taken as a general elective, and the grade must be a "C" or better.

Accelerated Undergraduate-to-Graduate Track

Contingent upon acceptance in to the Accelerated Undergraduate-to-Graduate Track, students wishing to pursue a Master of Business Administration (M.B.A.) or a Master of Accountancy (M.Acc.) at Valdosta State University may take up to 9 semester hours of graduate-level coursework (courses numbered 5000 or above) that will count toward Business electives for their major or toward general electives for the undergraduate degree.

Acceptance in to the Accelerated track requires:

1. written notification by an LCOBA professional advisor from the Student Engagement Center to the LCOBA Director of Graduate Programs of her/his willingness to serve as the student's Accelerated Undergraduate-to-Graduate Track advisor.

2. completion of 75 credit hours of undergraduate coursework:

- a. at least 15 hours must be LCOBA courses, with at least a 3.0 GPA for those LCOBA credits; and
- b. a grade of "C" or better must be earned in each of those LCOBA courses.

3. an overall GPA in undergraduate course work of at least 3.0.

Graduate courses taken as an undergraduate will count toward the 120-hour graduation requirement but will not count toward the student's undergraduate GPA or the calculation of academic honors.

Upon acceptance into the Accelerated Undergraduate-to-Graduate Track in the M.B.A. or M.Acc., students must maintain an overall GPA of 3.0 to remain in good standing. Students who do not maintain good standing or who do not wish to continue with the Accelerated Undergraduate-to-Graduate Track may revert to their original track to complete the remaining requirements for their undergraduate business degree (B.B.A.).

Bachelor of Business Administration with a Major in Marketing

Courses in marketing enable students to (1) define marketing opportunities; (2) plan and carry out marketing strategies; (3) manage sales and salespeople; and (4) engage in professional sales activities. The marketing program prepares individuals for challenging careers in both profit and non-profit organizations.

Selected Educational Outcomes

Marketing majors will be able to demonstrate knowledge of

1. marketing strategy as it relates to market selection, product development and management, supply chain management, integrated marketing communication, and pricing;
2. current consumer behavior theories as they relate to the evaluation, selection, and consumption of products and services;
3. the tools needed to conduct a small-scale marketing research study;
4. the major factors affecting the development of a marketing strategy when it is to be implemented globally.

Assessment of the educational outcomes for the marketing major is primarily the responsibility of the marketing faculty. A variety of methods are used to assess the learning outcomes, including examinations, quizzes, oral presentations, written assignments, and projects. The faculty use the assessment results to continuously review and improve the marketing curriculum.

Requirements for the B.B.A. with a Major in Marketing

Code	Title	Hours
Core Curriculum ¹		60
Core Curriculum Areas A-E (See VSU Core Curriculum) ¹		42
Area F Requirements ¹		18
BUSA 2100	Applied Business Statistics	
BUSA 2201 & BUSA 2106	Fundamentals of Computer Applications and The Environment of Business	
ECON 2106	Principles of Microeconomics	
ACCT 2101 & ACCT 2102	Principles of Accounting I and Principles of Accounting II	
Marketing Major Curriculum		60
Required Senior College Core ²		
BUSA 3450	Management Information Systems	3
DATA 3100	Introduction to Data Analytics	3
DATA 3200	Data Visualizations and Analytics	3
FIN 3350	Financial Management	3
MGNT 3250	Management and Organization Behavior	3
MKTG 3050	Introduction to Marketing	3
BUSA 4900	Business Policy	3
International Option--select one of the following:		3
ECON 3600	International Economics	
FIN 3650	Multinational Corporate Finance	
IB 3000	Introduction to International Business	

MGNT 3250	Management and Organization Behavior	
Professional Growth		
BUSA 2999	Career Development	0
BUSA 3999	Experiential Learning	0
BUSA 4999	Career Path	0
Required Marketing Core ²		
MKTG 3620	Consumer Behavior	3
MKTG 3650	Marketing Research	3
MKTG 4900	Strategic Planning	3
Marketing Electives ²		12
Any 3000- or 4000-level MKTG courses not selected above. Any student not taking MKTG 4680 for the International Option must take it as a Marketing elective.		
Business Electives ²		9
Any 3000- or 4000-level ACCT, BUSA, ECON, FIN, HCAD, IB, MGNT, or MKTG courses not required or selected above.		
General Electives ³		6
Electives may consist of business and/or non-business courses.		
Total hours required for the degree		120

¹ If ECON 2105 is taken in Area E, the grade must be "C" or better.

² The grade in each of these courses must be a "C" or better.

³ If PERS 2799 is not taken in Area B, it must be taken as a General Elective.

If ECON 2105 is not taken in Area E, it must be taken as a General Elective, and the grade must be a "C" or better.

Accelerated Undergraduate-to-Graduate Track

Contingent upon acceptance in to the Accelerated Undergraduate-to-Graduate Track, students wishing to pursue a Master of Business Administration (M.B.A.) or a Master of Accountancy (M.Acc.) at Valdosta State University may take up to 9 semester hours of graduate-level coursework (courses numbered 5000 or above) that will count toward Business electives for their major or toward general electives for the undergraduate degree.

Acceptance in to the Accelerated track requires:

1. written notification by an LCOBA professional advisor from the Student Engagement Center to the LCOBA Director of Graduate Programs of her/his willingness to serve as the student's Accelerated Undergraduate-to-Graduate Track advisor.
2. completion of 75 credit hours of undergraduate coursework:
 - a. at least 15 hours must be LCOBA courses, with at least a 3.0 GPA for those LCOBA credits; and
 - b. a grade of "C" or better must be earned in each of those LCOBA courses.
3. an overall GPA in undergraduate course work of at least 3.0.

Graduate courses taken as an undergraduate will count toward the 120-hour graduation requirement but will not count toward the student's undergraduate GPA or the calculation of academic honors.

Upon acceptance into the Accelerated Undergraduate-to-Graduate Track in the M.B.A. or M.Acc., students must maintain an overall GPA of 3.0 to remain in good standing. Students who do not maintain good standing or who do not wish to continue with the Accelerated Undergraduate-to-Graduate Track may revert to their original track to complete the remaining requirements for their undergraduate business degree (B.B.A.).

Minor in Advertising and Promotions

Minor in Advertising and Promotions

Code	Title	Hours
Required Courses		
MKTG 3050	Introduction to Marketing	3
MKTG 3080	Content Marketing	3
MKTG 4000	Advertising and Integrated Brand Promotion	3
MKTG 4050	Creative Branding Strategy	3
Electives--select 6 hours from the following:		6

ART 3072	Digital Photography	3
ART 3091	Graphic Design I	3
MDIA 2000	Introduction to Mass Media	
MKTG 3080	Content Marketing	
MKTG 4030	Advertising Culture and Ethnography	
MKTG 4040	Advertising and Society	
Total hours		18

Minor in Business Analytics

Minor in Business Analytics

Code	Title	Hours
Required Courses		
BUSA 2100	Applied Business Statistics	3
DATA 3100	Introduction to Data Analytics	3
DATA 3200	Data Visualizations and Analytics	3
Elective Courses--select three from the following:		9
ACCT 4410	Accounting Information Systems	
MKTG 3650	Marketing Research	
ECON 4000	Introduction to Econometrics and Data Analysis	
HCAD 3100	Introduction to Healthcare Informatics	
Total Hours		15

Minor in Entrepreneurship

Minor in Entrepreneurship

Code	Title	Hours
ECON 2106	Principles of Microeconomics	3
ACCT 2101	Principles of Accounting I	3
MKTG 3050	Introduction to Marketing	3
MGNT 3250	Management and Organization Behavior	3
MGNT 3900	Entrepreneurship Skills	3
MGNT 3910	Small Business Management	3
Total Hours		18

Minor in Human Resources Management

Minor in Human Resources Management

Code	Title	Hours
MGNT 3500	Employment Law	3
MGNT 4000	Human Resource Management ¹	3
MGNT 4020	Performance Management and Rewards ¹	3
Electives--select three of the following:		9
MGNT 4200	Leadership Skills	
MGNT 4650	Organizational Change and Development	
MGNT 4660	Training and Development	
MGNT 4980	Management Internship	
Total Hours		18

¹

For non-business majors pursuing the HRM minor, PSYC 3800 may replace MGNT 3250 as a prerequisite for these MGNT courses.

Minor in Operations Management

Minor in Operations Management

Code	Title	Hours
Required Courses		
BUSA 2100	Applied Business Statistics	3
DATA 3100	Introduction to Data Analytics	3
Elective Courses--select three from the following:		9
MGNT 3300	Production and Operations Management	
MGNT 3400	Supply Chain Management	
MGNT 4600	Project Management	
MGNT 4700	Quality Management	
MGNT 4980	Management Internship	
MGNT 4990	Directed Study in Management	
Total Hours		15

Minor in Professional Sales

Minor in Professional Sales

Code	Title	Hours
Required Courses ¹		
MKTG 3050	Introduction to Marketing	3
MKTG 4130	Professional Selling	3
MKTG 4160	Advanced Professional Selling	3
MKTG 4170	Sales Management	3
Electives--select 6 hours from the following:		6
COMM 1100	Human Communication	
COMM 1110	Public Speaking	
COMM 2100	Introduction to Communication Theory	
HCAD 4000	Legal and Ethical Issues in Healthcare Administration	
MKTG 4180	Practicum in Professional Selling	
MGNT 4200	Leadership Skills	
MKTG 4750	Marketing of Services	
PHIL 2030	Ethics and Contemporary Society	
PHIL 3120	Ethical Theory	
PSYC/SOCI 3710	Social Psychology	
THEA 1710	Improvisation	
THEA 2850	Acting for the Non-Theatre Major	
Total hours		18

¹ Non-business majors are allowed to take a maximum of 29 credit hours of business courses (1000- to 4000-level). If taking the minor would cause the student to exceed this 29-hour limit, then the student will not be able to complete the minor.

Entrepreneurship Certificate

Entrepreneurship Certificate

Code	Title	Hours
ACCT 2099	Accounting Principles for Entrepreneurs	3
MKTG 3050	Introduction to Marketing	3
Select one of the following:		3
MGNT 3900	Entrepreneurship Skills	

James L. and Dorothy H. Dewar College of Education and Human Services

Dr. David A. Slykhuis, Dean
Room 2046, Education Center

Dr. Kate Warner, Associate Dean
Room 2047, Education Center

The James L. and Dorothy H. Dewar College of Education and Human Services prepares professionals for a variety of roles in educational settings and community agencies; fosters a culture of reflective practice and inquiry within a diverse community of students, faculty, and staff; provides leadership in the improvement of the education, health, and well-being of citizens in this region, the nation, and the world; and develops effective, responsive scholars and practitioners who use theory and research to enhance their work in a global, diverse, and technological society. Course descriptions and programs of study leading to these degrees are listed by department. For detailed information about program majors and concentrations, visit the COEHS website (<http://www.valdosta.edu/colleges/education/deans-office/degrees%20and%20programs.php>).

Accreditation

The Dewar College of Education and Human Services and all of its individual educator preparation programs maintain continuing approval through the Georgia Professional Standards Commission. In addition, at the undergraduate level, the Deaf Education (Council for Exceptional Children) and Middle Grades Education (Association on Middle Level Education) programs are nationally recognized, and the Art Education program within the College of the Arts is accredited by the National Association of Schools of Art and Design.

Diversity

Diversity is a foundational element in the mission and vision of the Dewar College of Education and Human Services. As defined, diversity refers to the variety of personal experiences, values, and worldviews that arise from differences of culture and circumstance. Such differences include race, ethnicity, gender, age, religion, language, abilities/disabilities, sexual orientation, gender identity, socioeconomic status, geographic region, and more. The Dewar College of Education and Human Services recognizes and embraces the critical role of diversity and concurs with the Valdosta State University Diversity Council that "effective management of Valdosta State University's unique cultural characteristics will provide benefits to students, faculty, and staff in the form of enhanced educational opportunities, respectful workplaces and classrooms, reduced workforce turnover, reduced rates of poverty and low socioeconomic status and stronger strategic approaches to long term planning."

Undergraduate Teaching Degree Programs in the College of Education and Human Services

Art Education	P-12
Elementary Education	P-5
Special Education (Deaf Education) ¹	P-12
Health and Physical Education	P-12
Middle Grades Education	4-8
Secondary Education	6-12

¹ Denotes a 5-year program. The master's degree is required for teacher certification.

Certification-only programs are available in the fields of Art Education, Career and Technical specializations, Elementary Education, Health and Physical Education, Healthcare Science, and Middle Grades Education.

Other Degree Programs in the College of Education and Human Services

B.S.Ed. American Sign Language/English Interpreting

B.S.Ed. Communication Disorders

B.S. Office Administration and Technology

B.S.Ed. Workforce Education and Development

Progression/Retention in Professional P-12 Education Programs

Students must meet the following requirements to be admitted to Teacher Education:

1. declared a major leading to teacher certification.
2. earned at least 36 semester hours.
3. maintained at least an overall 2.75 GPA.
4. passed or exempted the GACE Program Admission Assessment.
5. successfully completed the Georgia Professional Standards Commission Educator Ethics Assessment.

EDUC 2999 "Teacher Education Requirements" is required of all teacher education majors, and the course is a prerequisite to progressing in a teacher education program.

Admission to Teacher Education and satisfactory completion of EDUC 2999 are required to enroll in professional education courses. Transfer students who have been admitted to Teacher Education and hold a valid Georgia Professional Standards Commission (GaPSC) Pre-service Certificate will be granted a one-semester waiver to take EDUC 2999 concurrently with professional education courses during their first semester at VSU. A satisfactory grade in EDUC 2999, or Pre-service Certificate for transfer students, must be earned by the first day of classes in the semester that the student plans to enroll in professional education courses.

The GaPSC requires that all teacher candidates hold a valid Pre-service Certificate in the field in which the candidate is being prepared in order to complete field experiences and clinical practice in P-12 schools. This requirement is completed in EDUC 2999.

Education majors are required to earn minimum grades of "C" in all professional education courses, in all courses in Area F of the Core Curriculum, and in those courses required in the major. Students must also maintain a minimum 2.75 GPA, update criminal background checks as requested, and assure professional liability insurance is current in order to continue to progress through the professional program. Student progress will be monitored through (a) GPA, (b) observations, (c) faculty's and public school teachers' documented feedback, and (d) demonstration of appropriate dispositions. The status of students enrolled in these courses is monitored by the COEHS Advising Center and the Office of Professional Education Services to ensure that all requirements for program retention and progression have been maintained. Students who do not maintain these requirements will be prevented from continuing in professional education course work, may be placed on a Professional Improvement Plan, and may be dismissed from the program.

The educational progress of all students is a major concern for the COEHS. Students who achieve at high levels are awarded commendations by the department of their major and the COEHS Scholarship and Honors Committee. Students who experience difficulty may be placed on a Professional Improvement Plan. The college and university provide many opportunities for students to ensure a successful academic career.

Advising Center

The Advising Center in the Dewar College of Education and Human Services was created specifically to be an advocate for students who are majoring in COEHS degree programs. The Center assists students in planning their program of study and provides a strong support system for addressing individual concerns.

Professional P-12 Education Field Experiences

Valdosta State University's teacher preparation program places a strong emphasis upon professional field experiences in public school settings. Many of the major courses require that students be involved in field-based activities; these activities will be coordinated by the instructors responsible for the courses and the Office of Professional Education Services. With each of the field-based courses, students will be evaluated on their performances in the public school environment. Faculty members responsible for the courses will discuss any concerns with the student and may report these concerns to the student's department head. Repeated concerns or serious singular offenses in any field experiences will jeopardize the students' continuation in professional education course work. The Dewar College of Education and Human Services reserves the right to refuse to place a student at any particular school or within any particular school system. The COEHS reserves the right to make all final decisions about field placements. For additional information, consult with the Office of Professional Education Services (<https://www.valdosta.edu/colleges/education/pes/>).

Student Teaching/Clinical Practice

Student teaching is the culminating professional experience and involves full-time teaching experience in an assigned P-12 school. Student teachers are required to take the appropriate GACE Content Assessment for their major by the completion of all student teaching. Students do not have to pass the GACE Content Assessment in order to complete student teaching successfully, but they do have to provide evidence that they have taken both GACE Content Assessment tests for their major. Students who do not meet this requirement will receive an Incomplete ("I") in student teaching for the semester and will not graduate.

A student who receives a grade of Unsatisfactory ("U") for student teaching or who has been withdrawn from the student location at the request of the school may apply for student teaching only one additional time. At any time a student is removed at the request of a school, a COEHS Professional Improvement Plan must be completed. The Professional Improvement Plan will describe criteria for successful completion of the remediation. The student will be required to complete a prescribed plan before being permitted to attempt student teaching a second time. During this second semester of enrollment in student teaching, a student who receives a grade of Unsatisfactory ("U") or who is requested to be removed from the student teaching location by the school will be permanently dismissed from all COEHS teacher education programs and will not be recommended for teacher certification by Valdosta State University. The student may appeal this action through the COEHS appeals procedure. The COEHS reserves the right to make all final decisions about student teacher placements. For additional information, consult with the Office of Professional Education Services (<https://www.valdosta.edu/colleges/education/pes/>).

Appeals Procedure

The COEHS has an appeals process in place to help students and faculty resolve academic issues. The process endeavors to protect both faculty and students by assuring a process that allows dialogue at each step. In general, students who wish to appeal must first discuss the problem with their instructor/staff member or advisor. While the initial appeal may be informal, such as a conversation between the faculty/staff member and the student, if the situation is not resolved, the formal appeals process is initiated. The appeals process is student driven, so students may decide at each stage if they wish to go to the next stage. The student must initiate this process within 10 instructional days after notification of the decision. The following links For an outline of the appeals process for all academic matters and other concerns, click here (<http://www.valdosta.edu/colleges/education/deans-office/appeals-process/welcome.php>).

Teacher Certification

Georgia Teacher Certification Testing Program

The Georgia Professional Standards Commission requires applicants seeking initial certification to demonstrate proficiency in their certification area by passing the tests appropriate to their program of study. These certification tests are the GACE Content Assessments, and registration applications are available online (<http://gace.ets.org/>). The Georgia Professional Standards Commission also requires applicants seeking initial certification to complete the Georgia Educator Ethics--Exit assessment and pass the state-approved performance-based effectiveness assessment (edTPA). A passing score must be obtained on both the GACE Content Assessment and the edTPA before a candidate may be recommended to the Georgia Professional Standards Commission for a certificate of eligibility. The GACE Program Admission Assessment (or exemption) and Georgia Educator Ethics--Entry assessment are also required for certification, but they are met through the admission requirements for Teacher Education.

Certification Programs for Students with Degrees

Students who already have a degree and are coming to Valdosta State University to obtain a teaching certificate must meet admission to teacher education requirements and be accepted into a certification-only program. The student's prior academic course work will be used to design a plan of study to satisfy the standards for certification through the approved GaPSC program. A part of the certification requirements, as determined by each department for individual students, must be completed at VSU.

The College of Education and Human Services reserves the right to refuse to recommend an individual for professional certification to the Georgia Professional Standards Commission who has not completed part of his or her coursework at VSU.

Specific questions regarding certification should be directed to the department.

Department of Communication Sciences and Disorders

Dr. Crystal C. Randolph, Interim Department Head
Room 2017, Health Sciences and Business Administration Building

The Department of Communication Sciences and Disorders provides a program that leads to a B.S.Ed. degree with a major in Communication Disorders. This program is designed to introduce students to the field of speech-language pathology and to allow them to develop knowledge specific to the development of and the processes involved in communication, and to intervention for individuals with communication disorders. The B.S.Ed. degree is a pre-professional degree. Students must complete the M.Ed. degree in communication disorders in order to meet current standards required for certification by the American Speech-Language-Hearing Association (ASHA), certification for public school service personnel, and state licensure.

Selected Educational Outcomes

1. Program graduates will demonstrate an acceptable level of basic content knowledge (as identified by ASHA) in areas of speech and hearing sciences, anatomy and physiology, normal speech and language development, and atypical speech-language and hearing development.
2. Program graduates will demonstrate skill in planning informal and standardized assessment and in interpreting diagnostic results for the development of approved goals and outcomes.

Examples of Outcome Assessments

1. Successful completion of pre-professional content coursework required by ASHA.
 2. Observation of a diagnostic administration of standardized tests and therapy sessions in the area of speech-language pathology in a laboratory experience.
- Bachelor of Science in Education with a Major in Communication Disorders (p. 152)

Bachelor of Science in Education with a Major in Communication Disorders

Students admitted to the Communication Disorders program must have a 3.00 GPA. All courses in Area F and major courses must be completed with a grade of "C" or higher. If a student's GPA falls below 3.00, the student will have one semester (fall or spring) to restore it to or above 3.00. If the GPA remains below 3.00 for two consecutive semesters (not including summer), the student will be required to select another major.

Requirements for the Bachelor of Science in Education in Communication Disorders

Code	Title	Hours
Core Curriculum		60
Core Areas A-E (See VSU Core Curriculum)		42
For CSD majors, both a biological science and a physical science are required in Area D to meet ASHA certification requirements. Students are strongly encouraged to take PSYC 1101 in Area E of the Core Curriculum. This course is a prerequisite for all upper division courses in Psychology.		
Area F Requirements		
EDUC 2110	Investigating Critical and Contemporary Issues in Education	3
EDUC 2120	Exploring Socio-Cultural Perspectives on Diversity	3
EDUC 2130	Exploring Learning and Teaching	3
Language Arts (Selected from any 2000-level course)		3
MATH 1401	Elementary Statistics	3
ACED 2400	Computer Technology for the Workplace	3
or CS 1000	Introduction to Microcomputers and Applications	
College of Education and Human Services Health and Physical Education Requirements		6
KSPE 2000	Health and Wellness for Life	4
& KSPE 2150	and First Aid - CPR	
Select two KSPE Fitness/Activity courses		2
Professional Education		60
CSD 3010	Introduction to Communication Disorders	3
CSD 3020	Audiology I: Hearing Science	3
CSD 3040	Applied Phonetics	3
CSD 3060	Anatomy & Physiology of the Speech Mechanism	3
CSD 3070	Normal Language Acquisition	3
CSD 3080	Introduction to Neuroscience for Communication Sciences and Disorders	3
DEAF 4050	Manual Communication	3
CSD 4020	Speech Science	3
CSD 4040	Introduction to Speech Sound Disorders	3
CSD 4050	Observation	2
CSD 4010	Clinical Methods in Communication Disorders	3
CSD 4120	Consultation in Communication Disorders	3
CSD 4130	Organic Speech Disorders	3
CSD 4110	Diagnostics in Communication Disorders	4
CSD 4140	Cultural and Dialectical Issues	6
& CSD 4151	and Audiology II: Auditory Diagnostics and Disorders	
Select one of the following:		3
SPEC 3020	Applied Behavior Analysis for Teachers	
PSYC 3300	Introduction to Behavior Modification	
Select one of the following:		3
PSYC 3120	Psychoeducational Aspects of Early Childhood	
PSYC 3200	Child Psychology	
PSYC 3210	Adolescent and Young Adult Psychology	
PSYC 3220	Adult Psychology and Gerontology	
PSYC 3500	Statistical Methods in Psychology	
PSYC 3710	Social Psychology	

Electives	3
All Area F courses and CSD major course requirements must be completed with a grade of "C" or higher.	
Total hours required for the degree	123

Department of Leadership, Technology, and Workforce Development

*Dr. Steven E. Downey, Interim Department Head
Room 2020, Education Center*

The Department of Leadership, Technology, and Workforce Development offers several undergraduate programs of study. The department offers the Bachelor of Science in Education degree (B.S.Ed.) with a major in Workforce Education (WED) that has options in Career-Technical Education, Workforce Training and Development, Technical Leadership, and Human Resource Development. The Bachelor of Science degree with a major in Office Administration and Technology (OAT) is offered on campus for traditional students and online for post-traditional adult students as bachelor completion programs. The OAT online option is designed for working office professionals who wish to complete the bachelor degree in the field.

The undergraduate programs in the Department of Leadership, Technology, and Workforce Development are designed to give the student professional knowledge, skills, and values that build upon the foundation provided by the University Core Curriculum. One goal of the department is to offer professional education programs that prepare teachers in the areas of business education; technical, trade, and industrial education; healthcare science technology education; and adult and career education. A second goal of the department is to offer professional programs to prepare industry practitioners with degrees in administrative services. A primary focus of all departmental programs is to serve students with relevant, practical coursework that encourages life-long learning and the utilization of technology. Additionally, the department seeks to prepare professionals through on-line and traditional courses that develop the knowledge, dispositions, skills, and ethics necessary to function in a variety of work environments.

- Bachelor of Science in Education with a Major in Workforce Education and Development (p. 153)
- Bachelor of Science with a Major in Office Administration and Technology (p. 157)

Bachelor of Science in Education with a Major in Workforce Education and Development

Secondary Career–Technical Education Option

Selected Educational Outcomes

1. Students in initial teacher education programs know the content that they plan to teach and can explain important principles and concepts delineated in professional, state, and institutional standards.
2. Students in initial teacher education programs understand the relationship of content and content specific pedagogy and have a broad knowledge of instructional strategies that draws upon content and pedagogical knowledge and skills delineated in professional, state, and institutional standards to help all students learn.
3. Students in initial teacher education programs are able to analyze educational research findings and incorporate new information into their practice.
4. Students in initial teacher education programs assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and have a positive effect on learning for all students.

Examples of Outcome Assessments

1. Majors in initial teacher education programs will demonstrate content knowledge through passing the state-required content assessment.
2. Majors in initial teacher education programs will demonstrate pedagogical content knowledge and knowledge of evidence-based strategies through development of lesson plans identifying use of research-validated procedures and effective content pedagogy.
3. Majors in initial teacher education programs will demonstrate skills related to classroom instruction during observed teaching episodes as assessed by a university supervisor and P-12 mentor teacher.
4. Majors in initial teacher education programs will demonstrate their ability to positively impact P-12 learning through an "Effects on Student Learning" rating scale completed by the university supervisor.

Requirements for the B.S.Ed. Degree with a Major in Workforce Education and Development: Secondary Career-Technical Education Option

Code	Title	Hours
Core Curriculum		60
Core Areas A-E (See VSU Core Curriculum)		42
Area F Requirements		

EDUC 2110	Investigating Critical and Contemporary Issues in Education	3
EDUC 2120	Exploring Socio-Cultural Perspectives on Diversity	3
EDUC 2130	Exploring Learning and Teaching	3
ACED 2900	Basic Theory in Adult and Career Education	3
ACED 2950	Basic Skills in Adult and Career Education	3
ACED 2960	Intermediate Skills in Adult and Career Education	3
All courses in Area F must be completed with a grade of "C" or better.		
Major Course Requirements		60
ACED 3800	Multicultural Workforce Issues for Technical Leaders	3
ACED 2400	Computer Technology for the Workplace	3
ACED 4410	New Teacher Institute	3
ACED 4430	Advanced New Teacher Institute	3
ACED 3600	History and Philosophy of Career Education	3
ACED 4710	Classroom and Laboratory Management	3
ACED 4670	Techniques of Student Evaluation in Adult and Career Education	3
ACED 4810	Contemporary Skills for the Workplace	3
ACED 3650	Ethics and Liability in Adult and Career Education	3
SPEC 3000	Serving Students with Diverse Needs	3
ACED 4560	Safety and Health in the Career Education Classroom	3
ACED 3850	Principles of Adult Education	3
ACED 3500	Beginning Adult and Career Teacher Competency Development	3
ACED 3510	Advanced Theory in Adult and Career Education	3
ACED 3520	Advanced Skills in Adult and Career Education	3
ACED 4780	Internship in Teaching Career Education	12
Electives (3000- to 4000-level)		3
Total hours required for the degree		120

Workforce Training and Development Option

Selected Educational Outcomes

1. Program majors will demonstrate an acceptable level of content knowledge.
2. Program majors will demonstrate an acceptable level of teaching competency in their major areas by planning, delivering, and assessing appropriate instruction for adult learners.
3. Program majors will demonstrate the ability to develop appropriate curriculum/training programs as needed in the work environment.

Examples of Outcome Assessments

1. Program majors are required to meet minimum documented work experience requirements.
2. Program majors will be assessed on their ability to plan, deliver, and assess instruction as part of the course requirements for ACED 4690 (Methods of Instruction in Technical, Trade, and Industrial Education) for the adult learner.
3. Program majors will be assessed on their ability to develop appropriate curriculum and training programs for the work environment as part of the course requirements for ACED 3860 (Program Development in Adult and Continuing Education).

Requirements for the B.S.Ed. Degree with a Major in Workforce Education and Development: Workforce Training and Development Option

Code	Title	Hours
Core Curriculum		60
Core Areas A-E (See VSU Core Curriculum)		42
Area F Requirements		18
Credit hours from completed approved technical college applied associate's degree program or the equivalent as evidenced by recognized industry-granted certificates, credentials, licences, military training, and/or prior learning/technical work experience		
Major Course Requirements		42
ACED 3400	Applied Computer Technology	3
ACED 2800	Technical Organization Leadership	3

ACED 3600	History and Philosophy of Career Education	3
ACED 3650	Ethics and Liability in Adult and Career Education	3
ACED 3850	Principles of Adult Education	3
ACED 3860	Program Development in Adult and Continuing Education	3
ACED 4510	Curriculum Development in Adult and Career Education	3
ACED 4670	Techniques of Student Evaluation in Adult and Career Education	3
ACED 4690	Instructional Methods and Materials in Adult and Career Education	3
ACED 4710	Classroom and Laboratory Management	3
ACED 4810	Contemporary Skills for the Workplace	3
ACED 4820	Project Management for Technical Leaders	3
Electives (3000- to 4000-level)		6
Additional Approved Credits		18
Credit hours from completed approved technical college applied associate's degree program or equivalent (spillover from Area F)		
Total hours required for the degree		120

Technical Leadership Option

The Technical Leadership Option is designed for students who complete either the cooperative Associate of Applied Science (AAS) degree with VSU and a Georgia technical college, a cooperative AAS degree through another cooperative arrangement (college/technical college) within the state of Georgia, or an Associate of Applied Technology (AAT) degree from a Georgia technical college or a state-wide or federal registered apprenticeship.

Selected Educational Outcomes

Program graduates will:

1. demonstrate an acceptable level of technical competency in job skills.
2. demonstrate career planning skills.
3. demonstrate project management skills.

Examples of Outcome Assessment

Program graduates will:

1. be assessed through documentation that will provide evidence of technical competency via professional certifications or licenses, military training, prior learning, and/or satisfactory employment experience; or they will present credentials of satisfactory completion of a Registered Apprenticeship. Program graduates who must complete an internship, along with their job site supervisors will complete a post-practicum survey designed to identify program strengths and weaknesses.
2. be assessed on their ability to develop a career plan directly related to their occupational area of specialization in ACED 4810.
3. develop a project management plan in their occupational area of specialization in ACED 4820.

Requirements for the B.S.Ed. Degree with a Major in Workforce Education and Development: Technical Leadership Option

Code	Title	Hours
Core Curriculum		60
Core Areas A-E (See VSU Core Curriculum)		42
Area F Requirements		
ACED 1100	Introduction to Business	3
or ACED 2050	Communications for the Workplace	
ACED 2400	Computer Technology for the Workplace (or exemption exam)	3
ACED 2800	Technical Organization Leadership	3
ACED 2900	Basic Theory in Adult and Career Education	3
ACED 2950	Basic Skills in Adult and Career Education	3
ACED 2960	Intermediate Skills in Adult and Career Education	3
Major Course Requirements		42
ENGL 3010	Professional Writing	3
ACED 3600	History and Philosophy of Career Education	3
ACED 3800	Multicultural Workforce Issues for Technical Leaders	3

ACED 4050	Workforce Development and Management for Technical Leaders	3
ACED 4810	Contemporary Skills for the Workplace	3
ACED 4820	Project Management for Technical Leaders	3
ACED 4830	Technology, Work and Performance for Technical Leaders	3
ACED 3850	Principles of Adult Education	3
ACED 3510	Advanced Theory in Adult and Career Education	3
ACED 3520	Advanced Skills in Adult and Career Education	3
ACED 4300	Practicum in Adult and Career Education	3
ACED 4310	Practicum in Adult and Career Education	3
ACED 4320	Practicum in Adult and Career Education	3
Guided Elective (3000-4000 level)		3
Credit hours from completed approved technical college applied associate's degree program or the equivalent as evidenced by recognized industry-granted certificates, credentials, licenses, military training and/or prior learning/technical work experience or registered apprenticeship credits.		18
Total Hours Required for the Degree		120

Human Resource Development Option

Selected Educational Outcomes

Program graduates will:

1. demonstrate an acceptable level of technical competency in job skills.
2. demonstrate career-planning skills.
3. demonstrate project management skills.

4. Examples of Outcome Assessments

Program graduates will:

1. be assessed through documentation that will provide evidence of technical competency via professional certifications or licenses, military training, prior learning, and/or satisfactory employment experience.
2. be assessed on their ability to develop a career plan directly related to their occupational area of specialization in ACED 4810.
3. develop a project management plan in their occupational area of specialization in ACED 4820.

Requirements for the B.S.Ed. Degree with a Major in Workforce Education and Development: Human Resource Option

Code	Title	Hours
Core Curriculum		60
Core Areas A-E (see VSU Core Curriculum)		42
Area F		
Completion of an approved technical college applied associate's degree program or equivalent as evidenced by recognized industry granted certificates, credentials, licenses, military training, and/or prior learning/technical work experience		
Major Course Requirements		42
ACED 2800	Technical Organization Leadership	3
ACED 3400	Applied Computer Technology	3
ACED 3600	History and Philosophy of Career Education	3
ACED 3650	Ethics and Liability in Adult and Career Education	3
ACED 3800	Multicultural Workforce Issues for Technical Leaders	3
ACED 3850	Principles of Adult Education	3
ACED 3860	Program Development in Adult and Continuing Education	3
ACED 4050	Workforce Development and Management for Technical Leaders	3
ACED 4810	Contemporary Skills for the Workplace	3
ACED 4820	Project Management for Technical Leaders	3
PSYC 3800	Industrial/Organizational Psychology	3
ACED 4040	Introduction to Human Resource Development	3

Electives (3000- to 4000-level)	6
Additional Approved Credits	18
Credit hours from completed approved technical college applied associate's degree program or equivalent (spillover from Area F)	
Total Hours Required for the Degree	120

Bachelor of Science with a Major in Office Administration and Technology

Selected Educational Outcomes

- Students will demonstrate the ability to integrate into simulated activities higher level office administration skills as follows:
 - decision-making
 - communication
 - data management
 - spreadsheet creation
 - computerized accounting
 - presentation
 - word processing
 - desktop publishing
 - web design
 - project management
- Students will demonstrate an acceptable level of competence in workplace skills.
- Program graduates will report an adequate level of their perceived competence with the following computer technology applications:
 - operating system software
 - word processing software
 - e-mail and messaging software
 - database software
 - spreadsheet software
 - presentation software
 - desktop publishing software
 - computerized accounting software
 - webpage design software.

Examples of Outcome Assessments

- Students will be assessed on their performance on simulated activities in ACED 4160 (Administrative Office Procedures).
- Program interns will be assessed on their practicum experience through direct observation using a rating scale by the job site supervisor. Program interns and job site supervisors will complete a post-practicum survey designed to identify program strengths and weaknesses. Students who document experiential learning credit will be assessed through an e-portfolio that they will submit before the end of their final semester instead of through the internship.
- Program graduates will respond to a survey relating their perceptions about their preparation for using a variety of computer/technology applications.

Requirements for the B.S. Degree with a Major in Office Administration and Technology

Code	Title	Hours
Core Curriculum		60
Core Areas A-E (See VSU Core Curriculum)		42
Area F Requirements		
ACED 1100	Introduction to Business	3
ACED 2000	Beginning Keyboarding	3
ACED 2400	Computer Technology for the Workplace	3
or CS 1000	Introduction to Microcomputers and Applications	
Area F Electives		9

Select 9 hours of 1000- to 2000-level courses from the following: ACED, BUSA, ACCT, or transfer hours from TCSG.

All courses in Area F must be completed with a grade of "C" or better.

Major Course Requirements ¹		60
ACED 2050	Communications for the Workplace	3
ACED 2300	Intermediate Keyboarding	3
ACED 2700	Desktop Publishing	3
ACED 3000	Office Calculations and Recordkeeping	3
ACED 3101	Computerized Office Accounting	3
ACED 3150	Computer Systems for the Office	3
ACED 3400	Applied Computer Technology	3
ACED 3610	Web Design and Multimedia	3
ACED 4020	Virtual Office Technology	3
ACED 4050	Workforce Development and Management for Technical Leaders	3
ACED 4070	Advanced Document Processing	3
ACED 4160	Administrative Office Procedures	3
ACED 4820	Project Management for Technical Leaders	3
ACED 4300	Practicum in Adult and Career Education	3
or ACED 2940	Basic Admin Office Tech Skills	
Guided Electives ¹		18
6-9 hours of 3000- to 4000-level course work and 9-12 hours of 1000- to 4000-level course work.		
Total hours required for the degree		120

¹ Students must have a total of 39 hours of course work at the 3000- to 4000-level in the Major and Guided Electives.

Department of Teacher Education

Dr. Debbie Paine, Department Head
Room 1045, Education Building

The Department of Teacher Education is a multidisciplinary department that offers the B.S.Ed. degree with a major in elementary education, middle grades education, deaf education, or American sign language/English interpreting.

The department offers a program of study in middle grades education (grades 4-8) with candidates choosing two concentrations selected from language arts, mathematics, science, reading, or social studies. The programs provide experiences that allow preservice teachers to develop the content knowledge and pedagogical skills necessary for meeting the diverse needs of their future students. Emphasis is placed on student-centered and reflective approaches for communicating effectively, using the tools of inquiry, developing learning opportunities for all students, integrating technology into instruction, and fostering relationships within the larger community. A pre-professional degree is available in deaf and hard-of-hearing (P-12) with a professional degree available with a major in American sign language/interpreting. Candidates are prepared in areas of instruction, service, assessment, and multiple modes of communication.

Freshmen who are interested in initial teacher certification in secondary education (grades 6-12) will first complete a B.A. or B.S. degree in a content teaching field and then enter the Alternative Certification Track Master's Program (ACT) in the Department of Teacher Education.

- Bachelor of Science in Education with a Major in American Sign Language/English Interpreting (p. 159)
- Bachelor of Science in Education with a Major in Elementary Education (p. 160)
- Bachelor of Science in Education with a Major in Elementary Education (Online) (p. 161)
- Bachelor of Science in Education with a Major in Health and Physical Education (p. 162)
- Bachelor of Science in Education with a Major in Middle Grades Education (p. 164)
- Bachelor of Science in Education with a Major in Secondary Education (p. 165)
- Bachelor of Science in Education with a Major in Special Education (Deaf and Hard-of-Hearing) (p. 173)
- Minor in Coaching (p. 174)
- Minor in Deaf Studies (p. 174)
- Minor in Health and Physical Education (p. 175)
- Minor in Recreation and Leisure (p. 175)

Bachelor of Science in Education with a Major in American Sign Language/English Interpreting

Bachelor of Science in Education Degree with a Major in American Sign Language/English Interpreting

Students admitted to the Interpreting program must have a 2.75 GPA on all coursework. All courses in Area F and major courses must be completed with a grade of "C" or higher. If a student's GPA falls below 2.75, the student will have one semester (fall or spring) to restore it to or above 2.75. If the GPA remains below 2.75 for two consecutive semesters (not including summer), the student will be required to select another major.

Acceptance of Transfer Credit

American Sign Language courses taken at other institutions may be accepted for credit pending successful documentation of intermediate sign language proficiency on an approved external evaluation.

Selected Educational Outcomes

1. Students in interpreter education programs demonstrate knowledge of the content relevant to the interpreting field and can explain important principles and concepts delineated in professional, state, and institutional standards.
2. Students in interpreter education programs integrate academic, linguistic, and world knowledge during interpretations using appropriate cultural adjustments while managing internal and external factors and processes in a manner that results in accurate and reliable interpretations.
3. Students in interpreter education programs demonstrate planning skills in preparing for assignments and flexibility in adapting to changes that arise during assignments.
4. Students in interpreter education programs negotiate meaning between English and ASL while interpreting in a manner that conforms to recognized linguistic, cultural, and professional norms of the speaker(s).
5. Students in interpreter education programs analyze interpreting research findings and incorporate new information into their practice.

The departmental faculty members assess the desired learner outcomes for this program by using a variety of techniques. Examples of summative assessments in addition to course evaluations include the following:

Examples of Outcome Assessments

1. Students in interpreter education programs will demonstrate content knowledge through effective research presentations and passing external knowledge examinations.
2. Students in interpreter education programs will demonstrate skills in determining appropriate language mode, preparation for interpreting, professional and ethical decision-making, self-assessment, and monitoring and modifying the message as necessary during observed interpreting episodes evaluated by a university supervisor and mentor interpreter.
3. Students in interpreter education programs will demonstrate their ability to effectively interpret in educational settings through a Mock Educational Interpreter Performance Assessment.

Requirements for the B.S.Ed. with a Major in American Sign Language/English Interpreting

Code	Title	Hours
Core Curriculum		60
Core Areas A-E (See VSU Core Curriculum)		42
Area F Requirements		
EDUC 2110	Investigating Critical and Contemporary Issues in Education	3
EDUC 2120	Exploring Socio-Cultural Perspectives on Diversity	3
EDUC 2130	Exploring Learning and Teaching	3
ASLS 2110	American Sign Language I	3
ASLS 2120	American Sign Language II	3
ASLS 2130	American Sign Language III	3
All courses in Area F must be completed with a grade of "C" or higher.		
College of Education and Human Services Health and Physical Education Requirements		6
DEAF 2999	Entry to the Profession	0
KSPE 2000 & KSPE 2150	Health and Wellness for Life and First Aid - CPR	4
KSPE 2150	First Aid - CPR	2

Select two KSPE fitness/activity courses		2
Professional Education		60
Professional Semester 1		
DEAF 3130	Orientation to Deaf Education: Communication, Culture, and Language	3
INTP 3010	Introduction to ASL - English Interpretation	3
SPEC 3000	Serving Students with Diverse Needs	3
ASLS 3190	Fingerspelling, Numbers, & Classifiers	3
Professional Semester 2		
ASLS 3180	American Sign Language IV	3
DEAF 3150	Deaf Community, Culture, & History	3
ASLS 3210	American Sign Language V	3
ASLS 3140	Linguistics of American Sign Language	3
INTP 3150	English - ASL Translation	3
Summer Semester (3 hours)		
ASLS 3220	American Sign Language VI	3
Professional Semester 3		
INTP 4010	Consecutive English/American Sign Language Interpreting	4
INTP 4020	Consecutive American Sign Language/English Interpreting	4
INTP 4030	Consecutive Transliterating English to English Sign Systems	3
INTP 4040	Practicum for Educational Interpreters	4
Professional Semester 4		
INTP 4050	Simultaneous English/American Sign Language Interpreting I	3
INTP 4060	Simultaneous American Sign Language Interpreting/English	3
INTP 4070	Simultaneous Transliterating English to English Sign Systems	3
INTP 4080	Educational Interpreting Internship	6
Total hours required for the degree		126

Bachelor of Science in Education with a Major in Elementary Education

The major in Elementary Education results in initial GaPSC certification in Early Childhood (P-5). The program is designed to prepare professional educators who manifest the knowledge, dispositions, and competencies deemed necessary to enhance young children's overall intellectual, social, emotional, and personal growth and development. The design of the undergraduate professional program includes a variety of methods and content courses supported by structured field experiences designed to provide opportunities to meld theory with practice in field-based interactions with children.

Selected Educational Outcomes

1. Program graduates will demonstrate an acceptable level of content knowledge.
2. Program graduates will demonstrate an acceptable level of teaching competency for an extended period of time during the clinical practice experience by planning, delivering, and assessing appropriate instruction for students who represent a diverse population and who are in public school settings.
3. Program graduates will integrate technology into instruction, assessment, and communication.
4. Program graduates will demonstrate characteristics of reflective practitioners by evaluating the effects of choices and actions on others (students, families, and other professionals in the learning community).

Examples of Outcome Assessments

1. Teacher candidates in initial teacher education programs will demonstrate content knowledge through passing the state-required content assessment.
2. Teacher candidates in initial teacher education programs will demonstrate pedagogical content knowledge and knowledge of evidence-based strategies through development of lesson plans identifying use of research-validated procedures and effective content pedagogy.
3. Teacher candidates in initial teacher education programs will demonstrate skills in assessment, instructional strategies, use of technology, and monitoring and modifying instruction during observed teaching episodes evaluated by a university supervisor and P-5 mentor teacher.

4. Teacher candidates in initial teacher education programs will demonstrate their ability to positively impact P-5 learning through an Impact on Student Learning project.

Requirements for the B.S.Ed. Degree with a Major in Elementary Education (Face-to-Face Track)

Code	Title	Hours
Core Areas A-E (See VSU Core Curriculum)		42
Area F Requirements ¹		18
EDUC 2120	Exploring Socio-Cultural Perspectives on Diversity	3
EDUC 2130	Exploring Learning and Teaching	3
ELED 2500	Survey of Science Standards for Elementary Education	3
MATH 2008	Foundations of Numbers and Operations	3
SPEC 2000	Serving Students with Diverse Needs	3
EDUC 2000	Written and Verbal Communication for Education	3
EDUC 2999	Teacher Education Requirements	0
Professional Program Requirements		60
Professional Semester 1		
ELES 3010	Planning for Effective Teaching and Learning	4
LITR 3110	Emergent Literacy Through Children's Literature and the Arts	3
LITR 3120	Early Literacy	3
MATH 3161	Mathematics for Early Childhood Teachers I	3
ELES 3100	Developmentally Appropriate Practices	3
Professional Semester 2		
ELES 3020	Assessment to Promote Student Learning	4
ELED 3110	Integrating Technology in Elementary Education	2
ELES 3210	Introduction to the Management of Learning Environments	3
LITR 3130	Developing Literacy	3
MATH 3162	Mathematics for Early Childhood Teachers II	3
Professional Semester 3		
ELED 3300	Mathematics Methods in Elementary Education	3
ELED 4400	Social Science Methods in Elementary Education	3
ELED 4500	Science Methods in Elementary Education	3
ELED 4690	Apprenticeship in Elementary Education	2
ELED 4010	Differentiated Instruction	3
LITR 4120	Literacy Assessment and Applications	3
Professional Semester 4		
ELED 4790	Student Teaching in Elementary Education	10
ELED 4800	Professional Practices Seminar	2
Total hours required for the degree		120

Bachelor of Science in Education with a Major in Elementary Education (Online)

The major in Elementary Education results in initial GaPSC certification in Early Childhood (P-5). The program is designed to prepare professional educators who manifest the knowledge, dispositions, and competencies deemed necessary to enhance young children's overall intellectual, social, emotional, and personal growth and development.

Selected Educational Outcomes

1. Program graduates will demonstrate an acceptable level of content knowledge.
2. Program graduates will demonstrate an acceptable level of teaching competency for an extended period of time during the clinical practice experience by planning, delivering, and assessing appropriate instruction for students who represent a diverse population and who are in public school settings.
3. Program graduates will integrate technology into instruction, assessment, and communication.

4. Program graduates will demonstrate characteristics of reflective practitioners by evaluating the effects of choices and actions on others (students, families, and other professionals in the learning community).

Examples of Outcome Assessments

1. Teacher candidates in initial teacher education programs will demonstrate content knowledge through passing the state-required content assessment.
2. Teacher candidates in initial teacher education programs will demonstrate pedagogical content knowledge and knowledge of evidence-based strategies through development of lesson plans identifying use of research-validated procedures and effective content pedagogy.
3. Teacher candidates in initial teacher education programs will demonstrate skills in assessment, instructional strategies, use of technology, and monitoring and modifying instruction during observed teaching episodes evaluated by a university supervisor and P-5 mentor teacher.
4. Teacher candidates in initial teacher education programs will demonstrate their ability to positively impact P-5 learning through an Impact on Student Learning project.

Requirements for the B.S.Ed. in Elementary Education--Online

Code	Title	Hours
Core Curriculum		60
Students in this degree program will have satisfied the Core Curriculum requirements before taking the Professional Program courses.		
Professional Program Requirements		60
All Professional Program courses are 8-week classes with the exception of ELED 4800, which is a 16-week course.		
Semester 1		
EDUC 2999	Teacher Education Requirements	0
ELED 3500	Introduction to Developmentally Appropriate Practice	3
ELED 3501	Social Emotional Learning and Classroom Management	3
ELED 3600	Technology for Learning	3
ELED 3601	Emergent Literacy through Children's Literature	3
Semester 2		
ELED 3700	Science of Reading	3
ELED 3701	Differentiated Instruction	3
ELED 3800	Planning for Effective Teaching and Learning	3
ELED 3801	Assessment to Promote Student Learning	3
Semester 3		
ELED 3900	Teaching Math Methods for Elementary Ed Part I	3
ELED 3901	Teaching Elementary Science Methods	3
Semester 4		
ELED 4500	Science Methods in Elementary Education	3
ELED 4501	Methods for Multicultural Education	3
ELED 4600	Teaching Social Studies in the Elementary Classroom	3
ELED 4601	Literacy Assessing and Instruction	3
ELED 4700	Elementary Education Practicum	3
Semester 5		
ELED 4800	Professional Practices Seminar	2
ELED 4801	Elementary Education Seminar	2
Additional Requirement		3
SPEC 3000	Serving Students with Diverse Needs	
Total Hours required for the degree		120

Bachelor of Science in Education with a Major in Health and Physical Education

Selected Educational Outcomes

1. Students in initial teacher education programs know the content that they plan to teach and can explain important principles and concepts delineated in professional, state, and institutional standards.

2. Students in initial teacher education programs understand the relationship of content and content specific pedagogy and have a broad knowledge of instructional strategies that draws upon content and pedagogical knowledge and skills delineated in professional, state, and institutional standards to help all students learn.
3. Students in initial teacher education programs are able to analyze educational research findings and incorporate new information into their practice.
4. Students in initial teacher education programs assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and have a positive effect on learning for all students.

Examples of Outcome Assessments

1. Majors in initial teacher education programs will demonstrate content knowledge through passing the state-required content assessment.
2. Majors in initial teacher education programs will demonstrate pedagogical content knowledge and knowledge of evidence-based strategies through development of lesson plans identifying use of research-validated procedures and effective content pedagogy.
3. Majors in initial teacher education programs will demonstrate skills in assessment, instructional strategies, use of technology, and monitoring or modifying instruction during observed teaching episodes evaluated by a university supervisor and P-12 mentor teacher.
4. Majors in initial teacher education programs will demonstrate their ability to positively impact P-12 learning through the development of a project designed to determine the relationship between effective planning and instruction and student learning (Impact on P-12 Learning Project) during the clinical practice (student teaching) experience.

Requirements for the B.S.Ed. Degree with a Major in Health and Physical Education

Code	Title	Hours
Core Curriculum		60
Core Areas A-E (See VSU Core Curriculum)		42
Area F Requirements		
EDUC 2110	Investigating Critical and Contemporary Issues in Education	3
EDUC 2120	Exploring Socio-Cultural Perspectives on Diversity	3
EDUC 2130	Exploring Learning and Teaching	3
BIOL 2251K & BIOL 2252K	Human Anatomy and Physiology I and Human Anatomy and Physiology II	8
KSPE Physical Education Activity Course		1
Any physical education course requiring physical fitness or lifetime physical activity; participation and content approved by any departmental academic advisor.		
EDUC 2999	Teacher Education Requirements	0
All courses in Area F must be completed with a grade of "C" or better.		
College of Education and Human Services Health and Physical Education Requirements		
KSPE 2010 & KSPE 2020	Activities and Games for Coaches and Teachers and Coaching and Teaching Team Sports	6
Professional Program Requirements		54
KSPE 3101	Foundations & Technology in Health and Physical Education	3
KSPE 3200	Nutrition for Health and Human Performance	3
KSPE 3301	Contemporary Health Issues	2
KSPE 3401	Instructional Planning and Evaluation	3
KSPE 3411	Human Movement Applications	4
SPEC 3000	Serving Students with Diverse Needs	3
KSPE 3420	Exercise Physiology	3
KSPE 3911	Diversity in Sport and Physical Education	3
KSPE 3450	Comprehensive Health Education	3
KSPE 3460	Health Education Methods and Materials	3
KSPE 3700	Elementary Physical Education Methods and Content	3
KSPE 4710	Middle Grade & Secondary Physical Education Methods & Content	3
KSPE 4220	Management of Physical Education Programs	3
PSYC 2103	Introduction to Human Development	3
KSPE 4800	Professional Practice Seminar	2
KSPE 4790	Student Teaching in Health and Physical Education	10
Total hours required for the degree		120

Bachelor of Science in Education with a Major in Middle Grades Education

Bachelor of Science in Education Degree with a Major in Middle Grades Education, Secondary Education, or Special Education (Deaf and Hard-of-Hearing)

All three programs in the department have numerous desired outcomes. Examples of these outcomes include the following:

Selected Educational Outcomes

1. Students in initial teacher education programs demonstrate knowledge of the content that they plan to teach and can explain important principles and concepts delineated in professional, state, and institutional standards.
2. Students in initial teacher education programs apply content-specific pedagogy to the subject area content and demonstrate a broad knowledge of instructional strategies that draws upon content and pedagogical knowledge and skills delineated in professional, state, and institutional standards to help all students learn.
3. Students in initial teacher education programs analyze educational research findings and incorporate new information into their practice.
4. Students in initial teacher education programs assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and have a positive effect on learning for all students.

The departmental faculty members assess the desired learner outcomes for these three programs by using a variety of techniques. Examples of summative assessments in addition to course evaluations include the following:

Examples of Outcome Assessments

1. Students in initial teacher education programs will demonstrate content knowledge through passing the state-required content assessment.
2. Students in initial teacher education programs will demonstrate pedagogical content knowledge and knowledge of evidence-based strategies through development of lesson plans identifying use of research-validated procedures and effective content pedagogy.
3. Students in initial teacher education programs will demonstrate skills in assessment, instructional strategies, use of technology, and monitoring and modifying instruction during observed teaching episodes evaluated by a university supervisor and P-12 mentor teacher.
4. Students in initial teacher education programs will demonstrate their ability to positively impact P-12 learning through the completion of a capstone applied research project..

Requirements for the Bachelor of Science in Education Degree with a Major in Middle Grades Education

Code	Title	Hours
Core Curriculum		60
Core Areas A-E (See VSU Core Curriculum)		42
Area F Requirements		
EDUC 2000	Written and Verbal Communication for Education	3
EDUC 2120	Exploring Socio-Cultural Perspectives on Diversity	3
EDUC 2130	Exploring Learning and Teaching	3
SPEC 2000	Serving Students with Diverse Needs	3
Primary Concentration (select one area)		3
Language Arts, Math, Science, Social Studies (select from the approved course list for concentration area)		
Secondary Concentration		3
Language Arts, Mathematics, Science, Social Studies (select from the approved course list for concentration area)		
EDUC 2999	Teacher Education Requirements	0
All courses in Area F must be completed with a grade of "C" or better.		
Program Requirements		63
All courses listed under program requirements must be completed with a grade of "C" or better.		
Program Requirements		60
All courses listed under Program Requirements must be completed with a grade of "C" or better.		
MGED 3220	Reading and Writing in the Content Areas for Middle Grades	3
MGED 3990	Development and Education of the Middle Grades Student, Part 1	3
MGED 3991	Differentiated Classroom for Middle Grades	3
MGED 3020	Introduction to Standards, Planning, and Assessment	2

Teaching Concentrations		
Primary Concentration Area ¹		12
Secondary Concentration Area ¹		12
Professional Program		
MGED 4000	Assessment for Middle Grades Education	3
Select two methods courses from the following:		6
MGED 4100	Mathematics Methods for Middle Grades Education	
MGED 4200	Science Methods for Middle Grades Education	
MGED 4300	Social Studies Methods for Middle Grades Education	
MGED 4400	Language Arts Methods for Middle Grades Education	
MGED 4500	Methods of Teaching Reading for Middle Grades Education	
MGED 4620	Apprenticeship in Middle Grades Teaching	2
MGED 3110	Integrating Technology in Middle Grades Education	2
MGED 4790	Student Teaching in the Middle Grades	10
MGED 4800	Professional Practices Seminar	2
Total hours required for the degree		120

Program Grade/GPA Requirements

Students must earn a minimum grade of "C" or better in all Area F, teaching concentration, and professional courses; earn an adjusted GPA of 3.0 or higher across Area F, teaching concentrations, and professional courses; and maintain an overall cumulative GPA of 2.75 or higher.

¹ Language Arts, Math, Science, Social Studies, Reading (select from the approved course list for concentration area)

Bachelor of Science in Education with a Major in Secondary Education

Bachelor of Science in Education Degree with a Major in Middle Grades Education, Secondary Education, or Special Education (Deaf and Hard-of-Hearing)

All three programs in the department have numerous desired outcomes. Examples of these outcomes include the following:

Selected Educational Outcomes

1. Students in initial teacher education programs demonstrate knowledge of the content that they plan to teach and can explain important principles and concepts delineated in professional, state, and institutional standards.
2. Students in initial teacher education programs apply content-specific pedagogy to the subject area content and demonstrate a broad knowledge of instructional strategies that draws upon content and pedagogical knowledge and skills delineated in professional, state, and institutional standards to help all students learn.
3. Students in initial teacher education programs analyze educational research findings and incorporate new information into their practice.
4. Students in initial teacher education programs assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and have a positive effect on learning for all students.

The departmental faculty members assess the desired learner outcomes for these three programs by using a variety of techniques. Examples of summative assessments in addition to course evaluations include the following:

Examples of Outcome Assessments

1. Students in initial teacher education programs will demonstrate content knowledge through passing the state-required content assessment.
2. Students in initial teacher education programs will demonstrate pedagogical content knowledge and knowledge of evidence-based strategies through development of lesson plans identifying use of research-validated procedures and effective content pedagogy.
3. Students in initial teacher education programs will demonstrate skills in assessment, instructional strategies, use of technology, and monitoring and modifying instruction during observed teaching episodes evaluated by a university supervisor and P-12 mentor teacher.
4. Students in initial teacher education programs will demonstrate their ability to positively impact P-12 learning through the completion of a capstone applied research project.

The Bachelor of Science in Education with a Major in Secondary Education is for students interested in teaching grades 6-12. Students choose from one of the following content concentration areas: English, history, political science, biology, chemistry, earth/space science, or physics. In collaboration with the College of Humanities and Social Sciences, two double major tracks are also available: the Bachelor of Arts in English / Bachelor of Science in Education with a Major in Secondary Education--English; and the Bachelor of Arts in History / Bachelor of Science in Education with a Major in

Secondary Education--History. Students successfully completing these tracks earn both a Bachelor of Arts degree and a Bachelor of Science degree upon graduation.

Through meaningful coursework and extensive and relevant clinical experiences in middle and high school classrooms, students become experts in their disciplines while also developing the teaching skills needed to be an effective educator in today's classrooms. Students learn how to manage a classroom, meet state content standards, analyze data from assessments to inform instruction, teach using a variety of instructional methods, differentiate instruction for individual students, and use technology as a tool to transform teaching and learning. A student who successfully completes all program requirements and passes all state certification assessments will be eligible for initial certification in the appropriate secondary education field (grades 6-12) in Georgia.

Program Grade / GPA Requirements

Students must earn a minimum grade of "C" or better in all Area F, content concentration, and professional courses; earn an adjusted GPA of 3.0 or higher across Area F, content concentration, and professional courses; and maintain an overall GPA of 2.75 or higher. Foreign language courses will not be included in the adjusted GPA requirement.

Bachelor of Science in Education with a Major in Secondary Education / English: Double Major with the Bachelor of Arts in English Track

Code	Title	Hours
Core Curriculum		60
Core Areas A-E (See VSU Core Curriculum)		42
Must take one foreign language course (1001 or 1002) in Area C		
Area F Requirements		
ENGL 2060	Introduction to Literature	3
Foreign Language 1002 or 2xxx		3
Foreign Language 2xxx		3
EDUC 2110	Investigating Critical and Contemporary Issues in Education	3
EDUC 2120	Exploring Socio-Cultural Perspectives on Diversity	3
EDUC 2130	Exploring Learning and Teaching	3
EDUC 2999	Teacher Education Requirements	0
Program Requirements for the BA in English (Content Concentration Courses)		36
ENGL 2080	Grammar and Style	3
ENGL 3000	Advanced Descriptive English Grammar	3
ENGL 3060	Introduction to Criticism and Research	3
ENGL 3110	British Literature I	3
ENGL 3120	British Literature II	3
ENGL 3210	American Literature I	3
ENGL 3215	American Literature II	3
ENGL 3400	Introduction to Creative Writing	3
ENGL 4640	Studies in Composition Theory	3
ENGL Electives: ENGL 3220 or any 4000-level English course)		6
ENGL 4900	Senior Seminar	3
Professional Courses		30
SPEC 3000	Serving Students with Diverse Needs	3
SEED 3020	Introduction to Standards, Planning, and Assessment	2
SEED 3991	Differentiated Instruction in Secondary Education	3
SEED 4000	Assessment for Secondary Education	3
SEED 4400	English/Language Arts Methods for Secondary Education	3
SEED 4610	Secondary Education Practicum I	1
SEED 4620	Secondary Education Practicum II	3
SEED 4790	Student Teaching in Secondary Education	10
SEED 4800	Professional Practices Seminar	2
Total Hours Required for the Degree		126

Note: The College of Education and Human Services Health and Physical Education Requirements are waived for students completing the double major track: BSED with a Major in Secondary Education--English / BA in English. However, if a student drops the BA degree, the student will be required to

complete the Health and Physical Education requirement in order to complete the BSED, even if foreign language courses or other additional content courses were previously completed for the BA degree.

Bachelor of Science in Education with a Major in Secondary Education / History: Double Major with a Bachelor of Arts in History Track

Code	Title	Hours
Core Curriculum		60
Core Areas A-E (See VSU Core Curriculum)		42
Must take one foreign language course (1001 or 1002) in Area C and must take HIST 1011 in Area E		
Area F Requirements		18
HIST 1012	History of Civilization II	3
HIST 2112	United States History since 1865	3
Foreign Language 1002 or 2xxx		3
EDUC 2110	Investigating Critical and Contemporary Issues in Education	3
EDUC 2120	Exploring Socio-Cultural Perspectives on Diversity	3
EDUC 2130	Exploring Learning and Teaching	3
SEED 2999	Entry to the Education Profession	0
Program Requirements for the BA in History (Content Concentration Courses)		36
HIST 1013	History of Civilization III	3
HIST 3000	Study of History	3
HIST 4211	Georgia History through 1865	3
or HIST 4212	Georgia History since 1865	
HIST 3xxx/4xxx European or British History		3
HIST 3xxx/4xxx US History (Colonial to WWII)		3
HIST 4204	United States, 1877-1921	3
or HIST 4205	United States, 1921-1945	
or HIST 4206	United States Since 1945	
or HIST 4208	United States Diplomacy since 1921	
HIST 3xxx/4xxx World History (beyond solely US or Europe)		3
HIST 3xxx/4xxx European or World History		3
HIST Electives: Select three HIST 3xxx/4xxx courses		9
HIST 4950	Senior Seminar	3
Professional Courses		30
SPEC 3000	Serving Students with Diverse Needs	3
SEED 3020	Introduction to Standards, Planning, and Assessment	2
SEED 3991	Differentiated Instruction in Secondary Education	3
SEED 4000	Assessment for Secondary Education	3
SEED 4300	Social Studies Methods for Secondary Education	3
SEED 4610	Secondary Education Practicum I	1
SEED 4620	Secondary Education Practicum II	3
SEED 4790	Student Teaching in Secondary Education	10
SEED 4800	Professional Practices Seminar	2
Total Hours Required for the Degree		126

Note: The College of Education and Human Services Health and Physical Education Requirements are waived for students completing the double major track: BSED with a Major in Secondary Education--History / BA in History. However, if a student drops the BA degree, the student will be required to complete the Health and Physical Education requirement in order to complete the BSED, even if foreign language courses or other additional content courses were previously completed for the BA degree.

Bachelor of Science with a Major in Secondary Education / Biology

Code	Title	Hours
Core Curriculum		60
Core Areas A-E (See VSU Core Curriculum)		

BIOL 1107/1107L, BIOL 1108/1108L, and MATH 2620 must be taken in Area D

Area F Requirements			
BIOL 1xxx/2xxx elective			3
MATH 1112	Trigonometry		3
or MATH 1113	Precalculus		
EDUC 2110	Investigating Critical and Contemporary Issues in Education		3
EDUC 2120	Exploring Socio-Cultural Perspectives on Diversity		3
EDUC 2130	Exploring Learning and Teaching		3
SEED 2000	Written and Verbal Communication for Secondary Education Teachers		3
SEED 2999	Entry to the Education Profession		0
College of Education and Human Services Health and Physical Education Requirements			6
KSPE 2000	Health and Wellness for Life		2
KSPE 2150	First Aid - CPR		2
Select two KSPE fitness/activity courses			2
Program Requirements			60
Content Concentration Courses			
CHEM 1211	Principles of Chemistry I		4
& 1211L	and Principles of Chemistry Laboratory I		
CHEM 1212	Principles of Chemistry II		4
& 1212L	and Principles of Chemistry Laboratory II		
BIOL 3xxx/4xxx electives			22
Professional Courses			
SPEC 3000	Serving Students with Diverse Needs		3
SEED 3020	Introduction to Standards, Planning, and Assessment		2
SEED 3991	Differentiated Instruction in Secondary Education		3
SEED 4000	Assessment for Secondary Education		3
SEED 4200	Science Methods for Secondary Education		3
SEED 4610	Secondary Education Practicum I		1
SEED 4620	Secondary Education Practicum II		3
SEED 4790	Student Teaching in Secondary Education		10
SEED 4800	Professional Practices Seminar		2
Total Hours Required for the Degree			126

Bachelor of Science in Education with a Major in Secondary Education / Chemistry

Code	Title	Hours
Core Curriculum		60
Core Areas A-E (see VSU Core Curriculum)		42
CHEM 1211/1211L, CHEM 1212/1212L, MATH 2261, and MATH 1501 must be taken in Area D		
Area F Requirements		18
CHEM 1xxx/2xxx elective		3
MATH 1112	Trigonometry	3
or MATH 1113	Precalculus	
EDUC 2110	Investigating Critical and Contemporary Issues in Education	3
EDUC 2120	Exploring Socio-Cultural Perspectives on Diversity	3
EDUC 2130	Exploring Learning and Teaching	3
SEED 2000	Written and Verbal Communication for Secondary Education Teachers	3
SEED 2999	Entry to the Education Profession	0
College of Education and Human Services Health and Physical Education Requirements		6
KSPE 2000	Health and Wellness for Life	2
KSPE 2150	First Aid - CPR	2
Select two KSPE fitness/activity courses		2
Program Requirements		60

Content Concentration Courses

CHEM 3401	Organic Chemistry I	4
CHEM 3402	Organic Chemistry II	4
CHEM 3xxx/4xxx electives		10
PHYS 2211K & PHYS 2212K	Principles of Physics I and Principles of Physics II	8
MATH 2262	Analytic Geometry and Calculus II	4

Professional Courses

SPEC 3000	Serving Students with Diverse Needs	3
SEED 3020	Introduction to Standards, Planning, and Assessment	2
SEED 3991	Differentiated Instruction in Secondary Education	3
SEED 4000	Assessment for Secondary Education	3
SEED 4200	Science Methods for Secondary Education	3
SEED 4610	Secondary Education Practicum I	1
SEED 4620	Secondary Education Practicum II	3
SEED 4790	Student Teaching in Secondary Education	10
SEED 4800	Professional Practices Seminar	2

Total Hours Required for the Degree **126**

Bachelor of Science in Education with a Major in Secondary Education / Earth-Space Science

Code	Title	Hours
Core Curriculum		60
Core Areas A-E (See VSU Core Curriculum)		42
BIOL 1107/1107LCHEM 1211/1211L, and MATH 2260 must be taken in Area D		
Area F Requirements		18
GEOG 1110	Our Hazardous Environment	3
1xxx/2xxx course in ASTR, GEOG, GEOL, PHSC, or PHYS		3
EDUC 2110	Investigating Critical and Contemporary Issues in Education	3
EDUC 2120	Exploring Socio-Cultural Perspectives on Diversity	3
EDUC 2130	Exploring Learning and Teaching	3
SEED 2000	Written and Verbal Communication for Secondary Education Teachers	3
SEED 2999	Entry to the Education Profession	0
College of Education and Human Services Health and Physical Education Requirements		6
KSPE 2000	Health and Wellness for Life	2
KSPE 2150	First Aid - CPR	2
Select two KSPE fitness/activity courses		2
Program Requirements		60
Content Concentration Courses		
GEOL 1121K	Principles of Physical Geology	4
PHYS 2211K	Principles of Physics I	4
Electives: Select from 3xxx/4xxx courses in ASTR, GEOG, GEOL, PHSC, and/or PHYS		22
Professional Courses		
SPEC 3000	Serving Students with Diverse Needs	3
SEED 3020	Introduction to Standards, Planning, and Assessment	2
SEED 3991	Differentiated Instruction in Secondary Education	3
SEED 4000	Assessment for Secondary Education	3
SEED 4200	Science Methods for Secondary Education	3
SEED 4610	Secondary Education Practicum I	1
SEED 4620	Secondary Education Practicum II	3
SEED 4790	Student Teaching in Secondary Education	10

SEED 4800	Professional Practices Seminar	2
Total Hours Required for the Degree		126

Bachelor of Science in Education with a Major in Secondary Education / Physics

Code	Title	Hours
Core Curriculum		60
Core Areas A-E (See VSU Core Curriculum)		42
Must take MATH 1113 in Area A; PHYS 2211K, PHYS 2212K, MATH 2261, and MATH 1501 in Area D		
Area F Requirements		18
MATH 1xxx/2xxx elective		3
MATH 2150	Introduction to Linear Algebra	3
EDUC 2110	Investigating Critical and Contemporary Issues in Education	3
EDUC 2120	Exploring Socio-Cultural Perspectives on Diversity	3
EDUC 2130	Exploring Learning and Teaching	3
SEED 2000	Written and Verbal Communication for Secondary Education Teachers	3
SEED 2999	Entry to the Education Profession	0
College of Education and Human Services Health and Physical Education Requirements		6
KSPE 2000	Health and Wellness for Life	2
KSPE 2150	First Aid - CPR	2
Select two KSPE fitness/activity courses		2
Program Requirements		60
Content Concentration Courses		
MATH 2262 & MATH 2263	Analytic Geometry and Calculus II and Analytic Geometry and Calculus III	8
PHYS 3xxx/4xxx electives		22
Professional Courses		
SPEC 3000	Serving Students with Diverse Needs	3
SEED 3020	Introduction to Standards, Planning, and Assessment	2
SEED 3991	Differentiated Instruction in Secondary Education	3
SEED 4000	Assessment for Secondary Education	3
SEED 4200	Science Methods for Secondary Education	3
SEED 4610	Secondary Education Practicum I	1
SEED 4620	Secondary Education Practicum II	3
SEED 4790	Student Teaching in Secondary Education	10
SEED 4800	Professional Practices Seminar	2
Total Hours Required for the Degree		126

Bachelor of Science in Education with a Major in Secondary Education / Political Science

Code	Title	Hours
Core Curriculum		60
Core Areas A-E (See VSU Core Curriculum)		42
Area F Requirements		18
POLS 2101	Introduction to Political Science	3
POLS 2401	Introduction to Global Issues	3
EDUC 2110	Investigating Critical and Contemporary Issues in Education	3
EDUC 2120	Exploring Socio-Cultural Perspectives on Diversity	3
EDUC 2130	Exploring Learning and Teaching	3
SEED 2000	Written and Verbal Communication for Secondary Education Teachers	3
SEED 2999	Entry to the Education Profession	0
College of Education and Human Services Health and Physical Education Requirements		6
KSPE 2000	Health and Wellness for Life	2

KSPE 2150	First Aid - CPR	2
Select two KSPE fitness/activity courses		2
Program Requirements		60
Content Concentration Courses		
POLS 3100	Scope and Methods of Political Science	3
POLS 3xxx/4xxx electives		21
Electives: select 3xxx/4xxx courses from ANTH, ECON, GEOG, HIST, PHIL, and/or SOCI		6
Professional Courses		
SPEC 3000	Serving Students with Diverse Needs	3
SEED 3020	Introduction to Standards, Planning, and Assessment	2
SEED 3991	Differentiated Instruction in Secondary Education	3
SEED 4000	Assessment for Secondary Education	3
SEED 4300	Social Studies Methods for Secondary Education	3
SEED 4610	Secondary Education Practicum I	1
SEED 4620	Secondary Education Practicum II	3
SEED 4790	Student Teaching in Secondary Education	10
SEED 4800	Professional Practices Seminar	2
Total Hours Required for the Degree		126

Bachelor of Science in Education with a Major in Secondary Education / History

Code	Title	Hours
Core Curriculum		60
Core Areas A-E (See VSU Core Curriculum)		42
Area F Requirements		18
HIST 1xxx History of Civilization course		3
HIST 2112	United States History since 1865	3
EDUC 2110	Investigating Critical and Contemporary Issues in Education	3
EDUC 2120	Exploring Socio-Cultural Perspectives on Diversity	3
EDUC 2130	Exploring Learning and Teaching	3
SEED 2000	Written and Verbal Communication for Secondary Education Teachers	3
SEED 2999	Entry to the Education Profession	0
College of Education and Human Services Health and Physical Education Requirements		6
KSPE 2000	Health and Wellness for Life	2
KSPE 2150	First Aid - CPR	2
Select two KSPE fitness/activity courses		2
Program Requirements		60
Content Concentration Courses		
HIST 3000	Study of History	3
HIST 4212	Georgia History since 1865	3
HIST 3xxx/4xxx in European History		6
HIST 3xxx/4xxx in US Social/Cultural/Constitutional History		3
HIST 4204	United States, 1877-1921	3
or HIST 4205	United States, 1921-1945	
or HIST 4206	United States Since 1945	
or HIST 4208	United States Diplomacy since 1921	
HIST 3xxx/4xxx in World History		6
Professional Courses		
SPEC 3000	Serving Students with Diverse Needs	3
SEED 3020	Introduction to Standards, Planning, and Assessment	2
SEED 3991	Differentiated Instruction in Secondary Education	3
SEED 4000	Assessment for Secondary Education	3
SEED 4300	Social Studies Methods for Secondary Education	3

SEED 4610	Secondary Education Practicum I	1
SEED 4620	Secondary Education Practicum II	3
SEED 4790	Student Teaching in Secondary Education	10
SEED 4800	Professional Practices Seminar	2
Total Hours Required for the Degree		126

Bachelor of Science in Education with a Major in Secondary Education / English

Code	Title	Hours
Core Curriculum		60
Core Areas A-E (See VSU Core Curriculum)		42
Area F Requirements		18
ENGL 2060	Introduction to Literature	3
ENGL 2080	Grammar and Style	3
EDUC 2110	Investigating Critical and Contemporary Issues in Education	3
EDUC 2120	Exploring Socio-Cultural Perspectives on Diversity	3
EDUC 2130	Exploring Learning and Teaching	3
SEED 2000	Written and Verbal Communication for Secondary Education Teachers	3
SEED 2999	Entry to the Education Profession	0
College of Education and Human Services Health and Physical Education Requirements		6
KSPE 2000	Health and Wellness for Life	2
KSPE 2150	First Aid - CPR	2
Select two KSPE fitness/activity courses		2
Program Requirements		60
Content Concentration Courses		
ENGL 3000	Advanced Descriptive English Grammar	3
ENGL 3110	British Literature I	3
ENGL 3120	British Literature II	3
ENGL 3210	American Literature I	3
ENGL 3215	American Literature II	3
ENGL 3400	Introduction to Creative Writing	3
ENGL 4640	Studies in Composition Theory	3
ENGL 3320	Studies in African Literature	3
or ENGL 4320	Studies in Poetry	
or ENGL 4330	Studies in Narrative	
or ENGL 4340	Studies in Drama	
or ENGL 4350	Studies in Criticism/Theory	
MGED 3210	Literature for Middle Grades Education	3
Professional Courses		
SPEC 3000	Serving Students with Diverse Needs	3
SEED 3020	Introduction to Standards, Planning, and Assessment	2
SEED 3991	Differentiated Instruction in Secondary Education	3
SEED 4000	Assessment for Secondary Education	3
SEED 4400	English/Language Arts Methods for Secondary Education	3
SEED 4610	Secondary Education Practicum I	1
SEED 4620	Secondary Education Practicum II	3
SEED 4790	Student Teaching in Secondary Education	10
SEED 4800	Professional Practices Seminar	2
Total Hours Required for the Degree		126

Bachelor of Science in Education with a Major in Special Education (Deaf and Hard-of-Hearing)

Bachelor of Science in Education Degree with a Major in Middle Grades Education, Secondary Education, or Special Education (Deaf and Hard-of-Hearing)

All three programs in the department have numerous desired outcomes. Examples of these outcomes include the following:

Selected Educational Outcomes

1. Students in initial teacher education programs demonstrate knowledge of the content that they plan to teach and can explain important principles and concepts delineated in professional, state, and institutional standards.
2. Students in initial teacher education programs apply content-specific pedagogy to the subject area content and demonstrate a broad knowledge of instructional strategies that draws upon content and pedagogical knowledge and skills delineated in professional, state, and institutional standards to help all students learn.
3. Students in initial teacher education programs analyze educational research findings and incorporate new information into their practice.
4. Students in initial teacher education programs assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and have a positive effect on learning for all students.

The departmental faculty members assess the desired learner outcomes for these three programs by using a variety of techniques. Examples of summative assessments in addition to course evaluations include the following:

Examples of Outcome Assessments

1. Students in initial teacher education programs will demonstrate content knowledge through passing the state-required content assessment.
2. Students in initial teacher education programs will demonstrate pedagogical content knowledge and knowledge of evidence-based strategies through development of lesson plans identifying use of research-validated procedures and effective content pedagogy.
3. Students in initial teacher education programs will demonstrate skills in assessment, instructional strategies, use of technology, and monitoring and modifying instruction during observed teaching episodes evaluated by a university supervisor and P-12 mentor teacher.
4. Students in initial teacher education programs will demonstrate their ability to positively impact P-12 learning through the completion of a capstone applied research project.

Requirements for the B.S. Ed. Degree with a Major in Special Education (Deaf and Hard-of-Hearing)

Code	Title	Hours
Core Curriculum		60
Core Areas A-E (See VSU Core Curriculum)		42
Area F Requirements		
EDUC 2999	Teacher Education Requirements	0
ISCI 2001	Exploring Our Ecosphere	3
or ISCI 2002	Physical Science for Early Childhood Education Teachers	
EDUC 2110	Investigating Critical and Contemporary Issues in Education	3
EDUC 2120	Exploring Socio-Cultural Perspectives on Diversity	3
EDUC 2130	Exploring Learning and Teaching	3
ASLS 2110	American Sign Language I	3
ASLS 2120	American Sign Language II	3
All courses in Area F must be completed with a grade of "C" or higher		
College of Education and Human Services Health and Physical Education Requirements		6
KSPE 2000	Health and Wellness for Life	4
& KSPE 2150	and First Aid - CPR	
Select two KSPE Fitness/Activity Courses		2
Professional Education		61
Professional Semester 1		
ELES 3010	Planning for Effective Teaching and Learning	4
LITR 3110	Emergent Literacy Through Children's Literature and the Arts	3
LITR 3120	Early Literacy	3

SPEC 3000	Serving Students with Diverse Needs	3
ELED 3190	Elementary Education Practicum and Seminar: PreK-K	2
Professional Semester 2		
ELES 3020	Assessment to Promote Student Learning	4
ELED 4500	Science Methods in Elementary Education	3
LITR 3130	Developing Literacy	3
ELED 3690	Elementary Education Practicum and Seminar: Grades 4-5	2
MATH 2008	Foundations of Numbers and Operations	3
Professional Semester 3		
ASLS 2130	American Sign Language III	3
DEAF 3130	Orientation to Deaf Education: Communication, Culture, and Language	3
DEAF 4050	Manual Communication	3
MGED 3220	Reading and Writing in the Content Areas for Middle Grades	3
SPEC 3020	Applied Behavior Analysis for Teachers	3
Professional Semester 4		
ASLS 3180	American Sign Language IV	3
ASLS 3210	American Sign Language V	3
DEAF 3040	Legal and Ethical Issues for Deaf Education	3
MGED 3991	Differentiated Classroom for Middle Grades	3
MATH 3161	Mathematics for Early Childhood Teachers I	3
Summer Semester (3 hours)		
ASLS 3220	American Sign Language VI	3
Total hours required for the degree		127

Minor in Coaching

Minor in Coaching

Students must complete a total of 15 hours from the list of courses below. There are no prerequisites for this minor. Students do not have to declare a Minor in Coaching to take courses. If courses are used to complete a Minor in Coaching, students must complete each course with a minimum grade of "C".

Code	Title	Hours
CHPE 3200	Nutrition for Health and Human Performance	3
CHPE 4220	Management of Physical Education and Coaching Programs	3
CHPE 3150	Applied Sports Science	3
CHPE 3770	Physical Education and Coaching Pedagogy	3
CHPE 4100	Study of Sport Coaching	3
CHPE 4110	Social Contexts of Coaching	3
CHPE 4300	Coaching Principles	3
CHPE 4700	Fundamentals of Coaching	3

Minor in Deaf Studies

Minor in Deaf Studies

Code	Title	Hours
Required courses		
ASLS 2110	American Sign Language I	3
ASLS 2120	American Sign Language II	3
ASLS 2130	American Sign Language III	3
ASLS 3180	American Sign Language IV	3
DEAF 3100	Orientation to Deaf Education & Language Learning	3

DEAF 3150	Deaf Community, Culture, & History	3
Total Hours		18

Minor in Health and Physical Education

Minor in Health and Physical Education

This minor is designed for non-certification teaching majors. All courses must be completed with a minimum grade of "C".

Code	Title	Hours
Select 15 hours from the following courses:		
KSPE 1000-level course		1
KSPE 2000	Health and Wellness for Life	2
CHPE 3101	Foundation and Technology in Health and Physical Education	3
CHPE 3141	First Aid/CPR and Care and Prevention of Athletic Injuries	3
CHPE 3200	Nutrition for Health and Human Performance	3
CHPE 3301	Contemporary Issues in Health	3
CHPE 3411	Human Movement Applications	4
CHPE 3420	Exercise Physiology	3
CHPE 3450	Comprehensive Health Education	3
CHPE 3770	Physical Education and Coaching Pedagogy	3
CHPE 4220	Management of Physical Education and Coaching Programs	3
Total Hours		15

Minor in Recreation and Leisure

A student does not have to declare a minor in Recreation and Leisure to take the courses. All courses taken in the minor must be completed with a grade of "C" or better.

Code	Title	Hours
Select 16 hours from the following:		
KSPE 2150	First Aid - CPR	2
CHPE 2000	Fundamentals of Recreation and Leisure	3
CHPE 3000	Principles of Sports Officiating	2
CHPE 3001	Outdoor Leadership	2
CHPE 3050	Recreation and Leisure Program Planning	3
CHPE 4000	Inclusive Recreation and Leisure Activities	3
CHPE 4010	Risk Management for Recreation and Leisure	3
Total Hours		16

College of Humanities and Social Sciences

Dr. James T. LaPlant, Dean
1060 Nevins Hall

Dr. R. Mark Smith, Associate Dean
1060 Nevins Hall

Mission Statement

The College of Humanities and Social Sciences is dedicated to serving students, faculty, the institution, and the region. All programs and services are governed by a commitment to excellence that is the hallmark of the College.

To Serve Students

The College serves students through the Core Curriculum and through various programs of study in pre-professional, transfer, and degree programs. The Core Curriculum provides all students of the University a foundation grounded in the liberal arts disciplines of the humanities and social sciences. Learning outcomes of the Core are designed to develop critical thinking, written and oral communication skills. Beyond the Core, the College's mission

is to provide quality minors and associate, bachelor, and graduate degrees in these traditional disciplines and in interdisciplinary programs, and to serve students in programs in other colleges. All programs are characterized by clearly-defined goals, coherent structure, currency, relevance, and rigor.

To Serve Faculty

The College cultivates an environment that supports and values instructional excellence, service to the university and community, and scholarly and creative activity and research. The College also sustains a congenial work environment that supports its faculty intellectually and professionally.

To Serve the Institution

Beyond program contributions, the College of Humanities and Social Sciences seeks to serve the university community at large by its participation in the various activities that make up the life of the institution outside the classroom. Students and faculty from Humanities and Social Sciences participate in academic and non-academic extracurricular activities, including governance organizations, and serve on departmental, college, and university committees that contribute to the effective functioning of the institution. Moreover, an integral part of the mission of Humanities and Social Sciences is to seek out and support opportunities for collaboration with other units of the University outside of the College.

To Serve the Region and Beyond

The College of Humanities and Social Sciences plays a major role in helping the University meet its service mission to the intellectual, cultural, and economic life of the region. Through teaching, research, creative endeavors, and the spectrum of outreach and support activities provided by the students and faculty of the College, Humanities and Social Sciences contributes to an improved quality of life for all citizens of the region.

Six academic departments comprise the College of Humanities and Social Sciences: English; History, Philosophy and Religious Studies, and Interdisciplinary Studies; Modern and Classical Languages; Psychological Science; Political Science; and Sociology, Anthropology, and Criminal Justice.

The Associate of Arts degree may be earned upon satisfactory completion of 60 semester hours of academic credit, to include completion of Areas A through F of the Core Curriculum. Any single Area F may be selected from among departmental listings.

Degree Programs Offered through the College of Humanities and Social Sciences

Associate of Arts

Bachelor of Arts

- English
- French
- History
- Interdisciplinary Studies
- Legal Assistant Studies
- Philosophy and Religious Studies
- Psychological Science
- Political Science
- Sociology/Anthropology
- Spanish

Bachelor of Science

- Criminal Justice
- Organizational Leadership
- Psychological Science

Minors

- Africana Studies
- Native American and Indigenous Studies
- Women's and Gender Studies

Experiential Learning

In support of the VSU Strategic Plan, the College of Humanities and Social Sciences recognizes the value of Experiential Learning as defined by the American Association of Colleges and Universities as "a sense of social responsibility, as well as strong and transferable intellectual and practical skills such as communication, analytical, and problem-solving skills." Each department in the college has identified courses in its curricula that embed components of Experiential Learning as defined by the AACU. Embedded Experiential Learning components include internships, study abroad experiences, mentoring, service learning, tutoring, and publicly-presented undergraduate research. Beginning Fall 2021, all new students in the College

of Humanities and Social Sciences must earn at least three hours of college-specific Experiential Learning credits prior to graduation. Students who accumulate twelve or more hours may earn a Certificate of Excellence in Experiential Learning.

Department of English

Dr. Adam Wood, Department Head
Room 2109, West Hall

The Department of English offers three tracks that lead to a B. A. degree in English and two programs that lead to an M. A. degree in English. The Department also offers minors in Literature and Language, Journalism, Creative Writing and Contemporary Literature, and Professional Writing.

The tracks in the English Department build upon the basic knowledge, skills, and values provided by the University Core Curriculum while preparing students for a wide range of careers as well as for graduate study in numerous fields. The Literature, Language, and Letters Track offers two paths (literature and creative writing) appropriate for careers that rely upon critical thinking, deep reading, and creative endeavors as well as for graduate study in law, theology, and English. The English Education Track allows students to pursue double majors in English and Secondary Education and graduate with certification to teach as well as a B.A. in English and a B.S.Ed. in Secondary Education. The Journalism Track offers three paths (news, magazine, and editing) that prepare students for careers in print journalism, editing, and in-house news writing. Students in every track are encouraged to gain work experience related to their major through internships or the VSU Cooperative Education Program. Each of the English Department's tracks and paths emphasizes the importance of critical thinking skills; encourages an appreciation of diverse cultural perspectives; and develops a greater understanding of the cognitive, emotive, and aesthetic dimensions of language as an avenue of self-knowledge, cultural understanding, and social responsibility.

Selected Educational Outcomes

Each program in the English Department targets various individual outcomes. All English majors develop the following abilities:

1. To explain and analyze literary works within their cultural, historical, and literary contexts.
2. To write and speak with clarity, precision, and sophistication.
3. To conduct appropriate forms of research and to integrate their findings into coherent works of their own composition.
4. To identify the critical and/or rhetorical principles that inform writing and to use them to create written works appropriate to their audience and purpose.

Examples of Outcome Assessments

The English Department assesses its students' ability to meet these outcomes in various ways, including the following:

1. An original senior capstone project, supported by an oral presentation.
 2. An assignment analyzing a literary work within its cultural, historical, and literary contexts.
 3. An Undergraduate English Major Exit Questionnaire.
- Bachelor of Arts with a Major in English (p. 177)
 - Minor in Creative Writing and Contemporary Literature (p. 182)
 - Minor in English Studies (p. 182)
 - Minor in Journalism (p. 183)
 - Minor in Literature and Language (p. 183)
 - Minor in Professional Writing (p. 183)
 - Institutional Cross-training Certificate for Journalism and Mass Media Students (p. 184)
 - Online Writing Certificate (p. 184)

Bachelor of Arts with a Major in English

Requirements for the Bachelor of Arts with a Major in English

Code	Title	Hours
Core Curriculum		60
Core Curriculum Areas A-E (See VSU Core Curriculum) ¹		42
Core Curriculum Area F ¹		
ENGL 2060	Introduction to Literature	3
ENGL 2080	Grammar and Style	3

Select one of the following: ²	3
ENGL 2111	World Literature I: The Ancient World
ENGL 2112	World Literature II: The Age of Discovery
ENGL 2113	World Literature III: The Development of Modern Thought
Foreign Language and Culture through 2002 ³	6-9
Select zero to six hours from the following:	0-6
ART 1100	Introduction to the Visual Arts
COMM 1100	Human Communication
MUSC 1100	Music Appreciation
THEA 1100	Theatre Appreciation
HIST 1011	History of Civilization I
HIST 1012	History of Civilization II
HIST 1013	History of Civilization III
PHIL 2010	Fundamentals of Philosophy
PHIL 2020	Principles of Logic and Argumentation
Senior College Curriculum	60
Select one of the following tracks:	
Literature, Language, and Letters	
Journalism and Editing	
Total hours required for the degree	120

- ¹ All core classes with an ENGL prefix (ENGL 1101, ENGL 1102, ENGL 2060, ENGL 2080, ENGL 2111, ENGL 2112, and ENGL 2113) must be completed with a grade of "C" or better.
- ² Student may choose one of the above courses not taken in Area C
- ³ 3 hours will count in Area C if student begins foreign language classwork at the 1001 level.

Literature, Language, and Letters Track

Code	Title	Hours
Required courses		27
ENGL 3060	Introduction to Criticism and Research (prerequisite or corequisite to all 4000-level courses)	3
ENGL 3110	British Literature I	3
ENGL 3120	British Literature II	3
ENGL 3210	American Literature I	3
ENGL 3215	American Literature II	3
ENGL 3400	Introduction to Creative Writing	3
ENGL 4900	Senior Seminar	3
Writing-based course		3
ENGL 3010, ENGL 3020, ENGL 3030, ENGL 4600, ENGL 4620, ENGL 4630, ENGL 4640, or any 3000- or 4000-level JOUR or LING course)		
Diversity course		3
ENGL 3340, LING 4160, or any 3000- or 4000-level AFAM or WGST course		
Select one of the following paths:		33
Literature		
Creative Writing		
Total Hours		60

Literature Path

Code	Title	Hours
British Period course		3
Select one of the following: ENGL 4110, ENGL 4120, ENGL 4130, ENGL 4140, ENGL 4145, ENGL 4150, ENGL 4160		
American Period course		3
Select one of the following: ENGL 4210, ENGL 4220, ENGL 4230, ENGL 4240, ENGL 4250		
Critical Focus course		3
Select one of the following: ENGL 4310, ENGL 4320, ENGL 4330, ENGL 4340, ENGL 4350		

ENGL course at the 4000 level	3
Minor and/or elective courses (must include at least 6 hours of courses numbered 3000 or above in a single discipline outside of ENGL)	21

Creative Writing Path

Code	Title	Hours
Select two of the following:		6
ENGL 4440	Advanced Poetry Writing	
ENGL 4460	Advanced Fiction Writing	
ENGL 4480	Advanced Creative Nonfiction	
CWCL 2500 or JOUR 2510	Contemporary Literary Magazines: Revision, Editing, and Production Journalism Magazine Seminar	1
ENGL 4410	Genre Form and Theory	3
Select one of the following:		3
ENGL 4150	Studies in British Literature 1910-1968	
ENGL 4160	Studies in British Literature since 1968	
ENGL 4240	Studies in American Literature 1914-1945	
ENGL 4250	Studies in American Literature since 1945	
Minor and/or elective courses (must include at least 6 hours of courses numbered 3000 or above in a single discipline outside of ENGL)		20

Professional Practices: Writing, Editing, and Journalism Track

Code	Title	Hours
Required Courses		26
ENGL 3110 or ENGL 3120	British Literature I British Literature II	3
ENGL 3210 or ENGL 3215	American Literature I American Literature II	3
JOUR 3080	Editing for Publications	3
JOUR 3510	News Writing	3
JOUR 4500	Document Design	3
ENGL 3040	Digital Writing	3
ENGL 3010	Professional Writing	3
JOUR 3520	Essential Reporting Skills	1-2
ENGL 3400	Introduction to Creative Writing	3
Select one of the following paths:		34
Writing for Professionals		
Journalism		
Creative Genres		
Editing		
Total Hours		60

Writing for Professionals

Code	Title	Hours
ENGL 3020	Technical Writing and Editing	3
ENGL 3030	Writing for the Legal and Social Science Professions	3
ENGL 4600	Narrative at Work	3
ENGL 4630	Advanced Professional Writing	3
Internship/Experiential Learning		6
JOUR 4800	Internship in Journalism	
ENGL 4800	Internship in English	
EXPL 3000 & EXPL 3010	Internship Preparation for Nonprofits and College of Humanities and Social Sciences Internship	

Upper-division Electives (3000- or 4000-level courses in a single discipline outside of JOUR or ENGL)	6
General electives	10

Journalism

Code	Title	Hours
JOUR 3570	Photojournalism	3
JOUR 2500	Journalism Newspaper Seminar	2
JOUR 4520	Literary Journalism	3
ENGL 3070	Freelance Writing	1
Select two from the following:		6
JOUR 3560	Contemporary American Magazines	
JOUR 4510	Feature Writing	
JOUR 4550	Reporting	
JOUR 4570	Introduction to Sportswriting	
Internship/Experiential Learning		6
JOUR 4800	Internship in Journalism	
ENGL 4800	Internship in English	
EXPL 3000 & EXPL 3010	Internship Preparation for Nonprofits and College of Humanities and Social Sciences Internship	
Upper division electives (3000- or 4000-level courses in a single discipline outside of JOUR or ENGL)		6
General electives		7

Creative Genres

Code	Title	Hours
Select 12 hours of course work from the following:		12
ENGL 4440	Advanced Poetry Writing (May be repeated once)	3
ENGL 4460	Advanced Fiction Writing (May be repeated once)	3
ENGL 4480	Advanced Creative Nonfiction (May be repeated once)	3
JOUR 4520	Literary Journalism	3
ENGL 2500 or JOUR 2510	Contemporary Literary Magazines: Revision, Editing, and Production Journalism Magazine Seminar	2
ENGL 3070	Freelance Writing	1
Internship/Experiential Learning		6
JOUR 4800	Internship in Journalism	
ENGL 4800	Internship in English	
EXPL 3000 & EXPL 3010	Internship Preparation for Nonprofits and College of Humanities and Social Sciences Internship	
Upper division electives (3000- or 4000-level courses in a single discipline outside of JOUR or ENGL)		6
General electives		7

Editing

Code	Title	Hours
ENGL 3000	Advanced Descriptive English Grammar	3
ENGL 3070	Freelance Writing	3
ENGL 4630	Advanced Professional Writing	3
LING 4160	Language in Society	3
Select at least two from the following:		4
CWCL 2500	Contemporary Literary Magazines: Revision, Editing, and Production	1
JOUR 2500	Journalism Newspaper Seminar	1-2
JOUR 2510	Journalism Magazine Seminar	2
ENGL 4600	Narrative at Work	3
ENGL 4500	Publishing Academic Journals	3
Internship/Experiential Learning		6

JOUR 4800	Internship in Journalism	
ENGL 4800	Internship in English	
EXPL 3000 & EXPL 3010	Internship Preparation for Nonprofits and College of Humanities and Social Sciences Internship	
Upper Division Electives (3000- or 4000-level courses in a single discipline outside of JOUR or ENGL)		6
General Electives		8

Students should review the College of Humanities and Social Sciences requirements for completion of the B.A. degree.

Requirements for the Bachelor of Arts with a Major in English / Bachelor of Science in Education with a Major in Secondary Education--English

Code	Title	Hours
Core Curriculum		60
Core Areas A-E (see VSU Core Curriculum) ¹		42
Area F Requirements ¹		
ENGL 2060	Introduction to Literature	3
EDUC 2110	Investigating Critical and Contemporary Issues in Education	3
EDUC 2120	Exploring Socio-Cultural Perspectives on Diversity	3
EDUC 2130	Exploring Learning and Teaching	3
SEED 2999	Entry to the Education Profession	0
Foreign Language and Culture through 2001 ¹		6
Senior College Curriculum		66
Program Requirements for BA in English (Content Concentration)		36
ENGL 2080	Grammar and Style	3
ENGL 3000	Advanced Descriptive English Grammar	3
ENGL 3060	Introduction to Criticism and Research	3
ENGL 3110	British Literature I	3
ENGL 3120	British Literature II	3
ENGL 3210	American Literature I	3
ENGL 3215	American Literature II	3
ENGL 3400	Introduction to Creative Writing	3
ENGL 4640	Studies in Composition Theory	3
Select two of the following:		6
ENGL 3220	Studies in African American Literature	
ENGL 3340	Topics in Diversity	
Any 4000-level ENGL course		
ENGL 4900	Senior Seminar	3
Program Requirements for the BSED in Secondary Education (Professional Courses)		30
SPEC 3000	Serving Students with Diverse Needs	3
SEED 3020	Introduction to Standards, Planning, and Assessment	2
SEED 3991	Differentiated Instruction in Secondary Education	3
SEED 4000	Assessment for Secondary Education	3
SEED 4400	English/Language Arts Methods for Secondary Education	3
SEED 4610	Secondary Education Practicum I	1
SEED 4620	Secondary Education Practicum II	3
SEED 4790	Student Teaching in Secondary Education	10
SEED 4800	Professional Practices Seminar	2
Total Hours Required for the Degree		126

¹ If student begins foreign language at the 1001 level, three hours will count in Area C.

NOTES:

1. To complete both majors successfully, students must earn a minimum grade of "C" or better in all Area F, content concentration, and professional courses; earn an adjusted GPA of 3.0 or higher across all EDUC courses, upper division ENGL courses (3000/4000-level), and professional courses; and maintain an overall GPA of 2.75 or higher. Foreign language courses will not be included in the adjusted GPA requirement.
2. The College of Education and Human Services Health and Physical Education requirements are waived for students completing the double major track: B.A. in English and B.S.Ed. in Secondary Education / English.
3. The English Education track is for students who are pursuing the double major with education. Students who cannot gain acceptance into the education program or maintain program enrollment (because of low GACE scores or low GPA, for example) must switch to one of the other English tracks and fulfill the requirements for that track.

Minor in Creative Writing and Contemporary Literature

Requirements for the Minor in Creative Writing and Contemporary Literature

Code	Title	Hours
ENGL 3400	Introduction to Creative Writing	3
Select two courses from the following:		6
ENGL 4440	Advanced Poetry Writing ¹	
ENGL 4460	Advanced Fiction Writing ¹	
ENGL 4480	Advanced Creative Nonfiction ¹	
or JOUR 4520	Literary Journalism	
Select two ENGL electives at the 3000- or 4000-level		6
Total Hours		15

¹ May be repeated once for credit.

Minor in English Studies

Requirements for the Minor in English Studies

Code	Title	Hours
ENGL 3110	British Literature I	3
or ENGL 3120	British Literature II	
ENGL 3210	American Literature I	3
or ENGL 3215	American Literature II	
Select one of the following:		3
ENGL 3400	Introduction to Creative Writing	
ENGL 4440	Advanced Poetry Writing	
ENGL 4460	Advanced Fiction Writing	
ENGL 4480	Advanced Creative Nonfiction	
ENGL 4600	Narrative at Work	
ENGL 4620	Survey of the History of Rhetoric	
ENGL 4640	Studies in Composition Theory	
Select one of the following:		3
ENGL 3000	Advanced Descriptive English Grammar	
ENGL 4610	History of the English Language	
ENGL 4630	Advanced Professional Writing	
LING 4000	Principles of Language Study	
LING 4160	Language in Society	
Select one of the following:		3
ENGL 3010	Professional Writing	
ENGL 3020	Technical Writing and Editing	
ENGL 3030	Writing for the Legal and Social Science Professions	
ENGL 3300	Special Studies in Literature	
ENGL 3320	Studies in African Literature	
ENGL 3330	Studies in Women and Literature	

JOUR 3080	Editing for Publications	
JOUR 4510	Feature Writing	
Total Hours		15

Minor in Journalism

Requirements for the Minor in Journalism

Code	Title	Hours
JOUR 3080	Editing for Publications	3
JOUR 3510	News Writing	3
JOUR 3540	The Law and Journalism	3
JOUR 3570	Photojournalism	3
JOUR 4500	Document Design	3
Select one elective from the following:		3
JOUR 4510	Feature Writing	
JOUR 4520	Literary Journalism	
JOUR 4540	Journalism in the Digital Age	
JOUR 4550	Reporting	
JOUR 4560	The Converged Newsroom	
Total Hours		18

Minor in Literature and Language

Requirements for the Minor in Literature and Language

Code	Title	Hours
ENGL 2060	Introduction to Literature (if not taken in Area F)	0-3
ENGL 3110	British Literature I	3
ENGL 3120	British Literature II	3
ENGL 3210	American Literature I	3
ENGL 3215	American Literature II	3
Elective numbered 3000 or above from ENGL, CWCL, JOUR, or LING		3
Total Hours		15-18

Minor in Professional Writing

Requirements for the Minor in Professional Writing

Code	Title	Hours
ENGL 3010	Professional Writing	3
ENGL 3020	Technical Writing and Editing	3
ENGL 4600	Narrative at Work	3
ENGL 4630	Advanced Professional Writing	3
Select two sequenced electives from the following:		6
ENGL 4620 & ENGL 4640	Survey of the History of Rhetoric and Studies in Composition Theory	
JOUR 3560 & JOUR 4510	Contemporary American Magazines and Feature Writing	
ENGL 3400 & ENGL 3420	Introduction to Creative Writing and Intro to Creative Non-Fiction	
Total Hours		18

Institutional Cross-training Certificate for Journalism and Mass Media Students

Requirements for the Institutional Cross-training Certificate in Journalism and Mass Media

To earn an institutional certificate, students who are earning a minor in print journalism or who are majoring in English with a journalism emphasis will be required to pass the following courses with a grade of "C" or better:

Code	Title	Hours
MDIA 3250	Sports, News and Entertainment Announcing	3
MDIA 3500	Newswriting and Reporting	3
MDIA 4960	News Workshop	3

To earn an institutional certificate, students who are earning a minor or major in mass media will be required to pass the following courses with a grade of "C" or better:

Code	Title	Hours
JOUR 3510	News Writing	3
JOUR 3520	Essential Reporting Skills	1
Select one of the following:		3
JOUR 4510	Feature Writing	
JOUR 4520	Literary Journalism	
JOUR 4550	Reporting	

Online Writing Certificate

Requirements for the Online Writing Certificate

Code	Title	Hours
ENGL 3010	Professional Writing	3
ENGL 4630	Advanced Professional Writing	3
JOUR 3080	Editing for Publications	3
JOUR 4500	Document Design	3
Select one of the following:		3
LING 4160	Language in Society	
ENGL 3400	Introduction to Creative Writing	
JOUR 4510	Feature Writing	
Total hours		15

Department of History

Dr. Jay Rickman, Department Head
Room 1104, Ashley Hall

The Department of History offers two tracks that lead to the Bachelor of Arts degree with a major in history. The History Track is for those majors pursuing solely the B.A. degree. The History Education Track allows students to pursue double majors in History and Secondary Education and graduate with certification to teach as well as a B.A. in History and a Bachelor of Science in Education in Secondary Education / History. The Department also offers a minor in history. A graduate program leads to the Master of Arts degree with a major in history.

The undergraduate major and minor in the Department of History are designed to help students to further and to complete their general education by building upon the foundation that is afforded by the University's Core Curriculum. The programs also provide students with the basic knowledge, skills, and values required for professional careers in history and for advanced study in the field. The History Track is a flexible program that presents students with opportunities to supplement the major by taking one or two minors. The History Education Track enables students to earn both a B.A. in History and a B.S.Ed. in Secondary Education / History with as few as 126 hours if all specific requirements are met.

History's scope is extremely broad, and people and their institutions form a particular focus of the discipline. The use of language and the ability to communicate skillfully also are concerns of history. Thus, the study of history prepares students for many different occupations and professions in which such qualities are essential.

Traditionally, teaching has been a career possibility, but, as well, graduates of the program in history are prepared to enter graduate school for further study; to seek employment in business or government, in museums and libraries, in publishing, journalism, and advertising; or to enter the military, politics, or theology. A degree in history is excellent preparation for business school or law school.

Students who are interested in the history major or who have questions about the vocational possibilities of the major should consult with members of the Department of History in Ashley Hall.

Requirements for the Honors Track for History Majors

The Honors Track in history allows students the option of pursuing the major at a more challenging level. To enter the track, student must be history majors with an overall GPA of 3.0. They must have a 3.0 average in all history courses taken and must have completed HIST 3000 with a grade of "B" or higher. They must maintain an overall GPA of 3.0 and a GPA of 3.0 in the major.

Students must complete three courses from among the following options, with at least a grade of "B" in each:

Code	Title	Hours
HIST 3030H	Honors Topics in U.S. History	3
HIST 3040H	Honors Topics in European History	3
HIST 3050H	Honors Topics in World History	3
HIST 4800H	Honors Directed Study: Thesis	3

Students completing the Honors Track in history will have it noted on their transcript.

Accelerated Undergraduate-to-Graduate Track

The Accelerated Undergraduate-to-Graduate Track is an undergraduate-to-graduate degree program. Students in this track will complete 9 graduate hours in History at the 5000 level &/or 6000 level that will count toward the completion of the undergraduate degree in History. These 9 hours may then be applied toward the completion of degree requirements for the M.A. in History degree at Valdosta State University upon graduate admission.

To be admitted to the Accelerated Undergraduate-to-Graduate Program, students must have completed at least 60 credit hours, must have an overall GPA of 3.0 or higher, must have a 3.0 average in all history courses taken, and must have completed HIST 3000 with a grade of "B" or higher.

For admission to this program, students must submit the Accelerated Undergraduate-to-Graduate application along with two letters of recommendation from VSU History faculty to the Coordinator of Graduate Studies, Department of History. Once admitted to the program, a specific course of study will be developed with the student's undergraduate advisor as the student can take one or more graduate classes in the each of the terms remaining to complete their undergraduate degree (Summer/Fall/Spring terms once the student is admitted to the Accelerated Undergraduate-to-Graduate Track).

Graduate courses taken as an undergraduate will count toward the student's undergraduate requirements but will not count toward the student's undergraduate GPA or the calculation of academic honors. Upon admission to the Accelerated Undergraduate-to-Graduate Program, students must maintain an overall GPA of 3.0 to remain in good standing. Students who do not maintain good standing or who do not wish to continue with the Accelerated Undergraduate-to-Graduate Program may complete the remaining requirements for the Bachelor of Arts in History (History Track -- B.A. Degree only) or the Bachelor of Arts in History / Bachelor of Science in Education with a Major in Secondary Education: History Education Track. Successful completion of the Accelerated Undergraduate-to-Graduate Track requires a grade of B or better in all graduate level coursework. A grade of "C" earned in a graduate course can still be used for credit toward the undergraduate degree, but such a grade will impact a student's graduate GPA.

Students interested in continuing their graduate education may apply for admission to the M.A. in History program in their senior year or upon completion of their undergraduate degree. Full admission to the Graduate School requires completion of the bachelor's degree. Students in the Accelerated Undergraduate-to-Graduate Program will not be required to take additional admission tests but must meet all other graduate admission requirements. Students who have completed the Accelerated Undergraduate-to-Graduate Program will complete additional hours of graduate HIST classes to meet the M.A. in History degree requirements.

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- Minor in History (p. 190)

Bachelor of Arts with a Major in History

Selected Educational Outcomes

The Bachelor of Arts program with a major in history has numerous desired outcomes. Examples of the outcomes include the following:

1. Students will demonstrate knowledge of major political developments in history.
2. Students will demonstrate knowledge of major social developments in history.
3. Students will communicate effectively in writing and orally.
4. Students will demonstrate the ability to engage in critical analysis and historical interpretation.

Examples of Outcome Assessments

1. As a matter of established departmental policy, all upper division courses require written work in the form of essays, research papers, and other similar projects that help determine progress in written communication skills, analytical and interpretive skills, and mastery of course content.
2. Senior Seminar is designed to measure student progress in the program in the mastery of effective oral and written communication, the acquisition of skills in critical analysis and historical interpretation, and the ability to make effective use of library resources and computer and information technology.
3. When such information is available, the department will use as an assessment tool the results of University-wide collection of data that relate to the major and to History Department graduates.

Requirements for the Bachelor of Arts Degree with a Major in History (History Track--B.A. degree only)

Code	Title	Hours
Core Curriculum		60
Core Areas A - E (See VSU Core Curriculum)		42
Core Area F ¹		
Foreign Language and Culture ²		6
HIST 2111 or HIST 2112	United States History to 1865 United States History since 1865	3
HIST 1011	History of Civilization I (if taken in Area E, then elective from list below)	0-3
HIST 1012	History of Civilization II (if taken in Area E, then elective from list below)	0-3
HIST 1013	History of Civilization III (if taken in Area E, then elective from list below)	0-3
Electives		0-6
Acceptable electives for Area F:		
AFAM/WGST 2020	Race, Class, and Gender	
ANTH 1102	Introduction to Anthropology	
CS 1000	Introduction to Microcomputers and Applications	
ECON 1500	Survey of Economics	
GEOG 1101	Introduction to Human Geography	
GEOG 1102	World Regional Geography	
GEOG 1103	Geographic Perspectives on Multiculturalism in the U.S.	
MATH 1401	Elementary Statistics	
PHIL 2010	Fundamentals of Philosophy	
PHIL 2020	Principles of Logic and Argumentation	
POLS 2101	Introduction to Political Science	
POLS 2401	Introduction to Global Issues	
PSYC 1101	Introduction to General Psychology	
REL 2020	World Religions	
SOCI 1101	Introduction to Sociology	
SOCI 1160	Introduction to Social Problems	
Senior College Curriculum		60
HIST 3000	Study of History	3
Upper division courses in History		30
Courses numbered above 3000, including at least one each in:		

a. European or British History		
b. United States History		
c. World History (beyond solely US or European)		
d. Additional course from categories (a) or (c), above		
HIST 4950	Senior Seminar	3
Foreign Language and Culture (if not taken in Area C)		0-3
Minor or Electives		21-24
Must include at least six (6) semester hours in courses numbered 3000 or above in a single discipline outside the history major.		
Total hours required for the degree		120

Accelerated Undergraduate-to-Graduate Track with a Major in History (History Track--BA degree only)

Code	Title	Hours
Core Curriculum		60
Core Areas A - E (See VSU Core Curriculum)		42
Core Area F ¹		
Foreign Language and Culture ²		6
HIST 2111	United States History to 1865	3
or HIST 2112	United States History since 1865	
HIST 1011	History of Civilization I (if taken in Area E, then elective from list below)	0-3
HIST 1012	History of Civilization II (if taken in Area E, then elective from list below)	0-3
HIST 1013	History of Civilization III (if taken in Area E, then elective from list below)	0-3
Electives		0-6
Acceptable electives for Area F:		
AFAM/WGST 2020	Race, Class, and Gender	
ANTH 1102	Introduction to Anthropology	
CS 1000	Introduction to Microcomputers and Applications	
ECON 1500	Survey of Economics	
GEOG 1101	Introduction to Human Geography	
GEOG 1102	World Regional Geography	
GEOG 1103	Geographic Perspectives on Multiculturalism in the U.S.	
MATH 1401	Elementary Statistics	
PHIL 2010	Fundamentals of Philosophy	
PHIL 2020	Principles of Logic and Argumentation	
POLS 2101	Introduction to Political Science	
POLS 2401	Introduction to Global Issues	
PSYC 1101	Introduction to General Psychology	
REL 2020	World Religions	
SOCI 1101	Introduction to Sociology	
SOCI 1160	Introduction to Social Problems	
Senior College Curriculum		60
HIST 3000	Study of History	3
Upper division courses in History		21-27
Courses numbered above 3000, including at least one each in:		
a. European or British History		
b. United States History		
c. World History (beyond solely US or European)		
d. Additional course from categories (a) or (c), above		
Graduate Courses in History (5000- and/or 6000-level)		3-9
HIST 4950	Senior Seminar	3
Foreign Language and Culture (if not taken in Area C)		0-3
Minor or Electives		21-24

Must include at least six (6) semester hours in courses numbered 3000 or above in a single discipline outside the history major.

Total hours required for the degree **120**

- ¹ All courses with the HIST prefix taken in Areas E and F must be completed with a grade of "C" or better.
- ² Only two of three required courses in a single foreign language can be taken in Area F. The third course must be taken in Area C or as part of the Senior College Curriculum.

Requirements for the Bachelor of Arts in History / Bachelor of Science in Education with a Major in Secondary Education: History Education Track

Code	Title	Hours
Core Curriculum		60
Core Areas A-B		13
Core Area C		6
ENGL 2111	World Literature I: The Ancient World	
or ENGL 2112	World Literature II: The Age of Discovery	
or ENGL 2113	World Literature III: The Development of Modern Thought	
First Foreign Language		
Core Area D		11
Core Area E		
HIST 2111	United States History to 1865	
or HIST 2112	United States History since 1865	
HIST 1011	History of Civilization I	
POLS 1101	American Government	
Area E Elective (See VSU Core Curriculum)		
Core Area F		18
HIST 2111	United States History to 1865	
or HIST 2112	United States History since 1865	
HIST 1012	History of Civilization II	
HIST 1013	History of Civilization III	
Second Foreign Language		
EDUC 2110	Investigating Critical and Contemporary Issues in Education	
EDUC 2120	Exploring Socio-Cultural Perspectives on Diversity	
SEED 2999	Entry to the Education Profession	
Senior College Curriculum		66
Program Requirements for the BA in History (Content Concentration)		33
HIST 3000	Study of History	3
Courses numbered above 3000, including at least one each in:		27
a. European or British History		
b. History of Georgia		
c. World History (beyond solely US or Europe)		
d. Additional course from categories (a) or (c)		
e. US History from the Colonial Era to WWII		
f. Modern US History (HIST 4204, 4205, 4205, or 4208)		
HIST 4950	Senior Seminar	3
Program Requirements for the BSEd in Secondary Education (Professional Courses)		33
EDUC 2130	Exploring Learning and Teaching	3
SPEC 3000	Serving Students with Diverse Needs	3
SEED 3020	Introduction to Standards, Planning, and Assessment	2
SEED 3991	Differentiated Instruction in Secondary Education	3
SEED 4000	Assessment for Secondary Education	3
SEED 4300	Social Studies Methods for Secondary Education	3
SEED 4610	Secondary Education Practicum I	1

SEED 4620	Secondary Education Practicum II	3
SEED 4790	Student Teaching in Secondary Education	10
SEED 4800	Professional Practices Seminar	2
Total Hours Required for the Degrees		126

Accelerated Undergraduate-to-Graduate Track for the Bachelor of Arts in History / Bachelor of Science in Education with a Major in Secondary Education: History Education Track

Code	Title	Hours
Core Curriculum		60
Core Areas A-B		13
Core Area C		6
ENGL 2111	World Literature I: The Ancient World	
or ENGL 2112	World Literature II: The Age of Discovery	
or ENGL 2113	World Literature III: The Development of Modern Thought	
First Foreign Language		
Core Area D		11
Core Area E		
HIST 2111	United States History to 1865	
or HIST 2112	United States History since 1865	
HIST 1011	History of Civilization I	
POLS 1101	American Government	
Area E Elective (See VSU Core Curriculum)		
Core Area F		18
HIST 2111	United States History to 1865	
or HIST 2112	United States History since 1865	
HIST 1012	History of Civilization II	
HIST 1013	History of Civilization III	
Second Foreign Language		
EDUC 2110	Investigating Critical and Contemporary Issues in Education	
EDUC 2120	Exploring Socio-Cultural Perspectives on Diversity	
SEED 2999	Entry to the Education Profession	
Senior College Curriculum		66
Program Requirements for the BA in History (Content Concentration)		33
HIST 3000	Study of History	3
Courses numbered above 3000, including at least one each in:		18-24
a. European or British History		
b. History of Georgia		
c. World History (beyond solely US or Europe)		
d. Additional course from categories (a) or (c)		
e. US History from the Colonial Era to WWII		
f. Modern US History (HIST 4204, 4205, 4205, or 4208)		
Graduate Courses in History (5000- and/or 6000-level)		3-9
HIST 4950	Senior Seminar	3
Program Requirements for the BSEd in Secondary Education (Professional Courses)		33
EDUC 2130	Exploring Learning and Teaching	3
SPEC 3000	Serving Students with Diverse Needs	3
SEED 3020	Introduction to Standards, Planning, and Assessment	2
SEED 3991	Differentiated Instruction in Secondary Education	3
SEED 4000	Assessment for Secondary Education	3
SEED 4300	Social Studies Methods for Secondary Education	3

SEED 4610	Secondary Education Practicum I	1
SEED 4620	Secondary Education Practicum II	3
SEED 4790	Student Teaching in Secondary Education	10
SEED 4800	Professional Practices Seminar	2
Total Hours Required for the Degrees		126

Notes:

1. The History Education Track is for students who are pursuing the double major with Education. The History Education Track can be earned in 126 hours as long as participants take their first foreign language course in Area C and take HIST 1011 in Area E; otherwise, attaining the double major will require more than 126 hours.
2. Any History Education Track student who cannot gain acceptance into the education program or maintain program enrollment (because of low GACE scores or low GPA, for example) must switch to the History Track--B.A. Only, with its requirements of 9 hours in a single foreign language and 36 hours of HIST courses at the 3xxx/4xxx level.
3. To complete both majors successfully, students must earn a minimum grade of "C" or better in all Area E HIST courses, Area F courses, content concentration courses, and professional courses; earn an adjusted GPA of 3.0 or higher across all EDUC courses, upper division HIST courses (3000/4000-level), and professional courses; and maintain an overall GPA of 2.75 or higher. Foreign language courses will not be included in the adjusted GPA requirement.
4. The College of Education and Human Services Health and Physical Education requirements are waived for students completing the double major track: B.A. in History and B.S.Ed. in Secondary Education / History.

Minor in History

Requirements for the Minor in History

Code	Title	Hours
Upper division history courses (5)		15
Total Hours		15

Department of Modern and Classical Languages

Dr. Ofelia Nikolova, Department Head
Room 128, West Hall

The Department of Modern and Classical Languages offers the Bachelor of Arts degree with a major in French and the Bachelor of Arts degree with a major in Spanish. For a Bachelor of Arts degree in either French or Spanish, students may elect to follow the Language and Culture track or the World Languages and Cultures track. Additionally, the department offers minors in French, German, Spanish, and Middle Eastern Studies; an online Certificate in Spanish for Professionals; an online Certificate in Teaching English to Speakers of Other Languages (TESOL); the Latin American Studies Certificate; and courses that satisfy the add-on ESOL endorsement for current and future P-12 teachers seeking certification in Georgia.

The development of the understanding of one or more cultures other than their own and communicative proficiency in the languages of those cultures is an essential element in the educational preparation for citizens who will live in the global society of the 21st century. Courses in six modern languages, Arabic, French, German, Japanese, Russian, and Spanish, are offered in the Department of Modern and Classical Languages and focus on the acquisition of language skills and cultural knowledge that enable individuals to live and work or travel in a society where the language is spoken. Additionally, second language skills and cultural knowledge are advantageous to individuals who plan to pursue careers in business, health-related fields, social service and education agencies, law and law enforcement, science- or humanities-related fields in other cultures or their own.

The Certificates in Spanish for Professionals and in Teaching English to Speakers of Other Languages both open enriched career paths at home and internationally. They may be taken as stand-alone certificates or in conjunction with almost any other major field of study. They are especially appropriate certificates to add to a Bachelor of Arts degree in French or Spanish in either the Language and Culture track or World Languages and Cultures track.

Courses in Latin provide students the opportunity to gain insights into life in the Ancient World and principles and foundations of those societies that have contributed to the rise of modern nations. Through the study of Latin, students gain greater knowledge of the Romance languages and enhance both their oral and written skills in English.

The programs of study leading to majors in French and Spanish are designed to guide students in the development of competencies in the language skills and cultural knowledge necessary to live in Francophone or Hispanic societies at the level of near-native proficiency. With such a level of ability, students should expect to be able to enter a profession or occupation in education, government, business, law, medicine, or human resources where their bilingual skills are required or are advantageous. They may also elect to continue their study in a graduate program in French or Spanish. A

seamless transition to the VSU Master of Arts in Teaching in ESOL or FLED is made possible for qualifying students through the Undergraduate-to-Graduate Accelerated Track, available as an option for all B.A. tracks.

- Bachelor of Arts with a Major in French (p. 191)
- Bachelor of Arts with a Major in Spanish (p. 196)
- Minor in French (p. 202)
- Minor in German (p. 202)
- Minor in Spanish (p. 202)
- Latin American Studies Certificate (p. 201)
- Certificate in Spanish for Professionals (Online) (p. 200)
- Certificate for Teaching English to Speakers of Other Languages (TESOL) (p. 201) (Online)
- English to Speakers of Other Languages (ESOL) Endorsement (p. 203)

Bachelor of Arts with a Major in French

Selected Educational Outcomes

1. The ability to listen and to read in French at the advanced level of proficiency, as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines.
2. The ability to speak and to write in French at the advanced-low level of proficiency, as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines.
3. Knowledge of cultural universals and trends, as well as specific similarities and differences between Francophone and American cultures, including both non-verbal and verbal aspects.
4. Knowledge of major historical events and their role in the development of the Francophone cultures as well as knowledge of the major literary and artistic works of those cultures.
5. The ability to use technology for research purposes and as a means of communication with the various areas of the French-speaking world.

Examples of Outcome Assessments

The Department of Modern and Classical Languages evaluates the level of linguistic proficiency and cultural knowledge achieved by the students in the Bachelor of Arts program in French by using a variety of assessment measures. The results of the assessment activities are used for continued curriculum development and revision. Among the methods used to determine the effectiveness of the program are the following:

1. An examination to assess the level of listening, reading, and writing proficiency, along with an ACTFL Oral Proficiency Interview to assess the level of speaking proficiency at the entry to the major.
2. An examination covering appropriate topics to assess the student's knowledge of content material related to Francophone culture, linguistics, and literature.
3. An examination to assess the level of listening, reading, and writing proficiency, along with an ACTFL Oral Proficiency Interview to assess the level of speaking proficiency at the completion of the major.

Requirements for the Bachelor of Arts Degree with a Major in French--Language and Culture Track

Code	Title	Hours
Core Curriculum		60
Core Curriculum Areas A-E (See VSU Core Curriculum)		42
Core Curriculum Area F		18
FREN 1001 & FREN 1002	Beginning French Language and Introduction to Francophone Cultures, I and Beginning French Language and Introduction to Francophone Cultures, II	0-6
FREN 2001 & FREN 2002	Intermediate French Language & Francophone Cultures, I and Intermediate French Language & Francophone Cultures, II	0-6
Foreign Language and Culture (2nd Foreign Language)		0-12
Electives from Area C and Area E Courses		0-6
Senior College Curriculum		60
Upper-Level Courses in French		
FREN 2010	Intermediate Conversation	3

FREN 3001 or FREN 3002	French Conversation French Composition	3
FREN 3150 or FREN 3160	French Culture and Civilization Francophone Culture and Civilization	3
FREN 3200	Introduction to Literature	3
FREN 3250 or FREN 3260	Survey of French Literature Survey of Francophone Literature	3
FREN 4001	Advanced Conversation	3
FREN 4002	Advanced Composition	3
FREN 4990	Senior Seminar	3
FREN 4980	Community Practicum	1
FREN Electives: 3000/4000-level courses		9
Supporting Courses		
ESOL 4010	Applied Linguistics for ESOL Teachers	3
2nd Foreign Language and Culture (may be taken in Areas C and F)		0-12
Electives		11-23
Total hours required for the degree		120

Requirements for the Bachelor of Arts Degree with a Major in French World Languages and Cultures Track

The World Languages and Cultures in French offers students the opportunity to combine two or more world languages in a program of study that will impart the basic knowledge necessary to participate in international and intercultural settings. The track emphasizes knowledge of modern foreign cultures and enables students to focus on one modern language while achieving speaking facility in one or two others. These tracks are foundational to advanced studies in humanities disciplines such as modern languages, history, art history, philosophy, or political science. When combined with business courses, these degrees can open up international professional opportunities.

Majors in World Languages and Cultures may find employment in business, government, education, media, travel and social services, depending upon their skills and experiences. Majors can seek out employment opportunities in which language skills are required in the work place. Such positions include translating, interpreting, and teaching foreign languages within a corporate context. World Languages and Cultures majors also pursue careers in social services capacities.

Code	Title	Hours
Core Curriculum		60
Core Curriculum Areas A-F (See VSU Core Curriculum)		42
Core Curriculum Area F		18
FREN 1001 & FREN 1002	Beginning French Language and Introduction to Francophone Cultures, I and Beginning French Language and Introduction to Francophone Cultures, II	0-6
FREN 2001 & FREN 2002	Intermediate French Language & Francophone Cultures, I and Intermediate French Language & Francophone Cultures, II	0-6
Second Foreign Language at the 1001 to 2002 levels		0-12
Electives from Area C and Area E courses		0-6
Senior College Curriculum		60
Upper-Level Courses in French		
FREN 2010	Intermediate Conversation	3
FREN 3001 or FREN 3002	French Conversation French Composition	3
FREN 3150 or FREN 3160	French Culture and Civilization Francophone Culture and Civilization	3
FREN 3200	Introduction to Literature	3
FREN 3250 or FREN 3260	Survey of French Literature Survey of Francophone Literature	3
FREN 4001	Advanced Conversation	3
FREN 4002	Advanced Composition	3
FREN 4990	Senior Seminar	3

FREN 3000- or 4000-level courses	6
ESOL 4010 Applied Linguistics for ESOL Teachers	3
Related Electives	27
Total hours required for the degree	120

A second or third foreign language may be taken in the major as needed under the Related Electives.

Suggested Elective Sequences: Minor in Spanish or German, Certificate in Teaching English to Speakers of Other Languages, Certificate in Spanish for Professionals.

A minimum of 39 hours must be taken at the 3000/4000 level.

Accelerated Undergraduate-to-Graduate Tracks

In the Accelerated Undergraduate-to-Graduate Track in English to Speakers of Other Languages (ESOL) or Foreign Language Education (FLED), students will complete 9 hours of graduate courses that will count toward the completion of the B.A. in French in either the Language and Culture Track or the World Languages and Cultures Track. These 9 hours may then be applied toward the completion of the degree requirements for the Master of Arts in Teaching -- ESOL or FLED at Valdosta State University upon graduate admission.

To be admitted to the Accelerated Undergraduate-to-Graduate Track in ESOL or FLED, students must:

- Have completed at least 60 credit hours;
- Have an overall GPA of 3.0 or higher; and
- Submit the Accelerated Undergraduate-to-Graduate Track in ESOL or FLED application to the Undergraduate French Advisor.

Once admitted, a specific course of study will be developed with the student's advisor. Graduate courses taken as an undergraduate will count toward the 120-hour graduation requirement but will not count toward the student's undergraduate GPA or the calculation of academic honors.

Upon acceptance into the Accelerated Undergraduate-to-Graduate Track in ESOL or FLED, students must maintain an overall GPA of 3.0 to remain in good standing. Students who do not maintain good standing or who do not wish to continue with the Accelerated Undergraduate-to-Graduate Track in ESOL or FLED may revert to their original track to complete the remaining requirements for the B.A. in French, either the Language and Culture Track or the World Languages and Cultures Track.

Students interested in continuing their graduate education may apply for the Master of Arts in Teaching -- ESOL or FLED program in their senior year or upon completion of their undergraduate degree. Students in the Accelerated Undergraduate-to-Graduate Track in ESOL or FLED will not be required to take additional admission tests but must meet all other graduate admission requirements. Students who have completed the Accelerated Undergraduate-to-Graduate Track in ESOL or FLED will complete an additional 27 hours of graduate classes to meet the degree requirements for the Master of Arts in Teaching -- ESOL or FLED of 36 hours. Upon application to the Graduate School, students who have made a "C" or less in any of their graduate courses taken as undergraduates will be subject to the Master of Arts in Teaching -- ESOL or FLED Special Retention Policy.

Accelerated Undergraduate-to-Graduate Track in ESOL for the French Language and Culture Track

Code	Title	Hours
Senior College Curriculum		
FREN 2010	Intermediate Conversation	3
FREN 3001 or FREN 3002	French Conversation French Composition	3
FREN 3150 or FREN 3160	French Culture and Civilization Francophone Culture and Civilization	3
FREN 3200	Introduction to Literature	3
FREN 3250 or FREN 3260	Survey of French Literature Survey of Francophone Literature	3
FREN 4001	Advanced Conversation	3
FREN 4002	Advanced Composition	3
FREN 4980	Community Practicum	1
FREN 4990	Senior Seminar	3
FREN 3000- or 4000-level courses		9
SPEC 3000	Serving Students with Diverse Needs	3
ESOL 6010	Applied Linguistics for ESOL Teachers	3

ESOL 6020 or above	6
General Electives	2-14
Total hours	60

Accelerated Undergraduate-to-Graduate Track in FLED for the French Language and Culture Track

Code	Title	Hours
Senior College Curriculum		
FREN 2010	Intermediate Conversation	3
FREN 3001	French Conversation	3
or FREN 3002	French Composition	
FREN 3150	French Culture and Civilization	3
or FREN 3160	Francophone Culture and Civilization	
FREN 3200	Introduction to Literature	3
FREN 3250	Survey of French Literature	3
or FREN 3260	Survey of Francophone Literature	
FREN 4001	Advanced Conversation	3
FREN 4002	Advanced Composition	3
FREN 4980	Community Practicum	1
FREN 4990	Senior Seminar	3
FREN 3000- or 4000-level courses		6
SPEC 3000	Serving Students with Diverse Needs	3
FREN 5000-level or above		3
ESOL 6010	Applied Linguistics for ESOL Teachers	3
ESOL 6020	Cultural Perspectives for ESOL Teachers	3
or ESOL 6030	Methods and Materials for Teaching ESOL	
General Electives		5-17
Total hours		60

Accelerated Undergraduate-to-Graduate Track in ESOL for the French World Languages and Cultures Track

Code	Title	Hours
Senior College Curriculum		
FREN 2010	Intermediate Conversation	3
FREN 3001	French Conversation	3
or FREN 3002	French Composition	
FREN 3150	French Culture and Civilization	3
or FREN 3160	Francophone Culture and Civilization	
FREN 3200	Introduction to Literature	3
FREN 3250	Survey of French Literature	3
or FREN 3260	Survey of Francophone Literature	
FREN 3300	French Phonetics and Phonology	3
FREN 4001	Advanced Conversation	3
FREN 4002	Advanced Composition	3
FREN 4990	Senior Seminar	3
FREN course 3000-level or above		3
SPEC 3000	Serving Students with Diverse Needs	3
ESOL 6010	Applied Linguistics for ESOL Teachers	3
ESOL 6020 or above		6
General Electives		18
Total hours		60

Accelerated Undergraduate-to-Graduate Track in FLED for the French World Languages and Cultures Track

Code	Title	Hours
Senior College Curriculum		
FREN 2010	Intermediate Conversation	3
FREN 3001 or FREN 3002	French Conversation French Composition	3
FREN 3150 or FREN 3160	French Culture and Civilization Francophone Culture and Civilization	3
FREN 3200	Introduction to Literature	3
FREN 3250 or FREN 3260	Survey of French Literature Survey of Francophone Literature	3
FREN 4001	Advanced Conversation	3
FREN 4002	Advanced Composition	3
FREN 4990	Senior Seminar	3
SPEC 3000	Serving Students with Diverse Needs	3
FREN course 5000-level or above		3
FREN course 3000-level or above		3
ESOL 6010	Applied Linguistics for ESOL Teachers	3
ESOL 6020 or ESOL 6030	Cultural Perspectives for ESOL Teachers Methods and Materials for Teaching ESOL	3
General electives		21
Total hours		60

Requirements for the Bachelor of Arts Degree with a Major in French French Language and International Trade Track

Code	Title	Hours
Core Curriculum		60
Core Curriculum Areas A-E (See VSU Core Curriculum)		42
Core Curriculum Area F		
FREN 1001 & FREN 1002	Beginning French Language and Introduction to Francophone Cultures, I and Beginning French Language and Introduction to Francophone Cultures, II	0-6
FREN 2001 & FREN 2002	Intermediate French Language & Francophone Cultures, I and Intermediate French Language & Francophone Cultures, II	0-6
ECON 2105	Principles of Macroeconomics	3
ECON 2106	Principles of Microeconomics	3
Foreign Language and Culture (2nd Foreign Language)		0-6
Electives from Area C and Area E Courses		0-12
Senior College Curriculum		60
Upper-Level Courses in French		
FREN 2010	Intermediate Conversation	3
FREN 3450	Culture, Business, and Society in the French-Speaking World	2
FREN 4210	Business French	3
FREN 4980	Community Practicum	1
FREN 4990	Senior Seminar ((to be used for internship)	3
Electives: 3000/4000-level course		9
Business Courses		
ACCT 2101 & ACCT 2102	Principles of Accounting I and Principles of Accounting II	6
IB 3000	Introduction to International Business	3
MGNT 3250	Management and Organization Behavior	3
MGNT 4800	International Management	3

MKTG 3050	Introduction to Marketing	3
MKTG 4680	International Marketing	3
Supporting Courses		
ACED 3101	Computerized Office Accounting	3
ACED 3150	Computer Systems for the Office	3
or ACED 3400	Applied Computer Technology	
Electives (outside the College of Business)		11
Total hours required for the degree		120

Bachelor of Arts with a Major in Spanish

Selected Educational Outcomes

1. To demonstrate the ability to listen and to read in Spanish at the advanced level of proficiency, as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines.
2. To demonstrate the ability to speak and to write in Spanish at the advanced-low level of proficiency, as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines.
3. To demonstrate knowledge of cultural universals and trends as well as specific similarities and differences between Hispanic and American cultures, including both non-verbal and verbal aspects.
4. To demonstrate knowledge of major historical events and their role in the development of the Hispanic cultures as well as knowledge of the major literary and artistic works of those cultures.
5. To demonstrate the ability to use technology for research purposes and as a means of communication with the various areas of the Spanish-speaking world.

Examples of Outcome Assessments

The Department of Modern and Classical Languages evaluates the level of linguistic proficiency and cultural knowledge achieved by the students in the Bachelor of Arts program in Spanish by using a variety of assessment measures. The results of the assessment activities are used for continued curriculum development and revision. Among the methods used to determine the effectiveness of the program are the following:

1. An examination to assess the level of listening, reading, and writing proficiency. The examination is administered in SPAN 3000 and SPAN 4990.
2. ACTFL Oral Proficiency Interviews administered to assess the level of speaking. These Oral Proficiency Interviews are administered in SPAN 3000 and SPAN 4990.
3. An examination covering appropriate topics to assess the student's knowledge of content material related to Hispanic culture, linguistics, and literature. The examination is administered in SPAN 3000 and SPAN 4990.
4. Evaluation of student performance during SPAN 4980, including an assessment of linguistic proficiency and interpreting and translating skills adequate to the practicum assignment, completed by the supervisor in the field.

Requirements for the Bachelor of Arts Degree with a Major in Spanish Language and Culture Track

Code	Title	Hours
Core Curriculum		60
Core Curriculum Areas A-E (See VSU Core Curriculum)		42
Core Curriculum Area F		18
SPAN 1001	Beginning Spanish Language and Introduction to Hispanic Cultures, I	0-3
SPAN 1002	Beginning Spanish Language and Introduction to Hispanic Cultures, II	0-3
SPAN 2001	Intermediate Spanish Language and Hispanic Cultures I	0-3
SPAN 2002	Intermediate Spanish Language and Hispanic Cultures II	0-3
Foreign Language and Culture (2nd Foreign Language)		0-12
Electives from Area C and Area E Courses		0-6
Students must achieve a grade of "C" or better in all courses taken in Area F.		
Senior College Curriculum		60
Upper-Level Courses in Spanish		
SPAN 3000	Intermediate Grammar and Conversation	3

SPAN 3010 & SPAN 3150 & SPAN 3160	Culture, Conversation and Composition and Civilization and Culture of Spain and Civilization and Culture of Latin America	9
SPAN 3200	Introduction to Hispanic Literature	3
SPAN 3250 or SPAN 3260	Survey of Peninsular Literature Survey of Latin American Literature	3
SPAN 3300	Introduction to Spanish Phonetics and Phonology	3
SPAN 4010	Advanced Grammar	3
SPAN 4020	Advanced Conversation	3
Electives: 3000/4000-level courses		6
SPAN 4980	Community Practicum (taken twice)	2
SPAN 4990	Senior Seminar	3
Supporting Courses		
ESOL 4010	Applied Linguistics for ESOL Teachers	3
2nd Foreign Language & Culture (may be taken in Areas C & F)		0-12
Electives		7-19
Total hours required for the degree		120

Requirements for the Bachelor of Arts Degree with a Major in Spanish World Languages and Cultures Track

The World Languages and Cultures in Spanish offers students the opportunity to combine two or more world languages in a program of study that will impart the basic knowledge necessary to participate in international and intercultural settings. The track emphasizes knowledge of modern foreign cultures and enables students to focus on one modern language while achieving speaking facility in one or two others. These tracks are foundational to advanced studies in humanities disciplines such as modern languages, history, art history, philosophy, or political science. When combined with business courses, these degrees can open up international professional opportunities.

Majors in World Languages and Cultures may find employment in business, government, education, media, travel and social services, depending upon their skills and experiences. Majors can seek out employment opportunities in which language skills are required in the work place. Such positions include translating, interpreting, and teaching foreign languages within a corporate context. World Languages and Cultures majors also pursue careers in social services capacities.

Additionally, completion of the Certificate in Teaching English as a Second Language (TESOL) as part of this degree will prepare majors to teach English to speakers of other languages throughout the world. Internships and practicum placements and study abroad are highly recommended as study components in these tracks.

Code	Title	Hours
Core Curriculum		60
Core Curriculum Areas A-E (See VSU Core Curriculum)		42
Core Curriculum Area F		
SPAN 1001 & SPAN 1002	Beginning Spanish Language and Introduction to Hispanic Cultures, I and Beginning Spanish Language and Introduction to Hispanic Cultures, II	0-6
SPAN 2001 & SPAN 2002	Intermediate Spanish Language and Hispanic Cultures I and Intermediate Spanish Language and Hispanic Cultures II	0-6
Electives from Area C and Area E Courses		0-18
Second Foreign Language at the 1001-2002 levels		0-12
Electives from Area C and Area E courses		0-6
Students must achieve a grade of "C" or better in all courses taken in Area F.		
Senior College Curriculum		60
Upper-Level Courses in Spanish		
SPAN 3000 & SPAN 3010	Intermediate Grammar and Conversation and Culture, Conversation and Composition	6
SPAN 3150 & SPAN 3160	Civilization and Culture of Spain and Civilization and Culture of Latin America	6
SPAN 3200	Introduction to Hispanic Literature	3
SPAN 3250 or SPAN 3260	Survey of Peninsular Literature Survey of Latin American Literature	3

SPAN 4010	Advanced Grammar	3
SPAN 4020	Advanced Conversation	3
SPAN 3000- or 4000-level courses		6
ESOL 4010	Applied Linguistics for ESOL Teachers	3
Related Electives		27
Total hours required for the degree		120

A second or third foreign language may be taken in the major as needed under the Related Electives.

Suggested Elective Sequences: Minor in French or German, Certificate in Teaching English to Speakers of Other Languages, Certificate in Spanish for Professionals.

A minimum of 39 hours must be taken at the 3000/4000 level.

Accelerated Undergraduate-to-Graduate Tracks

In the Accelerated Undergraduate-to-Graduate Track in English to Speakers of Other Languages (ESOL) or Foreign Language Education (FLED), students will complete 9 hours of graduate courses that will count toward the completion of the B.A. in Spanish in either the Language and Culture Track or the World Languages and Cultures Track. These 9 hours may then be applied toward the completion of the degree requirements for the Master of Arts in Teaching -- ESOL or FLED at Valdosta State University upon graduate admission.

To be admitted to the Accelerated Undergraduate-to-Graduate Track in ESOL or FLED, students must:

- Have completed at least 60 credit hours;
- Have an overall GPA of 3.0 or higher; and
- Submit the Accelerated Undergraduate-to-Graduate Track in ESOL or FLED application to the Undergraduate French Advisor.

Once admitted, a specific course of study will be developed with the student's advisor. Graduate courses taken as an undergraduate will count toward the 120-hour graduation requirement but will not count toward the student's undergraduate GPA or the calculation of academic honors.

Upon acceptance into the Accelerated Undergraduate-to-Graduate Track in ESOL or FLED, students must maintain an overall GPA of 3.0 to remain in good standing. Students who do not maintain good standing or who do not wish to continue with the Accelerated Undergraduate-to-Graduate Track in ESOL or FLED may revert to their original track to complete the remaining requirements for the B.A. in Spanish, either the Language and Culture Track or the World Languages and Cultures Track.

Students interested in continuing their graduate education may apply for the Master of Arts in Teaching -- ESOL or FLED program in their senior year or upon completion of their undergraduate degree. Students in the Accelerated Undergraduate-to-Graduate Track in ESOL or FLED will not be required to take additional admission tests but must meet all other graduate admission requirements. Students who have completed the Accelerated Undergraduate-to-Graduate Track in ESOL or FLED will complete an additional 27 hours of graduate classes to meet the degree requirements for the Master of Arts in Teaching -- ESOL or FLED of 36 hours. Upon application to the Graduate School, students who have made a "C" or less in any of their graduate courses taken as undergraduates will be subject to the Master of Arts in Teaching -- ESOL or FLED Special Retention Policy.

Accelerated Undergraduate-to-Graduate Track in ESOL for the Spanish Language and Culture Track

Code	Title	Hours
Senior College Curriculum		
SPAN 3000	Intermediate Grammar and Conversation	3
SPAN 3010	Culture, Conversation and Composition	3
SPAN 3150	Civilization and Culture of Spain	3
SPAN 3160	Civilization and Culture of Latin America	3
SPAN 3200	Introduction to Hispanic Literature	3
SPAN 3250	Survey of Peninsular Literature	3
or SPAN 3260	Survey of Latin American Literature	
SPAN 3300	Introduction to Spanish Phonetics and Phonology	3
SPAN 4010	Advanced Grammar	3
SPAN 4020	Advanced Conversation	3
SPAN 4980	Community Practicum ((taken twice))	2
SPAN 4990	Senior Seminar	3
SPAN 3000- or 4000-level courses		6

ESOL 6010	Applied Linguistics for ESOL Teachers	3
ESOL 6020 and above		6
General Electives		1-13
Total hours		60

Accelerated Undergraduate-to-Graduate Track in FLED for the Spanish Language and Culture Track

Code	Title	Hours
Senior College Curriculum		
SPAN 3000	Intermediate Grammar and Conversation	3
SPAN 3010	Culture, Conversation and Composition	3
SPAN 3150	Civilization and Culture of Spain	3
SPAN 3160	Civilization and Culture of Latin America	3
SPAN 3200	Introduction to Hispanic Literature	3
SPAN 3250	Survey of Peninsular Literature	3
or SPAN 3260	Survey of Latin American Literature	
SPAN 3300	Introduction to Spanish Phonetics and Phonology	3
SPAN 4010	Advanced Grammar	3
SPAN 4020	Advanced Conversation	3
SPAN 4980	Community Practicum ((taken twice))	2
SPAN 4990	Senior Seminar	3
SPAN 3000- or 4000-level course		3
SPEC 3000	Serving Students with Diverse Needs	3
SPAN course 5000-level or higher		3
ESOL 6010	Applied Linguistics for ESOL Teachers	3
ESOL 6020	Cultural Perspectives for ESOL Teachers	3
or ESOL 6030	Methods and Materials for Teaching ESOL	
General Electives		1-13
Total hours		60

Accelerated Undergraduate-to-Graduate Track in ESOL for the Spanish World Languages and Cultures Track

Code	Title	Hours
Senior College Curriculum		
SPAN 3000	Intermediate Grammar and Conversation	3
SPAN 3010	Culture, Conversation and Composition	3
SPAN 3150	Civilization and Culture of Spain	3
SPAN 3160	Civilization and Culture of Latin America	3
SPAN 3200	Introduction to Hispanic Literature	3
SPAN 3250	Survey of Peninsular Literature	3
or SPAN 3260	Survey of Latin American Literature	
SPAN 4010	Advanced Grammar	3
SPAN 4020	Advanced Conversation	3
SPAN courses 3000 level or higher		6
SPEC 3000	Serving Students with Diverse Needs	3
ESOL 6010	Applied Linguistics for ESOL Teachers	3
ESOL 6020 and above		6
General Electives		18
Total hours		60

Accelerated Undergraduate-to-Graduate Track in FLED for the Spanish World Languages and Cultures Track

Code	Title	Hours
Senior College Curriculum		
SPAN 3000	Intermediate Grammar and Conversation	3
SPAN 3010	Culture, Conversation and Composition	3
SPAN 3150	Civilization and Culture of Spain	3
SPAN 3160	Civilization and Culture of Latin America	3
SPAN 3200	Introduction to Hispanic Literature	3
SPAN 3250	Survey of Peninsular Literature	3
or SPAN 3260	Survey of Latin American Literature	
SPAN 4010	Advanced Grammar	3
SPAN 4020	Advanced Conversation	3
SPAN course 3000 level or above		3
SPAN course 5000 level or above		3
SPEC 3000	Serving Students with Diverse Needs	3
ESOL 6010	Applied Linguistics for ESOL Teachers	3
ESOL 6020	Cultural Perspectives for ESOL Teachers	3
or ESOL 6030	Methods and Materials for Teaching ESOL	
General Electives		21
Total hours		60

Certificate in Spanish for Professionals (Online)

This certificate is designed for working professionals in business or consumer services, social services, or legal or medical fields, and for students currently enrolled who anticipate career paths in which the ability to communicate in Spanish will enhance their professional success. Courses in Spanish for Professionals are designed to accommodate different needs and learning styles through computer-based, online instruction using synchronous and asynchronous multimedia tools: Wimba voice boards, virtual classrooms, and online social environments such as Second Life. Students will be trained in using all necessary technology and supported throughout the course by faculty. These approaches allow for flexibility in scheduling both for working community professionals and for students who wish to add this stand-alone certificate to their plan of study while pursuing a related major. Students from all majors are eligible to participate in this online certificate program. It is offered as a stand-alone certificate to students who are not currently enrolled at Valdosta State University, subject to application and successful admission.

Selected Educational Outcomes

Students will:

1. build proficiency in the Spanish language, with emphasis upon speaking and listening within the context of the many cultures of the Spanish-speaking world.
2. speak Spanish in professional situations that require knowledge of the specialized vocabulary and task-based protocols needed within a specific profession.
3. achieve at least an intermediate mid to intermediate high ACTFL proficiency level.

Requirements for the Certificate in Spanish for Professionals

Code	Title	Hours
SPAN 2001	Intermediate Spanish Language and Hispanic Cultures I (if needed)	0-3
SPAN 2002	Intermediate Spanish Language and Hispanic Cultures II	3
SPAN 3012	Applied Spanish Conversation for Professionals	3
SPAN 3014	Language, Culture, and Advanced Conversation	3
SPAN 4500	Profession-Related Practicum or Study Abroad ¹	3
Total Hours		12-15

¹ A grade of "C" or better is required in each course.

Note: Appropriate courses in the student's major field such as business, criminal justice, sociology, social work, nursing, or biology may be substituted.

Certificate in Teaching English to Speakers of Other Languages (TESOL) (Online)

*Dr. Ofelia Nikolova, Interim Head, Department of Modern and Classical Languages
Room 128, West Hall*

This online certificate prepares majors from any discipline to pursue teaching opportunities with English Language Learners (ELLs) in corporate settings and in private language schools in the United States and internationally. It combines a theoretical foundation in second-language acquisition with practical experience. No previous background in linguistics is required for admission. Some background in a second language is recommended. It may be combined with any degree program.

The courses are designed to accommodate different needs and learning styles through computer-based, online instruction using synchronous and asynchronous multimedia tools: Wimba voice boards, virtual classrooms, and online social environments such as Second Life. These approaches allow for flexibility in scheduling for students. Students will be trained in using all necessary technology and supported throughout the course by faculty.

This stand-alone certificate is available for students who are not currently enrolled at Valdosta State University, subject to application and successful admission. International students must demonstrate competence in English by meeting the TOEFL score prescribed by university admissions.

Selected Educational Outcomes

Students will

1. demonstrate an understanding of how to apply second-language acquisition theories, principles, and current research in creating instructional materials and in assessing ELLs.
2. demonstrate an understanding of the role that language transfer plays in teaching and learning processes with ELLs in order to plan lessons that address possible interference between English and other languages.
3. identify suitable ESOL assessment tools, administer assessments, and develop instructional materials to address specific literacy challenges of ELLs.

Requirements for the Online Certificate in Teaching English to Speakers of Other Languages (TESOL)

Code	Title	Hours
ESOL 4010	Applied Linguistics for ESOL Teachers ¹	3
ESOL 4021	Cultural Theories and Practices for ESOL Teachers	3
ESOL 4031	Classroom Methodology and Practice for ESOL Teachers	3
ESOL 4040	Assessing English Language Learners	3
ESOL 4050	Teaching English Grammar for ESOL	3
ESOL 4060	Theory and Practice in Second Language Acquisition	3
Total Hours		18

A grade of "C" or better is required in each course.

¹ Note: These three courses within the certificate fully satisfy the add-on ESOL Endorsement requirements for certified teachers in Georgia.

Latin American Studies Certificate

Requirements for the Latin American Studies Certificate

Student from all majors who hold a 2.80 VSU cumulative grade point average are eligible to participate in this certificate program.

Code	Title	Hours
Select one of the following:		0-6
SPAN 3010	Culture, Conversation and Composition (and/or any Spanish courses numbered 3000 or higher)	3
FREN 3010	French Grammar and Composition	
SPAN 3160	Civilization and Culture of Latin America	
or FREN 3500	French Oral and Written Expression	
Select courses outside the student's major from the following:		3-9
HIST 4303	U. S. Spanish Borderlands	

HIST 4302	Modern Latin America	3
HIST 4301	Colonial Latin America	3
POLS 3300	Comparative Politics	
POLS 3400	International Relations	
POLS 4350	Politics in Developing Nations	
POLS 4410	American Foreign Policy	
POLS 4440	Model United Nations	
POLS 4830	Special Topics in Comparative Politics	
POLS 4840	Special Topics in International Politics	
ANTH 4900	Special Topics in Anthropology	
SOCI 4900	Special Topics in Sociology	
PERS 2670	Latin American Studies	
or any classes having a minimum of 25% Latin American component or 25% of the student grade reflecting research done in Latin American Studies (LAS) approved by the LAS Campus Coordinator		
Study Abroad classes dealing with topics in LAS		0-6
Total Hours		24

Minor in French

Requirements for the Minor in French

Code	Title	Hours
Core Curriculum		0-6
FREN 2001	Intermediate French Language & Francophone Cultures, I (if needed)	0-3
FREN 2002	Intermediate French Language & Francophone Cultures, II (if needed)	0-3
Senior College Curriculum		12-18
FREN 2010	Intermediate Conversation	3
Electives: Courses in French numbered above 3000		9-15
Total Hours		18

Minor in German

Requirements for the Minor in German

Code	Title	Hours
Core Curriculum		0-6
GRMN 2001	Intermediate German Language and German Culture, I (if needed)	0-3
GRMN 2002	Intermediate German Language and Culture, II (if needed)	0-3
Senior College Curriculum		12-18
GRMN 3310	Intermediate Reading	3
GRMN 4410	Advanced Conversation	3
Electives: Courses in German numbered above 3000		6-12
Total Hours		18

Minor in Spanish

Requirements for the Minor in Spanish

Code	Title	Hours
SPAN 2001	Intermediate Spanish Language and Hispanic Cultures I (if needed)	0-3
SPAN 2002	Intermediate Spanish Language and Hispanic Cultures II (if needed)	0-3
SPAN 3000	Intermediate Grammar and Conversation	3
Electives: Spanish courses numbered 3000 and above		9-15
Total Hours		18

English to Speakers of Other Languages (ESOL) Endorsement

*Dr. Ofelia Nikolova, Interim Head, Department of Modern and Classical Languages
Room 128, West Hall*

The English to Speakers of Other Languages (ESOL) Endorsement provides credentials to teach English as a second language in Georgia. An ESOL endorsement can be pursued by undergraduate or graduate students working toward or possessing certification in any teaching field or in the service field of communication disorders (speech and language pathology). An individual in any other service field or in the leadership field must have established a teaching field in order to pursue the ESOL endorsement. An individual with a permit in foreign language is also eligible to add the ESOL endorsement.

Requirements for the ESOL Endorsement

Code	Title	Hours
ESOL 4010	Applied Linguistics for ESOL Teachers	3
ESOL 4021	Cultural Theories and Practices for ESOL Teachers	3
ESOL 4031	Classroom Methodology and Practice for ESOL Teachers	3
Total Hours		9

Department of Philosophy and Religious Studies

*Dr. Jay Rickman, Head
Room 1204, Ashley Hall*

The Department of Philosophy and Religious Studies offers two programs of study that lead to a Bachelor of Arts with a major in philosophy and religious studies. Students may emphasize either a philosophy track or religious studies track. The department also offers minors in philosophy, religious studies, and professional and applied ethics. A major with the dual tracks of philosophy and religious studies challenges students to think critically and express themselves effectively. Students will develop an appreciation for lifelong learning and the richness of culture and intellectual history. On either track, students will find a solid foundation to build a career in professions that demand critical thinking and conceptual flexibility in interacting with diverse populations.

Students who take the philosophy track will study a broad spectrum of ideas, thinkers, issues, and arguments. The philosophy track addresses key questions from a variety of areas: the history of philosophy, reasoning and argumentation, ethics, philosophy of science, philosophy of mind, social and political theory, and aesthetics.

Students who take the religious studies track will investigate the diversity of religious thought and practice from multicultural perspectives. These students explore the influence of religious traditions in shaping values, norms, laws, and public policies in societies worldwide. Regular course offerings in Hinduism, Buddhism, Judaism, Christianity, Islam, and indigenous traditions are integral to our curriculum. Religious studies courses encourage multiple disciplinary approaches toward religious expression, whether in the fine arts, literature, politics, social conflict, language, history, or gender studies.

- Bachelor of Arts with a major in Philosophy and Religious Studies (p. 203)
- Minor in Philosophy (p. 206)
- Minor in Religious Studies (p. 207)
- Minor in Professional and Applied Ethics (p. 206)

Bachelor of Arts with a Major in Philosophy and Religious Studies

Each program in the department has numerous desired outcomes. Students will be able to do the following:

Selected Educational Outcomes (Philosophy Track)

1. Explain and analyze central issues, topics, and philosophers in the history of philosophy, from the ancient to the modern periods.
2. Write and speak critically and logically, applying various theories to specific cases and examples.
3. Explain their own value system, evaluating their values in the context of a diverse range of ideas that inform contemporary controversies and social conflict.
4. Create independent philosophical research, synthesizing a variety of sources, including traditional primary philosophical texts and secondary source commentaries.
5. Demonstrate a working familiarity with current research methods, citation styles, and presentation techniques.

Selected Educational Outcomes (Religious Studies Track)

1. Explain and interpret the world's religious traditions and their influence on values, norms, and public policies.
2. Apply critical and analytical skills in analyzing multiple religious perspectives.
3. Identify and evaluate their self-understanding in the context of diverse ideas that inform contemporary controversies and social conflict.
4. Create independent research, synthesizing sources including sacred texts, religious autobiographies, and other secondary sources.
5. Demonstrate a working familiarity with current research methods, citation styles, and presentation techniques.

Examples of Outcome Assessments (Philosophy Track and Religious Studies Track)

The department assesses the extent to which the program requirements create the desired outcomes by using a variety of techniques. Examples of these assessments (and related educational outcomes) include the following:

1. The on-going evaluation of student examinations and research papers using rubrics, comparing quantitative data over time.
2. Exit surveys to be administered to each student completing work for the major.
3. Exit examinations administered during the senior Metaphilosophy/Religious Studies Capstone combined course.
4. Surveys of alumni to assess the relevancy of the program to their current work and their suggestions for refinements.
5. The use of university or external data that may become available to assess the quality of the program and the performance of graduates.

Requirements for the Bachelor of Arts Degree in Philosophy and Religious Studies

Code	Title	Hours
Core Curriculum		60
Core Curriculum Areas A-E (See VSU Core Curriculum)		42
Core Curriculum Areas F		
PHIL 2030 or REL 2010	Ethics and Contemporary Society Introduction to Religion and Culture	
PHIL 2010 & REL 2020	Fundamentals of Philosophy and World Religions	
Foreign Language and Culture sequence		
Senior College Curriculum ¹		60
Select from the following Tracks:		60
Philosophy		
Religious Studies		
Total hours required for the degree		120

¹ Must include at least 39 hours of coursework numbered 3000 or above.

Philosophy Track

Code	Title	Hours
Logic and Argumentation		3
PHIL 2020	Principles of Logic and Argumentation	
History of Philosophy		6
PHIL 3060	History of Ancient Philosophy	
PHIL 3070	History of Medieval Philosophy	
PHIL 3080	History of Early Modern Philosophy	
PHIL 3090	History of Late Modern Philosophy	
Ethics		3
PHIL 3100	Ethics and Health Care	
PHIL 3120	Ethical Theory	
PHIL 3130	Social and Political Philosophy	
PHIL 3140	Ethics and Law	
PHIL 3150	Ethics and Business	
PHIL 3160	Ethics and Media	
PHIL 3170	Ethics and Sport	
PHIL 3180	Ethics and the Environment	

PHIL 3190	Ethics and the Social Sciences	
PHIL 3210	Ethics and Technology	
PHIL 4120	Ethics and Public Policy	
PHIL 4220	Ethics and Public Administration	
Philosophy, Society, and Culture		3
PHIL 3110	Aesthetics	
PHIL 3300	Philosophy of Religion	
PHIL 3400	Existentialism	
PHIL 3430	American Philosophy	
PHIL 3530	Christian Ethics	
PHIL 3540	Ecology and World Religions	
PHIL 3610	Native American Thought and Cultures	
PHIL 3620	Post-Colonization Issues in Indigenous Cultures	
PHIL 3630	Native American Women	
PHIL 3650	Mysticism and Social Justice	
PHIL 3700	Buddhism	
PHIL 3710	Hinduism	
PHIL 3800	Philosophy, Religion and Film	
PHIL 3801 Philosophical Themes in Film		
PHIL 3850	Philosophy of Race	
PHIL 3900	Philosophy of Happiness	
Epistemology, Metaphysics, & Scientific Reasoning		3
PHIL 3200	Philosophy of Science	
PHIL 3220 Cosmology		
PHIL 3230	Philosophy of Mind	
PHIL 3920 Fate, Free Will, and Time		
Senior-Level Curriculum		3
PHIL 4800	Special Topics in Philosophy	
PHIL 4810	Directed Study in Philosophy	
PHIL 4900	Special Topics in Ethics	
PHIL 4910	Directed Study in Ethics	
Senior Capstone		3
PHIL 4920	Metaphilosophy	
Upper Division REL courses		6
Minor and/or Elective Courses		30

Religious Studies Track

Code	Title	Hours
Religious Traditions		6
REL 3510	Judaism	
REL 3520	Islam	
REL 3610	Native American Thought	
REL 3700	Buddhism	
REL 3710	Hinduism	
History of Religions and Sacred Texts		6
REL 3220 Interreligious Dialogue and Understanding		
REL 3300	Philosophy of Religion	
REL 3330	New Testament	
REL 3340	Old Testament/Hebrew Bible	
REL 3350 Religious Autobiography and Spiritual Transformation		
REL 3360 Reading Sacred Texts: Hebrew Bible		
REL 3500	Women and Gender in Early Christianity	

REL 3504	The Archeology of Ancient Israel	
REL 3505	Varieties of Early Christianity	
REL 3600	Women and Religion	
REL 3630	Native American Women	
REL 3640	Alternative Religions of the World	
Religion, Ethics, and Society		3
REL 3210	Religion, Violence, and Nonviolence	
REL 3240	Philosophy of Sex	
REL 3270	The Human Quest for Faith and Values	
REL 3400	Existentialism	
REL 3540	Ecology and World Religions	
REL 3620	Post Colonization Issues in Indigenous Cultures	
REL 3650	Mysticism and Social Justice	
REL 3800	Philosophy, Religion and Film	
REL 3920	Fate, Free Will, and Time	
Senior Capstone		3
REL 4920	Senior Capstone Course	
Upper Division REL electives 3000-, 4000-level		6
Upper Division PHIL Courses 3000-, 4000-level		6
Minor and/or Elective Courses		30

Minor in Philosophy

Requirements for the Minor in Philosophy

Code	Title	Hours
PHIL 2010	Fundamentals of Philosophy (if not taken to satisfy course work in Area C or F)	0-3
or PHIL 2020	Principles of Logic and Argumentation	
Choice of 3000/4000-level Philosophy courses		12-15
Total Hours		15

Minor in Professional and Applied Ethics

Requirements for the Minor in Professional and Applied Ethics

Code	Title	Hours
PHIL 2010	Fundamentals of Philosophy	0-3
Select 12-15 hours from the following 3000/4000-level courses:		12-15
PHIL 3120	Ethical Theory	
PHIL 4120	Ethics and Public Policy	
PHIL 3100	Ethics and Health Care	
PHIL 3170	Ethics and Sport	
PHIL 3180	Ethics and the Environment	
PHIL 3210	Ethics and Technology	
PHIL 4220	Ethics and Public Administration	
PHIL 3130	Social and Political Philosophy	
PHIL 3150	Ethics and Business	
PHIL 3140	Ethics and Law	
PHIL 3160	Ethics and Media	
PHIL 3190	Ethics and the Social Sciences	
JOUR 3540	The Law and Journalism	
CRJU 3700	Ethics in Criminal Justice	
Total Hours		15

Minor in Religious Studies

Requirements for the Minor in Religious Studies

Code	Title	Hours
REL 2020	World Religions (if not taken to satisfy course work in Area C or F)	0-3
Choice of 3000- or 4000-level Religious Studies courses		12-15
Total Hours		15

Department of Political Science

Dr. Joseph W. Robbins, Department Head
Room 2306, West Hall

The Major in Political Science

The major in Political Science leads to the Bachelor of Arts degree. Political scientists study the origins, growth, evolution, and decline of governments; how they solve societal conflicts; and how governments ought to function. The specific subfields of the discipline include the study of American government and politics, comparative government and politics, international relations, political theory, public law, and public administration. Students majoring in the program have traditionally pursued careers in law, business, teaching, journalism, and government. The study of Political Science is of value in that all persons need an understanding of the political system which governs their lives. More than minimal knowledge of political systems, however, is required of those who would be employed by them. The law and public administration, for example, are creatures of government and politics. The thirty-hour course requirement in the major program permits students the flexibility to obtain a second major or a minor in other areas of personal and professional interest.

Students majoring in Political Science and Legal Assistant Studies (see below) are able to gain work experience related to their major through the VSU Co-op Program. Such experience may prove valuable in terms of career exploration, acquisition of new skills, and career development. Students seeking more information should contact their academic advisors or the Office of Cooperative Education, 229-333-7172.

Requirements for the Honors Track for Political Science Majors

The Honors Track in Political Science allows students to add a unique and more challenging dimension to their degree. Students must have a 3.0 grade point average (GPA) to enter the Honors Track. They must maintain an overall GPA of 3.0 and a 3.0 in their Honors courses.

Within the major in Political Science, Honors Track students must complete three 4000-level courses from among the following options, with a grade of "B" or higher:

Code	Title	Hours
POLS 4820H	Honors Special Topics in US Government and Politics	3
POLS 4830H	Honors Special Topics in Comparative Politics	3
POLS 4840H	Honors Special Topics in International Politics	3
POLS 4850H	Honors Special Topics in Political Theory	3
POLS 4860H	Honors Special Topics in Public Administration	3

Honors Track students are also required to present their work in a suitable forum, such as the Student Brown Bag series, the VSU Symposium on Undergraduate Research, or an academic conference. An Honors Thesis is also an option, provided there is a departmental faculty member with sufficient expertise in the thesis area and willing to serve as thesis director. Credit for the Honors Thesis will be earned by the student's taking POLS 4700H. The Honors Thesis must comply with Honors Program guidelines. Students completing the Honors Track in Political Science major will have this option noted on their transcript.

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- Minor in Political Science (p. 212)
- Minor in Public Administration (p. 212)

Bachelor of Arts with a Major in Political Science

Selected Educational Outcomes

1. Political science majors will demonstrate the requisite knowledge of the US Constitution and the American political system, including an understanding of the structure and workings of the federal as well as state governments (including Georgia), enabling them to become informed and responsible citizens.

2. Political science majors will exhibit an understanding of the fundamental concepts of politics and gain significant knowledge of global political issues and interrelationships between nations.
3. Political science majors will show competence in various methods of political analysis and become capable of conducting and presenting original, empirical political science research.
4. Political science majors will demonstrate the ability to engage in critical analysis and to communicate research findings to an audience.

Examples of Outcome Assessments

1. Mastery of the material in all required and elective courses in the political science major. As each level serves as a foundation for higher levels, mastery of the core material is requisite to mastery of the major. Outcome #1 is met by successful completion of these courses.
2. Completion of the capstone experience certifies that a major has met outcomes #2, #3, and #4.
3. Information from published surveys of students' opinions and alumni perceptions of VSU programs and services, as well as information from alumni surveys conducted by the Department of Political Science.

Requirements for the Bachelor of Arts Degree with a Major in Political Science

Code	Title	Hours
Core Curriculum		60
Core Curriculum Areas A-E (See VSU Core Curriculum)		42
Core Curriculum Area F		
PHIL 2020	Principles of Logic and Argumentation	
POLS 2101 & POLS 2401	Introduction to Political Science and Introduction to Global Issues	
Foreign Language and Culture		
If a student has taken any of the above courses to meet requirements in other areas of the Core Curriculum, credit hours must be taken from the following list of courses: PHIL 2010, all other Area E Courses		
Senior College Curriculum		60
Courses required for the Major ¹		
POLS 3100 & POLS 4100 & ENGL 3030	Scope and Methods of Political Science and Political Science Capstone Course and Writing for the Legal and Social Science Professions	9
Select one of the following;		3
PHIL 3130	Social and Political Philosophy	
PHIL 4120	Ethics and Public Policy	
PHIL 4220	Ethics and Public Administration	
Political Science Courses--Select 27 hours from the following; at least 12 hours must be in one Concentration Area		27
American Government		
POLS 3200	American State and Local Government and Politics	
POLS 3210	United States Congress	
POLS 3220	Elections, Voting Behavior, and Political Parties	
POLS 3230	Political Psychology	
POLS 3270	Public Opinion and Political Socialization	
POLS 3280	African American Politics	
POLS 3290	The American Presidency	
POLS 4210	Separation of Powers in the American Political System	
POLS 4270	Southern Politics	
POLS 4700	Directed Study in Political Science	
POLS 4820	Special Topics in U.S. Government and Politics	
POLS 4900	Internship in Political Science	
Comparative Politics		
POLS 3300	Comparative Politics	
POLS 4300	European Politics	
POLS 4310	Politics in Russia	
POLS 4320	Latin American Politics	
POLS 4330	African Politics	

POLS 4350	Politics in Developing Nations
POLS 4370	Comparative Constitutional Law and Judicial Politics
POLS 4390	Constitutional Law and Judicial Politics of the European Union
POLS 4450	Comparative Environmental Politics and Policy
POLS 4700	Directed Study in Political Science
POLS 4830	Special Topics in Comparative Politics
POLS 4831	Special Topics in EU Politics
International Relations	
POLS 3400	International Relations
POLS 4300	European Politics
POLS 4301	The European Union
POLS 4400	International Organization and Law
POLS 4410	American Foreign Policy
POLS 4420	Global Security Policy
POLS 4430	National Security Administration and Policy
POLS 4440	Model United Nations
POLS 4442	Model UN II: Negotiation and Diplomacy
POLS 4700	Directed Study in Political Science
POLS 4831	Special Topics in EU Politics
POLS 4840	Special Topics in International Politics
Public Law	
POLS 3240	American Judicial Process and Behavior
POLS 4200	American Constitutional Law I
POLS 4202	American Constitutional Law II
POLS 4203	American Constitutional Law III
POLS 4220	Administrative Law and Government
POLS 4240	Politics and the Supreme Court
POLS 4250	Trial Advocacy
POLS 4251	Trail Advocacy II
POLS 4260	Alternative Dispute Resolution
POLS 4700	Directed Study in Political Science
Political Theory	
POLS 3520	Introduction to Political Philosophy
POLS 3530	American Political Thought
POLS 4700	Directed Study in Political Science
POLS 4850	Special Topics in Political Theory
Public Administration	
POLS 3600	Introduction to Public Administration
POLS 3610	Public Administration and Public Policy Formation
POLS 4430	National Security Administration and Policy
POLS 4450	Comparative Environmental Politics and Policy
POLS 4600	Government Organization and Administrative Theory
POLS 4610	Public Personnel Administration
POLS 4620	Public Finance Administration
POLS 4640	Urban Politics and Administration
POLS 4650	Intergovernmental Relations
POLS 4670	Quality Management in Public Administration
POLS 4700	Directed Study in Political Science
POLS 4860	Special Topics in Public Administration
Minor and/or Elective Courses	
Must include at least 6 hours of courses numbered 3000 or above in a single discipline outside of political science.	
Total hours required for the degree	

¹ The grade in each POLS course taken for the major must be a "C" or better.

Requirements for the Bachelor of Arts Degree with a Major in Political Science -- International Studies Track

Code	Title	Hours
Core Curriculum		
Core Curriculum Areas A-E		42
Area F		18
POLS 2401	Introduction to Global Issues	3
Select two of the following:		6
ANTH 1102	Introduction to Anthropology	
GEOG 1102	World Regional Geography	
HIST 1013	History of Civilization III	
ECON 2105	Principles of Macroeconomics	
Foreign Languages and Cultures		9
Senior College Curriculum		60
Required Courses		15
POLS 3300	Comparative Politics	3
POLS 3400	International Relations	3
Select one of the following:		3
POLS 4300	European Politics	
POLS 4301	The European Union	
POLS 4310	Politics in Russia	
POLS 4320	Latin American Politics	
POLS 4330	African Politics	
POLS 4350	Politics in Developing Nations	
POLS 3100	Scope and Methods of Political Science	3
POLS 4100	Political Science Capstone Course	3
Additional Courses		27
(Students may take three additional international POLS courses and one EURO course. Up to 6 hours can be satisfied through pre-approved study abroad courses.)		
International POLS Courses		3-9
POLS 4400	International Organization and Law	
POLS 4410	American Foreign Policy	
POLS 4420	Global Security Policy	
POLS 4440	Model United Nations	
POLS 4442	Model UN II: Negotiation and Diplomacy	
POLS 4450	Comparative Environmental Politics and Policy	
EURO Course		0-3
EURO 3234	Introduction to the EU	
EURO 4130	European Union Law and Legal Systems	
EURO 4160	Federalism and Multilevel Governance in the EU	
EURO 4230	Doing Business in the EU	
EURO 4260	European Monetary Union	
EURO 4330	European Union Science and Technology Policy	
EURO 4430	European Union Environmental Policy	
EURO 4530	European Social Policy	
EURO 4630	Communications and Media in the European Union	
EURO 4730	European Union Foreign Policy	
EURO 4760	United States-European Union Relations	
Electives		18
Select six of the following, but no more than two from the same department:		

ANTH 3090	Africa: Inequalities Past and Present	
ECON 3600	International Economics	
ENGL 2113	World Literature III: The Development of Modern Thought	
GEOG 3910	European Geography	
GEOG 3920	Geography of the Middle East	
HIST 3209	Europe Since 1945	
HIST 3402	Slavic Europe Since 1815	
HIST 3602	World Military History Since 1618	
HIST 4302	Modern Latin America	
HIST 4502	History of the Middle East Since 1798	
PHIL 3700	Buddhism	
PHIL 3710	Hinduism	
REL 3520	Islam	
SOCI 4300	Population Problems	
WGST 4300	Global Feminism	
General Electives		18
Total Hours required for the degree		120

Requirements for the Bachelor of Arts Degree with a Major in Political Science -- Pre-Law Track

Code	Title	Hours
Core Curriculum		60
Core Curriculum Areas A-E		42
Area F		18
PHIL 2020	Principles of Logic and Argumentation	3
POLS 2101	Introduction to Political Science	3
POLS 2401	Introduction to Global Issues	3
Foreign Languages and Cultures		9
Senior College Curriculum		60
Required Courses		15
POLS 3100	Scope and Methods of Political Science	3
POLS 3240	American Judicial Process and Behavior	3
POLS 4100	Political Science Capstone Course	3
ENGL 3030	Writing for the Legal and Social Science Professions	3
Select four of the following courses:		12
POLS 4200	American Constitutional Law I	
POLS 4202	American Constitutional Law II	
POLS 4203	American Constitutional Law III	
POLS 4220	Administrative Law and Government	
POLS 4240	Politics and the Supreme Court	
POLS 4390	Constitutional Law and Judicial Politics of the European Union	
POLS 4400	International Organization and Law	
POLS 4820	Special Topics in U.S. Government and Politics	
Select three of the following courses:		9
CRJU 3300	Criminal Law	
CRJU 4700	Special Topics in Criminal Justice	
HIST 4101	American Legal History	
ORGL 3220	Business Entities	
ORGL 4280	Health Care Law	
Select two of the following courses:		6
POLS 3200	American State and Local Government and Politics	
POLS 3210	United States Congress	

POLS 3220	Elections, Voting Behavior, and Political Parties	
POLS 3230	Political Psychology	
POLS 3270	Public Opinion and Political Socialization	
POLS 3280	African American Politics	
POLS 3290	The American Presidency	
POLS 3530	American Political Thought	
POLS 4270	Southern Politics	
POLS 4820	Special Topics in U.S. Government and Politics	
POLS 4700	Directed Study in Political Science	
Select one of the following courses:		3
POLS 3300	Comparative Politics	
POLS 4300	European Politics	
POLS 4310	Politics in Russia	
POLS 4320	Latin American Politics	
POLS 4330	African Politics	
POLS 4350	Politics in Developing Nations	
POLS 4370	Comparative Constitutional Law and Judicial Politics	
POLS 4390	Constitutional Law and Judicial Politics of the European Union	
Select one of the following courses:		3
POLS 3400	International Relations	
POLS 4300	European Politics	
POLS 4301	The European Union	
POLS 4400	International Organization and Law	
POLS 4410	American Foreign Policy	
POLS 4420	Global Security Policy	
POLS 4430	National Security Administration and Policy	
POLS 4440	Model United Nations	
POLS 4442	Model UN II: Negotiation and Diplomacy	
POLS 4460	Terrorism and Counter-Terrorism	
POLS 4831	Special Topics in EU Politics	
POLS 4840	Special Topics in International Politics	
POLS 4700	Directed Study in Political Science	
Minor / Electives		12
Total Hours required for the degree		120

Minor in Political Science

Requirements for the Minor in Political Science

Code	Title	Hours
Core Curriculum		3
POLS 2101 or POLS 2401	Introduction to Political Science Introduction to Global Issues	
Senior College Curriculum		12
12 hours of course work at the 3000- and 4000-level		
Total Hours		15

Minor in Public Administration

Requirements for the Minor in Public Administration

Code	Title	Hours
POLS 3600	Introduction to Public Administration	3
Select twelve hours from the following:		12

POLS 3610	Public Administration and Public Policy Formation	
POLS 4220	Administrative Law and Government	
POLS 4600	Government Organization and Administrative Theory	
POLS 4610	Public Personnel Administration	
POLS 4620	Public Finance Administration	
POLS 4650	Intergovernmental Relations	
POLS 4670	Quality Management in Public Administration	
POLS 4860	Special Topics in Public Administration	3

Total Hours**18**

Department of Psychological Science

Dr. David Monetti, Department Head
Room 2104, Converse Hall

The Department of Psychological Science offers B.A. and B.S. degrees with a major in psychology. Psychology is an exciting and popular undergraduate major and minor at Valdosta State University. Undergraduate psychology training assists in preparing students for a number of career alternatives in government, business, industry, etc., that do not require more advanced training. It also assists in preparing students for professional or graduate school in psychology, law, physical or occupational therapy, social work, business, education, and other areas.

Department Mission Statement

The Department of Psychological Science serves the citizens of the region and state by offering instruction, research, and services designed to advance the understanding of behavioral and cognitive processes and to improve the quality of life. The principle function of the department is to prepare students at the undergraduate level to pursue careers within the discipline and affiliated areas. A related purpose is to provide courses for programs in education, nursing, and other disciplines. At the baccalaureate level, students develop basic skills in scientific research and knowledge of psychological nomenclature and concepts, and they are introduced to the diverse applications of psychology.

Grade Point Average Requirements

The Bachelor of Arts with a major in Psychology and the Bachelor of Science with a major in Psychology introduce students to psychology as a scientific discipline, with content and methods able to improve the human condition. Students entering the university may declare a major in psychology upon completion of 30 credit hours and a 2.5 cumulative GPA. In order to remain a psychology major, students must maintain a minimum GPA of 2.5 in all course work undertaken. If a student's GPA falls below 2.5, the student will have one semester (fall or spring) to restore it to a 2.5. If the overall GPA remains below a 2.5 for two consecutive semesters, the student will be required to select another major. Any student who fails to select another major will automatically be transferred to an undeclared major status.

Students who enter the university as transfer students who wish to declare a major in psychology must have an overall GPA of at least 2.5. Upon acceptance as a psychology major, a student must maintain a 2.5 GPA in all coursework undertaken. Students changing majors from another program within the university must also have at least a 2.5 overall GPA to transfer to the psychology major, and they will be subject to the same requirements described above. A minimum of "C" must be earned in a PSYC course for it to count in the major. No PSYC course may be repeated more than three times before the student will be removed from the program.

Selected Educational Outcomes

The student learning outcomes for the Bachelor of Arts and the Bachelor of Science degrees are the goals in the American Psychological Association's Guidelines (2013):

Goal 1: Students should demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings to discuss how psychological principles apply to behavioral problems.

Goal 2: The skills in this domain involve the development of scientific reasoning and problem solving, including effective research methods.

Goal 3: The skills in this domain involve the development of ethically and socially responsible behaviors for professional and personal settings in a landscape that involves increasing diversity.

Goal 4: Students should demonstrate competence in writing and in oral and interpersonal communication skills.

Goal 5: The emphasis in this goal is on application of psychology-specific content and skills, effective self-reflection, project-management skills, teamwork skills, and career preparation.

Examples of Outcome Assessments

The department assesses the extent to which program requirements create the desired outcomes by a variety of techniques. Examples of these assessments (and related educational outcomes) include the following:

1. Student research reports will be assessed by individual faculty members using appropriate criteria.
 2. Students will be assessed on various measures during their senior year.
 3. Students will assess academic advising.
- Bachelor of Arts with a Major in Psychology (p. 214)
 - Bachelor of Science with a Major in Psychology (p. 215)
 - Minor in Psychology (p. 216)

Bachelor of Arts with a Major in Psychology

Requirements for the Bachelor of Arts Degree with a Major in Psychology

Code	Title	Hours
Core Curriculum		60
Core Areas A-E (See VSU Core Curriculum)		42
Area F Requirements		
PSYC 1101	Introduction to General Psychology	3
ACED 2400 or CS 1000	Computer Technology for the Workplace Introduction to Microcomputers and Applications	3
PHIL 2010 or PHIL 2020	Fundamentals of Philosophy Principles of Logic and Argumentation	3
Select three courses in the same foreign language		9
PSYC 2998	Entry into Psychology Major	0
Upper level requirements are the same for the B .A. and B .S. degrees		
Upper Division Courses Required for the Major		39
Select one of the following:		3
PSYC 3200	Child Psychology	
PSYC 3210	Adolescent and Young Adult Psychology	
PSYC 3220	Adult Psychology and Gerontology	
PSYC 3500	Statistical Methods in Psychology	3
PSYC 3600	Experimental Psychology	3
PSYC 3900	Tests and Measurements	3
PSYC 3400 or PSYC 3450	Abnormal Psychology Theories of Personality	3
Select two of the following:		6
PSYC 3300	Introduction to Behavior Modification	
PSYC 3700	Rehabilitation Psychology	
PSYC 3710	Social Psychology	
PSYC 3800	Industrial/Organizational Psychology	
PSYC 3850	Psychology and Law	
PSYC 3110	Educational Psychology	
PSYC 3130	Educational Psychology for Teachers of Adults	
PSYC 4100 or PSYC 4150	Physiological Psychology Sensation and Perception	3
Select one of the following:		3
PSYC 4000	Cognitive Psychology	
PSYC 4050	Psychology of Learning	
PSYC 4025	Human Memory	
Select one of the following:		3

PSYC 4900	History of Psychology	
PSYC 4950	Senior Seminar	
PSYC 4991 & PSYC 4992 & PSYC 4993	Senior Thesis I and Senior Thesis II and Senior Thesis III	
Select three of the following: (not taken to fulfill above requirements)		9
PSYC 4000	Cognitive Psychology	
PSYC 4025	Human Memory	
PSYC 4050	Psychology of Learning	
PSYC 4100	Physiological Psychology	
PSYC 4150	Sensation and Perception	
PSYC 4400	Psychology of Gifted and Talented	
PSYC 4500	Special Topics in Psychology	
PSYC 4600	Psychology of Sex	
PSYC 4800	Introduction to Clinical Practices	
PSYC 4900	History of Psychology	
PSYC 4950	Senior Seminar	
PSYC 4991 & PSYC 4992 & PSYC 4993	Senior Thesis I and Senior Thesis II and Senior Thesis III	
Guided Electives		21
Total hours required for the degree		120

Students, in consultation with their advisor, will take an additional series of courses, possibly a minor, that will further differentiate between the B.A. and the B.S. degrees. These electives will also allow for increased skill development that will help the student continue on to a graduate or professional school or to obtain employment in a career not requiring post-baccalaureate training. Although only 39 hours of 3000 and 4000 courses are required by the Board of Regents of the University System of Georgia, the student should not assume the minimum to be the maximum.

Bachelor of Science with a Major in Psychology

Requirements for the Bachelor of Science Degree with a Major in Psychology

Code	Title	Hours
Core Curriculum		60
Core Areas A-E (See VSU Core Curriculum)		42
Area F Requirements		
PSYC 1101	Introduction to General Psychology	3
ACED 2400 or CS 1000	Computer Technology for the Workplace Introduction to Microcomputers and Applications	3
PHIL 2010 or PHIL 2020	Fundamentals of Philosophy Principles of Logic and Argumentation	3
One natural science course		3
One mathematics course ¹		3
One natural science or math course ¹		3
PSYC 2998	Entry into Psychology Major	0
Upper level requirements are the same for the B .A . and B .S . degrees .		
Upper Division Courses Required for the Major		39
Select one of the following:		3
PSYC 3200	Child Psychology	
PSYC 3210	Adolescent and Young Adult Psychology	
PSYC 3220	Adult Psychology and Gerontology	
PSYC 3500	Statistical Methods in Psychology	3
PSYC 3600	Experimental Psychology	3
PSYC 3900	Tests and Measurements	3
PSYC 3400	Abnormal Psychology	3

or PSYC 3450	Theories of Personality	
Select two of the following:		6
PSYC 3300	Introduction to Behavior Modification	
PSYC 3700	Rehabilitation Psychology	
PSYC 3710	Social Psychology	
PSYC 3800	Industrial/Organizational Psychology	
PSYC 3850	Psychology and Law	
PSYC 3110	Educational Psychology	
PSYC 3130	Educational Psychology for Teachers of Adults	
PSYC 4100	Physiological Psychology	3
or PSYC 4150	Sensation and Perception	
Select one of the following:		3
PSYC 4000	Cognitive Psychology	
or PSYC 4050	Psychology of Learning	
PSYC 4050	Psychology of Learning	
PSYC 4025	Human Memory	
Select one of the following:		3
PSYC 4900	History of Psychology	
PSYC 4950	Senior Seminar	
PSYC 4991	Senior Thesis I	
& PSYC 4992	and Senior Thesis II	
& PSYC 4993	and Senior Thesis III	
Select three of the following:(not taken to fulfill above requirements)		9
PSYC 4000	Cognitive Psychology	
PSYC 4025	Human Memory	
PSYC 4050	Psychology of Learning	
PSYC 4100	Physiological Psychology	
PSYC 4150	Sensation and Perception	
PSYC 4400	Psychology of Gifted and Talented	
PSYC 4500	Special Topics in Psychology	
PSYC 4600	Psychology of Sex	
PSYC 4800	Introduction to Clinical Practices	
PSYC 4900	History of Psychology	
PSYC 4950	Senior Seminar	
PSYC 4991	Senior Thesis I	
& PSYC 4992	and Senior Thesis II	
& PSYC 4993	and Senior Thesis III	
Guided Electives		21
Total hours required for the degree		120

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MATH 1111 or MATH listed in Area D of the Core Curriculum

Students, in consultation with their advisor, will take an additional series of courses, possibly a minor, that will further differentiate between the B.A. and the B.S. degrees. These electives will also allow for increased skill development that will help the student continue on to a graduate or professional school or to obtain employment in a career not requiring post-baccalaureate training. Although only 39 hours of 3000 and 4000 courses are required by the Board of Regents of the University System of Georgia, the student should not assume the minimum to be the maximum.

Minor in Psychology

Minor in Psychology

A minor in psychology can be an excellent academic supplement to many majors at VSU or if a student wants to apply to graduate school in psychology. Please contact the department for assistance in selecting courses most appropriate for your needs. To complete a minor in Psychology, PSYC 1101 is required along with 15 additional hours of PSYC courses. All courses selected for the minor must be completed with a grade of "C" or better, with a Psychology minor GPA of 2.50 or higher. At least 9 of the 18 hours must be taken at Valdosta State University.

Some psychology courses require a prerequisite; prior to enrolling in those courses, students must complete the prerequisite requirements with a grade of "C" or better. Prerequisites are clearly stated in the course descriptions in the undergraduate catalog.

Code	Title	Hours
Minor in Psychology		18
PSYC 1101	Introduction to General Psychology	3
Any upper-division PSYC courses (chosen in consultation with a Psychology advisor)		15
Total Hours		18

Department of Sociology, Anthropology, and Criminal Justice

Dr. Darrell Ross, Head
Suite 1004, Nevins Hall

The Department of Sociology, Anthropology, and Criminal Justice offers programs that lead to either the Bachelor of Arts degree with a major in sociology and anthropology or the Bachelor of Science degree with a major in criminal justice. The Applied and Clinical Sociology Program is accredited by the Commission on Applied and Clinical Sociology. Minors are offered in sociology, anthropology, and Native American Studies. The department also offers, at the graduate level, the Master of Science degree with a major in sociology and the Master of Science degree with a major in criminal justice.

The mission of the Department of Sociology, Anthropology, and Criminal Justice includes 1) helping students gain an understanding of the structures and processes through which individuals participate in society, 2) supporting students in developing an understanding of human behavior, 3) preparing students for a wide range of careers in sociology, anthropology, human resources, human services, and criminal justice systems, and 4) working with students who wish to pursue graduate work in the social sciences. The department seeks to fulfill its mission by offering courses both for students majoring or minoring in its programs as well as by supporting the core curriculum of the University and students from other programs who need courses from the department. In addition, the department seeks to emphasize the importance of critical thinking skills, an appreciation of diverse cultural perspectives and lifestyles, and the application of knowledge to the development of policy and the solution of social problems.

- Bachelor of Arts Degree with a Major in Sociology and Anthropology (p. 217)
- Bachelor of Science Degree with a Major in Criminal Justice (p. 220)
- Minor in Anthropology (p. 221)
- Minor in Criminal Justice (p. 222)
- Minor in Sociology (p. 222)

Bachelor of Arts with a Major in Sociology and Anthropology

Selected Educational Outcomes

Students will:

1. Analyze theories, methods, and core concepts of the discipline(s) they elect to study in the department.
2. Apply theory and discipline-based perspectives to a variety of practice settings and real world problems.
3. Develop oral and written skills required to communicate effectively with people and organizations representing diverse social and cultural backgrounds.
4. Develop a professional identity as a sociologist or anthropologist.

Examples of Outcome Assessments

The Sociology and Anthropology major's educational outcomes will be assessed using multiple strategies. Examples of these include the following:

1. Sociology and Anthropology faculty will meet periodically to plan and assess achievement of student and program outcomes.
2. The Senior Capstone experience will provide a basis for assessing written and oral presentation skills.
3. A senior survey or exit interview will be conducted for all graduates.
4. When available, university-wide data pertaining to the major or its graduates will be used for program assessment and improvement.

Requirements for the Bachelor of Arts Degree with a Major in Sociology and Anthropology

Code	Title	Hours
Core Curriculum		60
Core Curriculum Areas A-E (See VSU Core Curriculum)		42
Core Curriculum Area F		
ANTH 1102	Introduction to Anthropology	
SOCI 1101 & SOCI 1160	Introduction to Sociology and Introduction to Social Problems	
Foreign Language and Culture		
If a student has taken any of the above courses to meet requirements in other areas of the Core Curriculum, credit hours must be taken from the following list of courses: CS 1000, ECON 1500, GEOG 1101 or GEOG 1102, MATH 2620, PHIL 2010, PSYC 1101		
Senior College Curriculum		60
Courses Required for the Major		
SOCI 3000	Social Statistics	3
Foundation Areas (take one from each area)		15
Theory		
ANTH 3500 or SOCI 3500	Anthropological Theory Sociological Theory	
Research Methods		
ANTH 3510 or SOCI 3510	Anthropological Research Social Research Methods	
Self, Society, and Culture		
ANTH 3020	Culture and Personality	
ANTH 3040	Cultural Anthropology	
SOCI 3090	Mass Media and Popular Culture	
SOCI 3350	Social Deviance	
SOCI 3710	Social Psychology	
SOCI 4690	Sociology of Queer and LGBT Communities	
Social Inequalities		
ANTH 3090	Africa: Inequalities Past and Present	
ANTH 4040	Sociocultural Change	
SOCI 3060	Race and Ethnic Relations	
SOCI 3800	Social Stratification	
SOCI 4550	Poverty and Social Welfare	
SOCI 4680	Sociology of Gender	
Social Institutions		
ANTH 3070	Magic, Religion, and Witchcraft	
ANTH 3910	Anthropology of Law	
SOCI 3150	Sociology of Religion	
SOCI 3650	Sociology of Sport	
SOCI 3750	Medical Sociology	
SOCI 4100	Family Sociology	
SOCI 4200	Organizations and Work	
Concentrations (choose from below)		18
Anthropology Concentration		
Applied and Clinical Sociology Concentration		
General Electives		24
At least 6 hours of coursework numbered 3000 or above must be taken in a single discipline outside the major.		
Total hours required for the degree		120

Anthropology Concentration

Code	Title	Hours
ANTH 3120	Archaeology of Eastern North America	3
or ANTH 3140	World Prehistory	
ANTH 3040 & ANTH 3170	Cultural Anthropology and Language and Culture	6
ANTH 3010	Physical Anthropology	3
or CRJU 4110	Forensic Criminalistics	
Electives		
Select six hours from below:		6
ANTH 3010	Physical Anthropology	
ANTH 3020	Culture and Personality	
ANTH 3030	Archaeological Techniques	
ANTH 3070	Magic, Religion, and Witchcraft	
ANTH 3090	Africa: Inequalities Past and Present	
ANTH 3130	Indians of North America	
ANTH 3160	Experimental Archaeology	
ANTH 3910	Anthropology of Law	
ANTH 4040	Sociocultural Change	
ANTH 4540	Internship in Anthropology	
ANTH 4900	Special Topics in Anthropology	
CRJU 4110	Forensic Criminalistics	
SOCI 4990	Senior Capstone	
Total Hours		18

Applied Sociology Concentration--Track One

Code	Title	Hours
SOCI 3200	Applied Sociology	3
SOCI 4800	Issues in Sociological Practice (either course can be taken twice with different topics)	6
or SOCI 4810	Issues in Sociological Practice	
Foundation Area C, D, E elective		3
SOCI 4540	Internship in Sociology	3
SOCI 4990	Senior Capstone	3
Total Hours		18

Applied Sociology Concentration--Accelerated Undergraduate-to-Graduate Track

The Accelerated Undergraduate-to-Graduate Track is an undergraduate-to-graduate degree program. Students in this track will complete 9 graduate hours that will count toward the completion of the B.A. in Sociology and Anthropology. These 9 hours may then be applied toward the completion of degree requirements for the Master of Science in Sociology degree at Valdosta State University upon graduate admission. To be admitted, students must have completed at least 60 credit hours, have an overall GPA of 3.0 or higher, and must submit the Accelerated Undergraduate-to-Graduate Track application to the Undergraduate Sociology Coordinator. Once admitted, a specific course of study will be developed with the student's advisor. Graduate courses taken as an undergraduate will count toward the 120-hour graduation requirement but will not count toward the student's undergraduate GPA or the calculation of academic honors. Upon acceptance into the Accelerated Undergraduate-to-Graduate Track, students must maintain an overall GPA of 3.0 to remain in good standing. Students who do not maintain good standing or who do not wish to continue with the Accelerated Undergraduate-to-Graduate Track may complete the remaining requirements for the B.A. in Sociology and Anthropology.

Students interested in continuing their graduate education may apply for admission to the M.S. in Sociology program in their senior year or upon completion of their undergraduate degree. Students in the Accelerated Undergraduate-to-Graduate Track will not be required to take additional admission tests but must meet all other graduate admission requirements. Students who have completed the Accelerated Undergraduate-to-Graduate Track will complete an additional 21 hours of graduate SOCI classes to meet the M.S. in Sociology degree requirement of 30 hours. Upon application to the Graduate School, students who have made a "C" or less in any of their graduate courses taken as undergraduates will be subject to the M.S. in Sociology Special Retention Policy regarding deficiency points.

Code	Title	Hours
SOCI 3200	Applied Sociology	3
Three SOCI courses at the 5000- to 8000-level (excluding SOCI 7800)		9
SOCI 4540	Internship in Sociology	3
SOCI 4990	Senior Capstone	3
Total Hours		18

Additional Department Requirement

The grade in each SOCI or ANTH course taken for the major must be a "C" or better.

Bachelor of Science with a Major in Criminal Justice

All students wishing to pursue the criminal justice major or minor must have obtained a minimum overall grade point average (GPA) of 2.00 for acceptance into the degree program. Students must also maintain an overall GPA of 2.00 to remain active within the degree program. Once accepted into the criminal justice degree program, students who fall below the minimum GPA of 2.00 at any time will be blocked from registration into any criminal justice course until his/her overall GPA is raised to the minimum 2.00.

Selected Educational Outcomes

The major program in Criminal Justice seeks to prepare students for entry level positions in the criminal justice system at all levels of the system, as well as for related positions in the private sector. Educational outcomes will include the following:

1. To develop in students an understanding and appreciation of the structure and function of the criminal justice system as it applies to adults and juveniles; federal, state, and local criminal laws and procedures; and the relationship of these to the Constitution of the United States.
2. To apply knowledge about diverse criminal justice systems.
3. To apply scientific research techniques and related statistical techniques in the study of crime.
4. To develop an understanding of various theories in criminology, their strengths and weaknesses, and their role in gaining an understanding of crime.

Examples of Outcome Assessments

The assessment of educational outcomes is a continuing process throughout the entire undergraduate program. Means of assessment will include the following:

1. The on-going evaluation of student examinations, research projects, the Senior Seminar project, and reports of other scholarly and internship work.
2. Exit questionnaires to be administered to each student completing work for the major.
3. Surveys of graduates of the program to assess the relevancy of the program to their current work and their suggestions for refinements.
4. The use of university or external data that may become available to assess the quality of the program and the performance of its graduates.

Requirements for the Bachelor of Science Degree with a Major in Criminal Justice

Code	Title	Hours
Core Curriculum		60
Core Curriculum Areas A-E (See VSU Core Curriculum)		42
Core Curriculum Area F		18
CRJU 1100	Introduction to Criminal Justice	3
CRJU 2500	Written Communications in Criminal Justice	3
SOCI 1101	Introduction to Sociology	3
or SOCI 1160	Introduction to Social Problems	
Electives		9
ANTH 1102	Introduction to Anthropology	
COMM 1100	Human Communication	
COMM 1110	Public Speaking	
PHIL 2020	Principles of Logic and Argumentation	
PSYC 1101	Introduction to General Psychology	
REL 2020	World Religions	
Foreign Language 1001		
Foreign Language 1002		
Foreign Language 2001		

Foreign Language 2002

If SOCI 1101, SOCI 1160, or any of the above electives are taken in Areas C or E, the student will select another course from the electives listed above.

Senior College Curriculum 60

Upper-level courses in Criminal Justice

CRJU 3300	Criminal Law	3
CRJU 3310	Criminal Procedure	3
CRJU 3401	Criminal Justice Data Analysis	3
CRJU 3402	Criminal Justice Research Methods	3
CRJU 3600	Criminology	3
CRJU 3700	Ethics in Criminal Justice	3
CRJU 4100	Seminar in Law Enforcement	3
CRJU 4200	Seminar in Corrections	3
CRJU 4400	Seminar in Juvenile Justice	3
CRJU 4800	Seminar in Criminal Justice	3

Criminal Justice Electives 18

Any CRJU course numbered 4000 or above (except 4100, 4200, 4400, and 4800) may be used as an elective. CRJU 4700, CRJU 4900, and CRJU 4910 may each be taken for a maximum of 6 hours of credit.

Open Electives 12

CRJU 4910 Criminal Justice Internship may be taken as an open elective for 3 to 6 hours of credit. At least 6 hours of coursework numbered 3000 or above must be taken in a single discipline outside the major.

Total hours required for the degree 120

Additional Departmental Requirement

The grade earned in all Area F courses and each CRJU course taken for the major must be a "C" or better.

Minor in Anthropology

Requirements for the Minor in Anthropology

Code	Title	Hours
ANTH 1102 or ANTH 1102H	Introduction to Anthropology ¹ Introduction to Anthropology, Honors	0-3
ANTH 3020	Culture and Personality	3
ANTH 3040	Cultural Anthropology	3
ANTH 3030 or ANTH 3120	Archaeological Techniques Archaeology of Eastern North America	3
Select two of the following courses:		6
ANTH 3010	Physical Anthropology	
ANTH 3030	Archaeological Techniques	
ANTH 3070	Magic, Religion, and Witchcraft	
ANTH 3120	Archaeology of Eastern North America	
ANTH 3130	Indians of North America	
ANTH 3160	Experimental Archaeology	
ANTH 3910	Anthropology of Law	
ANTH 4040	Sociocultural Change	
ANTH 4900	Special Topics in Anthropology	

Total Hours 15

¹ if not taken in Area E or F

Note: The grade earned in each course in the minor must be a "C" or better.

Minor in Criminal Justice

Requirements for the Minor in Criminal Justice

Code	Title	Hours
CRJU 1100	Introduction to Criminal Justice	3
CRJU 2500	Written Communications in Criminal Justice	3
CRJU 3300 or CRJU 3310	Criminal Law Criminal Procedure	3
CRJU 3600	Criminology	3
CRJU 3700	Ethics in Criminal Justice	3
CRJU 4100 or CRJU 4200 or CRJU 4400	Seminar in Law Enforcement Seminar in Corrections Seminar in Juvenile Justice	3
Total Hours		18

NOTE: The grade earned in each course in the minor must be a "C" or better.

Minor in Sociology

Requirements for the Minor in Sociology

Code	Title	Hours
Select one of the following if not taken in Area E or F:		0-3
SOCI 1101	Introduction to Sociology	
SOCI 1101H	Introduction to Sociology, Honors	
SOCI 1160	Introduction to Social Problems	
Any 15 hours of upper division sociology courses in consultation with a sociology advisor		15
Total Hours		15-18

Note: The grade earned in each course in the minor must be a "C" or better.

College of Nursing and Health Sciences

Dr. James C. Pace, Dean of the College
Suite 4002E, Health Sciences and Business Administration Building

Dr. LaGary Carter, Associate Dean of the School of Health Sciences
Suite 4002C, Health Sciences and Business Administration Building

The College of Nursing and Health Sciences offers programs that lead to a Bachelor of Science in Nursing degree (B.S.N.); a Master of Science in Nursing degree (M.S.N.); Bachelor of Science degrees in Exercise Physiology (B.S.E.P.); an Associate of Applied Science degree program with a major in dental hygiene, offered in cooperation with Wiregrass Georgia Technical College; and a minor in Nutrition.

The baccalaureate program in nursing in the College of Nursing and Health Sciences is designed to give the student the basic knowledge, skills, and values that build upon the foundation provided by the University Core Curriculum and that are required for professional careers in nursing. Moreover, through a series of sequenced courses, the College of Nursing and Health Sciences prepares the student for advanced study in nursing. The curricula adhere to a systemic approach which emphasizes the connections between the concepts of Holism, Caring, Competence, Health, and Teaching/Learning.

The College's programs stress the importance of critical thinking skills, an appreciation for diverse cultural perspectives, and the application of knowledge to address policy disputes and social problems related to health care. The program leading to the baccalaureate degree in nursing is approved by the Georgia Board of Nursing. This program provides a major measure of eligibility for the national licensing examination in nursing, leading to use of the title Registered Nurse. Applicants who have a conviction for a felony may not be eligible for licensure; it is recommended that these applicants consult with the Dean of the College before seeking entrance to the program. Both the bachelor's degree (B.S.N.) and the master's degree (M.S.N.) programs in the College of Nursing are accredited by the Commission on Collegiate Nursing Education [One Dupont Circle, NW, Suite 530, Washington, DC 20036, Telephone: 202-887-6791 Fax: 202-887-8476].

The Bachelor of Science in Exercise Physiology (B.S.E.P.) degree prepares students to work in a wide variety of settings, such as cardiopulmonary rehabilitation, corporate fitness/wellness, hospital health promotion and outpatient rehabilitation, human performance laboratories, and private practice. Students are involved in classroom, laboratory, clinical, and field experiences that include theoretical and hands-on activities in clinical and non-clinical settings that often include health appraisal and education, exercise testing and prescription, and administrative leadership skills. Graduates are prepared for and encouraged to seek certification through the American College of Sports Medicine (ACSM), the American Society of Exercise Physiologists (ASEP), and the National Strength and Conditioning Association (NSCA). The degree also provides a strong foundation for advanced or professional studies in exercise physiology, medicine, physical therapy, occupational therapy, and related areas. Students interested in further study in these areas are responsible for satisfying specific admission requirements in those programs.

Students may have the opportunity to gain work experience relating to their major, clarify their career goals, and earn money to help finance their education through the VSU Cooperative Education Program. Co-op students are placed, on a competitive basis, in work assignments within health care institutions. Interested students should contact the VSU Office of Cooperative Education (telephone 229-333-7172).

Grade Point Average Requirement for Pre-Nursing Majors

Students entering the University directly from high school may declare a major in pre-nursing. In order to continue as a pre-nursing major, students must maintain a GPA of 2.8 or higher on all course work undertaken.

Students who enter the University as transfer students who wish to declare a major in pre-nursing must have a GPA of at least 2.8 on all course work undertaken. Upon acceptance as a pre-nursing major, a student must maintain a 2.8 overall GPA as described above.

Students changing majors from another program within the University must also have at least a 2.8 overall GPA to transfer to the pre-nursing major and will be subject to the same maintenance requirements already described.

- Associate of Applied Science in Dental Hygiene (p. 227) (joint degree with Wiregrass Technical College)
- Bachelor of Science in Exercise Physiology (p. 224)
- Bachelor of Science in Health Sciences (p. 226)
- Bachelor of Science in Nursing (p. 223)
- Minor in Nutritional Science (p. 228) (online)

Bachelor of Science in Nursing

Admission Requirements

Students interested in pursuing a Bachelor of Science in Nursing should declare this as their major. Minimum requirements to be considered for admission to the program are:

1. a declared major in Nursing;
2. completion of all courses in Areas A-F of the Core Curriculum as it pertains to the Nursing curriculum;
3. a 2.80 cumulative, overall GPA and a 3.0 Nursing GPA using the highest grade earned in courses in Areas A, D, and F of the Core Curriculum;
4. a grade of C or better in all Area A, D, and F courses, including lab sections; and
5. a minimum of 75 on each of the five tested areas of the HESI exam (Reading Comprehension, Grammar, Vocabulary, Math, and Anatomy).

Program Objectives

Upon completion of the baccalaureate nursing program in the College of Nursing and Health Sciences at Valdosta State University, the graduate will be able to:

1. Synthesize theoretical, empirical, and experiential knowledge gained from the liberal arts, human and natural sciences, and nursing to develop holistic plans of care for individuals, families, and populations throughout the lifespan.
2. Coordinate with other health care professionals to assess, plan, implement, and evaluate safe, effective care.
3. Deliver holistic care using critical thinking, sound decision-making, and effective communication.
4. Integrate evidence from research and nursing practice to plan, implement, and evaluate nursing care.
5. Apply leadership and current management principles as a novice professional nurse in the effective delivery of health care.
6. Integrate professional standards and ethical principles into nursing practice
7. Promote health for individuals, families, and populations throughout the lifespan incorporating teaching/learning principles.
8. Demonstrate knowledge and awareness of trends and issues that affect health, access to health care, advocacy, and human dignity.
9. Advocate for persons, groups, and populations throughout the lifespan based on awareness of issues and trends that affect health.
10. Integrate technology in planning, delivery, and evaluation of nursing care.

Requirements for the B.S.N. Degree

Code	Title	Hours
Core Curriculum, Areas A-E (See VSU Core Curriculum)		42
Nursing students must take the science requirements noted for Area D.2.b.		
Core Curriculum Area F		
BIOL 2251K	Human Anatomy and Physiology I	4
BIOL 2252K	Human Anatomy and Physiology II	4
BIOL 2260K	Microbiology in Health and Disease	4
NURS 2700	Pathophysiology	3
MATH 1401	Elementary Statistics ¹	0-3
PSYC 2103	Introduction to Human Development	3

¹ Students are strongly encouraged to take MATH 1401 in area D.2.b of the Core.

Senior College Curriculum

		Junior
	Semester one Hours	Semester two Hours
NURS 3102		3 NURS 3201
NURS 3103		4 NURS 3202
NURS 3111		8 NURS 3203
	15	15
		Senior
	Semester one Hours	Semester two Hours
NURS 4114		7 NURS 4201
NURS 4124		8 NURS 4202
		NURS 4224
		15
		15

Total Hours: 60

Total Hours required for the degree: 120 Semester Hours

Bachelor of Science in Exercise Physiology

The Bachelor of Science in Exercise Physiology (B.S.E.P.) degree is based on the desired educational content and outcomes (knowledge, skills, and abilities) listed by the American College of Sports Medicine (ACSM), and the National Strength and Conditioning Association (NSCA).

The B.S.E.P. degree prepares students to work in two broad career paths:

- as an exercise physiologist who utilizes exercise training programs to help individuals improve cardiovascular function, body composition, strength, flexibility, and balance as well as help toward preventing or recovering from chronic diseases; and
- as a strength and conditioning professional to help athletes improve their performance or skill in a sport and to prevent and rehabilitate injuries.

Many graduates in exercise physiology continue on to the MS or PhD in exercise physiology or advanced schooling in related fields such as physical therapy, occupational therapy, medicine, physician assistant, and chiropractic. To help students obtain the prerequisite courses for application to graduate school, the B.S.E.D. degree allows for 23 hours of elective courses in the math and science area.

The program requires a 400-hour internship in an exercise physiology setting. Designed as a 12 credit hour senior level capstone experience, the internship allows students to apply knowledge learned in the classroom, attain work experience, and clarify work goals. Students are placed in hospitals, work sites, university fitness centers, athletic departments, and a variety of private, commercial, and public settings.

Selected Educational Outcomes

Students who graduate with a B.S.E.P. degree will be able to demonstrate:

1. Knowledge in basic functional anatomy, biomechanics, electrocardiography, and physiological responses to exercise.
2. Knowledge of nutrition and body composition as related to exercise performance and health maintenance.
3. Knowledge of electrocardiography, submaximal and maximal exercise testing procedures, and techniques related to health and fitness assessments.
4. Administrative and leadership skills for exercise programs in a variety of clinical and non-clinical settings.

5. Knowledge of assessment, evaluation, and education of various populations in clinical and non-clinical settings regarding physical activity and healthy lifestyles.
6. Knowledge of training theory and methods for developing physical abilities as they relate to athletic performance.

Examples of Outcome Assessments

Students who graduate with a B.S.E.P. degree will be able to:

1. Develop, through written, oral, and practical examinations, a scientifically based and medically safe fitness assessment and exercise prescription.
2. Interpret successfully, through written, oral, and practical examinations, the results of health and fitness assessments and demonstrate proficiency in exercise and nutrition prescription for an individualized program for exercise performance and health maintenance.
3. Demonstrate applied competency in electrocardiography interpretation, submaximal and maximal exercise testing, which includes gas analysis, body composition analysis techniques, risk stratification utilizing health and fitness assessments, and various other tests to determine aerobic and anaerobic capacity.
4. Optimize adoption of and adherence to exercise and other healthy behaviors by applying effective behavioral strategies and motivational techniques.
5. Describe the principles underlying the development of hypertrophy, strength, power, speed, agility, and anaerobic capacity for athletic performance through written, oral, and practical examinations.
6. Successfully meet VSU guidelines for academic credit for participating in an internship program.
7. Sit for the American College of Sports Medicine (ACSM) Exercise Physiologist Certification or the National Strength and Conditioning Association (NSCA) Certified Strength and Conditioning Specialist Certification.

Admission Requirements

Students interested in pursuing a Bachelor of Science in Exercise Physiology should declare their major as Health Sciences with an Exercise Physiology concentration. Minimum requirements to be considered for admission to the program are:

1. a declared Exercise Physiology concentration
2. completion of all courses in Areas A-F of the Core Curriculum as it pertains to the Exercise Physiology curriculum
3. a 2.50 cumulative, overall grade point average
4. a grade of "C" or better in all Area A, D, and F courses, including lab sections. Students not earning a "C" or better in Anatomy 1 and Anatomy II after 2 attempts in either course (excluding a withdrawal pass) are not eligible for admission to Exercise Physiology.

5. Program Progression and Retention

6. Once admitted into the program, classes are taken in blocks, 1 through 4, in sequence. Students must maintain a "C" or better in all upper-level HSEP courses. Students who receive three "D," "F," or "WF" grades in upper-level HSEP courses will be dismissed from the program. To be eligible for any third block courses, students must have earned a "C" or better in all first and second block courses. An exception to the third block policy is having to repeat just one second block course. To be eligible for HSEP 4510 Practicum, students must have a returned graduation application from the Registrar and be currently enrolled in all remaining courses required for graduation excluding HSEP 4550 Internship. To be eligible for the fourth block internship (HSEP 4550), students must have a "C" or better in all third block courses and meet all other prerequisites for the course.

Major Requirements

A "C" or better in all B.S.E.P. coursework at the 3000 and 4000 level and a 2.0 cumulative overall grade point average.

Requirements for the Bachelor of Science in Exercise Physiology Degree

Code	Title	Hours
Core Curriculum		60
Core Areas A-E (see VSU Core Curriculum)		42
Exercise Physiology majors may follow D.1, D.2, or D.2.b.		
Area F Requirements		
BIOL 2251K & BIOL 2252K	Human Anatomy and Physiology I and Human Anatomy and Physiology II	8
Electives--Select 10 hours from the from the following:		10
ACED 2400 or CS 1000	Computer Technology for the Workplace Introduction to Microcomputers and Applications	
NURS 2700	Pathophysiology	
Course(s) in BIOL, CHEM, MATH, PHYS, or PSYC		
Professional Program Requirements		60
HSEP 3010	Exercise Testing and Prescription I	3

HSEP 3011	Exercise Testing and Prescription II	3
HSEP 3020	Fitness and Performance Testing in Exercise Physiology	4
HSEP 3050	Prevention of Exercise Related Injuries and Conditions	3
HSEP 3200	Nutrition for Health and Human Performance	3
HSEP 3420	Exercise Physiology	3
HSEP 3430	Structural Kinesiology	3
HSEP 3650	Applied Exercise Musculoskeletal Interventions	3
HSEP 4050	Principles of Strength and Conditioning for Athletic Performance	4
HSEP 4070	Exercise Cardiopulmonary Physiology	3
HSEP 4080	Exercise Electrocardiography	3
HSEP 4140	Professional Practices in Exercise Physiology	3
HSEP 4160	Exercise Psychology	3
HSEP 4210	Clinical Exercise Physiology	3
HSEP 4510	Exercise Physiology Practicum	4
HSEP 4550	Exercise Physiology Internship	12

Total hours required for the degree

120

Bachelor of Science in Health Sciences

The Bachelor of Science in Health Sciences (B.S.H.S.) degree program prepares students for the healthcare industry, currently one of the strongest employment sectors nationally. The program helps students to identify talents and interests in the field that can be developed within the program, leading to careers in fields such as medical assistance, healthcare informatics, marketing and public relations, public health, health education, and environmental health. The degree program can also lead to graduate level study in fields such as athletic training, physical therapy, occupational therapy, medicine, nursing, and exercise physiology.

Selected Educational Outcomes:

Students who graduate with a B.S.H.S. degree will be able to demonstrate, in professional healthcare settings, knowledge of:

1. documentation, terminology, and coding, evidence-based practice, and professionalism, communication, and cultural competence.
2. kinesiology, nutrition, musculoskeletal evaluation, exercise programming, health assessment, medical disease and illness, and therapeutic intervention.
3. current issues and trends, law and ethical issues, and psychosocial issues in healthcare.

Examples of Outcome Assessments:

Students who graduate with a B.S.H.S. degree will, through written, oral, and practical examination, and surveys, demonstrate and develop knowledge of:

1. course objectives stated in each didactic course syllabus.
2. course objectives stated in each laboratory course syllabus.
3. practical application of program educational outcomes

Requirements for Progression into the Professional Program of Study (3000- and 4000-level courses)

Minimum requirements for progression into the professional program of study are:

1. a declared Health Sciences major.
2. a 2.50 cumulative, overall grade point average.
3. a satisfactory grade, based on institutional policy, for all Area A-F courses (60 hours).
4. All Area F courses completed with a grade of "C" or better.

Retention Requirements:

1. A student must not be placed on academic suspension (Academic Suspension--at the end of any term, while on probation, the cumulative GPA falls below the minimum specified in the VSU Stages of Progress with minimum GPA Averages Required, and the term GPA fall below 2.00; a first suspension will be for one semester; a second semester will be for two academic semesters; a third or subsequent suspension shall result in the student's being academically dismissed from the institution for a minimum period of three years) (Readmission Procedures - students must make application for readmission in writing with the Director of Admissions prior to registration for the semester in which they plan to return; additional VSU readmission procedures may also need to be followed).

2. A student must maintain academic integrity (students must know and abide by the Academic Integrity Policy as set forth in the Student Code of Conduct).

Requirements for the Bachelor of Science in Health Sciences Degree ¹

Code	Title	Hours
Core Areas A-E (See VSU Core Curriculum)		42
Area F Requirements ²		18
BIOL 2251K & BIOL 2252K	Human Anatomy and Physiology I and Human Anatomy and Physiology II	8
Electives--Select 10 hours from the following:		10
ACED 2400 or CS 1000	Computer Technology for the Workplace Introduction to Microcomputers and Applications	3
MATH 1401	Elementary Statistics	3
MATH or Science elective		4
NURS 2700	Pathophysiology	3
PSYC 2103	Introduction to Human Development	3
Professional Program Requirements		60
HSBS 3000	Introduction to Healthcare Professional Practice	3
HSBS 3100 or HSEP 3430	Structural Kinesiology Structural Kinesiology	3
HSBS 3300	Health Assessment and Promotion	3
HSBS 3350	Medical Disease and Illness	3
HSBS 3600	Medical and Healthcare Terminology	3
HSBS 3700	Principles of Pharmacology and Diagnostic Testing	3
HSBS 3800	Evidence Based Practice in Healthcare	3
HSBS 3900	Current Trends and Issues in Healthcare	3
HSBS 4050	Principles of Musculoskeletal Examination	3
HSBS 4100	Fitness and Strength and Conditioning Techniques	3
HSBS 4300	Professionalism and Healthcare	3
HSBS 4500	Communication and Cultural Competence in Healthcare	3
HSBS 4650	Exercise Programming	3
HSBS 4800	Principles of Therapeutic Intervention	3
HCAD 4000	Legal and Ethical Issues in Healthcare Administration	3
HSEP 3360	Chronic Disease Epidemiology	3
Concentrated Electives		9
NUTR 3100 or NUTR 3300	Applied Nutritional Science Nutrition, Fitness, and Health	3
Total Hours		120

¹ Students must complete all professional program of study courses (3000- and 4000-level) and all concentrated electives with a grade of "C" or better.

² All courses in Area F must be completed with a grade of "C" or better.

Associate of Applied Science - Dental Hygiene

Joint Degree with Wiregrass Georgia Technical College

An Associate of Applied Science degree program with a major in dental hygiene is offered in cooperation with Wiregrass Georgia Technical College. Students enrolled in this program can earn the Associate of Applied Science degree. Upon successful completion of required course work, students are directed to apply for admission to the clinical portion of the training conducted at Wiregrass Georgia Technical College. While it is recommended that all core courses be completed prior to application to the clinical program, all science courses must be completed prior to beginning the clinical training. Clinical training begins annually and starts in the fall semester. Students who complete the VSU course work are not guaranteed admission to the clinical study portion of the program at Wiregrass Georgia Technical College. Admission decisions are based on competitive criteria.

Transfer students must successfully complete a minimum of 21 semester credit hours at Valdosta State University.

Selected Educational Outcomes

1. Program graduates will demonstrate an appropriate competency in dental hygiene career and technical study.
2. Program graduates will demonstrate competency in reading, writing, and oral expression.

Examples of Outcome Assessments

1. Program graduates are required to pass the clinical portion of their dental hygiene program at Wiregrass Georgia Technical College.
2. Program graduates are expected to pass the Dental Hygiene National Board and dental hygiene clinical examination.

University Requirements:

Code	Title	Hours
Area A		
ENGL 1101 & ENGL 1102	Composition I and Composition II	6
MATH 1101 or MATH 1111	Introduction to Mathematical Modeling College Algebra	3
Area D		
CHEM 1151K & CHEM 1152K	Survey of Chemistry I and Survey of Chemistry II	8
Area E		
POLS 1101	American Government	3
HIST 2111 or HIST 2112	United States History to 1865 United States History since 1865	3
Area F		
SOCI 1101 & PSYC 1101	Introduction to Sociology and Introduction to General Psychology	6
Select one of the following:		3
ACED 2050	Communications for the Workplace	
COMM 1100	Human Communication	
COMM 1110	Public Speaking	
BIOL 2251K	Human Anatomy and Physiology I	4
BIOL 2252K	Human Anatomy and Physiology II	4
BIOL 2260K	Microbiology in Health and Disease	4
Total Semester Hours		44

Minor in Nutritional Science (Online)

Nutritional science is an academic discipline that offers an intellectual approach to the study of nutrition as it contributes to health promotion by primary, secondary, and tertiary prevention. The study of nutritional science provides accurate assessments of the roles of functional foods and nutrients as they affect and are affected by humans' intellectual, biological, psychological, social, cultural, environmental, economic, and spiritual being. This minor includes the integration of holistic health concepts with alternative and complementary healing practices and contemporary medical regimes. This minor offers students the opportunity to explore research demonstrating the importance of nutritional balance (variety, moderation, and activity) to quality of life and holistic health. The nutritional status of Americans is compared and contrasted to other environments and cultures around the globe. The minor encourages the acquisition of practical experiences, the development of intellectual expertise in various aspects of nutritional science, and initiation of creative interventions to facilitate and motivate behavioral changes related to nutritional problems and diseases, such as obesity, diabetes, cardiovascular disease, cancer, and osteoporosis.

Selected Educational Outcomes

Students:

1. gain familiarity with the scope of nutritional science as an academic area and the research that is conducted in the field.
2. develop an appreciation for the complexities of nutritional processes and the significance of nutrition to lifelong health and productivity.
3. are enabled to take greater responsibility for their own nutritional choices in pursuit of holistic health.
4. assess and evaluate nutritional status and plan the implementation of appropriate interventions for optimal well-being.
5. demonstrate a commitment to outreach by sharing nutritional expertise with individuals, families, and communities.

Admission Requirements

Students must:

1. declare a Nutritional Science minor
2. have earned a grade of "C" or better in BIOL 2651
3. have earned a grade of "C" or better in BIOL 2652

Minor in Nutritional Science (Online)

Code	Title	Hours
NUTR 3100	Applied Nutritional Science	3
NUTR 4000	Advanced Nutritional Therapy	3
Elective courses from the following		9
NUTR 3250	Special Topics in Nutrition	
NUTR 3300	Nutrition, Fitness, and Health	
NUTR 3350	Weight Management and Behavior	
NUTR 4900	Lifecycle Nutrition	
NUTR 4950	Community Nutrition and Health	
Total Hours		15

College of Science and Mathematics

Dr. Pierre-Richard Cornely, Dean
1036 Bailey Science Center

Dr. Theresa J. Grove, Associate Dean
1036 Bailey Science Center

Mission Statement

The College of Science and Mathematics is dedicated to serving students, faculty, the institution, and the region. All programs and services are governed by a commitment to excellence that is the hallmark of the College.

To Serve Students

The College serves students through the Core Curriculum and through various programs of study in pre-professional, transfer, and degree programs. The Core Curriculum, a significant proportion of which is delivered by departments and programs in Science and Mathematics, provides all students of the University a foundation grounded in humanities, natural sciences, social sciences, and mathematics. Learning outcomes of the Core are designed to develop critical thinking, written and oral communication skills, and the ability to use technology effectively. Beyond the Core, the mission of the College is to provide quality minors and associate, bachelor, and graduate degrees in traditional disciplines of Science and Mathematics and to serve students in programs in other colleges. The College of Science and Mathematics also houses the Air Force Reserve Officer Training Corps (ROTC) Program. All programs are characterized by having clearly defined goals, coherent structure, currency, relevance, and rigor, and all prepare students to meet the challenges of an ever-changing world.

To Serve Faculty

The College serves its faculty by providing an environment in which instructional excellence is expected and valued; service to the university and community is encouraged; and scholarly activity, research, and creative endeavors are supported and rewarded. Through activities as varied as the recruitment of new faculty to the celebration of the contributions of retiring faculty, the College creates a congenial work environment that supports its faculty intellectually and professionally.

To Serve the Institution

Beyond program contributions, the College of Science and Mathematics seeks to serve the university community at large by its participation in the various activities that make up the life of the institution outside the classroom. Students and faculty from Science and Mathematics participate in academic and non-academic extracurricular activities, including governance organizations, and serve on departmental, college, and university committees that contribute to the effective functioning of the institution. An integral part of the mission of Science and Mathematics is to seek out and support opportunities for collaboration with other units of the University outside of the College.

To Serve the Region and Beyond

The College of Science and Mathematics plays a major role in helping the University meet its service mission to the region. Through teaching, research, creative endeavors, and the spectrum of outreach and support activities provided by the students and faculty of the College, Science and Mathematics contributes to an improved quality of life for all citizens of the region.

Five academic departments: Biology; Chemistry; Mathematics; Computer Science; and Physics, Astronomy, Geosciences, and Engineering Technology; and the Air Force ROTC (AFROTC) Program comprise the College of Science and Mathematics. The Bachelor of Science in Computer Science degree program is accredited by ABET Computing Accreditation Commission, and the Bachelor of Science in Chemistry is approved by the American Chemical Society; these accrediting bodies ensure that these programs meet high educational standards and prepare students for success in their chosen fields.

The degrees of Associate of Science, Bachelor of Arts, Bachelor of Science, and Master of Science are granted through the College. In addition, the AFROTC Program offers a minor in Aerospace Studies and provides students the opportunity to receive a commission as an officer in the United States Air Force upon earning a bachelor's degree from Valdosta State University.

Undergraduate Degree Programs Offered through the College of Science and Mathematics

Associate of Science

- Engineering Studies

Bachelor of Arts

- Biology
- Mathematics

Bachelor of Science

- Applied Mathematics
- Astronomy
- Biology
- Chemistry
- Computer Information Systems
- Computer Science
- Engineering Technology
- Environmental Geosciences
- Physics

Pre-Professional Programs

Although degrees are not conferred in pre-professional areas such as pre-medicine or pre-dentistry, programs of study are available that prepare students to enter other institutions where they can complete their professional training. Some programs require students to finish a four-year sequence in a major; others call for students to complete a two- or three-year sequence of study. Since requirements for pre-professional degrees vary according to programs and students' needs, it is important that students declare early their intention to pursue specialized study so that they may receive proper advising. Pre-professional areas and the departments responsible for advising are listed below.

Advising in	For Programs in
Department of Biology	Community Health, Medical Technology, Occupational Therapy, Optometry, Physical Therapy, Physician's Assistant, Respiratory Therapy, Dental Medicine, Medicine, Pharmacy, Veterinary Medicine
Department of Chemistry	Medicine, Dental Medicine, Veterinary Medicine, Pharmacy
Department of Physics, Astronomy, Geosciences, and Engineering Technology	Engineering

Aerospace Studies

*Lieutenant Colonel Adam T. Lee, Director
Barrow Hall*

Air Force Reserve Officer Training Corps (ROTC) offers students a course of study designed to complement their individual academic major. This program is designed to commission young men and women as second lieutenants into the active duty Air and Space Forces upon completion of a bachelor's degree and ROTC requirements. Students take one academic Aerospace Studies course and a leadership laboratory each semester to

receive hands-on leadership and management practice. Cadets enrolled in the program represent a broad cross-section of the student body. By taking AFROTC, a student/cadet has an opportunity to explore and evaluate Air Force career opportunities while earning a college degree. Completion of the ROTC curriculum is the initial step in the education of the professional officer and provides a firm understanding of air and space concepts and the Air and Space Force missions, organizations, and operations. A commission as an officer in the United States Air Force or Space Force is tendered only after Valdosta State University grants the bachelor's degree.

General Program

The Air Force ROTC program consists of two phases: the General Military Course (GMC) and the Professional Officer Course (POC). Each phase requires four semesters of study on campus. The GMC courses taken during the freshmen and sophomore years deal primarily with building a foundation for the Air Force way of life, such as developing customs and courtesies and learning proper uniform wear, as well as understanding various Air Force organizations and their missions. Finally, a deeper understanding of the history of the Air Force is taught in the sophomore year. General Military courses meet three hours each week; one hour in the classroom and two hours in Leadership Laboratory (AS 1000). During the junior year, the Professional Officer Course emphasizes student involvement in learning and practicing leadership and management techniques. The senior year courses deal extensively with political, economic, and social factors relating to the formulation and implementation of national security policy. Communicative skills are stressed throughout the entire ROTC curriculum. The junior and senior cadets meet for four and one half hours each week: two and one half hours in the classroom and two hours in Leadership Laboratory (AS 1000). Additionally, cadets participate in a mandatory physical fitness program a minimum of two hours per week. This training is incorporated into AS 1000 Leadership Laboratory and must be accomplished in order to successfully complete the course. All cadets wear their uniforms all day on Leadership Laboratory days and POC students must also wear their uniform to their Aerospace Studies classes.

All students must complete a field training course conducted at an active Air Force base during the summer months, generally between the students' sophomore and junior years. Students interested in Air Force ROTC should contact the Aerospace Studies Department to determine eligibility.

A tiered stipend ranging from \$300 to \$500 per month is paid to contracted POC cadets or those cadets on scholarship. This sum is in addition to any other scholarship benefit held by a cadet. Additionally, when attending field training, cadets are furnished transportation or payment for travel. Finally, all uniforms and AFROTC texts are provided at no cost to the student while participating in the program.

Selection for the POC

Selection for the POC is based on the best interests of the Air Force, together with achievement records of academic ability, observed leadership traits, fitness, the results of an officer aptitude qualification test, and physical examination. Schedules for these tests are announced through normal student advisory media.

Other requirements for POC entry are:

- Be a full-time student with at least two academic years remaining of undergraduate and/or graduate studies
- Qualify on the Air Force Officer Qualifying Test (AFOQT)
- Qualify on the Air Force medical examination
- Be at least 17 years old with parent or legal guardian consent
- Be a United States citizen
- Be interviewed and accepted for enrollment
- Be of good moral character
- Be in good academic standing
- Complete all commissioning requirements as follows:
 - Pilot and Navigator Candidates: Before age 29
 - Scholarship Recipients: Before age 31 as of December 31 in the eligible year of commissioning.

Placement Credit

The following criteria may earn an individual appropriate placement credit within the AFROTC program: students who have completed ROTC courses in essentially military preparatory schools or junior colleges, participants in high school JROTC or Civil Air Patrol, or prior members of the armed services. Students interested in AFROTC should contact the Aerospace Studies Department to determine eligibility.

Scholarships and Additional Benefits

Scholarships are available to highly qualified students participating in AFROTC. The "In-College" Scholarship Program (ICSP) pays up to full tuition and provides money annually for books in addition to providing the monthly stipend as previously mentioned. Scholarship consideration is predicated on student ability, performance, and potential.

The AFROTC program also offers other benefits. For example, the monthly stipend is also paid to POC cadets regardless of scholarship status. Additionally, when attending either field training course, cadets are furnished transportation or payment for travel plus pay. Free medical and dental care and all uniforms are provided while at field training.

Student Obligations

When entering the Professional Officer Course, students must have at least two full academic years remaining to complete their college requirements for an undergraduate or a graduate degree or a combination of the two. Each POC student is required to enlist in the Air Force Reserve and to execute a written contract with the government. This contract requires a student to complete the POC and to accept a commission as a second lieutenant if tendered. General Military Course students are under absolutely no obligation if not on scholarship.

Students interested in this commissioning program should contact the Unit Admissions Officer, telephone 229-333-5954.

- Minor in Aerospace Studies (p. 232)

Minor in Aerospace Studies

The Minor in Aerospace Studies is offered to any student completing the course of study listed below. The minor not only prepares cadets for active duty service but also provides students the opportunity to study one of our country's major instruments of power, the United States Military. Students will gain a broad perspective of the Air Force and its use as an instrument of national power by studying its history, organizations, missions, and operations.

Minor in Aerospace Studies

Code	Title	Hours
Lower Division Courses		
AS 1001	Heritage and Values I	1
AS 1002	Heritage and Values II	1
AS 2001	Team and Leadership Fundamentals I	1
AS 2002	Team and Leadership Fundamentals II	1
Upper Division Courses		
AS 3001	Leading People and Effective Communication I	3
AS 3002	Leading People and Effective Communication II	3
AS 4001	National Security/Leadership Responsibilities/Commissioning Preparation I	3
AS 4002	National Security/Leadership Responsibilities/Commissioning Preparation II	3
Also recommended: one elective selected from the following:		
HIST 4100	United States Constitutional History	
HIST 4404	History of the Vietnam War	
POLS 4410	American Foreign Policy	
POLS 4420	Global Security Policy	
POLS 4430	National Security Administration and Policy	
Total Hours		16

Department of Biology

Dr. Robert Gannon, Head
Room 2035, Bailey Science Center

The Department of Biology has two programs of courses—one leading to a Bachelor of Science degree with a major in biology and one to a Bachelor of Arts degree with a major in biology. In addition, the Master of Science with a major in biology is also offered. The department also participates in several pre-professional programs such as pre-dental hygiene, pre-occupational therapy, pre-physical therapy, pre-respiratory therapy, pre-optometry, and medical technology.

Biology is the study of life and represents one of the most dynamic disciplines in science. The courses offered encompass a wide range of subject matter, from cellular to organismal studies. A large selection of courses emphasizing principles and concepts allows students to concentrate in a number of subdivisions of biology. The structuring of core and elective courses in the biology program is designed to prepare students for employment in biology-related positions, as well as for advanced study in graduate school, including biology, medicine, dentistry, veterinary science, and allied health fields.

The department also participates in several two-year professional programs. Upon completion of these two-year programs, the student may qualify for an Associate of Arts degree.

Selected Educational Outcomes

The programs of study in the Department of Biology have numerous desired outcomes. Examples of these outcomes include the following:

1. Develop and test hypotheses, collect and analyze data, and present the results and conclusions in both written and oral formats used in peer-reviewed journals and at scientific meetings.
2. Describe the evolutionary processes responsible for biological diversity, explain the phylogenetic relationships among the major taxa of life, and provide illustrative examples.
3. Demonstrate an understanding of the cellular basis of life.
4. Relate the structure and the function of DNA/RNA to the development of form and function of the organism and to heredity.
5. Interpret ecological data pertaining to the behavior of the individual organism in its natural environment; to the structure and function of populations, communities, and ecosystems; and to human impacts on these systems and the environment.

Examples of Outcome Assessments

The Department of Biology assesses the extent to which the programs' requirements create the desired outcomes by using a variety of techniques. Examples of these assessments include the following:

1. Regular advising and evaluation of a student's academic progress are made each semester.
 2. So that students possess a good foundation in basic biological principles before taking required and elective Senior College courses in biology, their academic progress in Area F core courses is monitored to ensure that they have achieved a minimum grade of "C" in biology courses applied to the major.
 3. Senior Seminar, the capstone course, is used to
 - a. assess the understanding of advanced concepts and principles in biology and breadth of knowledge in key areas using the Major Field Test in biology
 - b. evaluate students' ability to write scientifically correct reports and engage in knowledgeable discourse and debate with peers and faculty
 - c. administer an exit survey for program evaluation.
- Bachelor of Arts with a Major in Biology (p. 233)
 - Bachelor of Science with a Major in Biology (p. 234)
 - Minor in Biology (p. 236)

Bachelor of Arts with a Major in Biology

The B.A. degree with a major in biology is ideal for students who do not need the extra math, chemistry, and physics requirements that are found in the B.S. degree with a major in biology. For instance, most allied health programs do not require a full year of organic chemistry, calculus, or even physics. Therefore, students pursuing those careers after graduating from VSU may wish to consider this B.A. degree option rather than the B.S. degree.

Requirements for the Bachelor of Arts Degree with a Major in Biology

Code	Title	Hours
Core Curriculum		60
Core Curriculum Areas A, B, C, D.2.a, and E		42
See VSU Core Curriculum, to include:		
Area A:		
MATH 1113	Precalculus	3
Area C:		
Foreign Language		3
Area D.2.a:		
MATH 1401	Elementary Statistics	3
Science:		
BIOL 1107 & 1107L	Principles of Biology I and Principles of Biology Laboratory I	4
CHEM 1211	Principles of Chemistry I	3
CHEM 1211L	Principles of Chemistry Laboratory I	1
Core Curriculum Area F		
Foreign Language		6
Science: ¹		12-13
BIOL 1100	Biology Freshmen Seminar - Introduction to the Biological Sciences	
BIOL 1107 & 1107L	Principles of Biology I and Principles of Biology Laboratory I	

BIOL 1108 & 1108L	Principles of Biology II and Principles of Biology Laboratory II	
BIOL 1200	History of the Life Sciences	
CHEM 1211	Principles of Chemistry I	
CHEM 1211L	Principles of Chemistry Laboratory I	
CHEM 1212	Principles of Chemistry II	
CHEM 1212L	Principles of Chemistry Laboratory II	
Senior College Curriculum		60
BIOL 3200	Introductory Genetics	3
BIOL 3250	Ecology and Evolution	4
BIOL 4900	Senior Seminar	1
Biology Electives ²		16
Foreign language ³		3
General Electives (15 hours of upper-level required)		32
Carry-over from core		1
Total hours required for the degree		120

¹ One hour transfer to senior curriculum. A minimum grade of "C" is required for all BIOL, CHEM, and MATH courses.

² 3000-level and above (but not BIOL 4830, BIOL 4840, BIOL 4850)
BIOL 4950 limited to 3 hours
Three courses with labs required

³ 12 hours of a single foreign language required

Accelerated Undergraduate-to-Graduate Track

Contingent upon acceptance in to the Accelerated Undergraduate-to-Graduate Track, students wishing to pursue a Master of Science in Biology at Valdosta State University may take up to 9 semester hours of graduate-level coursework (courses numbered 5000 or above) that will count toward Biology electives or general electives for the undergraduate degree.

Acceptance in to the Accelerated track requires:

1. written notification by a Biology faculty member to the Biology Graduate Program Coordinator of her/his willingness to serve as the student's thesis advisor;
2. completion of 90 semester hours of undergraduate coursework, at least 18 hours of which is in Biology; and
3. an overall GPA in undergraduate coursework of at least 3.0.

Graduate courses taken as an undergraduate will count toward the 120-hour graduation requirement but will not count toward the student's undergraduate GPA or the calculation of academic honors.

Upon acceptance into the Accelerated Undergraduate-to-Graduate Track in Biology, students must maintain an overall GPA of 3.0 to remain in good standing. Students who do not maintain good standing or who do not wish to continue with the Accelerated Undergraduate-to-Graduate Track in Biology may revert to their original track to complete the remaining requirements for the B.A. in Biology.

Bachelor of Science with a Major in Biology

Requirements for the Bachelor of Science Degree with a Major in Biology

Code	Title	Hours
Core Curriculum		60
Core Curriculum Areas A, B, C, D.2.a, and E (See VSU Core Curriculum) ¹		42
Core Curriculum Area F		
Science		14-15
BIOL 1100	Biology Freshmen Seminar - Introduction to the Biological Sciences	
BIOL 1108 & 1108L	Principles of Biology II and Principles of Biology Laboratory II	
CHEM 1211	Principles of Chemistry I	
CHEM 1211L	Principles of Chemistry Laboratory I	
CHEM 1212	Principles of Chemistry II	

CHEM 1212L	Principles of Chemistry Laboratory II	
PHYS 1111K	Introductory Physics I	
PHYS 1112K	Introductory Physics II	
PHYS 2211K	Principles of Physics I	
PHYS 2212K	Principles of Physics II	

A minimum grade of "C" is required for all BIOL, CHEM, MATH, and PHYS courses.

MATH 2262	Analytic Geometry and Calculus II	3-4
or MATH 1401	Elementary Statistics	

Senior College Curriculum 60

A minimum grade of "C" is required for all BIOL and CHEM courses.

Required Biology Courses 8

BIOL 3200	Introductory Genetics	3
BIOL 3250	Ecology and Evolution	4
BIOL 4900	Senior Seminar	1

Biology Electives ² 26-27

Required Chemistry courses

CHEM 3401	Organic Chemistry I	4
CHEM 3402	Organic Chemistry II	4
CHEM 3601	Biochemistry I	3

General Electives 11-12

Carry-over from Core 3-4

Total hours required for the degree 120

¹ Biology majors are required to take pre-calculus (MATH 1113) in Area A and calculus (MATH 2261) in Area D.2.a One hour of calculus will transfer to the upper elective hours. Biology majors must take 8 hours of science in Area D.2.a and may choose any of the following courses: BIOL 1107 and BIOL 1107L, CHEM 1211 and CHEM 1211L, CHEM 1212 and CHEM 1212L, or calculus-based physics (PHYS 2211K and PHYS 2212K). If biology or chemistry courses are taken in Area D.2.a, biology majors may take non-calculus-based physics (PHYS 1111K and PHYS 1112K) in Area F.

² 3000-level and above (but not BIOL 4830, BIOL 4840, BIOL 4850)
Four courses with labs required
BIOL 4950 limited to 3 hours.

Accelerated Undergraduate-to-Graduate Track

Contingent upon acceptance in to the Accelerated Undergraduate-to-Graduate Track, students wishing to pursue a Master of Science in Biology at Valdosta State University may take up to 9 semester hours of graduate-level coursework (courses numbered 5000 or above) that will count toward Biology electives or general electives for the undergraduate degree.

Acceptance in to the Accelerated track requires:

1. written notification by a Biology faculty member to the Biology Graduate Program Coordinator of her/his willingness to serve as the student's thesis advisor;
2. completion of 90 semester hours of undergraduate coursework, at least 18 hours of which is in Biology; and
3. an overall GPA in undergraduate coursework of at least 3.0.

Graduate courses taken as an undergraduate will count toward the 120-hour graduation requirement but will not count toward the student's undergraduate GPA or the calculation of academic honors.

Upon acceptance into the Accelerated Undergraduate-to-Graduate Track in Biology, students must maintain an overall GPA of 3.0 to remain in good standing. Students who do not maintain good standing or who do not wish to continue with the Accelerated Undergraduate-to-Graduate Track in Biology may revert to their original track to complete the remaining requirements for the B.S. in Biology.

Minor in Biology

Requirements for the Minor in Biology

Code	Title	Hours
BIOL 3200	Introductory Genetics	3
BIOL 3250	Ecology and Evolution	4
Upper division BIOL courses (excluding BIOL 4830, BIOL 4840, BIOL 4850, and BIOL 4900)		8
Total Hours		15

A minimum grade of "C" is required for all BIOL courses.

At least 9 hours must be completed at VSU.

Department of Chemistry

Dr. Kurt Winkelmann, Head
3025 Bailey Science Center

Students who complete the major in chemistry will graduate with a Bachelor of Science degree. The program in chemistry is approved by the Committee on Professional Training of the American Chemical Society. Students who complete the approved major will have their degree certified by the American Chemical Society.

All chemistry majors complete the general chemistry sequence and a common forty-hour sequence of major courses. These courses, plus the prerequisite hours in physics and mathematics, provide each student with a solid background in analytical, inorganic, organic, physical, and biochemistry.

Each student is required to select 6 hours of advanced chemistry courses as part of the major. The selection, made with the assistance of a departmental advisor, will be made with the postgraduate needs of the student in mind. Students who wish to pursue graduate study in chemistry should select all chemistry courses, while those who wish to accept positions in industrial or government laboratories may wish to select some chemistry and some biology courses to complete the major. Those who plan to attend professional school (medicine, dentistry, veterinary medicine, law, or business) will select courses to satisfy entry requirements in the particular program of interest.

The chemistry major is designed for students to develop the critical thinking skills needed for problem solving. Students will be able to state a problem succinctly, outline methods of solving the problem, and proceed to solve the problem after choosing a suitable method. Mastery of problem solving techniques is especially apparent in students who participate in an undergraduate research project. Although the research problems chosen for solution by students are taken from the chemical sciences, the methods developed for problem solving are applicable to other fields.

The core curriculum provides opportunity for every student in the University to obtain the skills necessary for effective written and oral communication. The department requires chemistry majors to demonstrate mastery of those skills by preparing and presenting papers in advanced chemistry courses. Each senior must present a departmental seminar on a topic which is generally not covered in courses in the department. Successful completion of the departmental seminar will demonstrate that the student is able to search the literature on an unfamiliar topic, prepare a pertinent outline and abstract of the topic, present the material in a clear oral presentation, and answer questions on the topic from both faculty and student colleagues. Majors may satisfy the requirement for the senior seminar by completing CHEM 4210.

Selected Educational Outcomes

The major in chemistry is designed to prepare graduates to enter professional school, to attend graduate school, or to join the work force in a government, industrial, or commercial setting. Among the anticipated educational outcomes of the department are that each graduate will:

1. understand, speak, and write in the language used by professional chemists;
2. demonstrate proficiency in problem solving and experimental design and show proficiency in laboratory procedure and the skills of measurement, analysis, data treatment, and interpretation;
3. demonstrate an understanding of professional ethics in terms of data collection, evaluation, and reporting and an understanding of environmental issues concerning handling and disposal of chemicals and chemical wastes; and understand the importance of chemistry in its impact on society;
4. demonstrate proficiency in the principles and theories that govern chemistry and appreciate the fact that chemistry is a changing discipline which requires a commitment to life-long learning.

Examples of Outcome Assessments

In order to follow the success with which the educational outcomes are fulfilled, the chemistry department has developed a number of assessment techniques, both formal and informal. The formal assessment techniques include the following:

- The department will maintain a portfolio of each chemistry major that will contain the following materials:
 - results of discipline-related American Chemical Society Examinations.
 - samples of written assignments (papers and laboratory reports) from upper division classes.
 - faculty evaluation of the student's senior seminar and abstract.
- Each student will present a seminar on a subject related to chemistry in the senior year. The student will gather and organize the necessary information, develop appropriate visual media, and write an abstract of the talk.
- A formal alumni interview will be used to evaluate the program.

- Bachelor of Science with a Major in Chemistry (p. 237)

- Minor in Chemistry (p. 242)

Bachelor of Science with a Major in Chemistry

Requirements for the Bachelor of Science Degree with a Major in Chemistry

The chemistry department requires that the prerequisites for a number of chemistry courses be completed with a grade of "C" or better. Majors in the department should consult an advisor at frequent intervals to be certain that prerequisites are met at the appropriate time and with a suitable grade.

Code	Title	Hours
Core Curriculum		60
Core Area A, B, C, D.2.a, and E (See VSU Core Curriculum) ^{1, 2}		42
Core Area F ³		
MATH 2261	Analytic Geometry and Calculus I (Carry-over from Area D.2.a)	1
MATH 2262	Analytic Geometry and Calculus II	4
CHEM 1211 & 1211L	Principles of Chemistry I and Principles of Chemistry Laboratory I (unless taken in Area D.2.a)	0-4
CHEM 1212 & 1212L	Principles of Chemistry II and Principles of Chemistry Laboratory II (unless taken in Area D.2.a)	0-4
CHEM 2310	Quantitative Analysis	4
PHYS 2211K or PHYS 1111K	Principles of Physics I (unless taken in Area D.2.a) ⁴ Introductory Physics I	0-4
PHYS 2212K or PHYS 1112K	Principles of Physics II (unless taken in Area D.2.a) ⁴ Introductory Physics II	0-4
CHEM 1210	First Year Seminar	1
Senior College Curriculum		60
Select one of the following options:		
American Chemical Society Certified Degree		
American Chemical Society Certified Degree Biochemistry Option		
Business Option		
Environmental Option		
Pre-Dental Option		
Pre-Medical Option		
Pre-Optometry Option		
Pre-Pharmacy Option		
Pre-Professional Option		
Teaching Option		
Total hours required for the degree		120

- ¹ Chemistry majors must take MATH 1113 in Area A and MATH 2261 in Area D.2.a One hour of MATH 2261 will carry over to Area F. In Area D.2.a, chemistry majors may select eight hours from CHEM 1211/CHEM 1211L, CHEM 1212/CHEM 1212L, PHYS 2211K, PHYS 2212K, or BIOL 1107 and BIOL 1107L.
- ² Students in the Pre-Optometry Option must take PSYC 1101 in Area E.
- ³ Hours in excess of 18 will carry over into the Senior College Curriculum.

- ⁴ Students in the pre-professional option, the American Chemical Society (ACS) Certified Degree, and the American Chemical Society (ACS) Certified Degree Biochemistry Option may substitute PHYS 1111K for PHYS 2211K and PHYS 1112K for PHYS 2212K; however, students in the ACS Certified Degree and the ACS Certified Degree Biochemistry Option are strongly encouraged to enroll in PHYS 2211K and PHYS 2212K.

Chemistry Major: American Chemical Society Certified Degree

Code	Title	Hours
Of the 60 semester hours, 39 must be in courses numbered 3000 or above		
CHEM 1210	First Year Seminar	1
CHEM 2210	Sophomore Seminar	1
CHEM 3401	Organic Chemistry I	4
CHEM 3402	Organic Chemistry II	4
CHEM 3510	Inorganic Chemistry	4
CHEM 3601 & 3601L	Biochemistry I and Laboratory Techniques in Biochemistry	5
CHEM 3801	Physical Chemistry I	4
CHEM 3802	Physical Chemistry II	4
CHEM 4210	Seminar	1
CHEM 4310	Instrumental Analysis	4
Advanced courses in Chemistry		6
Modern Foreign Language ⁴		3-6
Electives ⁵		16-19

- ⁴ If three hours of language are taken in Area C of the core, only three will be required in this portion of the major.

- ⁵ Includes hours which carry over from Area F.

Chemistry Major: American Chemical Society Certified Degree

Biochemistry Option

Code	Title	Hours
Of the 60 semester hours, 39 must be in courses numbered 3000 or above		
CHEM 1210	First Year Seminar	1
CHEM 2210	Sophomore Seminar	1
BIOL 1107 & 1107L	Principles of Biology I and Principles of Biology Laboratory I	4
BIOL 3100	Microbiology	4
CHEM 3401	Organic Chemistry I	4
CHEM 3402	Organic Chemistry II	4
CHEM 3510	Inorganic Chemistry	4
CHEM 3601 & 3601L	Biochemistry I and Laboratory Techniques in Biochemistry	5
CHEM 3602	Biochemistry II	3
CHEM 3801	Physical Chemistry I	4
CHEM 3802	Physical Chemistry II	4
CHEM 4210	Seminar	1
CHEM 4310	Instrumental Analysis	4
Modern Foreign Language ⁷		3-6
Electives ^{8,9}		16-19

- ⁶ Unless taken in Area D.2.a

- ⁷ If three hours of language are taken in Area C of the core, only three will be required in this portion of the major.

- ⁸ Includes hours which carry over from Area F.

- ⁹ May include CHEM 4910, but must be a biochemistry topic.

Chemistry Major: Business Track

Code	Title	Hours
Of the 60 semester hours, 39 must be in courses numbered 3000 or above.		
CHEM 2210	Sophomore Seminar	1
BIOL 1107 & 1107L	Principles of Biology I and Principles of Biology Laboratory I	4
Science elective, numbered 2000 or above		4
CHEM 3401	Organic Chemistry I	4
CHEM 3402	Organic Chemistry II	4
CHEM 3510	Inorganic Chemistry	4
CHEM 3601 & 3601L	Biochemistry I and Laboratory Techniques in Biochemistry	5
CHEM 3801 or CHEM 3802	Physical Chemistry I Physical Chemistry II	4
CHEM 4210	Seminar	1
Upper Division mathematics, computer science, or science electives ¹⁰		7-8
Modern Foreign Language ¹¹		3-6
Electives ¹²		14-18
Electives must include 9 credit hours of courses taught by the College of Business Administration, of which 6 credit hours will be upper-level electives. Students should discuss their interests and career goals with a faculty mentor before selecting courses.		

Chemistry Major: Environmental Option

Code	Title	Hours
Of the 60 semester hours, 39 must be in courses numbered 3000 or above.		
CHEM 2210	Sophomore Seminar	1
BIOL 1107 & 1107L	Principles of Biology I and Principles of Biology Laboratory I	4
Selected Course (Select an environmental-themed social science or humanities course such as PHIL 3180 or PHIL 3640)		3
Modern Foreign Language ¹¹		3-6
Electives ¹²		9-12
Science elective, 2000 or above		4
CHEM 3401	Organic Chemistry I	4
CHEM 3402	Organic Chemistry II	4
CHEM 3510	Inorganic Chemistry	4
CHEM 3601 & 3601L	Biochemistry I and Laboratory Techniques in Biochemistry	5
CHEM 3801 or CHEM 3802	Physical Chemistry I Physical Chemistry II	4
CHEM 4210	Seminar	1
CHEM 4310	Instrumental Analysis	4
CHEM 3320	Environmental Chemistry	3
GEOL 3010	Environmental Geology	3

Chemistry Major: Pre-Dental Option

Code	Title	Hours
Of the 60 semester hours, 39 must be in courses numbered 3000 or above		
CHEM 2210	Sophomore Seminar	1
BIOL 1107 & 1107L	Principles of Biology I and Principles of Biology Laboratory I	4
BIOL 1108 & 1108L	Principles of Biology II and Principles of Biology Laboratory II	4
CHEM 3401	Organic Chemistry I	4
CHEM 3402	Organic Chemistry II	4

CHEM 3510	Inorganic Chemistry	4
CHEM 3601 & 3601L	Biochemistry I and Laboratory Techniques in Biochemistry	5
CHEM 3801 or CHEM 3802	Physical Chemistry I Physical Chemistry II	4
CHEM 4210	Seminar	1
Upper-Division mathematics, computer science, or science electives ¹⁰		7-8
Modern Foreign Language ¹¹		3-6
Electives ¹²		14-18

Chemistry Major: Pre-Medical Option

Code	Title	Hours
Of the 60 semester hours, 39 must be in courses numbered 3000 or above		
CHEM 2210	Sophomore Seminar	1
BIOL 1107 & 1107L	Principles of Biology I and Principles of Biology Laboratory I	4
BIOL 1108 & 1108L	Principles of Biology II and Principles of Biology Laboratory II	4
CHEM 3401	Organic Chemistry I	4
CHEM 3402	Organic Chemistry II	4
CHEM 3510	Inorganic Chemistry	4
CHEM 3601 & 3601L	Biochemistry I and Laboratory Techniques in Biochemistry	5
CHEM 3801 or CHEM 3802	Physical Chemistry I Physical Chemistry II	4
CHEM 4210	Seminar	1
MATH 1401	Elementary Statistics	3
Upper-Division mathematics, computer science, or science electives		4-5
Modern Foreign Language ¹¹		3-6
Electives ¹²		11-15

Chemistry Major: Pre-Optometry Option

Code	Title	Hours
Of the 60 semester hours, 39 must be in courses numbered 3000 or above		
CHEM 2210	Sophomore Seminar	1
BIOL 1107 & 1107L	Principles of Biology I and Principles of Biology Laboratory I	4
BIOL 2260K	Microbiology in Health and Disease	4
CHEM 3401	Organic Chemistry I	4
CHEM 3402	Organic Chemistry II	4
CHEM 3510	Inorganic Chemistry	4
CHEM 3601 & 3601L	Biochemistry I and Laboratory Techniques in Biochemistry	5
CHEM 3801 or CHEM 3802	Physical Chemistry I Physical Chemistry II	4
CHEM 4210	Seminar	1
MATH 1401	Elementary Statistics	3
Upper-Division mathematics, computer science, or science electives ¹⁰		7-8
Modern Foreign Language ¹¹		3-6
Electives ^{12, 13}		11-15

Chemistry Major: Pre-Pharmacy Option

Code	Title	Hours
Of the 60 semester hours, 39 must be in courses numbered 3000 or above		
CHEM 2210	Sophomore Seminar	1
BIOL 1107 & 1107L	Principles of Biology I and Principles of Biology Laboratory I	4
BIOL 2251K	Human Anatomy and Physiology I	4
BIOL 2252K	Human Anatomy and Physiology II	4
CHEM 3401	Organic Chemistry I	4
CHEM 3402	Organic Chemistry II	4
CHEM 3510	Inorganic Chemistry	4
CHEM 3601 & 3601L	Biochemistry I and Laboratory Techniques in Biochemistry	5
CHEM 3801 or CHEM 3802	Physical Chemistry I Physical Chemistry II	4
CHEM 4210	Seminar	1
Upper-Division mathematics, computer science, or science electives ¹⁰		7-8
Modern Foreign Language ¹¹		3-6
Electives ¹²		10-14

Chemistry Major: Pre-Professional Option

Code	Title	Hours
Of the 60 semester hours, 39 must be in courses numbered 3000 or above.		
CHEM 1210	First Year Seminar	1
CHEM 2210	Sophomore Seminar	1
BIOL 1107 & 1107L	Principles of Biology I and Principles of Biology Laboratory I	4
Science elective, 2000 or above		4
CHEM 3401	Organic Chemistry I	4
CHEM 3402	Organic Chemistry II	4
CHEM 3510	Inorganic Chemistry	4
CHEM 3601 & 3601L	Biochemistry I and Laboratory Techniques in Biochemistry	5
CHEM 3801 or CHEM 3802	Physical Chemistry I Physical Chemistry II	4
CHEM 4210	Seminar	1
Upper Division mathematics, computer science, or science electives ¹⁰		7-8
Modern Foreign Language ¹¹		3-6
Electives ¹²		14-18

Chemistry Major: Teaching Option

Code	Title	Hours
Of the 60 semester hours, 39 must be in courses numbered 3000 or above.		
CHEM 2210	Sophomore Seminar	1
BIOL 1107 & 1107L	Principles of Biology I and Principles of Biology Laboratory I	4
Science elective, numbered 2000 or above		4
CHEM 3401	Organic Chemistry I	4
CHEM 3402	Organic Chemistry II	4
CHEM 3510	Inorganic Chemistry	4
CHEM 3601 & 3601L	Biochemistry I and Laboratory Techniques in Biochemistry	5
CHEM 3801	Physical Chemistry I	4

or CHEM 3802	Physical Chemistry II	
CHEM 4210	Seminar	1
Upper-Division mathematics, computer science, or science electives ¹⁰		7-8
Modern Foreign Language ¹¹		3-6
Electives ¹²		14-18

¹⁰ Students who wish to emphasize biochemistry shall take CHEM 3602 & CHEM 3802.

¹¹ If three hours of language are taken in Area C of the core, only three will be required in this portion of the major.

¹² Includes hours that carry over from Area F.

VSU/PCOM School of Pharmacy 3 + 4 Program

Under an agreement between VSU and the Philadelphia College of Osteopathic Medicine (PCOM) School of Pharmacy, students may earn a BS in Chemistry and a PharmD upon completion of this program. Students begin with acceptance to PCOM's Early Assurance Program. The 3 + 4 program consists of three years of undergraduate coursework at VSU under a modification of the Chemistry Pre-Professional option. After acceptance and matriculation to PCOM's PharmD program, approved courses from the first two years of study at PCOM are transferred to VSU to satisfy upper division requirements to complete the BS in Chemistry. Students interested in this program should contact PCOM about the Early Assurance Program and the Chemistry department at VSU.

The student will complete Core Areas A-F and the Pre-Professional Option curriculum with the following modifications:

1. MATH 1401 and CHEM 1210 will satisfy Core Area B.
2. COMM 1100 must be taken as a Core Area C elective.
3. ECON 2105 or ECON 2106 must be taken as a Core Area E elective.
4. BIOL 1108 and BIOL 1108L will satisfy the Science elective, 2000-level or higher, requirement.
5. The Modern Foreign Language requirement is waived (9 credit hours).
6. Additional required courses are BIOL 2651, BIOL 2652, and CHEM 4210.
7. The requirement for 30 of the last 40 hours to be taken in residence at VSU is waived.
8. After acceptance and matriculation to PCOM School of Pharmacy, a minimum of 22 credit hours from PCOM School of Pharmacy courses that are approved by the Chemistry department will be transferred to VSU as upper division hours to satisfy all remaining requirements for the Chemistry major: Pre-Professional Option.

Minor in Chemistry

Requirements for the Minor in Chemistry

Code	Title	Hours
CHEM 3401	Organic Chemistry I	4
CHEM 3402	Organic Chemistry II	4
Select seven to ten hours from CHEM 2310 or any upper division chemistry courses		7-10
Total Hours		15-18

Department of Computer Science

Dr. Krishnendu Roy, Department Head
Room 2070 Nevins Hall

The Department of Computer Science offers a Bachelor of Science degree in Computer Science, a Bachelor of Science degree in Computer Information Systems, and a minor in Computer Science. The Bachelor of Science in Computer Science is accredited by the Computing Accreditation Commission of ABET.

The undergraduate curriculum is continually updated by the experienced and highly qualified faculty. The students of Computer Science Department at Valdosta State University benefit from a program that is cutting-edge and state-of-the-art; a congenial faculty; and an active and diverse student population. The programs in the department are designed to give the students the basic knowledge, skills, and values that build upon the foundation provided by the University Core Curriculum and that are required for professional careers in computing sciences. Moreover, through a series of sequenced courses, the department prepares the students for more advanced study, either at the graduate level or through company training programs. The requirements of the programs have been designed in keeping with national norms of excellence and according to well established model curricula where they exist. The department has a strong commitment to fostering undergraduate research and critical thinking skills.

The Program Educational Objectives (PEO's) for the Computer Science program are:

1. Graduates will distinguish themselves in breadth of perspective and the ability to solve complex problems.
2. Graduates will work effectively in groups that include other computer scientists, and stakeholders from other disciplines, effectively communicating with their peers, customers, supervisors, and others through both written and oral means.
3. Graduates will know how to teach themselves new concepts and technologies, remaining current in their field through the pursuit of lifelong learning.

After completing the CS Program, students will be able to:

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

Jobs in the field of computer science and computer information systems are in high demand and graduates in these disciplines are prepared for a variety of positions such as systems and applications programmers, analysts, software engineers and various other computer specialist positions.

- Bachelor of Science with a Major in Computer Information Systems (p. 243)
- Bachelor of Science with a Major in Computer Science (p. 245)
- Minor in Computer Science (p. 247)

Bachelor of Science with a Major in Computer Information Systems

Selected Educational Outcomes

1. Students will analyze a complex computing problem and apply principles of computing and other relevant disciplines to identify solutions.
2. Students will design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.
3. Students will communicate effectively in a variety of professional contexts.
4. Students will recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.
5. Students will function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline.
6. Students will apply computer science theory and software development fundamentals to produce computing-based solutions.

Examples of Outcome Assessments

The department assesses the extent to which the program requirements create the desired outcomes by a variety of techniques. Examples of these assessments include the following:

1. The capstone courses are used to assess student progress since taking Area F courses. They determine if students have mastered effective oral and written communication skills, acquired critical analysis skills, and learned to use the library and technological resources in solving non-routine problems. Assessment methods include student projects and presentations.
2. Student examinations and samples of student work are kept in the department and are examined by the faculty to assess student content knowledge.
3. Available student and alumni survey data collected by the University will be examined to determine student satisfaction with their undergraduate preparation for further education or employment.

Requirements for the Bachelor of Science Degree with a Major in Computer Information Systems

Code	Title	Hours
Core Curriculum		60
Core Curriculum Areas A-E (See VSU Core Curriculum)		42
Core Curriculum Area F ¹		18
CS 1301	Principles of Programming I	4
CS 1302	Principles of Programming II	4
CS 2620	Discrete Structures	3

ACCT 2101 & ACCT 2102	Principles of Accounting I and Principles of Accounting II	6
ECON 2106	Principles of Microeconomics (with 2 hours "spilling" into electives)	1
Senior College Curriculum		60
CS 3101	Computer Organization	3
Select one of the following:		3
CS 3300	UNIX Programming	
CS 3335	The C Programming Language	
CS 3340	Web Programming	
CS 3410	Data Structures	3
CS 4121	Data Communications and Networks I	3
CS 4321	Software Engineering I	3
CS 4345	Operating Systems	3
CS 4721	Database Design I	3
Three of any 3000-level or 4000-level course not required above (excluding CS 3000 and CS 3001)		9
Two of any CS 4000-level courses not required above		6
Supporting Courses		14
ECON 2106	Principles of Microeconomics ("spillover" from Area F)	
MATH 1401	Elementary Statistics	
MGNT 3250	Management and Organization Behavior	
MGNT 3300	Production and Operations Management	
FIN 3350 or MKTG 3050	Financial Management Introduction to Marketing	
Electives		10
Total Hours Required for the Degree		120

¹ There is a requirement that a student complete a six-credit sequence of calculus. One credit in Area F can be devoted to these six credits of calculus.

Requirements for the Bachelor of Science Degree with a Major in Computer Information Systems--Cyber Security Track

Code	Title	Hours
Core Curriculum		60
Core Curriculum Areas A-E (see VSU Core Curriculum)		42
Core Curriculum Area F		18
CS 1301	Principles of Programming I	4
CS 1302	Principles of Programming II	4
CS 2620	Discrete Structures	3
ACCT 2101 & ACCT 2102	Principles of Accounting I and Principles of Accounting II	6
ECON 2106	Principles of Microeconomics (with 2 hours "spilling" into electives)	1
Senior College Curriculum		60
CS 3101	Computer Organization	3
CS 3200	Security and Ethics in Computing	3
CS 3300	UNIX Programming	3
CS 3410	Data Structures	3
CS 3750	Introduction to Cybersecurity	3
CS 4121	Data Communications and Networks I	3
CS 4321	Software Engineering I	3
CS 4345	Operating Systems	3
CS 4625	Network and System Security	3
CS 4635	Digital Forensics	3
CS 4721	Database Design I	3

One 3000- or 4000-level course not required above (excluding CS 3000 and CS 3001)	3
Supporting Courses	14
ECON 2106 Principles of Microeconomics ("spillover" from Area F)	2
MATH 1401 Elementary Statistics	3
or MATH 3600 Probability and Statistics	
MGNT 3250 Management and Organization Behavior	3
MGNT 3300 Production and Operations Management	3
FIN 3350 Financial Management	3
or MKTG 3050 Introduction to Marketing	
Electives	10
Total Hours Required for the Degree	120

Additional Requirements

1. A grade of "C" or better must be earned in all Area F courses and core curriculum lower-level math courses, all courses required for the major, and all supporting courses.
2. Students may use CS 4800 only one time to fulfill the additional 3000-level or 4000-level courses in the Senior College Curriculum.

Bachelor of Science in Computer Science

Selected Educational Outcomes

1. Students will analyze a complex computing problem and apply principles of computing and other relevant disciplines to identify solutions.
2. Students will design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.
3. Students will communicate effectively in a variety of professional contexts.
4. Students will recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.
5. Students will function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline.
6. Students will apply computer science theory and software development fundamentals to produce computing-based solutions.

Examples of Outcome Assessments

The department assesses the extent to which the program requirements create the desired outcomes by a variety of techniques. Examples of these assessments include the following:

1. The capstone courses are used to assess student progress since taking Area F courses. They determine if students have mastered effective oral and written communication skills, acquired critical analysis skills, and learned to use the library and technological resources in solving non-routine problems. Assessment methods include student projects and presentations.
2. Student examinations and samples of student work are kept in the department and are examined by the faculty to assess student content knowledge.
3. Available employer and alumni survey data collected by the University will be examined to determine students' level of undergraduate preparation for further education or employment.

Requirements for the Bachelor of Science Degree with a Major in Computer Science

Code	Title	Hours
Core Curriculum		60
Core Curriculum Areas A-E (See VSU Core Curriculum)		42
Majors in Computer Science are required to take MATH 1112 or MATH 1113 or MATH 2261 in Area A and MATH 2261 or MATH 2262 in Area D		
Core Curriculum Area F		18
CS 1301	Principles of Programming I	4
CS 1302	Principles of Programming II	4
CS 2620	Discrete Structures	3
MATH 2261	Analytic Geometry and Calculus I (1 hour "spillover" from Area D)	1
MATH 2262	Analytic Geometry and Calculus II	4
Any D.2.a or D.1 Laboratory Science from a different discipline than the sequence completed in D.2.a (with 2 hours "spilling" into Supporting Courses) or ENGR 2320 (with 1 hour "spilling" into Supporting Courses)		2

Senior College Curriculum		60
CS 3101	Computer Organization	3
CS 3200	Security and Ethics in Computing	3
CS 3335	The C Programming Language	3
CS 3410	Data Structures	3
CS 3520	Algorithms	3
CS 4345	Operating Systems	3
CS 4121	Data Communications and Networks I	3
CS 4321	Software Engineering I	3
CS 4721	Database Design I	3
CS 4500	Formal Languages and Automata Theory	3
CS 4900	Senior Seminar	3
Additional 3000-level or 4000-level course in CS		3
Additional 4000-level course in CS		3
Supporting Courses		11
D.2.a Laboratory Science ("spillover" from Area F)		
MATH 2150	Introduction to Linear Algebra	
MATH 3600	Probability and Statistics	
MATH 4651	Numerical Analysis I	
or MATH 4901	Operations Research I	
Electives		10
Total Hours Required for the Degree		120

Requirements for the Bachelor of Science Degree with a Major in Computer Science--Cyber Security Track

Code	Title	Hours
Core Curriculum		60
Core Curriculum Areas A-E (see VSU Core Curriculum)		42
Core Curriculum Area F		18
CS 1301	Principles of Programming I	4
CS 1302	Principles of Programming II	4
CS 2620	Discrete Structures	3
MATH 2261	Analytic Geometry and Calculus I	4
MATH 2262	Analytic Geometry and Calculus II	4
Any D.2.a or D.1 laboratory science from a different discipline than the sequence completed in D.2.a (with 2 hours "spilling" into Supporting Courses) or ENGR 2320 (with 1 hour "spilling" into Supporting Courses)		2
Senior College Curriculum		60
CS 3101	Computer Organization	3
CS 3200	Security and Ethics in Computing	3
CS 3300	UNIX Programming	3
CS 3335	The C Programming Language	3
CS 3410	Data Structures	3
CS 3520	Algorithms	3
CS 3750	Introduction to Cybersecurity	3
CS 4121	Data Communications and Networks I	3
CS 4321	Software Engineering I	3
CS 4345	Operating Systems	3
CS 4500	Formal Languages and Automata Theory	3
CS 4625	Network and System Security	3
CS 4635	Digital Forensics	3
CS 4721	Database Design I	3
CS 4900	Senior Seminar	3

Supporting Courses		11
D.2.a Laboratory Science ("spillover" from Area F)		2
MATH 2150	Introduction to Linear Algebra	3
MATH 3600	Probability and Statistics	3
MATH 4651	Numerical Analysis I	3
or MATH 4901	Operations Research I	
Electives		4
Total Hours Required for the Degree		120

Additional Notes

1. The 12-hour lab science requirement must include a two-course sequence from Area D.2.a. Students not completing these requirements in their Core Curriculum must complete them with elective courses.
2. Students must receive a "C" or better in all of the mathematics and computer science courses completed to satisfy the degree requirements.
3. Students may use CS 4800 only one time to fulfill the additional 3000-level or 4000-level courses in the Senior College Curriculum.

Minor in Computer Science

Requirements for the Minor in Computer Science

Code	Title	Hours
CS 1301	Principles of Programming I	4
CS 1302	Principles of Programming II	4
CS 3101	Computer Organization	3
Any two CS courses at the 3000 level or above (except CS 3200 and CS 4800)		6
Total Hours		17

Health Professions

Dr. Robert Gannon, Head, Department of Biology
Room 2035, Bailey Science Center

Dr. Kurt Winkelmann, Head, Department of Chemistry
Room 3025, Bailey Science Center

Most programs in the health professions require four years of study to complete the degree requirements that are prerequisite for eligibility to take licensing or certification exams. Valdosta State University provides two- or three-year pre-professional programs in the allied health fields listed below.

After completing one of these junior college curricula, students may qualify for the Associate of Arts degree from Valdosta State University and are eligible to apply for admission to an appropriate institution for completion of the professional training required for the baccalaureate degree.

Students interested in academic work listed below in preparation for admission to institutions where the professional training can be completed will be advised in the Department of Biology.

Community Health Nutrition
 Medical Records Administration
 Occupational Therapy
 Pathologist's Assistant
 Physician's Assistant
 Dental Hygiene
 Medical Technology
 Optometry
 Physical Therapy
 Respiratory Therapy

Pharmacy

Students interested in pharmacy in preparation for admission to institutions where the professional training can be completed will be advised in the Department of Chemistry.

Department of Mathematics

*Dr. Shaun V. Ault, Head
Room 2072, Nevins Hall*

The Department of Mathematics offers the Bachelor of Science (B.S.) degree with a major in Applied Mathematics and the Bachelor of Arts (B.A.) degree with a major in Mathematics. There are three tracks in the B.S. degree: Applied Mathematics (general), Mathematical Biology, and Computational Mathematics. Students pursuing the B.A. degree in mathematics may elect to follow the secondary education track, which leads to grade 6-12 teaching certification in mathematics in the state of Georgia. The department also offers minors in Mathematics and in Applied Statistics, as well as a Basic Certificate in Data Science.

The programs in the department are designed to give the student the knowledge, skills, and values that build upon the foundation provided by the University Core Curriculum and that are required for professional careers in the mathematical sciences. Both of the majors in mathematics stress critical thinking skills and the development of advanced problem solving skills. Through a series of sequenced courses, the department prepares the student for more advanced study, either at the graduate level or through company training programs. Students who wish to pursue graduate studies in mathematics generally pursue the B.A. in Mathematics, while students who wish to work in industry generally pursue the B.S. in Applied Mathematics. Students who want to teach high school mathematics pursue the secondary education track of the B.A. in Mathematics degree. The minors in Mathematics and Applied Statistics are recommended for science, technology, and engineering majors as well as for students who want to develop the quantitative reasoning and problem solving skills that many employers desire. The certificate in Data Science may be completed by students in any major or even by non-degree-seeking students. The requirements of all the programs have been designed in keeping with national norms of excellence.

Students may gain work experience related to their major through the VSU Cooperative Education Program. Such experience may prove valuable in terms of career exploration, acquisition of new skills, and career development.

- Bachelor of Arts with a Major in Mathematics (p. 248)
- Bachelor of Arts with a Major in Mathematics--Secondary Education Track (p. 248)
- Bachelor of Science with a Major in Applied Mathematics (p. 251)
- Minor in Mathematics (p. 254)
- Minor in Applied Statistics (p. 254)
- Basic Certificate in Data Science (p. 254)

Bachelor of Arts with a Major in Mathematics

Bachelor of Arts in Mathematics

Selected Educational Outcomes

1. Students will explain and produce mathematical proofs in set theory, algebra, and analysis to indicate that they have acquired the necessary logical reasoning, reading, and writing skills.
2. Students will prove statements, produce examples, and apply the appropriate theoretical results to a given problem to show understanding of various algebraic structures, including, but not limited to, groups, fields, rings, and vector spaces.
3. Students will prove statements, produce examples, and apply the appropriate theoretical results to a given problem to demonstrate understanding of the analytic structure necessary for the classical (real-valued function) calculus and its generalization.
4. Students will synthesize the results and techniques of the major branches of mathematics, demonstrated by presentation of mathematics in written and oral form.

Examples of Outcome Assessments

The department assesses the extent to which the program requirements create the desired outcomes by a variety of techniques. Examples of these assessments include the following:

1. The capstone courses are used to assess student progress since taking Area F courses. They determine if students have mastered effective oral and written communication skills, acquired critical analysis skills, and learned to use the library and technological resources in solving non-routine problems. Assessment methods include student projects and presentations.
2. Student examinations and samples of student work are kept in the department and are examined by the faculty to assess student content knowledge.
3. Available student and alumni survey data collected by the University will be examined to determine student satisfaction with their undergraduate preparation for further education or employment.

In addition to the assessments for students enrolled in the B.A. in mathematics, students in the teacher certification track will:

1. demonstrate content knowledge by passing the state-required content assessment.
2. demonstrate pedagogical content knowledge and knowledge of evidence-based strategies through development of lesson plans employing research-validated procedures and effective content pedagogy.
3. demonstrate skills in assessment, instructional strategies, use of technology, and monitoring/modifying instruction during observed teaching episodes evaluated by a university professor and a P-12 mentor teacher.
4. demonstrate through a Teacher Work Sample (TWS) their ability to positively impact P-12 learning.

Requirements for the Bachelor of Arts Degree with a Major in Mathematics

Code	Title	Hours
Core Curriculum		60
Core Curriculum Areas A-E (See VSU Core Curriculum)		42
Mathematics majors are required to take MATH 1112 or MATH 1113 or MATH 2261 in Area A and MATH 2261 or MATH 2262 in Area D.		
Core Curriculum Area F		
MATH 2261	Analytic Geometry and Calculus I ("spillover" from Area D)	1
MATH 2262	Analytic Geometry and Calculus II	4
MATH 2263	Analytic Geometry and Calculus III	4
CS 1010	Algorithmic Problem Solving (1 credit spills over into "Supporting Courses")	3
or CS 1301	Principles of Programming I	
or CS 1340	Computing for Scientists	
Part of 3-course sequence in any foreign language		6
Senior College Curriculum		60
MATH 2150	Introduction to Linear Algebra	3
MATH 3600	Probability and Statistics	3
MATH 4621	Mathematical Statistics I	3
MATH 3040	Set Theory	3
MATH 3340	Ordinary Differential Equations	3
MATH 4110	Number Theory	3
MATH 4150	Linear Algebra	3
MATH 4260	Mathematical Analysis	3
MATH 4980	Senior Seminar	3
Select two of the following:		6
MATH 3010	History of Mathematics	
MATH 3510	Foundations of Geometry	
MATH 4081	Modern Algebra I	
MATH 4082	Modern Algebra II	
MATH 4300	Functions of a Complex Variable	
MATH 4540	Topology	
Supporting Courses		
CS 1301	Principles of Programming I ("spillover" from Area F)	
Electives (must include at least 9 hours of courses numbered 3000 or above with at least 6 hours in a single discipline outside the major)		
Total hours required for the degree		120

Additional Requirements and Notes

1. The foreign language courses in Area F must meet Arts and Sciences guidelines for the B.A. degree; furthermore, these courses, along with an additional language course either in Area C or in Electives, must constitute a 3-course sequence in any foreign language. Minimum acceptable grades in the language courses are the same as minimum acceptable grades in the Core Curriculum.
2. If taken, a grade of "C" or better is required in MATH 1111, MATH 1112, MATH 1113, MATH 2150, MATH 2261, MATH 2262, MATH 2263, CS 1010, CS 1301, and CS 1340.

Bachelor of Arts in Mathematics -- Secondary Education Track

The Secondary Education Track as a 120-hour degree program that leads to initial Georgia teacher certification for mathematics grades 6-12. Students must be admitted to the Teacher Education Program in the Dewar College of Education and Human Services prior to enrolling in the 3000- and 4000-

level courses in professional education. Student teachers must meet the Student Teaching requirements of the College of Education and Human Services.

Selected Educational Outcomes

Students in initial teacher education programs will:

1. master the content that they plan to teach and explain principles and concepts delineated in professional, state, and institutional standards.
2. understand the relationship of content and content-specific pedagogy to develop a broad knowledge of instructional strategies that draw upon content and pedagogical knowledge delineated in professional, state, and institutional standards.
3. analyze educational research findings and incorporate new information into their practice,
4. assess and analyze student learning, make appropriate adjustments to instruction, and monitor student learning.

Examples of Outcome Assessments

In addition to the assessments for students enrolled in the B.A. in Mathematics, students in the teacher certification track will:

1. demonstrate content knowledge by passing the state-required content assessment
2. demonstrate pedagogical content knowledge and knowledge of evidence-based strategies through development of lesson plans employing research-validated procedures and effective content pedagogy.
3. demonstrate skills in assessment, instructional strategies, use of technology, and monitoring/modifying instruction during observed teaching episodes evaluated by a university professor and P-12 mentor teacher.
4. demonstrate through a Teacher Work Sample (TWS) their ability to positively impact P-12 learning.

Requirements for the Bachelor of Arts Degree with a Major in Mathematics -- Secondary Education Track

Code	Title	Hours
Core Curriculum Areas A-E (See VSU Core Curriculum)		42
Mathematics majors are required to take MATH 1112 or MATH 1113 or MATH 2261 in Area A and MATH 2261 or MATH 2262 in Area D		
Core Curriculum Area F		18
MATH 2261	Analytic Geometry and Calculus I ("spillover" from Area D)	1
MATH 2262 & MATH 2263	Analytic Geometry and Calculus II and Analytic Geometry and Calculus III	8
Select one of the following:		3
CS 1010	Algorithmic Problem Solving	
CS 1301	Principles of Programming I	
CS 1340	Computing for Scientists	
Part of a three-course sequence in any foreign language		6
Senior College Curriculum		60
Courses Required for the Major		
MATH 2150	Introduction to Linear Algebra	3
MATH 3600	Probability and Statistics	3
MATH 4621	Mathematical Statistics I	3
MATH 3040	Set Theory	3
MATH 3340	Ordinary Differential Equations	3
MATH 4110	Number Theory	3
MATH 4150	Linear Algebra	3
MATH 4260	Mathematical Analysis	3
MATH 4980	Senior Seminar	3
MAED 3500	Curriculum and Methods for Teaching Middle Grades Mathematics	3
Select one of the following:		
MATH 3010	History of Mathematics	
MATH 3510	Foundations of Geometry	
MATH 4081	Modern Algebra I	
MATH 4082	Modern Algebra II	
MATH 4300	Functions of a Complex Variable	

MATH 4540	Topology	
Courses in Professional Education		
EDUC 2110	Investigating Critical and Contemporary Issues in Education	3
EDUC 2120	Exploring Socio-Cultural Perspectives on Diversity	3
EDUC 2130	Exploring Learning and Teaching	3
EDUC 2999	Teacher Education Requirements	0
SPEC 3000	Serving Students with Diverse Needs	3
MAED 4500	Curriculum and Methods for Teaching Secondary Mathematics	3
MAED 4790	Student Teaching	9
MAED 4800	Senior Professional Development Seminar	3
Total Hours Required for the Degree		120

Additional Requirements and Notes

1. The foreign language courses in Area F must meet Arts and Sciences guidelines for the B.A. degree; furthermore, these courses, along with an additional language course either in Area C or in Electives, must constitute a 3-course sequence in any foreign language. Minimum acceptable grades in the language courses are the same as minimum acceptable grades in the Core Curriculum.
2. If taken, a grade of "C" or better is required
in MATH 1111, MATH 1112, MATH 1113, MATH 2150, MATH 2261, MATH 2262, MATH 2263, CS 1010, CS 1301, and CS 1340.

Bachelor of Science with a Major in Applied Mathematics

Selected Educational Outcomes

1. Students will differential equations of first and second order and linear equations of higher order, and investigate their applications.
2. Students will derive discrete and continuous probability distributions and solve problems involving linear and non-linear optimization, expected values and probabilities for discrete and continuous random variables, and numerical methods.
3. Students will exhibit the logical reasoning skills and technical background necessary to do mathematical proofs by proving theorems in Transitions to Higher Math, linear algebra, mathematical modeling, numerical analysis, operations research, and differential equations.
4. Students will use mathematical software and modeling to solve problems in numerical analysis, operations research, differential equations, linear algebra, and statistics.
5. Students will communicate mathematical ideas and modeling and present them in class to the faculty.

Examples of Outcome Assessments

The department assesses the extent to which the program requirements create the desired outcomes by a variety of techniques. Examples of these assessments include the following:

1. The capstone courses are used to assess student progress since taking Area F courses. They determine if students have mastered effective oral and written communication skills, acquired critical analysis skills, and learned to use the library and technological resources in solving non-routine problems. Assessment methods include student projects and presentations.
2. Student examinations and samples of student work are kept in the department and are examined by the faculty to assess student content knowledge.
3. Available student and alumni survey data collected by the University will be examined to determine student satisfaction with their undergraduate preparation for further education or employment.

Requirements for the Bachelor of Science Degree with a Major in Applied Mathematics

Code	Title	Hours
Core Curriculum		60
Core Curriculum Areas A-E (See VSU Core Curriculum)		42
Applied Mathematics Majors are required to take MATH 1112 or MATH 1113 or MATH 2261 in Area A and MATH 2261 or MATH 2262 in Area D.		
Core Curriculum Area F		
MATH 2261	Analytic Geometry and Calculus I ("spillover" from Area D)	1
MATH 2262	Analytic Geometry and Calculus II	4
MATH 2263	Analytic Geometry and Calculus III	4
CS 1301	Principles of Programming I (3 credits "spill over" into "Supporting Courses")	1

PHYS 2211K	Principles of Physics I	4
PHYS 2212K	Principles of Physics II	4
Senior College Curriculum		60
MATH 2150	Introduction to Linear Algebra	3
MATH 3600	Probability and Statistics	3
MATH 4621	Mathematical Statistics I	3
MATH 3040	Set Theory	3
MATH 3340	Ordinary Differential Equations	3
MATH 4110	Number Theory	3
MATH 4150	Linear Algebra	3
MATH 4260	Mathematical Analysis	3
MATH 4651	Numerical Analysis I	3
MATH 4901	Operations Research I	3
MATH 4910	Mathematical Models	3
Select one of the following:		3
MATH 4081	Modern Algebra I	
MATH 4622	Mathematical Statistics II	
MATH 4652	Numerical Analysis II	
MATH 4902	Operations Research II	
PHYS 3100	Optics	
PHYS 4111	Theoretical Mechanics I	
PHYS 4211	Electromagnetism I	
PHYS 4411	Quantum Mechanics I	
Supporting Courses		6-9
CS 1301	Principles of Programming I ("spillover" from Area F)	
Foreign Language & Culture Requirement		
Electives (Must include at least 6 hours of courses numbered 3000 or above in a single discipline outside the major)		15-18
Total hours required for the degree		120

Additional Requirements and Notes

1. Students must complete 16 credits of laboratory science, including the calculus-based physics indicated in Area F.
2. A grade of "C" or better must be earned in all "Courses Required for the Major." Also, a grade of "C" or better is required in MATH 1111, MATH 1112, MATH 1113, MATH 2150, MATH 2261, MATH 2262, MATH 2263, and CS 1301, if any of those courses are taken.
3. Students must complete a sequence of two courses in any foreign language, either in "Supporting Courses" or in a combination of Area C and "Supporting Courses." Minimum acceptable grades in the language courses are the same as minimum acceptable grades in the Core Curriculum.

Requirements for the Bachelor of Science Degree in Applied Mathematics--Computational Mathematics Track

Code	Title	Hours
Core Curriculum		60
Core Curriculum Areas A-E (see VSU Core Curriculum)		42
Applied Mathematics Majors are required to take MATH 1112 or MATH 1113 or MATH 2261 in Area A and MATH 2261 or MATH 2262 in Area D.		
Core Curriculum Area F		18
MATH 2261	Analytic Geometry and Calculus I ("spillover" from Area D)	1
MATH 2262	Analytic Geometry and Calculus II	4
MATH 2263	Analytic Geometry and Calculus III	4
CS 1301	Principles of Programming I (3 credits "spill over" into "Supporting Courses")	1
PHYS 2211K	Principles of Physics I	4
PHYS 2212K	Principles of Physics II	4
Senior College Curriculum		60
MATH 2150	Introduction to Linear Algebra	3

MATH 3040	Set Theory	3
MATH 3340	Ordinary Differential Equations	3
MATH 3600	Probability and Statistics	3
MATH 3700	Statistical Computing	3
MATH 4150	Linear Algebra	3
MATH 4155	Computational Linear Algebra	3
MATH 4260	Mathematical Analysis	3
MATH 4621	Mathematical Statistics I	3
MATH 4651	Numerical Analysis I	3
MATH 4901	Operations Research I	3
MATH 4910	Mathematical Models	3
Supporting Courses		6-9
CS 1301	Principles of Programming I ("spillover" from Area F)	3
Foreign Language and Culture Requirement		3-6
Electives (must be chosen from CS 1010, CS 1302, CS 1340, CS 3300, CS 3335, CS 4731, CS 4825, MATH 4990)		15-18
Total Hours required for the degree		120

Additional Requirements and Notes

1. Students must complete 16 credit hours of laboratory science, including the calculus-based Physics courses indicated in Area F.
2. A grade of "C" or better must be earned in all "Courses Required for the Major." Also, a grade of "C" or better is required in MATH 1111, MATH 1112, MATH 1113, MATH 2150, MATH 2262, MATH 2263, and CS 1301, if any of those courses are taken.
3. Students must complete a sequence of two courses in any foreign language, either in "Supporting Courses" or in a combination of Area C and "Supporting Courses." Minimum acceptable grades in the language courses are the same as minimum acceptable grades in the Core Curriculum.

Requirements for the Bachelor of Science Degree in Applied Mathematics-- Mathematical Biology Track

Code	Title	Hours
Core Curriculum		60
Core Areas A-E (See VSU Core Curriculum)		42
Applied Mathematics Majors are required to take MATH 1112 or MATH 1113 or MATH 2261 in Area A and MATH 2261 or MATH 2262 in Area D.		
Core Curriculum Area F		18
MATH 2261	Analytic Geometry and Calculus I ("spillover" from Area D)	1
MATH 2262	Analytic Geometry and Calculus II	4
MATH 2263	Analytic Geometry and Calculus III	4
CS 1301	Principles of Programming I (3 credits "spill over" into "Supporting Courses")	4
PHYS 2211K	Principles of Physics I	4
PHYS 2212K	Principles of Physics II	4
Senior College Curriculum		60
MATH 2150	Introduction to Linear Algebra	3
MATH 3040	Set Theory	3
MATH 3340	Ordinary Differential Equations	3
MATH 3600	Probability and Statistics	3
MATH 3700	Statistical Computing	3
MATH 4150	Linear Algebra	3
MATH 4260	Mathematical Analysis	3
MATH 4621	Mathematical Statistics I	3
MATH 4651	Numerical Analysis I	3
MATH 4801	Mathematical Biology 1	3
MATH 4901	Operations Research I	3
MATH 4910	Mathematical Models	3
Supporting Courses		6-9

CS 1301	Principles of Programming I ("spillover" from Area F)	3
Foreign Language and Culture Requirement		3-6
Electives (must be chosen from BIOL 3000, BIOL 3050, BIOL 3100, BIOL 3200, BIOL 3250, BIOL 3460, BIOL 3860, BIOL 4500, BIOL 4540, MATH 4802)		15-18
Total Hours required for the degree		120

Additional Requirements and Notes

1. Students must complete 16 credit hours of laboratory science, including the calculus-based Physics courses indicated in Area F. Students should take BIOL 1107/BIOL 1107L and BIOL 1108/BIOL 1108L in Area D, as these are prerequisite to upper level BIOL courses.
2. A grade of "C" or better must be earned in all "Courses Required for the Major." Also, a grade of "C" or better is required in MATH 1111, MATH 1112, MATH 1113, MATH 2150, MATH 2262, MATH 2263, and CS 1301, if any of those courses are taken.
3. Students must complete a sequence of two courses in any foreign language, either in "Supporting Courses" or in a combination of Area C and "Supporting Courses." Minimum acceptable grades in the language courses are the same as minimum acceptable grades in the Core Curriculum.

Applied Statistics Minor

Minor in Applied Statistics

Code	Title	Hours
Required Courses		
MATH 2261	Analytic Geometry and Calculus I	4
MATH 2262	Analytic Geometry and Calculus II	4
MATH 3600	Probability and Statistics	3
MATH 3700	Statistical Computing	3
Select at least one of the following:		
MATH 4621	Mathematical Statistics I	3
MATH 4901	Operations Research I	3
MATH 4910	Mathematical Models	3
Total Hours		17

Minor in Mathematics

Requirements for the Minor in Mathematics

Code	Title	Hours
MATH 2262	Analytic Geometry and Calculus II	4
MATH 3040	Set Theory	3
Select three courses from the following:		9-10
MATH 2263	Analytic Geometry and Calculus III	
MATH 3340	Ordinary Differential Equations	
MATH 3510	Foundations of Geometry	
MATH 3600	Probability and Statistics	
or any 4000-level MATH course EXCEPT MATH 4161, MATH 4980, or MATH 4990.		
Total Hours		16-17

All courses for the minor must be completed with a grade of "C" or better.

Certificate in Basic Data Science

Code	Title	Hours
Required Courses		
MATH 1401 or MATH 3600	Elementary Statistics Probability and Statistics	3
CS 1010 or CS 1301	Algorithmic Problem Solving Principles of Programming I	3

or CS 1340	Computing for Scientists	
MATH 3700	Statistical Computing	3
MATH 4905	Topics in Data Science	6
Total Hours		15

All courses for the certificate must be completed with a grade of "C" or better.

Department of Physics, Astronomy, Geosciences, and Engineering Technology

Dr. Paul Vincent, Head
Room 2006, Nevins Hall

The Department of Physics, Astronomy, Geosciences, and Engineering Technology is a multidisciplinary department with programs that lead to a Bachelor of Science degree with a major in physics, a Bachelor of Science degree with a major in astronomy, a Bachelor of Science degree with a major in environmental geosciences, and an Associate of Science degree in Engineering Studies. The Regents' Engineering Pathway Program (REPP) enables a student to take core curriculum, mathematics, science, and engineering courses at Valdosta State University and then transfer to universities offering the B.S. degree in engineering in Georgia (Georgia Tech, the University of Georgia, Kennesaw State, Georgia Southern, or Mercer) or any engineering school outside of Georgia to complete the requirements for a degree in engineering. The department also offers minors in astronomy, environmental geosciences, geology, and physics.

This multidisciplinary department spans five related areas: physics, astronomy, geology, geography, and engineering. Physics is the foundation science which deals with space, time, matter, energy, gravitation, electromagnetism, light, atoms, nuclei, and the fundamental forces of the universe. Astronomy is the science that deals with the origin, evolution, position, motion, and nature of all the bodies in the observable universe, including the Sun, planets, moons, stars, nebulae, and galaxies. Geology is the science which deals with the Earth, our planet upon which we are totally dependent, its materials, environments, processes on its surface and in its interior, its origin, and its physical, chemical, and biological evolution. Environmental geoscience is an integrative discipline that examines the action, location, and distribution of natural phenomena and the influence of those natural phenomena on people and on the environment in which they live. Engineering is the application of mathematical and scientific principles, technological tools, and practical experience to the solution of real-world problems.

The program leading to the B. S. degree with a major in physics is designed to provide students with knowledge in the fundamental branches of physics (mechanics, electromagnetism, and quantum mechanics), as well as several elective areas within the field of physics, such as thermodynamics, electronics, optics, and computational physics, and to prepare students to enter graduate programs in physics or related disciplines, or to embark upon careers in research laboratories, government, industry, or education.

The program leading to the B. S. with a major in astronomy is designed to provide students with knowledge of the fundamental branches of astronomy, including solar system astronomy, astrophysics and observational astronomy, as well as supporting branches of physics; and with the skills to use the tools of astronomy, including telescopes and auxiliary equipment, appropriate to various astronomical observations; and to prepare students to enter graduate programs in astronomy, physics, or related disciplines or to embark upon careers in research laboratories and observatories, government, industry or education.

The program leading to the B. S. degree with a major in environmental geosciences is designed to provide students with the knowledge and the skills required to analyze environmental questions and to recommend solutions, using research tools in both geography and planning, as well as analytical and technical skills such as geographic information systems, spatial and temporal analysis, computer mapping, and statistical analysis to analyze environmental, hydrologic, and planning problems of the south Georgia region; and to prepare to enter graduate programs in geography, planning, and related fields or to embark upon careers in industry, government, or education.

The Engineering Transfer Program is designed to prepare students to transfer as third-year students into an engineering curriculum at a degree-granting institution. A major part of this program is the Regents' Engineering Pathway Program (REPP). The program covers course work through the first two years in major tracks such as aerospace engineering, civil engineering, chemical engineering, computer engineering, electrical engineering, industrial engineering, materials science and engineering, and mechanical engineering. After completing the required courses at VSU, the REPP students can receive an Associate of Science (A.S.) degree in engineering.

The minor in astronomy is designed to provide students with an understanding of fundamental astronomical principles and an appreciation of the disciplines of astronomy and astrophysics. The minor in environmental geosciences is designed to provide students with an understanding of the physical and cultural diversity of the Earth, with map techniques and spatial problem solving skills, and with an appreciation of the relationship between people and their environment. The minor in geology is designed to give students a greater understanding of the characteristics and processes of planet Earth and, depending upon the student's major, could better prepare the student for working in areas involving energy, material resources, or environmental problems. The minor in physics is designed to provide undergraduate students with an understanding of fundamental physical principles and an appreciation of the discipline of physics.

Students majoring in various disciplines may be able to gain work experience related to their major through the VSU Co-op Program. Such experience can prove valuable in terms of career exploration, acquisition of new skills, and career development. Students seeking more information should contact their academic advisors or the Office of Career Opportunities.

- Associate of Science in Engineering Studies (p. 261)
- Bachelor of Science with a Major in Astronomy (p. 262)
- Bachelor of Science with a Major in Engineering Technology (p. 264)
- Bachelor of Science with a Major in Environmental Geosciences (p. 265)
- Bachelor of Science with a Major in Physics (p. 268)
- Minor in Astronomy (p. 272)
- Minor in Geography (p. 273)
- Minor in Geology (p. 273)
- Minor in Physics (p. 273)

Engineering Studies

Dr. Barry Hojjatie, Coordinator
Room 2023, Nevins Hall

Engineering is the application of mathematical and scientific principles, technological tools, and practical experience to the solution of real-world problems. The Engineering Studies Program at Valdosta State University is part of the Department of Physics, Astronomy, and Geosciences. The program offers an Associate of Science (A.S.) degree in engineering that is primarily intended to be a transfer degree although it may provide employment opportunities for some students upon graduation (click here (p. 261) to see degree requirements). The courses offered at VSU from engineering, the sciences, mathematics, computer science, the humanities, and the social sciences provide a strong and intensive curriculum that effectively covers at least two years of work for a wide variety of engineering fields. Through the Regents' Engineering Pathway Program (REPP) students can transfer to universities with Bachelor of Science (B.S.) degree in engineering programs in Georgia (Georgia Tech, University of Georgia, Kennesaw State University, Georgia Southern, or Mercer University) or any other engineering school outside Georgia to take remaining course work required for a B.S. degree in engineering.

The Regents' Engineering Pathway Program (REPP) covers course work through the first two years in major tracks such as aerospace engineering, biomedical engineering, civil engineering, chemical engineering, computer engineering, electrical engineering, industrial engineering, materials science and engineering, and mechanical engineering. Students who desire to enter one of these programs should consult the engineering studies coordinator as early as possible to understand the requirements of the program and to develop an acceptable program of study.

Students in the Engineering Studies Program may be able to gain related work experience through the VSU Co-op Program. Such experience may prove valuable in terms of career exploration, acquisition of new skills, and career development. In most cases, the Co-op work contract can be continued without interruption after a student transfers to a four-year engineering school. Students seeking more information should contact the Coordinator of Engineering Studies or the Office of Career Opportunities.

Recommended Courses for the Regents' Engineering Pathway Program

Engineering students are required to meet the Core Curriculum of the Georgia Institute of Technology by taking MATH 2261 in Area A, MATH 2262 and an approved lab science sequence in Area D, and CS 1010 in Area B.

Code	Title	Hours
Core Curriculum Area A		
ENGL 1101 or ENGL 1101H	Composition I Honors Composition I	3
ENGL 1102 or ENGL 1102H	Composition II Honors Composition II	3
MATH 2261	Analytic Geometry and Calculus I ¹	4
Core Curriculum Area B		
CS 1010	Algorithmic Problem Solving	3
MATH 2261	Analytic Geometry and Calculus I ²	4
Core Curriculum Area C		
See course requirements for Area C in the VSU Core Curriculum		6
Core Curriculum Area D		
Select eight hours from the following:		8

BIOL 1107 & 1107L	Principles of Biology I and Principles of Biology Laboratory I	
CHEM 1211 & 1211L	Principles of Chemistry I and Principles of Chemistry Laboratory I	
CHEM 1212 & 1212L	Principles of Chemistry II and Principles of Chemistry Laboratory II	
GEOL 1121K	Principles of Physical Geology	
PHYS 2211K	Principles of Physics I	
PHYS 2212K	Principles of Physics II	
MATH 2262	Analytic Geometry and Calculus II ³	4

Core Curriculum Area E

See course requirements for Area E in the VSU Core Curriculum 12

Core Curriculum Area F

PHYS 2211K	Principles of Physics I	4
Lab Science Sequence ⁴		0-8
ENGR 2010	Introduction to Engineering	3
MATH 2262	Analytic Geometry and Calculus II ⁵	4
MATH 2263	Analytic Geometry and Calculus III	4
MATH 3340	Ordinary Differential Equations	3

¹ 1 hour counts in Area B

² 3 hours count in Area A

³ 1 hour counts in Area F

⁴ if not taken in Area D

⁵ 3 hours count in Area D

The engineering studies curriculum for each track is shown below:

Valdosta State University Engineering Studies Curriculum for Transfer to the Georgia Institute of Technology in Civil Engineering

			First Year
	Fall Hours	Spring Hours	
MATH 1113		3 MATH 2261	4
CHEM 1211 & 1211L		4 CS 1010	3
ENGR 2010		3 ENGR 2500	3
ENGL 1101		3 ENGL 1102	3
POLS 1101		3 HIST 2111 or 2112	3
	16		16
			Second Year
	Fall Hours	Spring Hours	
MATH 2262		4 MATH 2263	4
PHYS 2211K		4 PHYS 2212K	4
CS 1301		4 ENGR 2200	3
Select one of the following:		3 BIOL 1107 & 1107L	4
ENGL 2111		3	
ENGL 2112		3	
ENGL 2113		3	
	15		15
			Third Year
	Fall Hours	Spring Hours	
MATH 3340		3 MATH 2150	3
ENGR 3210		3 ENGR 3220	3
Area C ⁶		3 ECON 2105 or 2106	3
GEOL 1121K		4 Area C ⁶	3

KSPE 2000	2 Area E	3
	15	15

Total Hours: 92

- ⁶ COMM 1100 and ENGL 3020: recommended but not required
ECON 2105 or ECON 2106 is acceptable for the economics requirement.

Other supported courses: CS 1302, MATH 3600.

Valdosta State University Engineering Studies Curriculum for Transfer to the Georgia Institute of Technology in Computer Engineering or Electrical Engineering

		First Year
	Fall Hours	Spring Hours
MATH 1113	3 MATH 2261	4
CHEM 1211 & 1211L	4 CS 1010	3
ENGR 2010	3 Area C ⁷	3
ENGL 1101	3 ENGL 1102	3
POLS 1101	3 HIST 2111 or 2112	3
	16	16
		Second Year
	Fall Hours	Spring Hours
MATH 2262	4 MATH 2263	4
PHYS 2211K	4 PHYS 2212K	4
CS 1301	4 ENGR 2310	4
Select one of the following:	3 Area C ⁷	3
ENGL 2111	3	
ENGL 2112	3	
ENGL 2113	3	
	15	15
		Third Year
	Fall Hours	Spring Hours
MATH 3340	3 MATH 2150	3
ENGR 3320	3 ENGR 2200 ⁷	3
CS 1302	4 Area D ⁸	3
ECON 2105 or 2106	3 ENGR 2320	3
Area E	3 KSPE 2000	2
	16	14

Total Hours: 92

- ⁷ ENGR 2500, COMM 1100, ENGR 2200: recommended but not required.
ECON 2105 or ECON 2106 is acceptable for the economics requirement.

- ⁸ Area D can be satisfied by BIOL 1107 and BIOL 1107L, CHEM 1212, or GEOL 1121K.

Valdosta State University Engineering Studies Curriculum for Transfer to the Georgia Institute of Technology in Industrial Engineering

		First Year
	Fall Hours	Spring Hours
MATH 1113	3 MATH 2261	4
Area D ⁹	4 CS 1010	3
ENGR 2010	3 ENGR 2500 ¹⁰	3
ENGL 1101	3 ENGL 1102	3
POLS 1101	3 HIST 2111 or 2112	3
	16	16
		Second Year
	Fall Hours	Spring Hours
MATH 2262	4 MATH 2263	4
PHYS 2211K	4 PHYS 2212K	4
CS 1301	4 CS 1302	4
Select one of the following:	3 Area C ⁹	3

ENGL 2111	3	
ENGL 2112	3	
ENGL 2113	3	
	15	15
		Third Year
	Fall Hours	Spring Hours
Area D ¹⁰	4 MATH 2150	3
PSYC 1101	3 ENGR 2200	3
ECON 2105	3 ECON 2106	3
MATH 3600	3 ENGL 3020	3
KSPE 2000	2	
	15	12
Total Hours: 89		

⁹ ENGR 2500 and COMM 1100:recommended but not required

¹⁰ Area D can be satisfied by two of these courses: CHEM 1211/CHEM 1211L, CHEM 1212/CHEM 1212L, BIOL 1107 and BIOL 1107L, and GEOL 1121K.

Valdosta State University Engineering Studies Curriculum for Transfer to the Georgia Institute of Technology in Aerospace Engineering or Mechanical Engineering

			First Year
	Fall Hours	Spring Hours	
MATH 1113	3 MATH 2261		4
CHEM 1211 & 1211L	4 CS 1010		3
ENGR 2010	3 ENGR 2500		3
ENGL 1101	3 ENGL 1102		3
POLS 1101	3 HIST 2111 or 2112		3
	16		16
			Second Year
	Fall Hours	Spring Hours	
MATH 2262	4 MATH 2263		4
PHYS 2211K	4 PHYS 2212K		4
CS 1301	4 ENGR 2200		3
Select one of the following:	3 Area C ¹¹		3
ENGL 2111	3		
ENGL 2112	3		
ENGL 2113	3		
	24		14
			Third Year
	Fall Hours	Spring Hours	
MATH 3340	3 MATH 2150		3
ENGR 3210	3 ENGR 3220		3
Area D ¹²	4 ECON 2105 or 2106		3
Area E	3 ENGL 3020		3
KSPE 2000	2		
	15		12
Total Hours: 97			

¹¹ COMM 1100, ENGL 3020: recommended but not required.
ECON 2105 or ECON 2106 is acceptable for the economics requirement.
Other supporting courses: CS 1302, MATH 3600

¹² Area D can be satisfied by BIOL 1107 and BIOL 1107L, CHEM 1212/CHEM 1212L, or GEOL 1121K

Recommended Courses for Regular Transfer to the University of Georgia

All Majors (agricultural engineering, biological engineering): Students should follow the recommended courses for Regents' Engineering Transfer Program, Mechanical Engineering.

Dual Degree Program

The Dual Degree Program offers a student the opportunity to earn a Bachelor of Science degree from Valdosta State University and, in addition, a Bachelor of Science degree in engineering from the Georgia Institute of Technology within a total time period of approximately five years. Three-fourths of the Valdosta State University degree requirements are completed before transfer to the Georgia Institute of Technology (nominally three years), while the remaining Valdosta State University degree requirements and the remaining engineering degree requirements are completed at the Georgia Institute of Technology (nominally two years). The bachelor's degree from Valdosta State University may be awarded when the student has satisfied the degree requirements.

The major selected at Valdosta State University should be one that can easily incorporate the mathematics and science courses required in the first two years of the engineering field the student plans to enter, i.e., applied mathematics, computer science, physics, or chemistry. Other majors make the five-year time period unfeasible. The second degree at the Georgia Institute of Technology may be selected from any of the fields of engineering.

Recommended Courses for the Dual-Degree Program

Major: See course requirements for VSU major. Students must complete at least 90 hours at VSU before transferring. The remaining 30 (or fewer) hours required for the VSU degree must be engineering courses (ENGR) taken at either VSU or Georgia Tech. All ENGR courses from Georgia Tech will be accepted as transfer credit by VSU. Below is a sample program for the Dual Degree in Physics and Engineering.

Code	Title	Hours
Core Curriculum Areas A-E (See VSU Core Curriculum)		42
Physics/Engineering Dual degree majors are required to take MATH 2261 in Area A and MATH 2262 in Area D2. They are advised to take PHYS 2211K and PHYS 2212K in Area D2.		
Core Curriculum Area F		18
MATH 2261	Analytic Geometry and Calculus I (1 hour left over from Area A)	1
MATH 2262	Analytic Geometry and Calculus II (1 hour left over from Area D)	1
MATH 2263	Analytic Geometry and Calculus III	4
CS 1301	Principles of Programming I	4
PHYS 2211K & PHYS 2212K	Principles of Physics I and Principles of Physics II (if not taken in Area D2)	0-8
Lab courses, if PHYS 2211K and PHYS 2212K are taken in Area D2		0-8
Senior College Curriculum		60
ENGR 2010	Introduction to Engineering	3
Required Courses in Physics		24
PHYS 2700	Modern Physics	1
Advanced Lab Courses		8
Select two of the following		
PHYS 3040	Electronics	
PHYS 3100	Optics	
PHYS 3810	Mathematical Methods of Physics	
PHYS 4040	Experimental Physics	
Upper Level Lecture Courses		15
Select five of the following:		
PHYS 3810	Mathematical Methods of Physics	
PHYS 4111	Theoretical Mechanics I	
PHYS 4112	Theoretical Mechanics II	
PHYS 4211	Electromagnetism I	
PHYS 4212	Electromagnetism II	
PHYS 4300	Plasma Physics	
PHYS/ENGR 4310	Thermodynamics	
PHYS 4411	Quantum Mechanics I	
PHYS 4412	Quantum Mechanics II	
Other Supporting Courses		6
MATH 2150	Introduction to Linear Algebra	
MATH 3340	Ordinary Differential Equations	
Engineering Courses		30

0-30 hours may be taken at engineering school

Up to 13 hours may be taken from the following:

ENGR 2010	Introduction to Engineering
ENGR 2200	Statics
ENGR 2310	Introduction to Signal Processing
ENGR 2320	Introduction to Computer Engineering
ENGR 2500	Engineering Graphics for Design
ENGR 3210	Dynamics
ENGR 3220	Mechanics of Deformable Bodies
ENGR 3320	Circuit Analysis
ENGR 2200	Statics
ENGR 2310	Introduction to Signal Processing
ENGR 2500	Engineering Graphics for Design
ENGR 3210	Dynamics
ENGR 3220	Mechanics of Deformable Bodies
ENGR 3320	Circuit Analysis
MATH 2150	Introduction to Linear Algebra
MATH 3340	Ordinary Differential Equations

Total Hours Required for the Degree

120

See the Dual Degree Coordinator for additional requirements that must be satisfied before transferring.

Supporting Courses/Electives: Students take the following courses as they fit into the major requirements at VSU and the engineering requirements at Georgia Tech: ENGR 201, ENGR 2200, ENGR 2310, ENGR 2500, ENGR 3210, ENGR 3220, ENGR 3320, MATH 2150, MATH 3340.

Associate of Science in Engineering Studies

The Associate of Science in Engineering Studies degree is designed to provide students with a two-year degree, preparing them to transfer to a 4-year degree in Engineering at another institution or to find employment in an engineering industry. The program prepares students to continue their studies in areas such as aerospace engineering, civil engineering, computer engineering, electrical engineering, industrial engineering, and mechanical engineering. Students can also transfer their course work to alternative fields such as biomedical engineering, chemical engineering, environmental engineering, and materials science and engineering.

Student Learning Outcomes:

Students will be able to:

1. demonstrate understanding of fundamental sciences through application to problem solving and experimental laboratory analysis.
2. demonstrate understanding of mathematics through application to mathematical analysis and problem solving.
3. apply scientific and mathematical principles to solve engineering problems.
4. demonstrate the effective use of computers through application packages, programming, scientific calculations, and graphical applications.

Requirements for the Associate of Science in Engineering Studies

Code	Title	Hours
Core Curriculum		60
Core Curriculum Areas A-E (See VSU Core Curriculum)		42
Majors in Engineering Studies are advised to take MATH 1112 or MATH 1113 or MATH 2261 in Area A and MATH 2261 or MATH 2262 and PHYS 2211K and PHYS 2212K in Area D. Any "extra" hours will count in Area F.		
Core Curriculum Area F		18
Any "extra" hours from Areas A and D		1-2
MATH 2262	Analytic Geometry and Calculus II	4
PHYS 2212K	Principles of Physics II	4
Select one of the following:		
CHEM 1211 & 1211L	Principles of Chemistry I and Principles of Chemistry Laboratory I	

BIOL 1107 & 1107L	Principles of Biology I and Principles of Biology Laboratory I
Select one of the following if MATH 2261 taken in Area A:	
CS 1301	Principles of Programming I
CS 1340	Computing for Scientists
Select at least three of the following:	
ENGR 2010	Introduction to Engineering
ENGR 2200	Statics
ENGR 2310	Introduction to Signal Processing
ENGR 2320	Introduction to Computer Engineering
ENGR 2500	Engineering Graphics for Design
Total Hours Required for the Degree	
60	

Bachelor of Science with a Major in Astronomy

The program leading to the Bachelor of Science degree with a major in astronomy is designed to prepare students to enter graduate programs in astronomy, physics, or related disciplines, or to embark upon careers in research laboratories and observatories, government, industry, or education. Specific educational outcomes include the following:

Selected Educational Outcomes

1. students will demonstrate knowledge in the of the historical context from which astronomy has arisen, from the developments of ancient civilizations through the Renaissance;
2. students will develop interdisciplinary skills for studying planets and other small bodies using the supporting scientific branches of physics, chemistry, geology, and biology;
3. students will build knowledge regarding the birth, evolution, and death of stars using theoretical, observational, and numerical methods;
4. students will establish a working knowledge of techniques used for laboratory applications, telescope operations, and the planetarium;
5. students will conduct observational and/or theoretical research into astronomical systems;
6. students will apply the techniques of mathematical analysis to complex systems and develop an interdisciplinary perspective.

Examples of Outcome Assessments

Assessment of the educational outcomes for the astronomy major is primarily the responsibility of the departmental Astronomy Area Committee, comprised of faculty with expertise in astronomy and cognate disciplines. This assessment is conducted through evaluation of the major educational outcomes in relation to astronomy programs at comparable institutions (particularly the member institutions of SARA). The Committee assesses the extent to which the program requirements create the desired outcomes by using a variety of techniques. Examples of these assessments include the following:

1. All student majors will complete a research project with a faculty mentor demonstrating the proficiency in either observational or computational techniques.
2. All student majors will make presentations of their research results at the annual VSU Undergraduate Research Symposium, the Annual Meeting of the Georgia Academy of Science, and/or and equivalent meeting.
3. Students will submit a departmental copy of their portfolios of undergraduate coursework, research projects, and professional activity at the end of their last semester of residence.
4. At the time of major coursework completion, students will complete an exit questionnaire to determine the students' perception of achievement of the major's educational outcomes.
5. Periodic surveys of alumni who have completed the astronomy program will be conducted. These surveys will evaluate the relevancy of the major program to graduates' present employment, their perception of success, and their personal satisfaction with the program. The surveys will also solicit suggestions for improvement of the astronomy major program.

Requirements for the Bachelor of Science Degree with a Major in Astronomy

Code	Title	Hours
Core Curriculum		60
Core Curriculum Areas A-E (See VSU Core Curriculum)		42
Astronomy majors are required to take Pre-calculus (MATH 1113) in Area A and Calculus I (MATH 2261) in Area D and are advised to take 3 hours of a foreign language in Area C, and PHYS 2211K and PHYS 2212K in Area D2		
Core Curriculum Area F		

MATH 2261	Analytic Geometry and Calculus I (1 hour left over from Area D)	
MATH 2262 & MATH 2263	Analytic Geometry and Calculus II and Analytic Geometry and Calculus III	
ASTR 1010K & ASTR 1020K	Astronomy of the Solar System and Stellar and Galactic Astronomy	
ASTR 2010	Tools of Astronomy	
Senior College Curriculum		60
Upper-Level Courses in Astronomy		
ASTR 4101	Observational Techniques I	4
ASTR 4400 & ASTR 4410	Physics of the Solar System and Astrophysics	6
Upper-Level Supporting Courses in Physics and Mathematics		
PHYS 2700	Modern Physics	1
MATH 2150	Introduction to Linear Algebra	3
MATH 3340 or PHYS 3800	Ordinary Differential Equations Differential Equations in Physical Systems	3
PHYS 3810	Mathematical Methods of Physics	3
PHYS 4111 & PHYS 4112	Theoretical Mechanics I and Theoretical Mechanics II	6
PHYS 4211 & PHYS 4212	Electromagnetism I and Electromagnetism II	6
PHYS 4411 & PHYS 4412	Quantum Mechanics I and Quantum Mechanics II	6
Select one of the following:		4
PHYS 3040	Electronics	
PHYS 3100	Optics	
PHYS 3820	Computational Physics I	
PHYS 4040	Experimental Physics	
Other Supporting Courses		
Language Requirement (3 hours may be taken in Area C)		3-6
Guided Electives--Select from the following:		12-15
ASTR 3220	Cosmology	
ASTR 3400	Planetary Geology	
ASTR 3800	Astrobiology	
ASTR 4900	Special Topics in Astronomy	
MATH 3040	Set Theory	
MATH 3600	Probability and Statistics	
MATH 4081	Modern Algebra I	
MATH 4082	Modern Algebra II	
MATH 4150	Linear Algebra	
MATH 4300	Functions of a Complex Variable	
PHYS 3040	Electronics	
PHYS 3100	Optics	
PHYS 3820	Computational Physics I	
PHYS 3821	Computational Physics II	
PHYS 4040	Experimental Physics	
PHYS 4300	Plasma Physics	
PHYS 4310	Thermodynamics	
Total hours required for the degree		120

Bachelor of Science in Engineering Technology

Student Learning Outcomes

Students will:

1. be able to design and conduct experiments and analyze and interpret data.
2. be able to apply knowledge and skills learned in mathematics, science, and engineering to solve problems related to engineering and other fields.
3. be able to design a system, component, or process to meet desired needs while meeting economic, political, ethical, health and safety, environmental, manufacturability, and sustainability constraints.
4. be adaptable problem solvers and critical thinkers with strong oral and written communication skills.
5. be able to work both independently and in team environments.
6. be life-long and self-directed learners.
- 7.

Requirements for the Bachelor of Science in Engineering Technology

Code	Title	Hours
Core Curriculum		60
Core Curriculum Areas A-E (see VSU Core Curriculum)		42
Engineering Technology majors are required to take MATH 1113 or MATH 1112 in Area A and MATH 2261 in Area D.2		
Area F		18
ENGT 2010	Introduction to Engineering Technology	3
ENGT 2500	Engineering Graphics for Design	3
CS 1340 or CS 1301	Computing for Scientists ² Principles of Programming I	3
PHYS 1111K	Introductory Physics I	4
PHYS 1112K	Introductory Physics II	4
If PHYS 1111K and PHYS 1112K are taken in Area D.2., an additional lab sequences is needed. Choose from BIOL 1107/BIOL 1107L, BIOL 1108/BIOL 1108L, CHEM 1211/CHEM 1211L, or CHEM 1212/CHEM 1212L		
MATH 2261	Analytic Geometry and Calculus I (1 hour left over from Area D.2)	1
Senior College Curriculum		60
Required Courses		
ENGT 3510	Advanced Statistics in Engineering Technology	3
ENGT 3520	Industrial Safety Engineering	3
ENGT 3530	Introduction to Manufacturing Systems	3
ENGT 4510	Basic Electricity and Electronics	3
ENGT 4520	Applied Thermodynamics	3
Capstone Project		
ENGT 4500 & ENGT 4550	Technical Project Proposal and Technical Project Lab	3
OR		
ENGT 4950	Directed Study in Engineering Technology	1-3
Additional Electives in Concentration		21
ENGT 3100	Six Sigma and Lean Manufacturing	3
ENGT 3120	Plant Layout and Material Handling	3
ENGT 3130	Industrial Cost Control	3
ENGT 3140	Simulation Modeling of Industrial Systems	3
ENGT 3150	Supply Chain and Logistics Concepts	3
ENGT 3500	Engineering Graphics for Design II	3
ENGT 4100	Motion and Time Study	3
ENGT 4110	Industrial Automation	3
ENGT 4120	Project Management	3
Other Supporting Courses		12
ENGT 2510	Statistics in Engineering Technology	3

ENGT 2520	Engineering Economics	3
ENGT 2530	Statics	3
ENGL 3020	Technical Writing and Editing	3
Guided Electives ²		9
Total hours required for the degree		120

Bachelor of Science with a Major in Environmental Geosciences

Selected Educational Outcomes

The program leading to the B. S. degree with a major in environmental geosciences is designed to prepare students to enter graduate programs in geography, planning, and related fields; or to embark upon careers in commerce, industry, government, or education. The specific educational objectives include the following:

1. To provide a working knowledge of the basic research tools in physical and cultural geography, environmental research, and digital cartography;
2. To provide the knowledge required to evaluate and interpret environmental data, address and analyze regional environmental questions, and synthesize and recommend solutions to a range of environmental problems;
3. To provide the analytical and technical skills necessary for geographical research including spatial and temporal analysis, digital and conventional mapping, and analysis and interpretation of data;
4. To provide a range of computer-based spatial analysis skills using Geographic Information Science (GIS) and other techniques for digital mapping, data manipulation and analysis, and applications issues.

Examples of Outcome Assessments

Assessment of the education outcomes for the environmental geosciences major is primarily the responsibility of the departmental Geography Area Committee, comprised of faculty with expertise in geography and cognate disciplines. The Committee assesses the extent to which the program requirements create the desired outcomes by using a variety of techniques. Examples of these assessments include the following:

1. All student majors must make oral presentations of their research results to the departmental faculty and submit written copies of their research papers to the departmental office as part of the required Senior Thesis sequence (GEOG 4860/GEOL 4860 and GEOG 4861/GEOL 4861).
2. Students must submit a departmental copy of their portfolios of undergraduate coursework, research projects, and professional activity at the end of their last semester of residence.
3. At the time of major coursework completion, students must complete an exit questionnaire to determine the students' perception of achievement of the major's educational outcomes.
4. Periodic surveys of alumni who have completed the environmental geosciences program will be conducted. These surveys will evaluate the relevancy of the major program to graduates' present employment, their perception of success, and their personal satisfaction with the program. The surveys will also solicit suggestions for improvement of the environmental geosciences major program.

Requirements for the Bachelor of Science Degree with a Major in Environmental Geosciences—Geography Track

Code	Title	Hours
Core Curriculum		60
Core Curriculum Areas A-E (See VSU Core Curriculum) ¹		42
Environmental Geosciences majors are required to take MATH 1113 in Area A and MATH 2261 in Area D2. Geography Track majors are advised to take 3 hours of a Foreign Language in Area C. They are advised to take BIOL 1107/BIOL 1107L and CHEM 1211/CHEM 1211L in Area D2 and advised to take GEOG 1100 in Area E.		
Core Curriculum Area F – Geography Track ^{1,2}		
GEOG 1112K	Introduction to Weather and Climate	
GEOG 1113K	Introduction to Land Forms	
GEOG 2010	Tools of Environmental Geoscience	
BIOL 1107 & 1107L	Principles of Biology I and Principles of Biology Laboratory I	
CHEM 1211 & 1211L	Principles of Chemistry I and Principles of Chemistry Laboratory I (if not taken in Area D2)	
MATH 2261	Analytic Geometry and Calculus I (1 hour left over from Area D)	
MATH 1401	Elementary Statistics	
PHSC 1100	The Universe of Energy	

Senior College Curriculum- Geography Track		60
Required upper-level geography courses		
GEOG 3050	Computer Cartography and Image Analysis	3
GEOG 3052	Advanced Geographic Information Systems	3
GEOG 3210	Introduction to Hydrology	4
GEOG 3300	Process Geomorphology	4
GEOG 3410	Cultural Geography	3
GEOG 4710	Statistics for Geoscientists	3
GEOG 4860	Geosciences Senior Seminar	1
GEOG 4861	Senior Thesis	3
GEOG 4862	Thesis Presentation	2
Upper-level electives in a single discipline outside of GEOG		6
Additional Geosciences Electives above 3000		7
Other Supporting Courses		
GEOG 2011	Introduction to Geographic Information Science	3
GEOL 1121K	Principles of Physical Geology (if not taken in Area D.2)	0-4
Modern Foreign Language (3 hours may be taken in Area C)		3-6
Other Guided Electives (includes hours which carry over from Area F)		8-15
Total hours required for the degree		120

¹ All core classes with prefixes GEOG must be completed with a grade of "C" or better.

² Hours in excess of 18 will carry over to the senior curriculum.

Requirements for the Bachelor of Science Degree with a Major in Environmental Geosciences—Geology Track

Code	Title	Hours
Core Curriculum		60
Core Curriculum Areas A-E (See VSU Core Curriculum) ¹		
Environmental Geosciences majors are required to take MATH 1113 in Area A and MATH 2261 in Area D2. Geology Track majors are advised to take 3 hours of a Foreign Language in Area C. They are advised to take CHEM 1211/CHEM 1211L and CHEM 1212/CHEM 1212L in Area D2 and advised to take GEOG 1100 in Area E.		
Core Curriculum Area F – Geology Track ^{3,4}		
GEOL 1121K	Principles of Physical Geology	
GEOL 1122K	Principles of Historical Geology	
GEOG 2010	Tools of Environmental Geoscience	
CHEM 1211 & 1211L	Principles of Chemistry I and Principles of Chemistry Laboratory I (if not taken in Area D2)	
CHEM 1212 & 1212L	Principles of Chemistry II and Principles of Chemistry Laboratory II (if not taken in Area D2)	
MATH 2261	Analytic Geometry and Calculus I (1 hour left over from Area D)	
MATH 1401	Elementary Statistics	
PHYS 1111K	Introductory Physics I (the 4th hour will count in Other Supporting Courses in the Senior Curriculum)	
Senior College Curriculum—Geology Track		60
Required Departmental Courses		
GEOL 3101	Mineralogy	3
GEOL 3102	Petrology	3
GEOL 3200	History of Life	3
GEOL 3410	Structural Geology	4
GEOL 3500	Principles of Geochemistry	3
GEOL 4110	Principles of Sedimentation and Stratigraphy	4
GEOL 4860	Geosciences Senior Seminar	1
GEOL 4861	Senior Thesis	3
GEOL 4862	Thesis Presentation	2

Upper-level Electives in a Single Discipline outside of GEOL	6
Additional Geoscience Electives above 3000	6
Other Supporting Courses	
GEOG 1113K Introduction to Land Forms (if not taken in Area D.2)	0-4
GEOG 2011 Introduction to Geographic Information Science	3
MATH 2262 Analytic Geometry and Calculus II	4
Foreign Language (3 hours may be taken in Area C)	3-6
Other Guided Electives (includes hours which carry over from Area F)	4-11
Total hours required for the degree	120

³ All core classes with prefixes GEOG and GEOL must be completed with a grade of "C" or better.

⁴ Hours in excess of 18 will carry over to the senior curriculum.

Requirements for the Bachelor of Science Degree with a Major in Environmental Geosciences—Environmental Sustainability Track

Code	Title	Hours
Core Curriculum		60
Core Curriculum Areas A-E (See VSU Core Curriculum)		42
Environmental Geosciences majors are required to take MATH 1113 in Area A and MATH 2261 in Area D2. Environmental Geosciences majors are advised to take 3 hours of a Foreign Language in Area C. They are advised to take BIOL 1107K and CHEM 1211 in Area D2 and advised to take GEOG 1100 in Area E.		
Core Curriculum Area F--Environmental Sustainability Track ^{1, 2}		
GEOG 1112K	Introduction to Weather and Climate	4
GEOG 1113K	Introduction to Land Forms	4
GEOG 2010	Tools of Environmental Geoscience	3
BIOL 1107 & 1107L	Principles of Biology I and Principles of Biology Laboratory I (if not taken in Area D2)	3
CHEM 1211 & 1211L	Principles of Chemistry I and Principles of Chemistry Laboratory I (if not taken in Area D2)	3
ECON 1500	Survey of Economics (if not taken in Area E)	3
MATH 1401	Elementary Statistics	3
MATH 2262	Analytic Geometry and Calculus II (1 hour left over from Area D)	1
Senior College Curriculum--Environmental Sustainability Track		60
Required Upper-Level Courses		27
GEOG 3020	Global Climate Change	3
GEOL 3010	Environmental Geology	3
GEOG 3100	Regional Planning and Environmental Management	3
GEOG 3510	Urban Community Planning	3
GEOG 3052	Advanced Geographic Information Systems	3
GEOG 4900	Special Topics in Geography (Human Environmental Impact Analysis)	3
GEOG 4900	Special Topics in Geography (Natural Resource Sustainability and Conservation)	3
GEOG 4860	Geosciences Senior Seminar	1
GEOG 4861	Senior Thesis	3
GEOG 4862	Thesis Presentation	2
Upper Level Electives		12
Must complete at least one class from each category:		
Environmental Analysis		
GEOG 3050	Computer Cartography and Image Analysis	
GEOG 3053	Application Issues in Geographic Information Systems	
GEOG 4710	Statistics for Geoscientists	
Earth's Natural Systems		
BIOL 3810	Introduction to Biogeography	
CHEM 3320	Environmental Chemistry	

GEOG 3150	Meteorology and Climatology	
GEOG 3210	Introduction to Hydrology	
GEOG 3710	Environmental Soil Science	
GEOG 3330	Geology, Hydrogeology, and Environmental Issues in Georgia	
Human Systems		
ECON 3800	Environmental Economics	
ECON 3850	Sustainability: An Economic Perspective	
GEOG 3410	Cultural Geography	
PHIL 3640	Environmental Philosophy	
PHIL 3180	Ethics and the Environment	
POLS 4450	Comparative Environmental Politics and Policy	
POLS 4820	Special Topics in U.S. Government and Politics (Environmental Law)	
Other Supporting Courses		21
GEOG 1125	Resources, Society, and Environment	3
GEOG 2011	Introduction to Geographic Information Science	3
Modern Foreign Language (3 hours may be taken in Area C)		3-6
Other Guided Electives (includes hours which carry over from Area F)		9-12
Total hours required for the degree		120

¹ All core classes with prefixes GEOG or GEOL must be completed with a grade of "C" or better.

² Hours in excess of 18 will carry over to the senior curriculum.

Bachelor of Science with a Major in Physics

Selected Educational Outcomes

The program leading to the Bachelor of Science degree with a major in physics is designed to prepare students to enter graduate programs in physics or in astronomy, or to embark upon careers in government, industry, or education. Examples of these outcomes include the following:

1. students will demonstrate knowledge in the fundamental branches of physics: mechanics, electromagnetism, and quantum mechanics;
2. students will demonstrate knowledge in several elective areas within the field of physics, including (but not limited to) thermodynamics, electronics, optics, and computational physics;
3. students will apply the techniques of mathematical analysis (algebra, geometry, trigonometry, and calculus) to physical problems;
4. students will effectively use computers and calculators for scientific calculation, programming, and word processing.

Examples of Outcome Assessments

Assessment of the education outcomes for the physics major is primarily the responsibility of the departmental Physics Area Committee, comprised of faculty with expertise in physics and cognate disciplines. The Committee assesses the extent to which the program requirements create the desired outcomes by using a variety of techniques. Examples of these assessments include the following:

1. All student majors must make oral presentations of their research results to the departmental faculty and submit written copies of their research papers to the departmental office as part of the required Capstone Seminar (PHYS 4501).
2. Students must submit a departmental copy of their portfolios of undergraduate coursework, research projects, and professional activity at the end of their last semester of residence.
3. At the time of major coursework completion, students must complete an exit questionnaire to determine the students' perception of achievement of the major's educational outcomes.
4. Periodic surveys of alumni who have completed the physics program will be conducted to evaluate the relevancy of the major program to graduates' present employment, their perception of success, and their personal satisfaction with the program. The surveys will also solicit suggestions for improvement of the physics major program.

Requirements for the Bachelor of Science Degree with a Major in Physics

Code	Title	Hours
Core Curriculum		60
Core Curriculum Areas A-E (See VSU Core Curriculum)		42
Physics majors are required to take MATH 1113 in Area A and MATH 2261 in Area D2. They are advised to take PHYS 2211K, PHYS 2212K in Area D2.		

Core Curriculum Area F		
MATH 2261	Analytic Geometry and Calculus I (1 hour left over from Area D)	
MATH 2262 & MATH 2263	Analytic Geometry and Calculus II and Analytic Geometry and Calculus III	
PHYS 2700	Modern Physics	
PHYS 2211K & PHYS 2212K	Principles of Physics I and Principles of Physics II (if not taken in Area D2)	
Lab Sciences, if PHYS 2211K, PHYS 2212K are taken in Area D2		
Senior College Curriculum		60
Upper-Level Courses in Physics		
PHYS 3810	Mathematical Methods of Physics	3
PHYS 3820	Computational Physics I	4
PHYS 4111 & PHYS 4112	Theoretical Mechanics I and Theoretical Mechanics II	6
PHYS 4211 & PHYS 4212	Electromagnetism I and Electromagnetism II	6
PHYS 4310	Thermodynamics	3
PHYS 4411 & PHYS 4412	Quantum Mechanics I and Quantum Mechanics II	6
MATH 3340 or PHYS 3800	Ordinary Differential Equations Differential Equations in Physical Systems	3
Select two courses from the following:		8
PHYS 3040	Electronics	
PHYS 3100	Optics	
PHYS 4040	Experimental Physics	
Other Supporting Courses		6-9
MATH 2150	Introduction to Linear Algebra	3
Language Requirement (Students may choose to take CS 1301 and CS 1302 to satisfy the language requirement. The additional 2 hours from CS 1301 and CS 1302 can count as part of the guided electives)		3-6
Guided Electives (recommended that at least one be a MATH course) ¹		12-15
Total hours required for the degree		120

¹ chosen from: any 3000- or 4000-level CS, ASTR, GEOL, CHEM, BIOL, or PHYS course or MATH 3040, MATH 3600, or any 4000-level MATH course except MATH 4161.

Requirements for the Bachelor of Science Degree with a Major in Physics--Applied Physics Track

Code	Title	Hours
Core Curriculum		60
Core Curriculum Areas A-E (See VSU Core Curriculum)		42
Physics majors are required to take MATH 1113 in Area A and MATH 2261 in Area D.2. They are advised to take PHYS 2211K and PHYS 2212K in Area D.2.		
Core Curriculum Area F ¹		
PHYS 2700	Modern Physics	1
CS 1301	Principles of Programming I	4
MATH 2262	Analytic Geometry and Calculus II	4
MATH 2263	Analytic Geometry and Calculus III	4
MATH 2261	Analytic Geometry and Calculus I (1 hour left over from Area D)	4
Select one of the following sequences:		4
CHEM 1211 & 1211L	Principles of Chemistry I and Principles of Chemistry Laboratory I	
BIOL 1107 & 1107L	Principles of Biology I and Principles of Biology Laboratory I	
Senior College Curriculum		60

Required Courses ²		33
CS 1302	Principles of Programming II	4
Select one of the following sequences:		4
CHEM 1212 & 1212L	Principles of Chemistry II and Principles of Chemistry Laboratory II	
BIOL 1108 & 1108L	Principles of Biology II and Principles of Biology Laboratory II	
PHYS 3040	Electronics	4
PHYS 3100	Optics	4
PHYS 3820	Computational Physics I	4
PHYS 4040	Experimental Physics	4
PHYS 4111	Theoretical Mechanics I	3
PHYS 4211	Electromagnetism I	3
PHYS 4411	Quantum Mechanics I	3
Supporting Courses and Electives		27
MATH Electives: Select two from the following courses:		6
MATH 2150	Introduction to Linear Algebra	
MATH 3040	Set Theory	
MATH 3340	Ordinary Differential Equations	
MATH 3600	Probability and Statistics	
MATH 4150	Linear Algebra	
MATH 4260	Mathematical Analysis	
MATH 4300	Functions of a Complex Variable	
MATH 4540	Topology	
Modern Foreign Language (3 hours may be taken in Area C)		3-6
Other Guided Electives		15-18
BIOL 3200	Introductory Genetics	
BIOL 3250	Ecology and Evolution	
BIOL 3350	Environmental Science	
BIOL 3450	Animal Physiology	
BIOL 3460	Human Physiology	
BIOL 3610	Dendrology	
BIOL 3650	Plant Systematics	
BIOL 3680	Plant Pathology	
BIOL 3700	Neuroscience	
BIOL 3810	Introduction to Biogeography	
BIOL 4100	Morphology of Land Plants	
BIOL 4250	Human Anatomy	
BIOL 4450	Theory and Practice of Scanning Electron Microscopy	
BIOL 4850	Biology Internship	
BIOL 4950	Directed Study	
CHEM 2210	Sophomore Seminar	
CHEM 2310	Quantitative Analysis	
CHEM 3320	Environmental Chemistry	
CHEM 3401	Organic Chemistry I	
CHEM 3402	Organic Chemistry II	
CHEM 3510	Inorganic Chemistry	
CHEM 3601 & 3601L	Biochemistry I and Laboratory Techniques in Biochemistry	
CHEM 3602	Biochemistry II	
CHEM 3801	Physical Chemistry I	
CHEM 3802	Physical Chemistry II	
CHEM 4210	Seminar	

CHEM 4310	Instrumental Analysis
CHEM 4420	Physical Organic Chemistry
CHEM 4810	Computational Chemistry
CHEM 4920	Special Topics
CS 1010	Algorithmic Problem Solving
CS 3101	Computer Organization
CS 3102	Assembly Language
CS 3300	UNIX Programming
CS 3335	The C Programming Language
CS 3340	Web Programming
CS 3410	Data Structures
CS 3520	Algorithms
CS 4121	Data Communications and Networks I
CS 4122	Data Communications and Networks II
CS 4321	Software Engineering I
CS 4322	Software Engineering II
CS 4340	Systems Programming
CS 4721	Database Design I
CS 4722	Database Design II
CS 4990	Topics in Computer Science

Total hours required for the degree	120
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¹ All core science and math courses must be completed with a grade of "C" or better.

² Students must complete at least 39 credit hours of upper-level (3000-4999) courses.

Requirements for the Bachelor of Science Degree with a Major in Physics--Medical Physics Track

Code	Title	Hours
Core Curriculum		60
Core Curriculum Areas A-E (See VSU Core Curriculum)		42
Physics majors are required to take MATH 1113 in Area A and MATH 2261 in Area D.2. They are advised to take PHYS 2211K and PHYS 2212K in Area D.2.		
Core Curriculum Area F ¹		
PHYS 2700	Modern Physics	1
CHEM 1211 & 1211L	Principles of Chemistry I and Principles of Chemistry Laboratory I	4
CHEM 1212 & 1212L	Principles of Chemistry II and Principles of Chemistry Laboratory II	4
MATH 2262	Analytic Geometry and Calculus II	4
MATH 2263	Analytic Geometry and Calculus III	4
MATH 2261	Analytic Geometry and Calculus I (1 hour left over from Area D.2)	1
Senior College Curriculum		60
Required Courses ²		33
BIOL 1107 & 1107L	Principles of Biology I and Principles of Biology Laboratory I	4
BIOL 1108 & 1108L	Principles of Biology II and Principles of Biology Laboratory II	4
BIOL 2251K	Human Anatomy and Physiology I	4
BIOL 2252K	Human Anatomy and Physiology II	4
BIOL 3200	Introductory Genetics	3
BIOL 3700	Neuroscience	3
PHYS 3100	Optics	4
PHYS 3810	Mathematical Methods of Physics	3

PHYS 4310	Thermodynamics	3
Select two of the following:		6
PHYS 4111	Theoretical Mechanics I	
PHYS 4211	Electromagnetism I	
PHYS 4411	Quantum Mechanics I	
Supporting Courses and Electives		21
MATH 3340	Ordinary Differential Equations	3
Modern Foreign Language (3 hours may be taken in Area C)		3-6
Other Guided Electives		13-16
BIOL 1200	History of the Life Sciences	
BIOL 3250	Ecology and Evolution	
BIOL 4500	Cell Biology	
BIOL 4520	Molecular Biophysics	
BIOL 4580	Molecular Genetics	
BIOL 4800	Protein Biochemistry	
BIOL 4850	Biology Internship	
CHEM 3401	Organic Chemistry I	
CHEM 3402	Organic Chemistry II	
CHEM 3510	Inorganic Chemistry	
CHEM 3601 & 3601L	Biochemistry I and Laboratory Techniques in Biochemistry	
CHEM 3602	Biochemistry II	
CHEM 3801	Physical Chemistry I	
CHEM 3802	Physical Chemistry II	
CHEM 4210	Seminar	
CHEM 4920	Special Topics	
PHYS 3820	Computational Physics I	
PHYS 4040	Experimental Physics	
PHYS 4112	Theoretical Mechanics II	
PHYS 4212	Electromagnetism II	
PHYS 4412	Quantum Mechanics II	
PHYS 4800	Internship in Physics	
PHYS 4950	Directed Study in Physics	
MATH 1112	Trigonometry	
MATH 3040	Set Theory	
MATH 3600	Probability and Statistics	
MATH 4081	Modern Algebra I	
MATH 4260	Mathematical Analysis	
MATH 4621	Mathematical Statistics I	
MATH 4990	Special Topics in Mathematics	
Total hours required for the degree		120

¹ All science and math courses must be completed with a grade of "C" or better.

² Students must complete at least 39 credit hours of upper-level (3000-4999) courses.

Minor in Astronomy

Requirements for the Minor in Astronomy

Code	Title	Hours
Area F Courses		
ASTR 1010K	Astronomy of the Solar System	4
ASTR 1020K	Stellar and Galactic Astronomy	4

PHYS 2700	Modern Physics	1
Upper Division Courses		
Select three from the following:		9
ASTR 3220	Cosmology	
ASTR 3400	Planetary Geology	
ASTR 3800	Astrobiology	
ASTR 4101	Observational Techniques I	
ASTR 4400	Physics of the Solar System	
ASTR 4410	Astrophysics	
Total Hours		18

Minor in Geography

Requirements for the Minor in Geography

Code	Title	Hours
GEOG 1112K	Introduction to Weather and Climate	4
GEOG 1113K	Introduction to Land Forms	4
At least 9 hours of GEOG at the 3000-level or higher EXCEPT GEOG 4860, GEOG 4861, or GEOG 4862		9
Total Hours		17

Minor in Geology

Requirements for the Minor in Geology

Code	Title	Hours
GEOL 1121K	Principles of Physical Geology (if not taken in Area D)	4
GEOL 1122K	Principles of Historical Geology (if not taken in Area D)	4
GEOL 3101	Mineralogy	3
GEOL 3102	Petrology	3
At least 3 additional hours of GEOL at the 3000-level or higher EXCEPT GEOL 4860, GEOL 4861, or GEOL 4862		3
Total Hours		17

Minor in Physics

Requirements for the Minor in Physics

Code	Title	Hours
Area F Courses		
PHYS 2700	Modern Physics	1
PHYS 2211K & PHYS 2212K	Principles of Physics I and Principles of Physics II (if not taken in Area D)	0-8
Upper division Courses/Electives		9-14
Select electives from the following:		
PHYS 4111	Theoretical Mechanics I	
PHYS 4112	Theoretical Mechanics II	
PHYS 4211	Electromagnetism I	
PHYS 4212	Electromagnetism II	
PHYS 4411	Quantum Mechanics I	
PHYS 4412	Quantum Mechanics II	
PHYS 4310	Thermodynamics	
PHYS 3100	Optics	
PHYS 3040	Electronics	

College of the Arts

*Mr. Michael T. Schmidt, Interim Dean
Room 2004, Fine Arts Building*

The College of the Arts at Valdosta State University includes the Department of Art and Design, the Department of Communication Arts, and the Department of Music. This organization of the disciplines of the performing arts, communication arts, and visual arts into one academic unit reflects a traditional and continuing commitment by Valdosta State University to provide cultural enrichment in the lives of the students and other citizens of Georgia. The College of the Arts maintains a calendar of performing arts, visual arts, television, and radio programming, and other arts activities that are available to students, faculty, and the general public.

In addition, many of the performances and exhibitions created by the College of the Arts are presented off-campus in schools and communities of the region. Every Valdosta State University student is invited to explore membership in performance activities such as band, theatre, and other student organizations associated with the academic departments of the College and to enroll in courses, regardless of major.

Academic programs of the College of the Arts include professional preparation in music, art, theatre, speech, public relations, organizational communication, and media production. Liberal arts programs with majors in arts disciplines are also available in several areas. Minors are offered in art, dance, music, speech, and theatre. Degree offerings include the Bachelor of Fine Arts, the Bachelor of Music, the Master of Arts in Communication, the Master of Music Education, and the Master of Music Performance degrees. The Bachelor of Arts degree with a major in art or in music is offered in conjunction with the College of Arts and Sciences. The Bachelor of Fine Arts degree with a major in art education is offered in conjunction with the Dewar College of Education and Human Services.

Valdosta State University is an accredited institutional member of the National Association of Schools of Art and Design and of the National Association of Schools of Theatre. Also in the College of the Arts, programs in music are accredited by the National Association of Schools of Music. The B.F.A. in Communication focusing in Public Relations is accredited by the Public Relations Student Society of America Certificate in Education for Public Relations. Teacher preparation programs at Valdosta State University meet Georgia certification requirements of the Professional Standards Commission and are accredited by the Council for the Accreditation of Educator Preparation.

Activities Sponsored by the College of the Arts

Fine arts activities in each department of the College are open to participation by all students. These include:

The Wind Ensemble is VSU's premiere wind/percussion ensemble and is open to all students by audition. The Wind Ensemble presents several concerts each year with repertoire ranging from traditional to contemporary music for full instrumentation or large chamber ensemble. It meets both fall and spring semesters. **The Concert Band** is open to all VSU students. An audition is not required for participation, but a chair-placement audition may be held at the beginning of the semester. It meets only during spring semester.

The Blazin' Brigade Marching Band is one of the largest and most spirited student organizations on campus. In addition to performing at Blazer football games, the Blazin' Brigade is often invited to perform as an exhibition group at high school marching contests around the state and at other special events. The band is open to all brass and woodwind players without audition and to all percussionists with a camp in early summer to determine part assignment. Auditions for color guard and dance line are held each year in the early summer. This class meets only during the fall semester.

The Jazz Ensemble and New Jazz Ensemble are the premier performing ensembles in the jazz area and are open to all students by audition. The groups perform repertoire ranging from big band era standards to contemporary and original compositions. **The Jazz Combos** are small performing groups composed of five to eight players open to all students by audition. The combos perform materials from the traditional and contemporary jazz repertoire with emphasis on small group performing skills and jazz improvisation.

The Valdosta Symphony Orchestra is a professional orchestra in residence at VSU made up of resident artist-faculty, VSU students, and carefully selected professionals from a five-state region. All qualified students are eligible through audition. The orchestra annually presents a subscription season of four concerts, a youth concert series, regional performances, and special concerts for the community. The String Ensemble is open to any VSU student by permission of the instructor.

The Concert Choir is open to all university students and does not require an audition. **The Chamber Singers** is the premier auditioned choral group at VSU and performs the highest level of choral music. The Chamber Singers is the primary choral ensemble, touring throughout Georgia annually and internationally every three years.

The Spotlighters is VSU's vocal jazz ensemble open to students by audition. This group specializes in vocal jazz and collegiate a cappella works. All three choral groups perform several times throughout the year and often combine to present large-scale works with the Valdosta Symphony Orchestra.

Valdosta State University Opera presents one main stage production with orchestra and one scenes production annually. Innovative productions of major repertoire are mounted in collaboration with the Communication Arts Department and the Art Department. Faculty and guest professionals appear along with students, and participation is open by audition to students of all majors.

The Pan-American Ensemble allows students to become acquainted with the folk music of various cultures of the western hemisphere such as Argentine tango, Brazilian choros, Bluegrass, music from the Andean Mountains, Afro-Cuban music, salsa, and Mexican mariachi. These experiences culminate in semester-ending concerts and other performances. Open to students of all majors.

Woodwind ensembles, brass quintets, and string quartets and other string chamber ensembles are also offered for credit. Participation is open by audition to students of all majors.

VSU Theatre presents seven full-scale theatrical productions each year including period drama, musical theatre, theatre for youth, dance concerts, chamber theatre, original plays, and recent important works from the world of theatre. Participation in all aspects of VSU Theatre is open to all students.

The VSU Dedo Maranville Fine Arts Gallery, located on the first floor of the Fine Arts Building, presents an ambitious program of eight to nine exhibitions each academic year. Among the exhibits are works by artists of national and international rank, group exhibitions, a national juried show, Valdosta National, several student shows, and the annual art faculty exhibition. Openings and receptions are generally held for each exhibit; all university students are invited to attend the openings, meet the artists when they are present, and view the exhibitions during the scheduled hours of the gallery. Many students find the gallery a stimulating and exciting place to learn about art and its representation of life.

Department of Art and Design

*Ms. Monika Meler, Head
Room 1070B, Fine Arts Building*

The Department of Art and Design has four comprehensive undergraduate degree programs and a minor in art. The undergraduate programs include the Bachelor of Fine Arts (BFA) with a major in studio art, the Bachelor of Fine Arts with a major in interior design, the Bachelor of Fine Arts with a major in art education, and the Bachelor of Arts with a major in art. The BFA degrees with majors in art, interior design, and art education are professional degrees. The goal of the professional programs is to develop the knowledge, skills, concepts, and sensitivities essential to the professional life of an artist, designer, or educator, and to prepare students who may be interested in pursuing graduate studies. The program of the Bachelor of Arts (BA) degree with a major in art enables students to develop the range of knowledge, skills, and competencies expected of those holding a liberal arts baccalaureate degree with a major in art and allows the flexibility to design a comprehensive liberal arts curriculum that may include a minor outside of art.

Each program of study has a sequentially based curriculum beginning the first semester of the freshman year, which includes foundation courses leading to advanced courses. Students should plan to be advised in the Department of Art and Design as soon as they identify an interest in an art degree program. Students who delay entering the major until completion of the Core Curriculum may prolong their academic careers. Students in each program have the opportunity to pursue in-depth study in one or more disciplines taught in the department. Some upper division courses may be repeated for advanced content to allow further development within the discipline.

Studies, practice, and experiences in studio subjects are of prime importance in the preparation of students for professional careers in art and design. Studio courses are scheduled as double-period classes, and students are expected to work in area studios during scheduled class sessions as well as outside of class. A studio-materials fee is assessed for studio classes at the time of registration, and the individual purchase of art materials is required for many studio courses. All majors must earn a grade of "C" or better in all foundation (Area F), professional, and major classes. Thirty-nine semester hours must be earned at the 3000 level or above in each degree program. An understanding of safety and proper studio practices is considered essential for the practicing professional and is emphasized in all studio courses. All students must participate in a safety orientation and pass a safety exam before taking studio courses in the major. The orientation and exam are part of the course content in foundation classes. Transfer students must participate in supplemental safety orientation sessions and pass the safety exam during their first semester in the department.

The Minor in Art is designed for students with an interest in art or art history who do not wish to pursue a degree program in one of these areas of inquiry.

Valdosta State University is an accredited institutional member of the National Association of Schools of Art and Design (NASAD).

Department of Art and Design Mission Statement

The Department of Art and Design serves as the visual arts component of the College of the Arts, promoting an atmosphere of academic and creative excellence through student-centered, comprehensive professional and liberal arts degree programs. Collaboration among the department, students, and the community is designed to foster professional, artistic, and cultural development throughout the region.

- Bachelor of Fine Arts with a Major in Art (p. 278)
- Bachelor of Fine Arts with a Major in Art Education (p. 279)

- Bachelor of Fine Arts with a Major in Interior Design (p. 280)
- Bachelor of Arts with a Major in Art (p. 276)
- Minor in Art (p. 282)

Bachelor of Arts with a Major in Art

This liberal arts degree with a major in art enables students to develop the range of knowledge, skills, and competencies expected of those holding a liberal arts baccalaureate degree in art. This degree differs from the Bachelor of Fine Arts degrees in that it allows the flexibility to design a comprehensive liberal arts curriculum that may include a minor outside of art.

Candidates for this degree must meet all requirements set by the College of Humanities and Social Sciences and the College of the Arts, including a foreign language sequence (6 hours or 2 courses, see catalog requirements). In addition to the required art studio and art history requirements (57 total hours), the BA degree offers flexibility in course work with 6-18 hours of electives in art studio or art history and 6-18 hours in guided electives outside of art (6 of the hours outside of art must be comprised of course work at the 3000 or 4000 level). These two areas should total 24 hours of credit.

Ultimately, the Bachelor of Arts degree with a major in art is a versatile degree for art students interested in foreign languages and in investigating subjects outside of art.

The BA with a major in art may be an appropriate selection for students who want to craft an interdisciplinary path in order to create unique perspectives into making, presenting, and engaging with visual culture. This degree may also be an appropriate selection for a transfer student or a change of major, as the interest that motivated the earlier course of study can be used to enhance this versatile degree.

The BA degree is also an appropriate degree choice for students who are interested in preparing for advanced specialized degree programs. This is a 120-hour degree program.

Selected Educational Outcomes and Competencies

Students pursuing a BA degree with a major in art will:

1. demonstrate a developed visual sensitivity.
2. demonstrate the technical skills, perceptual development, and understanding of principles of visual organization sufficient to achieve basic visual communication and expression in one or more media.
3. develop the ability to make workable connections between concept and media.
4. demonstrate some familiarity with the works and intentions of major artists/designers and movements of the past and the present, in both the Western and the non-Western worlds.
5. show evidence of an understanding of the nature of contemporary thinking on art and design and have gained at least a rudimentary discernment of quality in design projects and works of art.

Examples of Outcome Assessments

1. Assessment and evaluation of art works produced.
2. Senior exhibition and presentation review by committee using a criterion-based rubric.
3. Departmental review of student competition exhibition using a criterion-based rubric.
4. Comparisons of transcript audit results with accreditation curriculum requirements.
5. Review of selected artists' statements and art history research papers.
6. Review of program make-up (variety of courses) based on the liberal arts degree concept.

Requirements for B.A. Degree with a Major in Art

Code	Title	Hours
Core Curriculum		60
Core Curriculum Areas A-E (See VSU Core Curriculum)		42
Core Curriculum Area F		
ART 1010	Drawing I	3
ART 1020	Two Dimensional Design	3
ARTH 2121	Art History Survey I	3
ART 1030	Three Dimensional Design	3
ART 1011	Drawing II	3
ART 2030	Computers in Art	3

Major Curriculum	60
Major Core Studio Sequence	18
Select three course sequences from the following:	
Select two of the following:	
ART 3023 Figure Drawing	
ART 4024 Advanced Drawing	
ART (3xxx-4xxx course in content area)	
Select two of the following:	
ART 3041 Painting I	
ART 4042 Painting II	
ART (3xxx-4xxx course in content area)	
Select two of the following:	
ART 3051 Printmaking I	
ART 4052 Printmaking II	
ART (3xxx-4xxx course in content area)	
Select two of the following:	
ART 3061 Ceramics I	
ART 4062 Ceramics II	
ART (3xxx-4xxx course in content area)	
Select two of the following:	
ART 3071 Black and White Photography	
ART 3072 Digital Photography	
ART (3xxx-4xxx course in content area)	
Select two of the following:	
ART 3081 Sculpture I	
ART 4082 Sculpture II	
ART (3xxx-4xxx course in content area)	
Select two of the following:	
ART 3091 Graphic Design I	
ART 3092 Graphic Design II	
ART 4093 Graphic Design III	
ART (3xxx-4xxx course in content area)	
Select two of the following:	
ART 3101 Jewelry and Metalsmithing I	
ART 4102 Jewelry and Metalsmithing II	
ART (3xxx-4xxx course in content area)	
Select two of the following:	
ART 3111 Aqueous Media I	
ART 4112 Aqueous Media II	
ART (3xxx-4xxx course in content area)	
ARTH 2122 Art History Survey II	3
Art History (ARTH) Electives	6
Studio and/or Art History and Criticism Electives ¹	6-18
Guided Electives or Minor ²	6-18
Foreign Language (two courses in sequence)	6
Preparation/Capstone Courses	3
ART 4170 Professional Preparation	
ART 4171 Senior Exhibition Seminar	
ART 4172 Senior Portfolio Presentation	
Total hours required for the degree	120

- ¹ Guided Electives/Minor + Art Studio/Art History and Criticism must total 24 hours.
- ² If no minor is declared, at least 6 semester hours of course work numbered 3000 or above in a single discipline outside the major must be completed. The degree program must include a minimum of 39 hours at the 3000 or 4000 level.

Students pursuing the Bachelor of Arts degree with a major in art should refer to the “Specific Requirements for the Degree...” information listed for the College of Arts and Sciences and the information related to declaring a minor in the Academic Affairs section of this catalog.

Bachelor of Fine Arts with a Major in Art

The Bachelor of Fine Arts degree is a professional degree program that prepares the student for competency in art and art-related careers and provides opportunities for further in-depth research and study in art and design. Students enrolled in this Bachelor of Fine Arts degree are expected to develop the knowledge, skills, concepts, and sensitivities essential to the professional life of the artist or designer. In any of many possible roles, the professional must exhibit not only technical competence, but also broad knowledge of art and design, the ability to integrate knowledge and skills, and an insight into the role of art and design in intellectual and cultural life.

The BFA with a major in art is a comprehensive degree, which focuses on a common body of knowledge and skills in art studio and art history coursework. This is a 120-hour degree program.

Selected Educational Outcomes and Competencies

Students pursuing a BFA with a major in art will:

1. demonstrate advanced skill in one or more areas of art production.
2. demonstrate competence with principles of visual organization, including the ability to work with visual elements in two- and three-dimensions, color theory and its applications, and drawing.
3. present work that demonstrates perceptual acuity, conceptual understanding, and technical facility at a professional entry level in their chosen field(s).
4. demonstrate familiarity with the historical achievements, current major issues, processes, and directions of their field(s).
5. exhibit their work and participate in discussions of their work and the work of others.
6. demonstrate a working knowledge of technologies and equipment applicable to their studies in art.
7. demonstrate their competence by developing a senior project or final presentation in the major area of study.

Examples of Outcome Assessments

1. Assessment and evaluation of art works produced.
2. Senior exhibition and presentation review by committee using a criterion-based rubric.
3. Departmental review of student competition exhibition using a criterion-based rubric.
4. Comparisons of transcript audit results with accreditation curriculum requirements.
5. Review of selected artists' statements and art history research papers.

Requirements for the Bachelor of Fine Arts with a Major in Art

Code	Title	Hours
Core Curriculum		60
Core Curriculum Areas A-E (See VSU Core Curriculum)		42
Core Curriculum Area F		
ART 1010	Drawing I	3
ART 1020	Two Dimensional Design	3
ART 1011	Drawing II	3
ART 1030	Three Dimensional Design	3
ART 2030	Computers in Art	3
ARTH 2121	Art History Survey I	3
Major Curriculum		60
ART 3061	Ceramics I	3
ART 3081	Sculpture I	3
ART 3071	Black and White Photography	3
or ART 3072	Digital Photography	
ART 3091	Graphic Design I	3

ART 3041	Painting I	3
ART 3023	Figure Drawing	3
ART 3051	Printmaking I	3
ART 4170	Professional Preparation	1
ART 4171	Senior Exhibition Seminar	1
ART 4172	Senior Portfolio Presentation	1
ARTH 2122	Art History Survey II	3
ARTH 4150	Contemporary Art History	3
Art History (ARTH) Electives		3
Studio Electives		18-27
Art History and Criticism Electives		0-9
Total hours required for the degree		120

Bachelor of Fine Arts with a Major in Art Education

The Bachelor of Fine Arts with a major in art education prepares students for initial art education certification (P-12). The program is designed to prepare professional art educators with the knowledge, skills, and experiences necessary to be successful in an array of potential career choices: art studio classroom teacher, museum educator, or graduate student.

National accrediting agencies include the National Association of Schools of Art and Design (NASAD), the Council for the Accreditation of Educator Preparation (CAEP), and the Southern Association of Colleges and Schools (SACS). The National Art Education Association (NAEA) provides program standards, curricular guidelines, and assessment tools that help to ensure a quality program in art education. Students in the program must meet all criteria published in the VSU Undergraduate Catalog, as established by the Dewar College of Education and Human Services and the College of the Arts.

The degree program consists of 129 hours of course work and requires that the student carry 17 hours for seven of the eight semesters in school and/or take 12 hours in summer school to graduate within a four-year period and to accommodate the final semester of student teaching.

A minimum grade point average of 2.75 must be maintained throughout the program. A grade of "C" or better must be earned in the required English courses and in all art, art education, and education courses in the professional sequence. Certification depends on passing the Georgia Assessment for the Certification of Educators exam (GACE Content Assessment), which must be taken prior to the student teaching semester. All course work must be completed before a candidate begins the student teaching semester.

Selected Educational Outcomes and Competencies

Students pursuing a BFA with a major in art education degree will be able to:

1. exhibit the ability and desire to continually seek out, evaluate, and apply new ideas and developments in both art and education;
2. demonstrate positive relationships with individuals of various social and ethnic groups, and empathize with students and colleagues of differing backgrounds;
3. articulate and communicate the goals of an art program in an effective and professionally responsible manner;
4. demonstrate basic expressive, technical, procedural and organizational skills, and conceptual insights which can be developed through studio art and design experiences;
5. demonstrate knowledge of the major styles and periods in art history, analytical methods and theories of art criticism, the development of past and contemporary art forms, contending art philosophies, and the fundamental and integral relationships of how these concepts impact the making of art.

Examples of Outcome Assessments

Student competency will be demonstrated in the following selected ways:

1. by taking the area Content Assessment exams (109 and 110);
2. by successfully preparing an exemplary electronic portfolio as prescribed in the College of Education and Human Services;
3. by successfully completing the student teaching experience as determined by meeting the criteria in the College of Education and Human Services Observation Instrument;
4. by successfully demonstrating evidence of detailed lesson and unit planning prescribed in the Program Lesson Planning Assessment Instrument.

Requirements for Bachelor of Fine Arts Degree with a Major in Art Education

Code	Title	Hours
Core Curriculum		60
Core Curriculum Areas A-E (See VSU Core Curriculum)		42
Students are advised to take ART 1100 in Area C		
Core Curriculum Area F		
ART 1010	Drawing I	3
ART 1011	Drawing II	3
ART 1020	Two Dimensional Design	3
ART 1030	Three Dimensional Design	3
ART 2030	Computers in Art	3
ARTH 2121	Art History Survey I	3
EDUC 2999	Teacher Education Requirements	0
Major Curriculum		69
EDUC 2110	Investigating Critical and Contemporary Issues in Education	3
EDUC 2120	Exploring Socio-Cultural Perspectives on Diversity	3
EDUC 2130	Exploring Learning and Teaching	3
SPEC 2000	Serving Students with Diverse Needs	3
ART 3051	Printmaking I	3
ART 3041	Painting I	3
ART 3061	Ceramics I	3
ART 3072	Digital Photography	3
ART 3081	Sculpture I	3
ARTH 2122	Art History Survey II	3
ARTH 4120	Issues in Art Criticism (ARTH elective)	3
ARTH elective		3
Guided Electives in ART or ARTH		12
ARED 3000	Issues and Trends in Contemporary Art Education	3
ARED 3010	Elementary Art Methods	3
ARED 3012	Secondary Art Methods	3
ARED 4070 & ARED 4090	Seminar in Art Education (P-12) and Student Teaching in Art Education	12
Total hours required for the degree		129

Bachelor of Fine Arts with a Major in Interior Design

Interior design addresses the visual, technical, and aesthetic aspects of inhabited spaces. Interior design services involve the integration of art and design concepts; space analysis and planning; and knowledge of materials, furnishings, and construction to produce finished interior environments that interpret and serve the specific needs of a client. This degree curriculum focuses on the standards for professional interior design programs established by the National Association of Schools of Art and Design. The major is designed to offer learning opportunities structured to prepare the student for a variety of careers in the interior design profession or for graduate school. Students interested in this major are advised that the degree requires six major studios, which must be taken in sequence, one per semester. The program of study includes a required internship to be taken in the summer after completion of 90 hours. **Students should plan to be advised in the Department of Art and Design as soon as they identify an interest in this major.** Students must apply to be admitted to the major based on a spring semester portfolio review of Area F courses and as Department of Art and Design resources permit.

All students, including transfer students, must have an overall grade point average of 2.5 on a 4.0 scale after completion of 30 semester hours of college credit and the successful completion and assessment of the art foundation portfolio review.

This is a 120-hour degree program.

Selected Educational Outcomes and Competencies

Students pursuing a BFA with a major in interior design will demonstrate:

1. skill in creative and critical thinking and problem-solving in response to visual, technical, aesthetic, and social aspects of inhabited spaces;
2. competence in a number of media and techniques in order to effectively communicate design solutions graphically, in writing, and through verbal presentations;
3. an understanding of the history of art and design, including contemporary theories and works;
4. competence in analysis of information and relations, evaluating issues and setting priorities as component elements of the process of generating creative design solutions for projects of any scale and complexity;
5. a significant sense of the principles, ethics, and processes necessary to conceptualize and create interiors that are responsive to the intellect, the senses, and the spirit of those who inhabit them and the greater context of the environment that contains them.

Examples of Outcome Assessments

1. Freshman portfolio review of foundation level work using a criterion-based rubric.
2. Review of semester work by program faculty using an accreditation-standards-based rubric.
3. Review of semester work by advisory board members using an accreditation-standards-based rubric.
4. Completion of a senior professional portfolio.
5. Comparisons of transcript audit results with accreditation curriculum requirements.

Requirements for the Bachelor of Fine Arts Degree with a Major in Interior Design

Code	Title	Hours
Core Curriculum		60
Core Curriculum Areas A-E (See VSU Core Curriculum)		42
Core Curriculum Area F		
ARID 1120	Fundamental Concepts in Interior Design	3
ART 1010	Drawing I	3
ART 1020	Two Dimensional Design	3
ART 1030	Three Dimensional Design	3
ART 1011	Drawing II	3
ART 2030	Computers in Art	3
Major Curriculum		60
Interior Design Studio Courses		
ARID 2111	Interior Design Studio I	3
ARID 2112	Interior Design Studio II	3
ARID 3111	Interior Design Studio III	3
ARID 3112	Interior Design Studio IV	3
ARID 4111	Interior Design Studio V	3
ARID 4112	Interior Design Studio VI	3
Major Core		
ARID 2310	Interior Design Graphics and Presentation	3
ARID 2411	Computers for Interior Design	3
ARID 3211	History of Interiors I	3
ARID 3212	History of Interiors II	3
ARID 3320	Materials for Interior Design	3
ARID 3350	Lighting and Building Systems	3
ARID 3370	Construction Methods and Building Regulations	3
ARID 4000	Special Topics in Interior Design	3
Capstone Courses		
ARID 4010	Interior Design Internship	3
ARID 4340	Contemporary Design Issues	3
ARID 4610	Professional Practice	3
Art History Courses		
ARTH 2121	Art History Survey I	3
ARTH 2122	Art History Survey II	3
Elective: Interior Design and Related Areas		3

Select 1 course (3 credit hours) from upper-level art studio courses, upper-level interior design courses, upper-level art history courses, or other related courses with the approval of the Program Coordinator and the Department Head .

Total hours for the degree

120

Minor in Art

The Minor in Art is designed for students with an interest in studio art, design, or art history who do not wish to pursue a baccalaureate degree in art. Possible areas of study within the Minor in Art include art history, 2D studio areas, 3D studio areas, animation, graphic design, and photography.

Selected Educational Outcomes

1. Students will develop skills in solving and/or analyzing problems of form and content in art through analysis and expression.
2. Students will acquire knowledge of historic and contemporary forms of visual art.

Minor in Art

Code	Title	Hours
Select one of the following:		3
ART 1100	Introduction to the Visual Arts	
ARTH 2121	Art History Survey I	
ARTH 2122	Art History Survey II	
ARTH and /or ART courses (9 hours must be at the level of 3000 or above)		12
Total Hours		15

Department of Communication Arts

Dr. Nicole Cox, Interim Department Head
Room 1001A, Communication Arts and Curriculum Building

The Department of Communication Arts is a multidisciplinary department with programs that lead to a Bachelor of Fine Arts (B.F.A.) degree with majors in:

- Communication with an emphasis in Organizational Communication or Interpersonal Communication;
- Communication with a concentration in Public Relations;
- Dance;
- Mass Media;
- Theatre with tracks in Performance, Production, Musical Theatre, and Elective Studies in Theatre Management.

The department also offers minors in Communication, Dance, Health Communication, Mass Media Studies, and Theatre Arts.

The programs in the department are designed to give the student the basic knowledge, skills, and values that build upon the foundation provided by the University Core Curriculum and that are required for professional careers in sales, personnel management, public relations, corporate/diversity training, dance, theatre performance and management, and in the media industries including radio, television, the Internet, and music. Moreover, the department's programs stress the importance of critical thinking skills, an appreciation for diverse cultural perspectives, and the application of knowledge to the specific areas found in the department. The Bachelor of Fine Arts is a professional degree preparing students for immediate impact in their careers.

Valdosta State University is an accredited institutional member of the National Association of Schools of Theatre.

- Bachelor of Fine Arts with a Major in Communication (p. 283)
- Bachelor of Fine Arts with a Major in Dance (p. 285)
- Bachelor of Fine Arts with a Major in Theatre (p. 288)
- Bachelor of Fine Arts Degree with a Major in Mass Media (p. 287)
- Minor in Communication (p. 292)
- Minor in Health Communication (p. 293)
- Minor in Theatre Arts (p. 293)

- Minor in Mass Media Studies (p. 293)
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- Institutional Cross-training Certificate for Journalism and Mass Media Students (p. 291)
- Sports Broadcasting Certificate (p. 294)

Bachelor of Fine Arts with a Major in Communication

The B.F.A. with a major in Communication with an emphasis on Organizational Communication or Interpersonal Communication prepares students for a wide variety of professional careers. Through the study of the theory and practice of communication, students in the Communication major gain expertise in the skills most valued in the 21st-century workplace. Students learn team leadership, decision making, critical and creative thinking, problem solving, presentational skills, persuasion, research, writing, technology, and intercultural communication by examining communication in multiple contexts. With the B.F.A. in Communication, students are prepared to move directly from the academic to the organizational environment. For information on careers in Communication, please visit the department website.

The National Association of Colleges and Employers conducts an annual survey, asking employers to identify the top skills they seek in college graduates. Of the top ten skills identified, nine are directly related to courses taught in the B.F.A. with a major in Communication. Similarly, for over four decades, the Fortune 500 list of most valued skills has been dominated by those taught in the Communication major.

Grade Point Average Requirement for the BFA with a Major in Communication

Students who declare a major in Communication must earn a grade point average of 2.25 or better in all Area F courses. Any student who fails to earn a 2.25 or better in Area F courses will be asked to change majors or will be switched to an undeclared major status.

Selected Educational Outcomes

1. The Communication major will demonstrate skill in the use of the materials, technology, and methods of communication and expression necessary to be global citizens.
2. The Communication major will demonstrate understanding of the theories and practices of interpersonal, intercultural, organizational, and public communication.
3. The Communication major will demonstrate skill in the analysis of the communication needs of clients and in the design and implementation of programs to satisfy those needs.

Examples of Outcome Assessments

The Department assesses the extent to which the program requirements create the desired outcomes by using a portfolio system. The completed portfolios will include designated assignments that will vary depending on course selection.

Requirements for the B.F.A. degree with a Major in Communication with an Emphasis on Organizational Communication or Interpersonal Communication

Code	Title	Hours
Core Curriculum		60
Core Curriculum Areas A-E (See VSU Core Curriculum)		42
Core Curriculum Area F		18
COMM 1110	Public Speaking	3
COMM 1500	Introduction to Communication Studies	3
COMM 1800	Communication Technology	3
COMM 2100	Introduction to Communication Theory	3
COMM 2300	Interpersonal Communication	3
COMM 2500	Communication, Culture, and Community	3
Senior College Curriculum		60
Communication Core		30
Communication and Values		9
COMM 3011	Argumentation and Advocacy	
COMM 3021	Persuasion	
COMM 3031	Communication Law and Ethics	
Communication Analysis		6
COMM 3111	Applied Communication Research	

COMM 3112	Data Analytics in Communication	
Workplace Skills		9
COMM 3311	Teams and Leadership	
COMM 3321	Conflict Management	
COMM 3331	Creativity and Communication Design	
Social Media Applications		6
COMM 3411	Visual Communication and Aesthetics	
COMM 3421	Social Media Strategies	
Emphasis: Select Interpersonal or Organizational Communication		12
Interpersonal Communication Emphasis		
COMM 4401	Advanced Interpersonal Communication	
COMM 4461	Interpersonal Communication Capstone	
COMM 4421	Nonverbal Communication	
or COMM 4431	Listening and Interviewing	
COMM 3231	Health Communication	
or COMM 4441	Communication Across Difference	
Organizational Communication Emphasis		
COMM 4501	Organizational Communication	
COMM 4511	Professional Communication	
COMM 4561	Organizational Communication Capstone	
COMM 4521	Crisis Communication and Negotiation	
or COMM 4531	Communicating Globally	
Guided Electives		18
Total hours required for the degree		120

The B.F.A. with a major in Communication with a concentration in Public Relations prepares students to enter a demanding field in which professionals routinely use critical thinking, analysis, decision-making, writing, communication design, strategic planning, project management, presentation skills, and technology. Public Relations professionals must be responsive to multiple and often competing demands in complex and diverse organizational environments. The program in Public Relations allows graduates to work in a variety of fields, especially medical/health communication, nonprofit, corporate, and other contexts. Graduates can seamlessly move from the academic to the organizational environment. The B.F.A. with a Concentration in Public Relations is certified by the Public Relations Society of America (PRSA).

Students interested in pursuing Public Relations careers in the health care industry are encouraged to complete the Health Communications minor as part of their academic program.

Grade Point Average Requirement for the BFA in Communication with a Concentration in Public Relations

Students who declare a major in Communication with a concentration in Public Relations must earn a grade point average of 2.25 or better in all Area F courses. Any student who fails to earn a 2.25 or better in Area F courses will be automatically switched to an undeclared major status.

Selected Educational Outcomes

Students in the Public Relations concentration will:

1. demonstrate skill in the use of the materials, technology, and methods of communication and expression to target messages to appropriate publics.
2. demonstrate understanding of the theories and practices of public relations within the global marketplace.
3. demonstrate skill in the analysis of the communication needs of clients and in the design and implementation of programs and campaigns to satisfy those needs.

Examples of Outcome Assessments

The Department assesses the extent to which the program requirements create the desired outcomes by using a variety of techniques. Examples of these assessments (and related educational outcomes) include:

1. Writing: examining the quality of writing assignments in student portfolios from PREL 3220 and PREL 3240.
2. Research: examining the quality of research assignments in student portfolios from COMM 3110, PREL 4200, and PREL 4230.
3. Campaign Design: examining the quality of campaign analysis and design in student portfolios from PREL 3230 and PREL 4230.

4. Integrated Communication: examining the quality of cohesive packaging of advertising, marketing, and public relations to promote a product or a cause from PREL 4220 and PREL 4230.

Requirements for the B.F.A. degree with a Major in Communication with a Concentration in Public Relations

Code	Title	Hours
Core Curriculum		60
Core Curriculum Areas A-E (See VSU Core Curriculum) ¹		42
Core Curriculum Area F		18
COMM 1110	Public Speaking	3
COMM 1500	Introduction to Communication Studies	3
COMM 1800	Communication Technology	3
COMM 2100	Introduction to Communication Theory	3
COMM 2500	Communication, Culture, and Community	3
PREL 2000	Introduction to Public Relations	3
Communication Core		18
COMM 2300	Interpersonal Communication	3
COMM 3031	Communication Law and Ethics	3
COMM 3111	Applied Communication Research	3
COMM 3311	Teams and Leadership	3
COMM 3112	Data Analytics in Communication	3
JOUR 3510	News Writing	3
Public Relations		21
PREL 3210	Strategic Design for Public Relations	3
PREL 3220	Strategic Writing for Public Relations	3
PREL 3230	Public Relations Case Studies	3
PREL 3240	Strategic Design for Digital Media	3
PREL 4200	Public Relations Research	3
PREL 4220	Integrated Communication	3
PREL 4230	Public Relations Capstone	3
PREL 3250 or COMM 3211	Public Relations in Health Care Event Planning	3
Guided Electives		18
Total hours required for the degree		120

¹ Students are encouraged to take COMM 1100 as part of their Area C requirement.

Bachelor of Fine Arts Degree with a Major in Dance

The B.F.A. with a major in Dance prepares students for a broad range of opportunities, including performance, choreography, teaching, arts administration, and dance/movement therapy. The Dance program at VSU offers numerous productions throughout the year, providing students with significant performance and choreography experience. Graduates learn a host of life skills, including collaboration, working to deadlines, self-discipline, patience, perseverance, analytical skills, and critical thinking.

Audition Requirements

All students who intend to pursue the B.F.A. with a major in Dance must audition for the purpose of admission into the program. Auditions are regularly hosted on campus, across the region, and at national professional conferences.

Grade Point Average Requirement for the BFA with a Major in Dance

Students entering the University directly from high school must maintain a GPA of 2.0 or better on all course work undertaken in order to continue as Dance majors. If in any given semester a student's overall GPA falls below 2.0, the student will have one semester (fall or spring) to bring it back up to or above 2.0. If the overall GPA remains below 2.0 for two consecutive semesters, the student will be requested to change majors. Any student who fails to respond to that request will automatically be transferred to an undeclared major status.

Students who enter the University as transfer students who wish to continue a major in Dance must have a GPA of at least 2.0 on all course work undertaken. Upon acceptance as a major, a student must maintain an overall 2.0 GPA as described above.

Students changing majors from another program within the University must also have at least a 2.0 overall GPA to transfer to the Dance major, and they will be subject to the same maintenance requirements already described.

Selected Educational Outcomes

1. Students will articulate a cultural and historical perspective appropriate to dance performance, pedagogy, and choreography.
2. Students will demonstrate dance and related skills, based on the career goals of the individual student: teaching, performance, and/or choreography.
3. Students will demonstrate the ability to interact and problem solve with colleagues as group participants and leaders.
4. Students will demonstrate knowledge of professional opportunities for employment.

Examples of Outcome Assessments

Concluding curricular experiences for the dance student will include:

1. Exhibiting advanced performance and choreographic skills.
2. Participation in professionally oriented dance and theatrical productions.
3. Developing materials geared to individual students' professional career goals for post-graduation plans.

Requirements for the B.F.A. degree with a Major in Dance

Code	Title	Hours
Core Curriculum		60
Core Curriculum Areas A-E (See VSU Core Curriculum)		42
Theatre and Dance students are advised to take either THEA 1100 or DANC 1500 in Area C.		
Core Curriculum Area F		
THEA 1100 & DANC 1500	Theatre Appreciation and Introduction to Dance ¹	6
THEA 1000	Voice and Diction	3
THEA 2730	Theatrical and Film Makeup	2
DANC 1600	Ballet I	2
DANC 1700	Modern Dance I	2
DANC 2800	Jazz Dance I	2
DANC 2920	Dance Improvisation	1
A minimum grade of "C" is required for all Area F courses in the Communication Arts Department.		
Senior College Curriculum		60
THEA 2750	Basic Technical Theatre and Stage Lighting	3
DANC 2600	Ballet II	3
DANC 2700	Modern Dance II	3
DANC 3600 or DANC 3700	Ballet III Modern Dance III	3
DANC 3800	Jazz Dance II	3
DANC 4800	Jazz Dance III	3
Select one of the following:		2
DANC 1900	Tap Dance I	
DANC 3940	Aerial Dance Arts	
DANC 3950	Dance for Camera	
DANC 2910 or DANC 3930	Social Dance Ballroom Dance	1
DANC 3500	Dance Pedagogy	3
DANC 3000	Dance Composition	3
DANC 3100	Choreography	3
DANC 3410	Dance History	3
DANC 3200	Dance Ensemble	6
DANC 3420	Music Analysis for Dancers	2

DANC 4010 & DANC 4020	Dance Kinesiology and Conditioning and Wellness for Dance	5
DANC 4600 or DANC 4700	Ballet IV Modern Dance IV	3
THEA 4790	Portfolio and Resume Presentation	2
Select one of the following:		3
COMM 1100	Human Communication	
MDIA 2000	Introduction to Mass Media	
Guided electives		6
Total hours required for the degree		120

¹ If students take THEA 1100 or DANC 1500 in Area C of the Core Curriculum, they should take another Area C elective here.

Bachelor of Fine Arts with a Major in Mass Media

Broadcast and digital communications impact every aspect of our lives, from listening to the radio or streamed content to watching television to using the Internet. The B.F.A. with a major in Mass Media is designed to provide the knowledge, values, perspectives, and skills necessary to transition seamlessly from the academic environment to the digital and broadcast communications arena. Students are involved in content creation and delivery.

The B.F.A. with a major in Mass Media at VSU offers numerous productions throughout the year, providing students with significant performance experience.

Beyond technical learning, students learn important skills such as collaboration, writing, storytelling, planning, budgeting, presentation, and research skills.

Grade Point Average Requirement for the BFA with a Major in Mass Media

Students who declare a major in Mass Media must earn a grade point average of 2.50 or better on Area F courses. Students who earn less than a 2.50 GPA in Area F courses will be asked to switch to another major or will automatically be changed to an undeclared major status.

Selected Educational Outcomes

1. Students will demonstrate the acquisition of historic, cultural, and critical perspectives on the media.
2. Students will demonstrate skills in the analysis of broadcast program syntax and broadcast systems and their applications.
3. Students will demonstrate skills required for the production and delivery of broadcast programming and management.
4. Students will demonstrate knowledge of professional opportunities for employment in the broadcast industries.

Examples of the Outcomes Assessments

Concluding curricular experiences for the major will include:

1. Participation in professionally oriented broadcast media program productions.
2. Development of materials geared to the individual student's professional career goals or post-graduation plans.
3. A capstone portfolio presentation exhibiting advanced technical or performance skills and assessing personal strengths and weaknesses.

Requirements for the B.F.A. with a Major in Mass Media

Code	Title	Hours
Core Curriculum		60
Core Curriculum Areas A-E (See VSU Core Curriculum)		42
Core Curriculum Area F		18
COMM 1100	Human Communication	3
MDIA 2000	Introduction to Mass Media	3
MDIA 2050	Introduction to Electronic Media Production	3
MDIA 2100	Introduction to Media Writing	3
MDIA 2350	Media and Culture	3
MDIA 2500	Computer Mediated Communication	3
Senior College Curriculum		60
Media Core		15

MDIA 3350	Aesthetics of Electronic Media	3
MDIA 4100	Media Economics and Management	3
MDIA 4200	Media Law and Ethics	3
MDIA 4400	Media Criticism	3
Select one of the following:		3
MDIA 4030	Selected Topics in Mass Media	
MDIA 4270	Diversity in Media	
MDIA 4450	International Media	
Major Requirements		45
Media Content Creation		
MDIA 3100	Writing for Media II	3
Select three of the following:		9
MDIA 3125	Social Media	
MDIA 3175	Transmedia Storytelling	
MDIA 3250	Sports, News and Entertainment Announcing	
MDIA 3225	Media Research and Audience Analysis	
MDIA 3400	Screenwriting	
MDIA 3500	Newswriting and Reporting	
JOUR 4570	Introduction to Sportswriting	
Production		
MDIA 3001	Media Production I	3
MDIA 3002	Media Production II	3
MDIA 3003	Media Production III	3
Select two of the following:		6
MDIA 4960	News Workshop	
MDIA 4961	Audio Workshop	
MDIA 4962	Video Workshop	
MDIA 4963	Documentary Workshop	
MDIA 4964	Sports Workshop	
MDIA 4965	New Media Workshop	
Senior Projects		6
MDIA 4700	Digital Media Production Capstone	
MDIA 4950	Senior Seminar	
Guided Electives		12
Total hours required for the degree		120

Bachelor of Fine Arts with a Major in Theatre

The B.F.A. with a major in Theatre prepares students for a broad range of opportunities, including performance, production, design, teaching, arts administration, and many non-arts based careers such as sales, training and development, production, and management. The Theatre program at VSU offers numerous productions throughout the year, providing students with significant performance experience. Theatre graduates learn a host of skills, including collaboration, working to deadlines, self-discipline, patience, perseverance, analytical skills, and critical thinking.

Valdosta State University is an accredited institutional member of the National Association of Schools of Theatre.

Audition Requirements

All students who intend to pursue the B.F.A. with a major in Theatre in the Performance or Musical Theatre tracks must audition for the purpose of admission to the program. Auditions are regularly hosted on campus, across the region, and at national professional conferences.

All students admitted to either the Musical Theatre or the Performance track are required to audition for theatre area productions every semester that they are enrolled in the program. Exceptions for extenuating circumstances must be requested in writing at least two weeks prior to the scheduled auditions. Failure to meet these conditions will require a petition and audition for readmission to the appropriate track.

Grade Point Average Requirement for the BFA with a Major in Theatre

Students entering the University directly from high school must maintain a GPA of 2.0 or better on all course work undertaken in order to continue as Theatre majors. If in any given semester a student's overall GPA falls below 2.0, the student will have one semester (fall or spring) to bring it back up to or above 2.0. If the overall GPA remains below 2.0 for two consecutive semesters, the student will be requested to change majors. Any student who fails to respond to that request will automatically be transferred to an undeclared major status.

Students who enter the University as transfer students who wish to continue a major in Theatre must have a GPA of at least 2.0 on all course work undertaken. Upon acceptance as a major, a student must maintain an overall 2.0 GPA as described above.

Students changing majors from another program within the University must also have at least a 2.0 overall GPA to transfer to the Theatre major, and they will be subject to the same maintenance requirements already described.

Selected Educational Outcomes

1. Students will articulate a cultural and historical perspective appropriate to their emphasis.
2. Students will demonstrate the ability to interact and problem solve with colleagues as group participants and leaders.
3. Students will demonstrate acting, technical, and design skills, based on the career goals of the individual student.
4. Students will demonstrate knowledge of professional opportunities for employment.

Examples of Outcome Assessments

Concluding curricular experiences for the theatre student will include:

1. Participation in professionally oriented theatrical productions.
2. Development of materials geared to individual students' professional career goals or post-graduation plans.
3. A capstone portfolio or audition presentation exhibiting advanced technical, design, or performances skills and assessing personal strengths and weaknesses.

Requirements for the B.F.A. degree with a Major in Theatre

Code	Title	Hours
Core Curriculum		60
Core Curriculum Areas A-E (See VSU Core Curriculum)		42
Core Curriculum Area F		
THEA 1000	Voice and Diction	3
THEA 1100	Theatre Appreciation	3
THEA 1120	Introduction to Theatrical Design	3
DANC 1500	Introduction to Dance	3
THEA 2750 & THEA 2800	Basic Technical Theatre and Stage Lighting and Fundamentals of Acting	6
A minimum grade of "C" is required for all Area F courses in the Communication Arts Department.		
Senior College Curriculum		60
THEA 2730	Theatrical and Film Makeup	2
THEA 3700	Play Analysis for Production	3
THEA 3740	Theatre Management	3
THEA 3750	Costume History	3
THEA 3710 & THEA 3720	Theatre Performance and Theatre Production	2
THEA 3950	Fundamentals of Play Directing	3
Select one of the following:		3
THEA 3760	Lighting Design	
THEA 3770	Costume Design	
THEA 3780	Scene Design	
THEA 3880 or THEA 3890	Theatre History I Theatre History II	3
THEA 4790	Portfolio and Resume Presentation	2
DANC 1600	Ballet I	2

or DANC 2800	Jazz Dance I	
Guided electives		10
Select one of the following Tracks:		24
Performance		
Production		
Musical Theatre		
Theatre Management		
Total Hours		120

Performance Track

Code	Title	Hours
THEA 1710 & THEA 3200	Improvisation and Audition Techniques	2
DANC 1600 or DANC 2800	Ballet I Jazz Dance I	2
THEA 2110	Stage Dialects	3
THEA 2810	Basic Stage Movement	2
THEA 3800	Scene Study	3
THEA 4800	Period Styles of Acting	3
THEA 2830 & THEA 3710	Fundamentals of Stage Combat and Theatre Performance	4
THEA 3880 or THEA 3890	Theatre History I Theatre History II	3
THEA 3010	Oral Interpretation	2

Production Track

Code	Title	Hours
THEA 2840 & THEA 3300	Stage Management and Costume Construction	4
THEA 3725	Stage Management Practicum	1
THEA 3720 or THEA 3725	Theatre Production Stage Management Practicum	5
Select one of the following:		3
THEA 3760	Lighting Design	
THEA 3770	Costume Design	
THEA 3780	Scene Design	
THEA 3790	Computer-aided Drafting for the Theatre	2
THEA 3880 or THEA 3890	Theatre History I Theatre History II	3
THEA 4760 & THEA 4770	Principles of Technical Theatre and Scene Painting	6

Musical Theatre Track

Code	Title	Hours
MUSC 1000 & DANC 1900	Fundamentals of Music and Tap Dance I	4
DANC 1600 or DANC 2800	Ballet I Jazz Dance I	2
DANC 3800	Jazz Dance II	3
THEA 2810	Basic Stage Movement	2
THEA 3020 or THEA 4020	Theatre Voice Advanced Theatre Voice	4
DANC 2910	Social Dance	1

or DANC 3930	Ballroom Dance	
THEA 3200	Audition Techniques	1
THEA 3021 & THEA 3031	Sight Singing and Aural Training for Musical Theatre I and Sight Singing and Aural Training for Musical Theatre II	2
THEA 3710	Theatre Performance	2
THEA 4810	Musical Theatre Technique	3

Elective Studies in Theatre Management

Code	Title	Hours
THEA 1710	Improvisation	1
THEA 2810	Basic Stage Movement	2
THEA 2840	Stage Management	2
ACED 3000	Office Calculations and Recordkeeping	3
MKTG 3050	Introduction to Marketing	3
Select one of the following:		3
ACED 2400	Computer Technology for the Workplace	
CS 1000	Introduction to Microcomputers and Applications	
THEA 3730	Theatre Management Practicum	1
THEA 3880 or THEA 3890	Theatre History I Theatre History II	3
Select one of the following:		1
THEA 3710	Theatre Performance	
THEA 3720	Theatre Production	
THEA 3725	Stage Management Practicum	
THEA 3745 & THEA 4740	Front of House Management and Theatre, Labor Relations, and the Law	5

Institutional Cross-training Certificate for Journalism and Mass Media Students

Institutional Cross-training Certificate for Journalism and Mass Media Students

To earn an institutional certificate, students who are earning a minor or major in mass media will be required to pass the following courses with a grade of "C" or better:

Code	Title	Hours
JOUR 3510	News Writing	3
JOUR 3520	Essential Reporting Skills (1 hr)	1-2
JOUR 4510 or JOUR 4520 or JOUR 4550	Feature Writing Literary Journalism Reporting	3

To earn an institutional certificate, students who are earning a minor in print journalism or who are majoring in English with a journalism emphasis will be required to pass the following courses with a grade of "C" or better:

Code	Title	Hours
MDIA 3250	Sports, News and Entertainment Announcing	3
MDIA 3500	News writing and Reporting	3
MDIA 4960	News Workshop	3

Minor in Communication

Minor in Communication

Code	Title	Hours
Minor Core		9
COMM 1800	Communication Technology	
COMM 2100	Introduction to Communication Theory	
COMM 3111	Applied Communication Research	
Elective Areas		9
Select one of the following options:		
Intercultural Communication		
COMM 2500	Communication, Culture, and Community	
COMM 3321	Conflict Management	
COMM 4441	Communication Across Difference	
Advocacy		
COMM 3011	Argumentation and Advocacy	
COMM 3021	Persuasion	
COMM 3321	Conflict Management	
Message Design		
COMM 3331	Creativity and Communication Design	
COMM 3411	Visual Communication and Aesthetics	
COMM 3421	Social Media Strategies	
Total Hours		18

Minor in Dance

Minor in Dance

Code	Title	Hours
DANC 3410	Dance History	3
DANC 3500	Dance Pedagogy	3
DANC 3000	Dance Composition	3
DANC 3200	Dance Ensemble	1-3
or DANC 3300	Special Topics in Dance	
Select 6-8 hours from the following:		
DANC 2600	Ballet II	
DANC 2700	Modern Dance II	
DANC 2900	Tap Dance II	
DANC 2910	Social Dance	
DANC 2920	Dance Improvisation	
DANC 3100	Choreography	
DANC 3200	Dance Ensemble	
DANC 3300	Special Topics in Dance	
DANC 3420	Music Analysis for Dancers	
DANC 3600	Ballet III	
DANC 3700	Modern Dance III	
DANC 3800	Jazz Dance II	
DANC 3930	Ballroom Dance	
DANC 3940	Aerial Dance Arts	
DANC 3950	Dance for Camera	
DANC 4010	Dance Kinesiology	
DANC 4020	Conditioning and Wellness for Dance	

DANC 4600	Ballet IV	
DANC 4700	Modern Dance IV	
DANC 4800	Jazz Dance III	
Total hours		18

Minor in Health Communication

Minor in Health Communication

Only 12 hours can count in either the Communication or the Public Relations majors and the Health Communication minor.

Code	Title	Hours
COMM 2100	Introduction to Communication Theory	3
COMM 2300	Interpersonal Communication	3
COMM 3231	Health Communication	3
COMM 4151	Applied Health Communication	3
COMM 4441	Communication Across Difference	3
PREL 3250	Public Relations in Health Care	3
Total Hours		18

Minor in Mass Media Studies

Minor in Mass Media Studies

Code	Title	Hours
Core		9
MDIA 2000	Introduction to Mass Media	3
MDIA 2350	Media and Culture	3
MDIA 4200	Media Law and Ethics	3
Select three courses from the following		9
MDIA 3125	Social Media	
MDIA 3225	Media Research and Audience Analysis	
MDIA 3350	Aesthetics of Electronic Media	
MDIA 4100	Media Economics and Management	
MDIA 4270	Diversity in Media	
MDIA 4400	Media Criticism	
MDIA 4450	International Media	
Total Hours		18

Minor in Theatre Arts

Minor in Theatre Arts

Code	Title	Hours
THEA 2750 & THEA 2800	Basic Technical Theatre and Stage Lighting and Fundamentals of Acting	6
Select four courses from the following		12
THEA 2800	Fundamentals of Acting	
THEA 3700	Play Analysis for Production	
THEA 3740	Theatre Management	
THEA 3750	Costume History	
THEA 3760	Lighting Design	
THEA 3770	Costume Design	
THEA 3780	Scene Design	
THEA 3800	Scene Study	

THEA 3880	Theatre History I
THEA 3890	Theatre History II
THEA 3950	Fundamentals of Play Directing
THEA 4030	Special Topics in Theatre
THEA 4270	Play Writing
THEA 4760	Principles of Technical Theatre
THEA 4770	Scene Painting
THEA 4800	Period Styles of Acting
THEA 4810	Musical Theatre Technique
THEA 4980	Theatre Tour
and any of the following three courses for up to 3 hours of credit	
THEA 3710	Theatre Performance
THEA 3720	Theatre Production
THEA 3725	Stage Management Practicum

Total Hours**18**

Sports Broadcasting Certificate

Sports Broadcasting Certificate

Admission requirement: Mass Media major and completion of Area F

Code	Title	Hours
Sports Broadcasting Core		12
MDIA 3250	Sports, News and Entertainment Announcing	3
JOUR 4570	Introduction to Sportswriting	3
MDIA 4964	Sports Workshop (Must be taken twice with different sports)	6
Select two of the following:		6
SOCI 3650	Sociology of Sport	
PHIL 3170	Ethics and Sport	
MDIA 3125	Social Media	
MDIA 3500	Newsriting and Reporting	
Total Hours		18

Department of Music

Dr. Isrea L. Butler, Head
Room 2018A, Fine Arts Building

The Department of Music offers two comprehensive undergraduate degree programs and Master of Music Education and Master of Music in Performance degrees, which are listed in the Graduate Catalog. The undergraduate degree programs are the Bachelor of Music with a major in music performance and the Bachelor of Arts with a major in music. The Bachelor of Music degree with a major in music performance is a professional degree that prepares students for a variety of career opportunities and further educational experiences. The Bachelor of Arts with a major in music allows students the flexibility of designing a comprehensive liberal arts curriculum that may lead to graduate school or develop into entrepreneurial careers in music. Each program of study has a sequentially based curriculum beginning in the first semester of the freshman year. **Students who delay starting these course sequences until completion of the Core Curriculum may prolong their academic careers.**

All new students who intend to pursue an undergraduate degree in music must audition for a faculty committee for the purpose of being placed in the appropriate applied music sequence course. Transfer students must take a placement exam in music theory and must also audition for a faculty committee for the purpose of being placed in the appropriate applied music and music theory sequence courses.

Ensemble participation is a vital part of the training of the professional musician. In addition to their own academic function, the principal ensembles of the Department of Music serve as the laboratory courses for the study of applied music. Therefore, students pursuing music degrees at VSU are required to register for and perform in the assigned principal ensemble each semester they are registered for applied music, regardless of the total number of principal ensemble credits required for the degree. Petitions for deviation from departmental policy must be submitted to the Department Head in timely fashion and will be considered by a committee composed of the faculty of the Department of Music, subject to decision by the Department Head.

The Department of Music is accredited by the National Association of Schools of Music.

The following are the approved principal ensembles for music majors:

Concert Choir (MUSC 3820) or **Chamber Singers** (MUSC 3810). Options for principal ensemble in fall and spring semesters for voice, guitar, and keyboard principals in all undergraduate music degree programs. Admission to Chamber Singers is by audition only. (In some cases, piano and guitar principals may be assigned by the Department Head to a different principal ensemble.)

Orchestra (MUSC 3860) or **String Ensemble** (MUSC 3861). Options for principal ensemble in fall and spring semesters for orchestral string principals in all undergraduate music degree programs.

Concert Band (MUSC 3850) or **Wind Ensemble** (MUSC 4850) by audition. Principal ensemble in spring semester for wind and percussion principals in all undergraduate music degree programs except for those music performance and Bachelor of Arts majors whose degree option is jazz.

Marching Band (MUSC 3880). Principal ensemble in fall semester for wind and percussion principals in the Bachelor of Arts degree program, except for those Bachelor of Arts majors whose degree option is jazz.

Wind Ensemble (MUSC 4850) by audition. Principal ensemble fall and spring semesters for all wind and percussion principals in the Bachelor of Music Performance degree program except those whose degree option is jazz.

Jazz Ensemble (MUSC 3870). Principal ensemble in fall and spring semesters for music performance and Bachelor of Arts majors whose degree option is jazz.

Applied Music: Private Lessons

Private music lesson courses are categorized as Major, Principal, Secondary, or Minor. Students enrolling in Applied Music are assigned an instructor by the Head of the Department of Music, and assignments are posted in the department on the day following registration. Students must arrange for a lesson time with the assigned instructor by the end of the second day of classes. Students not scheduled by the end of the second day of classes will be dropped from the course.

Major Applied

Students register for 4 credit hours per semester for two 50-minute private lessons per week. Requirements include attendance at master classes arranged by the instructor, a student recital performance each semester, a final examination performance for a faculty jury at the end of each semester, and attendance at student recitals and other designated events. During the junior year of study, the student presents a Junior Recital consisting of a performance of 20-30 minutes. During the senior year of study, the student presents a Senior Recital consisting of a performance of 40-60 minutes. Junior and Senior Recitals must be approved by a faculty committee formed by the applied instructor. This faculty committee will hear the entire proposed recital no less than 7 and no more than 14 days before the performance date in a formal recital hearing and will approve or disapprove the public performance. If memorization is required for the recital, the hearing performance must also be memorized. Normally, only students who are pursuing a Bachelor of Music degree with a major in music performance may enroll in Major Applied level courses. Exceptions must be approved by the Head of the Department.

Principal Applied

Students register for 2 credit hours per semester for one 50-minute private lesson per week. Requirements include attendance at master classes arranged by the instructor, a student recital performance each semester, a final examination performance for a faculty jury at the end of each semester, and attendance at student recitals and other events. During the senior year of study, the student presents a Senior Recital consisting of a performance of 20-30-minutes. The Senior Recital must be approved by a faculty committee formed by the applied instructor. This faculty committee will hear the entire proposed recital no more than 7 to 14 days before the performance date in a formal recital hearing and will approve or disapprove the public performance. If memorization is required for the recital, the hearing performance must also be memorized. Normally, only students pursuing the Bachelor of Arts with a major in music may enroll in Principal Applied level courses. Exceptions must be approved by the Head of the Department.

Secondary Applied

Students register for 1 credit hour per semester for one 25-minute private lesson per week. Requirements are determined by the instructor. Secondary applied lessons are available to any student regardless of major, depending upon the availability of faculty. Upper division secondary applied lessons are available only to majors in the Bachelor of Arts--Music Education track. Secondary Applied level credits may not be used to satisfy the Major Applied or Principal Applied requirements.

Minor Applied

Students pursuing the minor in music register for 1 credit hour per semester for one 25-minute private lesson per week. Requirements are determined by the instructor. Minor applied lessons are available to any student regardless of major, depending on the availability of faculty. Minor Applied level credits may not be used to satisfy the Major Applied or Principal Applied requirements.

Applied Music Course Numbers

	Minor	Secondary	Principal	Major
	One Credit	One Credit	Two Credits	Four Credits
Piano				
Lower Division	MUSC 3610	MUSC 1210	MUSC 1220	MUSC 1240
Upper Division	MUSC 3610	MUSC 3710	MUSC 3220	MUSC 3240
Organ				
Lower Division	MUSC 3610	MUSC 1310	MUSC 1320	MUSC 1340
Upper Division	MUSC 3610	MUSC 3710	MUSC 3320	MUSC 3340
Voice				
Lower Division	MUSC 3610	MUSC 1410	MUSC 1420	MUSC 1440
Upper Division	MUSC 3610	MUSC 3710	MUSC 3420	MUSC 3440
Brass				
Lower Division	MUSC 3610	MUSC 1610	MUSC 1620	MUSC 1640
Upper Division	MUSC 3610	MUSC 3710	MUSC 3620	MUSC 3640
Woodwinds				
Lower Division	MUSC 3610	MUSC 1910	MUSC 1920	MUSC 1940
Upper Division	MUSC 3610	MUSC 3710	MUSC 3920	MUSC 3940
Percussion				
Lower Division	MUSC 3610	MUSC 2310	MUSC 2320	MUSC 2340
Upper Division	MUSC 3610	MUSC 3710	MUSC 4320	MUSC 4340
Strings				
Lower Division	MUSC 3610	MUSC 2410	MUSC 2420	MUSC 2440
Upper Division	MUSC 3610	MUSC 3710	MUSC 4420	MUSC 4440

Principals and majors register for lower division numbers unless they qualify for upper division work. This qualification will normally occur after 4 semester hours of study, based on approval by a faculty committee.

Course numbers may be repeated indefinitely until the required number of semesters has been completed. This number varies according to degree program requirements.

- Bachelor of Music with a Major in Music Performance (p. 298)
- Bachelor of Arts with a Major in Music (p. 296)
- Minor in Music (p. 301)

Bachelor of Arts with a Major in Music

The Bachelor of Arts degree with a major in music is a 120-hour liberal arts degree program. Students must meet all requirements established by the College of Arts and Sciences and the College of the Arts, including a foreign language sequence. Students may select guided electives outside of music to develop a minor in another discipline.

Selected Educational Outcomes

1. Candidates will demonstrate functional knowledge of the elements of music construction.
2. Candidates will display conceptual understanding of the literature and historical development of music in Western civilization and of the function of music in world cultures.
3. Candidates will exhibit broad interests in liberal arts or minor studies.
4. Candidates will meet all the standards set forth by the National Association of Schools of Music (NASM) for the liberal arts degree with a major in music.

Examples of Outcomes Assessments

1. Candidates will produce an in-depth analysis project or paper in which fundamental musical constructs are documented.
2. Candidates will produce an in-depth paper that demonstrates conceptual understanding of music in Western civilization and/or of the function of music in world cultures.

3. Candidates will complete a capstone project under the guidance of music faculty as part of the recital. This project will take the form of written program notes.
4. Candidates will demonstrate performance skill through the jury process (a prepared performance adjudicated by a panel every semester), a performance barrier (after 4 semesters of applied instruction) that leads to upper division applied study, and a senior recital of not less than 20 minutes.

Requirements for the Bachelor of Arts Degree with a Major in Music

Code	Title	Hours
Core Curriculum		60
Core Curriculum, Areas A-E (See VSU Core Curriculum)		42
Students pursuing the Bachelor of Arts degree with a major in music should take MUSC 1100 in Area C.		
Core Curriculum Area F		
MUSC 1011	Music Theory I	3
MUSC 1012	Music Theory II	3
MUSC 1051	Music Theory Lab I	1
MUSC 1052	Music Theory Lab II	1
MUSC 2131	Class Piano I	1
MUSC 2132	Class Piano II	1
MUSC 1_20 or MUSC 2_20	Principal Applied Music	8
Senior College Curriculum		60
Upper Level Courses in Music		
MUSC 2011	Music Theory III	3
MUSC 2012	Music Theory IV	3
MUSC 2051	Music Theory Lab III	1
MUSC 2052	Music Theory Lab IV	1
Principal Ensemble: one or a combination of the following ensembles (see Principal Ensemble Requirement):		8
MUSC 3810	Chamber Singers	
MUSC 3820	Concert Choir	
MUSC 3850	Concert Band	
MUSC 3860	Orchestra	
MUSC 3861	String Ensemble	
MUSC 3870	Jazz Ensemble	
MUSC 3880	Marching Band	
MUSC 4850	Wind Ensemble	
MUSC 3_20 or MUSC 4_20	Additional Applied Music	8
MUSC 4451	History of Music to 1750	3
MUSC 4452	History of Music since 1750	3
MUSC 1016	An Introduction to Computer Applications in Music	1
Music Electives		3
MUSC 1001	Professional Orientation and Seminar for Music Majors	0
Foreign Language ¹		6
Select one of the tracks listed below ²		20
General Track		
Education Track		
Jazz track		
Total hours required for the degree		120

General Track

Code	Title	Hours
Upper Division electives or Minor ²		20

Education Track

Code	Title	Hours
MUE 3000	Music Teaching	2
MUSC 3650	Introduction to Conducting	1
MUE 3660	Intermediate Conducting	2
MUSC 3100	Arranging for Band, Chorus, and Orchestra	2
MUSC 3131	Class Piano III	2
MUSC 3132	Class Piano IV	1
Music Guided Electives		2
EDUC 2120	Exploring Socio-Cultural Perspectives on Diversity	3
PSYC 3110	Educational Psychology	3
SPEC 3000	Serving Students with Diverse Needs	3
Total Hours		21

Jazz Track

Code	Title	Hours
MUSC 1171	Theoretical Foundations of Jazz Improvisation I	2
MUSC 1172	Theoretical Foundations of Jazz Improvisations II	1
Upper Division Electives ²		18
Total Hours		21

¹ See University Foreign Language Requirements

² Must include at least 6 hours of courses numbered 3000 or above in a single discipline outside of Music.

Bachelor of Music with a Major in Music Performance

The Bachelor of Music with a major in music performance is a 124-hour professional degree program that prepares students for a variety of music, music performance, and music-related careers. It also provides the basis for further personal study or graduate school.

Students may select from a variety of different performance tracks within the Bachelor of Music with a major in music performance depending upon instrumental or voice performance specialty. These tracks include piano, organ, voice, orchestral instruments, guitar, and jazz.

The Bachelor of Music with a major in music performance is designed to enable students to develop the range of knowledge, skills, and competencies expected of those holding a professional baccalaureate degree in music performance.

Selected Educational Outcomes

1. Candidates will demonstrate acceptable professional-level performance of solo and ensemble literature.
2. Candidates will use and apply appropriate theoretical skills.
3. Candidates will employ fundamental music pedagogy appropriate for their instrument or voice.
4. Candidates will apply analytical and historical knowledge of activities related to music performance.
5. Candidates will meet all the standards set forth by the National Association of Schools of Music (NASM) for the professional degree in music performance.

Examples of Outcome Assessments

1. Candidates will demonstrate performance skill through the jury process (a prepared performance adjudicated by a panel every semester), a performance barrier (after 4 semesters of applied instruction) that leads to upper division applied study, a junior recital of not less than 20 minutes, and a senior recital of not less than 40 minutes.
2. Candidates will produce an in-depth analysis project or paper in which advanced music theory precepts are documented.
3. Candidates will demonstrate fundamental music pedagogy as part of the studio class; candidates will provide feedback and therapeutic suggestions to other members of the studio.

4. Candidates will perform repertoire on the junior and senior recitals that display stylistically correct performance practices for a variety of genres.

Requirements for the Bachelor of Music Degree with a Major in Music Performance

Code	Title	Hours
Core Curriculum		60
Core Curriculum, Areas A-E (See VSU Core Curriculum)		42
Students pursuing the Bachelor of Music with a major in music performance should take MUSC 1100 in Area C or as an elective in the senior college curriculum.		
Core Curriculum Area F		
MUSC 1011	Music Theory I	3
MUSC 1012	Music Theory II	3
MUSC 1051	Music Theory Lab I	1
MUSC 1052	Music Theory Lab II	1
MUSC 2052	Music Theory Lab IV	1
MUSC 2011	Music Theory III	3
MUSC 2051	Music Theory Lab III	1
MUSC 1016	An Introduction to Computer Applications in Music	1
MUSC 1/2XXX Major/Principal Applied		4
Senior College Curriculum		64
MUSC 2012	Music Theory IV	3
Principal Ensemble		8
One or a combination of the following assigned ensembles (see Principal Ensemble Requirement):		
MUSC 3810	Chamber Singers	
MUSC 3820	Concert Choir	
MUSC 3850	Concert Band	
MUSC 3860	Orchestra	
MUSC 3861	String Ensemble	
MUSC 3870	Jazz Ensemble	
MUSC 3880	Marching Band	
MUSC 4850	Wind Ensemble	
MUSC 1_40 or MUSC 2_40 Major Applied		12
MUSC 3_40 or 4_40 Major Applied		16
MUSC 4451	History of Music to 1750	3
MUSC 4452	History of Music since 1750	3
MUSC 3650	Introduction to Conducting	1
MUSC 3010	Music Analysis	2
MUSC 1001	Professional Orientation and Seminar for Music Majors	0
Select one of the following tracks:		16
Track A: Piano		
Track B: Organ		
Track C: Voice		
Track D: Orchestral Instruments		
Track E: Guitar		
Track F: Jazz		
Total hours required for the degree		124

Track A: Piano

Code	Title	Hours
MUSC 3230	Accompanying	2
MUSC 4721	Piano Pedagogy I	1

Guided Music Electives	13
Total Hours	16

Track B: Organ

Code	Title	Hours
MUSC 3230	Accompanying	2
Guided Music Electives		14
Total Hours		16

Track C: Voice

Code	Title	Hours
MUSC 1101	Diction for Singers I	1
MUSC 1102	Diction for Singers II	1
MUSC 4750	Vocal Pedagogy	2
MUSC 2131	Class Piano I	1
MUSC 2132	Class Piano II	1
MUSC 3840	Opera and Musical Theatre	1
Guided Music Electives		6
FREN or GRMN ¹		3
Total Hours		16

Track D: Orchestral Instruments

Code	Title	Hours
Additional Music Ensembles		3
MUSC 3100	Arranging for Band, Chorus, and Orchestra	2
MUSC 2131	Class Piano I	1
MUSC 2132	Class Piano II	1
Select one of the following pedagogy courses:		1
MUSC 4731	Percussion Pedagogy	
MUSC 4732	Brass Pedagogy	
MUSC 4733	Woodwind Pedagogy	
MUSC 4734	String Pedagogy	
Guided Music Electives		8
Total Hours		16

Track E: Guitar

Code	Title	Hours
MUSC 3100	Arranging for Band, Chorus, and Orchestra	2
MUSC 2131	Class Piano I	1
MUSC 2132	Class Piano II	1
MUSC 4735	Guitar Pedagogy	1
Guided Music Electives		11
Total Hours		16

Track F: Jazz

Code	Title	Hours
MUSC 3110	Jazz Arranging	2
MUSC 3430	History of Jazz	2
MUSC 2131	Class Piano I	1
MUSC 2132	Class Piano II	1
MUSC 1171	Theoretical Foundations of Jazz Improvisation I	1
MUSC 1172	Theoretical Foundations of Jazz Improvisations II	1

MUSC 2171	Theoretical Foundations of Jazz Improvisation III	1
MUSC 2172	Theoretical Foundations of Jazz Improvisation IV	1
MUSC 3120	Rhythm Section Techniques and Pedagogy	1
MUSC 4760	Jazz Pedagogy	2
Guided Music Electives		3
Total Hours		16

¹ See University Foreign Language Requirements

Minor in Music

Minor in Music

Code	Title	Hours
MUSC 1000	Fundamentals of Music (online)	2
Prerequisite to 1011 and 1051		
MUSC 1011	Music Theory I	3
MUSC 1051	Music Theory Lab I	1
MUSC 1100	Music Appreciation	3
MUSC 3610	Applied Music for Minors	4
Select one of the following:		4
MUSC 3820	Concert Choir	
MUSC 3850	Concert Band	
or MUSC 3860	Orchestra	
or MUSC 3870	Jazz Ensemble	
or MUSC 3880	Marching Band	
MUSC 4850	Wind Ensemble	
MUSC 3___ or MUSC 4___ Elective		1
Total Hours		18

Cooperative Education Program

A Unit of Career Opportunities

Carla Carter-Jordan, Director of Career Opportunities
Student Union, 2nd Floor, Room 2218

Cooperative Education (Co-op) is an academic program that allows students to combine classroom instruction with degree-related work experience. Co-op students are able to confirm their choice of major, to apply classroom instruction to professional employment settings, and to strengthen their marketability upon graduation. Students also develop professional work skills and habits, earn competitive salaries, and make valuable career contacts. Co-op program employers encompass a vast network of local, state, and national employers.

Mission

The mission of the Valdosta State University Office of Cooperative Education is to support the academic, career, personal, and work-skills development of VSU students through structured work-based learning experiences.

Definition of Terms

Valdosta State University subscribes to the Attributes of Cooperative Education Programs (<https://www.ceiainc.org/about/vision-mission-values/>), a national standard for co-op program administration and policies. Program models that meet the ACEP guidelines are available to VSU students:

Co-op Programs

Alternating

Students work full-time for a minimum of two semesters, rotating one work semester with one school semester for two rotations.

Parallel

Students work 10-20 hours per week for a minimum of four semesters while being concurrently enrolled in at least six hours of academic coursework. The four work semesters may be completed with two different employers.

Part-time Internship

Students work 10-20 hours per week while attending VSU a minimum of half-time one to three semesters.

Full-time Internship

Students work full-time, one semester or two semesters.

Kappa Theta Epsilon

The VSU Kappa Theta Epsilon Eta Chapter serves a dual purpose: to promote the Cooperative Education program at VSU by enhancing contact between students, faculty, industry, and other co-op programs, and to honor those VSU Co-op participants who demonstrate distinguished industrial and academic performance.

Eligibility

Students from a wide range of majors are eligible to participate in the Cooperative Education Program. The following majors have significant numbers of co-op placement opportunities: accounting, art, biology, chemistry, communication arts, computer science, computer information systems, early childhood education, economics, finance, management, marketing, pre-engineering, and psychology. In addition, individual students from other majors are placed in co-op positions on a limited basis. Students may be accepted into the Cooperative Education program via the following options:

Regular Admission

Students must earn a minimum 2.0 cumulative grade point average, must be in Academic Good Standing, and must have completed 30 semester hours of course work at Valdosta State University.

Transfer Admission

Students must provide documentation of completion of at least 30 semesters hours with a minimum 2.0 cumulative grade point average for all transfer credits.

Co-op Probation

After placement in a co-op position, students must

1. Maintain a minimum cumulative 2.0 grade point average each work semester;
2. Return to good academic standing within one semester if placed on academic probation;
3. If placed on probation for a second semester after placement, students will be removed from the Cooperative Education program until they return to good academic standing with the institution.

Co-ops and interns are considered as being enrolled full-time for insurance purposes and enrollment certification (loan deferment) for federal student loan programs during their work semesters if they are enrolled in the proper COOP course. Eligibility for financial aid programs is based on the number of paid hours enrolled, just as for other students.

Co-op Courses

Co-op is an academic program and, as such, includes the completion of specific coursework. Each placed student must be enrolled in the appropriate COOP course each work semester. Credit and non-credit program options are available. Students completing the credit option are eligible to earn the Diploma Seal of Advanced Cooperative Education. Students completing the non-credit option are eligible to earn the Certificate of Cooperative Education. Students' initial work term will not precede their first academic term, nor will any work terms follow students' final academic term.

Selected Educational Outcomes

1. Students will write and present a career vision statement that includes goals and objectives.
2. Students will demonstrate appropriate work skills related to their major or career goals on a co-op job site.
3. Students will identify their strengths and weaknesses related to career employment by completing a self-assessment.
4. Students will create a career development plan based on the self-assessment.

Examples of Outcome Assessments

1. Using a criterion-based program checklist, the co-op faculty coordinator, the Assistant Director of Cooperative Education, and the work place supervisor will assess the career vision statement.
2. The student's work-site supervisor will assess the student's work skills, using the employer evaluation form.

3. The Assistant Director of Cooperative Education and the Cooperative Education Coordinators will review students' responses to the self-assessment, using student evaluation.
4. Students will implement their career development plan and document their progress in the evaluation of their learning objectives, using student evaluation.

Requirements for the Certificate of Cooperative Education

The certificate is awarded to students who complete the equivalent of two full-time semesters of cooperative education work experience. During these work experiences, students will enroll each semester in COOP 2300 or COOP 2310.

Certificate of Cooperative Education

Code	Title	Hours
COOP 2300	Alternating Cooperative Education Work Experience	0-12
or COOP 2310	Parallel Cooperative Education Work Experience	

Requirements for the Diploma Seal of Advanced Cooperative Education

Diploma Seal of Advanced Cooperative Education

Code	Title	Hours
COOP 1101	Introduction to Parallel Cooperative Education	1
COOP 1102	Evaluation of the Parallel Cooperative Education Work Experience	1
COOP 1103	Integration of the Parallel Cooperative Education Work Experience	1
or COOP 2500	Evaluation and Integration of Alternating Cooperative Education	
COOP 4990	Career Preparedness and Intercultural Competency	3
Total Hours		6

More information about the Co-op Program, including a listing of Co-op Education employers and job listings, is found on the website (<http://www.valdosta.edu/academics/services/cooperative-education/>). Telephone: 229-333-7172. E-mail: coop@valdosta.edu.

Learning Support Programs

*Mr. Rob Freidhoff, Director of University Advising and Student Transitions
Room 1114, University Center*

Learning Support Policy

Learning Support is a generic term for programs designed to prepare students for, or to assist students with, collegiate work. Institutions must serve students who fall below USG placement standards and have the flexibility to develop more rigorous academic criteria with which their students must comply. Learning Support programs are intended to serve students who need additional support in mathematics or English (reading/writing). Students who may be served within the Learning Support program are:

1. Students who do not meet USG criteria to exempt Learning Support placement.
2. Students who are determined by the institution to need academic assistance even though they are eligible to be admitted without Learning Support requirements under USG policy.
3. Students who elect to enroll in Learning Support courses in order to prepare for core curricular courses.

No degree credit will be earned in Learning Support courses, but institutional credit will be awarded.

Learning Support Attempts and Exit

- A. An attempt is defined as taking an institutional credit course in which a student receives any grade or symbol except "W" or "WF".
- B. If students do not complete requirements for Foundations-level English or mathematics in two attempts, they will be suspended for a calendar year. Suspended students may be considered for readmission before the end of one year if they can provide evidence that they have taken measures to improve their skills.
- C. Students who have been suspended from the institution without completing Learning Support requirements may complete their Learning Support requirements and additional collegiate-level work at SACS-COC-accredited Technical College System of Georgia institutions during the year of suspension.
- D. There are no limits on attempts in corequisite Learning Support courses.

E. Students will exit Learning Support by successfully passing ENGL 1101 with a "C" or higher and MATH 1101 or 1111 with a "D" or higher.

Courses with Learning Support Prerequisites or Corequisites

A. Students who are required to enroll in Learning Support courses are not permitted to enroll in credit courses that require the content or the skills of the prerequisite courses, although institutions may establish corequisite requirements for core curriculum courses.

B. Institutions shall inform students of those collegiate courses that have Learning Support prerequisites or corequisites. The following core curriculum areas require students to complete or exempt certain Learning Support requirements:

- Completion or exemption from Foundations-level Learning Support English is a prerequisite for Social, Natural, and Physical Science courses. (Additional areas for exit or exemption such as Learning Support Mathematics are at the discretion of the institution.)
- Completion or exemption from Foundations-level Learning Support English or placement into corequisite English is required for placement into college-level English courses.
- Completion or exemption from Foundations-level Learning Support mathematics or placement into corequisite mathematics is required for placement into college-level mathematics courses.
- Completion or exemption from Foundations-level Learning Support mathematics is a prerequisite for physics and chemistry courses.
- Institutions may set higher prerequisite standards, such as completion of Learning Support requirements at the corequisite level.
- Any courses with prerequisite of any other college-level course would require exit or exemption from related Learning Support requirements.
- It is recommended that courses such as music, art, and drama remain open for students with Learning Support requirements whenever possible.

USG-mandated Enrollment in Learning Support Courses

A. The following requirements apply to those students who have USG-mandated Learning Support requirements. Institutions are not required to apply them to students who exceed the USG requirements even though such students may have institutionally-mandated Learning Support requirements.

- During each semester of enrollment, a student must first register for all required Learning Support courses before being allowed to register for other courses. This policy also applies to part-time students. Two exceptions are possible:
 - if two Learning Support areas are required and a student is enrolled in at least one Learning Support course, a freshman orientation course or physical education or other activity or performance course may be taken that semester instead of one of the required Learning Support courses.
 - in the event that a required Learning Support course is not available, a student may enroll in a course for degree credit if the student has met the course requirements, subject to the written approval of the president or designee.
- Students who have accumulated a maximum of 30 semester hours of college-level credit and have not successfully completed required Learning Support courses may enroll only in Learning Support courses until requirements are successfully completed. Students with transfer credit or credit earned in a certificate or prior degree program who are required to take Learning Support courses for their current degree objectives may earn up to 30 additional hours of college-level credit. After earning the additional hours, such students may enroll in Learning Support courses only. Institutions have the authority to limit accumulation of college-level credit to 20 hours.

University Course Designation Abbreviations

ACCT	Accounting
ACED	Adult and Career Education
AFAM	Africana Studies
ANTH	Anthropology
ARAB	Arabic
ARED	Art Education
ARID	Interior Design
ART	Art Studio & Art Appreciation
ARTH	Art History
AS	Aerospace Studies
ASLS	American Sign Language Studies
ASTR	Astronomy
BIOL	Biology
BUSA	Business Administration
CHEM	Chemistry
CHPE	Coaching and Physical Education
CIED	Curriculum and Instruction
CISM	Computer Info Systems Mgmt

COMM	Communication Arts
COOP	Cooperative Education
COPS	Career Planning
COUN	Counseling
CPL	Credit for Prior Learning
CRJU	Criminal Justice
CS	Computer Science
CSD	Communication Sciences and Disorders
DANC	Dance
DATA	Data
DEAF	Deaf Education
DHYG	Dental Hygiene
ECON	Economics
EDAT	Education-Accomplished Teaching
EDET	Education-Exemplary Teaching
EDUC	Education
ELED	Elementary Education
ELES	Elementary Education Special Education
EMAC	Emergent Media and Communication
ENGL	English
ENGR	Engineering
ENGT	Engineering Technology
ENSL	English for International Students
ESOL	English to Speakers of Other Languages
EURO	European Union Studies
EXPL	Experiential Learning
FIN	Finance
FLED	Foreign Language Education
FREN	French
FTA	FinTech Academy
GENS	General Studies
GEOG	Geography
GEOL	Geology
GRMN	German
HCAD	Healthcare Administration
HEDL	Higher Education Leadership
HIST	History
HONS	Honors
HSEP	Health Sciences Exercise Physiology
HSBS	Health Sciences
IB	International Business
INTL	International/Intercultural Studies
INTP	Interpreting
IOPY	Industrial-Organizational Psychology
ISCI	Integrated Science
ITAL	Italian
ITED	Instructional Technology
JAPN	Japanese
JOUR	Journalism
KSPE	Kinesiology & Physical Education
LATN	Latin
LEAD	Educational Leadership

LEAS	Legal Assistant Studies
LIBS	Library Science
LING	Linguistics
LITR	Literacy
MAED	Mathematics Education
MACC	Master of Accountancy
MAIC	Master of Arts in Communication
MATH	Mathematics
MBA	Master of Business Administration
MDIA	Mass Media
MFTH	Marriage and Family Therapy
MGED	Middle Grades Education
MGMS	Middle Grades Math and Science
MGNT	Management
MKTG	Marketing
MLIS	Master of Library and Information Science
MSED	Middle & Secondary Education
MUE	Music Education
MUSC	Music
NAIS	Native American and Indigenous Studies
NURS	Nursing
NUTR	Nutrition
PADM	Public Administration
PBIS	Positive Behavior Intervention Support
PERS	Perspectives Courses
PHIL	Philosophy
PHSC	Physical Science
PHYS	Physics
POLS	Political Science
PREL	Public Relations
PSYC	Psychology and Counseling
PSYG	Psychology-Gifted
READ	Reading Education
REL	Religious Studies
RSCH	Research
RUSS	Russian
SCHC	School Counseling
SEAC	Special Ed Adapted Curriculum
SEEC	Special Ed and Early Childhood
SEED	Secondary Education
SEGC	Special Ed General Curriculum
SERD	Special Education Reading
SOCI	Sociology
SOWK	Social Work
SPAN	Spanish
SPEC	Special Education
TASP	Transatlantic Studies Program
THEA	Theatre
VSU	Freshman Orientation
WMBA	Web-based MBA
WGST	Women's and Gender Studies

Courses of Instruction

Sections of courses are listed in alphabetical order by the prefix of the academic discipline. Most credit notations on the far right are in the pattern 3-0-3. The first number is the number of lecture hours (or equivalent) each week; the second number is the number of laboratory hours (or equivalent) each week; the third number is the number of semester hours credit. The suffix "H" designates Honors Courses; the suffix "K" designates courses in which a laboratory is included; the suffix "L" designates a laboratory course that is separate.

Accounting (ACCT)

ACCT 2099. Accounting Principles for Entrepreneurs. 3 Hours.

An introduction to financial and managerial accounting and federal taxation to develop potential entrepreneurs' financial literacy. Non-majors only; may not be taken for credit by business majors.

ACCT 2101. Principles of Accounting I. 3 Hours.

An introduction to financial accounting that emphasizes accounting's role in business and society. The course develops an understanding of the financial statements of economic entities.

ACCT 2102. Principles of Accounting II. 3 Hours.

Prerequisite: ACCT 2101 with a grade of "C" or better. An introduction to managerial accounting. Emphasis is placed on understanding internal accounting documents and analyzing these documents to render logical and economically feasible decisions.

ACCT 2999. Accounting Career Development. 0 Hours.

Graded "Satisfactory" or "Unsatisfactory". Required of Junior or Senior accounting majors. Completion credit for required attendance at an approved accounting career event.

ACCT 3100. Introduction to Fraud Examination. 3 Hours.

Prerequisite: ACCT 2101 with a grade of "C" or better. An introduction to the prevention, investigation, and detection of fraud. Topics covered include, but are not limited to, types of fraud, asset misappropriations, financial statement misstatements, consumer fraud, fraud against organizations, and internal controls. Students identify fraud prevention, detection, and investigation techniques.

ACCT 3201. Intermediate Accounting I. 3 Hours.

Prerequisite: ACCT 2101 with a grade of "C" or better. An examination of the conceptual tools used for financial reporting. This course examines the operation of the accounting information system, research techniques, and the application of time value of money concepts in financial reporting.

ACCT 3202. Intermediate Accounting II. 3 Hours.

Prerequisite: ACCT 3201 with a grade of "C" or better. An examination of the financial reporting issues surrounding the revenue and expense recognition, current assets, long-lived assets, and stockholders' equity.

ACCT 3203. Intermediate Accounting III. 3 Hours.

Prerequisite: ACCT 3201 with a grade of "C" or better. An examination of the financial reporting issues surrounding investments, liabilities, cash flows, and other advanced topics.

ACCT 3250. Forensic Accounting. 3 Hours.

Prerequisite: ACCT 3100. Introduction, examination, and practical applications of forensic techniques in accounting. Topics include fraud detection, business valuations, income and asset valuations in divorce proceedings, expert witness rules (post Daubert), cross examination, rules of evidence and procedure.

ACCT 3400. Cost Accounting. 3 Hours.

Prerequisite: ACCT 2102 with a grade of "C" or better. An introduction to unit cost determination, budgeting for planning and control purposes, variance analysis, forecasting, cost allocations, transfer pricing and application of cost techniques to management decision-making.

ACCT 3700. Internal Auditing. 3 Hours.

Prerequisite: ACCT 2102 with a grade of "C" or better. Introduction to the theory and practice of internal auditing, an independent appraisal activity within firms. Topics covered include internal auditing standards, ethics, internal controls, risk assessment, evidence, documentation (including use of computer-assisted auditing techniques), and reporting practices.

ACCT 4400. Internal Reporting II. 3 Hours.

Prerequisite: ACCT 3400 with a grade of "C" or better. A comprehensive study of cost determination, cost systems and cost allocations, inventory costing and management, balanced scorecards, six sigma, costs associated with quality, capital budgeting, financial ratio analysis, transfer pricing, and application of cost techniques to management decision-making.

ACCT 4410. Accounting Information Systems. 3 Hours.

Prerequisites: ACCT 3201, ACCT 3400, and BUSA 2201. A grade of "C" or better must be earned in all prerequisite classes. An introduction to both manual and computerized accounting information systems, concentrating on business transaction cycles, the documentation of the processes involved in these, and related risks and controls.

ACCT 4500. Individual Income Tax. 3 Hours.

Prerequisite: ACCT 2101 with a grade of "C" or better. Co-requisite: ACCT 3201. An introduction to federal taxation. This course focuses on the federal income, tax, including the elements of gross income, exclusions, deductions, and credits. Students will complete comprehensive tax returns.

ACCT 4800. Auditing. 3 Hours.

Prerequisite: ACCT 3202 with a grade of "C" or better; pre- or corequisite: ACCT 4410. An introduction to the concepts and techniques used by the independent accountant in the audit of financial statements.

ACCT 4980. Accounting Internship. 3 Hours.

Prerequisite: Faculty approval. Graded "Satisfactory" or "Unsatisfactory". The application of academic accounting skills in an employment situation. A paper, approved by a faculty member and the employer, is required. May be taken more than once with Department Head approval. The student must complete a workshop with the Career Strategies Coordinator no later than the end of the first week of class.

ACCT 4990. Directed Study in Accounting. 3 Hours.

Prerequisite: Faculty approval. A special project undertaken by the student. The project is guided by a faculty member and culminates in a research report.

Adult and Career Education (ACED)

ACED 1100. Introduction to Business. 3 Hours.

An overview of business principles and practices. Emphasis on developing an awareness of banking, marketing, finance, insurance, and organizational design. Will include ethical and human relations issues. Open to all majors.

ACED 2000. Beginning Keyboarding. 3 Hours.

Development of basic touch keyboarding skills. This course provides an introduction to formatting letters, research papers, and miscellaneous documents. Emphasis is placed on developing straight-copy speed and accuracy. Exemption test available.

ACED 2050. Communications for the Workplace. 3 Hours.

Prerequisite: ENGL 1102. Principles of effective oral and written communications. A thorough review of grammar, sentence and paragraph construction, punctuation, and writing techniques. Emphasis on the job-getting process.

ACED 2300. Intermediate Keyboarding. 3 Hours.

Prerequisite: Grade of "C" or better in ACED 2000 or exemption. Continued emphasis on speed and accuracy building. Detailed coverage of business letters, memos, multiple-page reports, and miscellaneous documents. Exemption test available.

ACED 2400. Computer Technology for the Workplace. 3 Hours.

Computer applications for development of analytical and problem-solving workplace skills. Topics include word processing, databases, spreadsheets, communications, and presentations, hardware, networks, and social and ethical concepts. Exemption test available.

ACED 2700. Desktop Publishing. 3 Hours.

Prerequisite: ACED 2400 or CS 1000 or consent of instructor. Development of desktop publishing concepts and their application to the modern office. Basic, intermediate, and advanced features of a variety of application programs for page design will be used to create various business-related documents.

ACED 2800. Technical Organization Leadership. 3 Hours.

A study of the learners with skills and knowledge related to the impact of leadership on a technical organization's success. Students learn to apply leadership theory to an organization's mission, vision, and corporate culture. The course focuses on the development of leadership abilities to diagnose problems, apply ethical decision-making, motivate employees, and implement change.

ACED 2900. Basic Theory in Adult and Career Education. 3 Hours.

Reserved for the granting of academic credit based on either successful completion of the National Occupational Competency Examination (NOCTI Examination), approved professional licensure, or experiential credit based on past work experience. Requires approval of academic advisor prior to registration.

ACED 2940. Basic Admin Office Tech Skills. 3 Hours.

Prerequisite: Approval of academic advisor prior to registration. Graded "Satisfactory" or "Unsatisfactory." Reserved for the granting of academic credit based on either successful completion of office administrative and technical experiential credit based on 3 years of past work experience, military service, or approved professional licensure (such as CPS or CAP).

ACED 2950. Basic Skills in Adult and Career Education. 3 Hours.

Reserved for the granting of academic credit based on either successful completion of the National Occupational Competency Examination (NOCTI Examination), approved professional licensure, or experiential credit based on past work experience. Requires approval of academic advisor prior to registration.

ACED 2960. Intermediate Skills in Adult and Career Education. 3 Hours.

Reserved for the granting of academic credit based on either successful completion of the National Occupational Competency Examination (NOCTI Examination), approved professional licensure, or experiential credit based on past work experience. Requires approval of academic advisor prior to registration.

ACED 2999. Entry to the Education Profession. 0 Hours.

Graded "Satisfactory" or "Unsatisfactory." A required non-credit course for all teacher education candidates pursuing a VSU recommendation for initial certification; must be successfully completed prior to admission to teacher education. Candidates are required to establish an electronic portfolio and provide evidence that all teacher education admission requirements have been satisfactorily met. If an "Unsatisfactory" grade is earned, the course must be repeated until a "Satisfactory" grade is received.

ACED 3000. Office Calculations and Recordkeeping. 3 Hours.

Prerequisite: ACED 2400 or CS 1000 or instructor consent. A study of major aspects of workplace recordkeeping functions - business calculations, accounting fundamentals, and records management. Emphasis is on solving business mathematics problems, studying and preparing a variety of accounting documents, and completing a filing simulation.

ACED 3100. Computer Systems. 3 Hours.

A general overview of computer hardware and networks. Emphasis is placed on developing basic technological expertise and leadership in administering computer technology in the workplace.

ACED 3101. Computerized Office Accounting. 3 Hours.

Prerequisite: ACED 3000 or instructor consent. Hands-on application of bookkeeping and computer concepts through the installation, set-up, and use of a typical integrated computerized accounting software system, including set-up and maintenance of software, management of a chart of accounts and ledgers, analysis of transactions, generation of financial reports, file and data management, and system security.

ACED 3150. Computer Systems for the Office. 3 Hours.

Prerequisites: ACED 2400 or CS 1000 or instructor consent. A general overview of computer hardware, networks, and operating systems. Developing basic technological expertise and leadership in administering computer technology in the workplace is emphasized. This course helps prepare students to take a certification exam for a current operating system.

ACED 3400. Applied Computer Technology. 3 Hours.

Prerequisite: ACED 2400 or CS 1000 or consent of instructor. Development of intermediate and advanced skills in the use of spreadsheet, database, communication, and presentation software. Emphasis is placed on creation of computer projects appropriate to the student's major.

ACED 3500. Beginning Adult and Career Teacher Competency Development. 3 Hours.

Reserved for the granting of academic credit based on either successful completion of the National Occupational Competency Examination (NOCTI Examination), approved professional licensure, or experiential credit based on past work experience. Requires approval of academic advisor prior to registration.

ACED 3510. Advanced Theory in Adult and Career Education. 3 Hours.

Reserved for the granting of academic credit based on either successful completion of the National Occupational Competency Examination (NOCTI Examination), approved professional licensure, or experiential credit based on past work experience. Requires approval of academic advisor prior to registration.

ACED 3520. Advanced Skills in Adult and Career Education. 3 Hours.

Reserved for the granting of academic credit based on either successful completion of the National Occupational Competency Examination (NOCTI Examination), approved professional licensure, or experiential credit based on past work experience. Requires approval of academic advisor prior to registration.

ACED 3600. History and Philosophy of Career Education. 3 Hours.

Exploration of topics specific to adult and career education in industry and/or educational settings. Emphasis will be given to the examination of research, as applied to the public and private sectors.

ACED 3610. Web Design and Multimedia. 3 Hours.

Prerequisite: ACED 2400 or CS 1000, or consent of instructor. Development of the knowledge and skills necessary for utilizing web editing and graphics programs effectively. This course will focus on the design and production of web sites and other materials for use in educational and training environments.

ACED 3650. Ethics and Liability in Adult and Career Education. 3 Hours.

Investigation of professional ethics, legal and liability issues in adult and career education settings. This course focuses on the elements of planning fair and equitable learning environments and addressing instructor and student legal responsibilities and liability issues.

ACED 3800. Multicultural Workforce Issues for Technical Leaders. 3 Hours.

An exploration of multicultural workforce issues in today's workplace. Emphasis is on the development of pertinent dispositions, skills and abilities to understand and appreciate the dynamics of workplace diversity and perspectives needed to be successful in the global workplace.

ACED 3850. Principles of Adult Education. 3 Hours.

Provides insight into the unique opportunities and challenges of the adult learner as examined in a learning setting. Concepts, theories, and practices will provide students with opportunities to manage pertinent issues, problems, and possible solutions in their work as instructors of adult learners. Emphasis is given to understanding the effect this knowledge has on the teaching-learning process in adult education.

ACED 3860. Program Development in Adult and Continuing Education. 3 Hours.

Insight into, and working knowledge of, the field of adult and continuing education programming. Emphasis is given to understanding the practical and theoretical foundations upon which adult program formation is based, and reflects the needs and interests of the individual, recreation leisure community, and industry.

ACED 3940. Interm Admin Office Tech Skills. 1-6 Hours.

Prerequisites: ACED 2940 and approval of academic advisor. Graded "Satisfactory" or "Unsatisfactory". One credit per year of valid, verifiable employment experience beyond 3 years. Reserved for the granting of academic credit based on either successful completion of office administrative and technical experiential credit based on 4 to 9 years of past work experience, military service, or approved professional licensure (such as CPS or CAP).

ACED 4020. Virtual Office Technology. 3 Hours.

Prerequisites: ACED 2400 or CS 1000 or consent of instructor. Overview of skills needed to perform as a virtual office assistant, with emphasis on the use of time and information management applications and increased knowledge of the role of online meetings, Internet telephone communication software, Internet research, social networking tools, e-commerce, and mobile devices in the modern office. This course helps prepare students to take a certification exam for a current communication software program.

ACED 4040. Introduction to Human Resource Development. 3 Hours.

This course will provide the student with a comprehensive introduction to Human Resource Management (HRM). The course examines the principles of employee recruitment and selection, job design and job analysis, employment law, employee compensation, training and development, and safety and health.

ACED 4050. Workforce Development and Management for Technical Leaders. 3 Hours.

Fundamentals of organizational behavior, management, and training examined through the applied context of business education, office administration, technology, and training. Topics include functions of management, education, legislation, personnel, supervision, and training.

ACED 4070. Advanced Document Processing. 3 Hours.

Prerequisites: Grade of "C" or better in ACED 2050, ACED 2300 and ACED 2400 or CS 1000; overall GPA of 2.3 or higher or 2.5 GPA or higher in ACED courses. A study of advanced document processing functions including composition of business documents, transcription of error-free correspondence, electronic processing of PDF files, and preparation of business reports in APA style.

ACED 4160. Administrative Office Procedures. 3 Hours.

Prerequisites: Grade of "C" or better in ACED 2050, ACED 2300 and ACED 3400; overall GPA of 2.3 or higher or 2.5 GPA or higher in ACED courses. A study of the role and scope of the administrative assistant position. This course will focus on basic and expanded job responsibilities, professionalism, and the performance of simulated office activities. Credit may be issued upon receipt of appropriate International Association of Administrative Professionals (IAAP) Certified Administrative Professional (CAP) documentation.

ACED 4300. Practicum in Adult and Career Education. 3 Hours.

Prerequisite: Senior Standing and major in appropriate specialization; permission of the advisor must be obtained before registration.

ACED 4310. Practicum in Adult and Career Education. 3 Hours.

Prerequisite: Senior Standing and major in appropriate specialization; permission of the advisor must be obtained before registration.

ACED 4320. Practicum in Adult and Career Education. 3 Hours.

Prerequisite: Senior Standing and major in appropriate specialization; permission of the advisor must be obtained before registration. Graded "Satisfactory" or "Unsatisfactory".

ACED 4400. Methods and Media for Teaching Accounting and Basic Business Subjects. 3 Hours.

Prerequisites: ACED 2999, ACCT 2101, BUSA 2106, ECON 1500. This is a check-point course, and check-point requirements must be met. Methods, materials, and evaluative procedures for teaching effectively in accounting and in the basic business subjects. Field experiences required.

ACED 4410. New Teacher Institute. 3 Hours.

Basic instructional and management skills for new secondary career education teachers. Emphasis is on survival skills related to teaching methodology and curriculum implementation that will help them to be successful during their first or second year of teaching.

ACED 4430. Advanced New Teacher Institute. 3 Hours.

Prerequisite or corequisite: ACED 4410. Advanced instructional and management skills for new secondary career education teachers. Emphasis is on improvement of skills related to teaching methodology and curriculum implementation that will help them to be more successful as career education practitioners.

ACED 4500. Methods and Media for Teaching Business Skill Subjects. 3 Hours.

Prerequisite: ACED 2999; ACED 4400 with a grade of "C" or better. Methods, materials, and evaluative procedures for teaching effectively in keyboarding, information processing, office education, and cooperative business education. Field experiences required.

ACED 4510. Curriculum Development in Adult and Career Education. 3 Hours.

Principles and procedures for analyzing, describing, and classifying occupations; selecting and sequencing program objectives, units, and tasks, and specifying instructional outcomes. Emphasis is placed on actual occupational analysis and breakdown of responsibilities.

ACED 4550. Health and Safety in the Work Environment. 3 Hours.

Acquaints students with health and safety issues in technical occupations. Emphasis will be on safety regulations, agencies, codes, health issues, environmental concerns in industry, and ergonomic environmental factors in the workplace.

ACED 4560. Safety and Health in the Career Education Classroom. 3 Hours.

Investigation of safety and health issues in a classroom/laboratory setting, the need for appropriate safety programs, planning a safe environment, and addressing health and environmental concerns. Emphasis is placed on planning programs that employ accident prevention methodology and developing health awareness.

ACED 4600. Directed Study in Adult and Career Education. 1-3 Hours.

Prerequisite: Consent of the Department Head. An opportunity for intensive individual study on an approved topic.

ACED 4670. Techniques of Student Evaluation in Adult and Career Education. 3 Hours.

Principles and methods of measurement and evaluation in adult and career education programs, emphasizing the administration, scoring, and interpretation of written and performance tests.

ACED 4680. Instructional Materials Development in Adult and Career Education. 3 Hours.

Principles and procedures for planning and developing both print-based and non-print instructional materials for use in the Technical, Trade and Industrial classroom and laboratory.

ACED 4690. Instructional Methods and Materials in Adult and Career Education. 3 Hours.

Prerequisites: ACED 4510. Principles and procedures for planning and developing instructional materials and methods of effective teaching in the Technical, Trade and Industrial classroom and laboratory. The instructor's role in the classroom and the delivery of content is emphasized.

ACED 4710. Classroom and Laboratory Management. 3 Hours.

Principles and strategies for managing the classroom and instructional laboratory. Emphasis is placed on establishing an effective learning environment, minimizing disruptive student behavior, and responding properly to discipline problems.

ACED 4780. Internship in Teaching Career Education. 6 Hours.

Prerequisite: Completion of appropriate methods and curriculum classes. Graded "Satisfactory" or "Unsatisfactory." Six hours per semester for a maximum of two semesters.

ACED 4790. Student Teaching in Business/Career Education. 10 Hours.

Prerequisite: Completion of all coursework. Corequisite: ACED 4800.

ACED 4800. Professional Practices Seminar. 2 Hours.

Prerequisite: Completion of all coursework. Corequisite: ACED 4790. Reflection on educational practices and refinement of concepts emanating from the student teaching experience.

ACED 4810. Contemporary Skills for the Workplace. 3 Hours.

Analysis of the workplace skills needed in a rapidly changing technological society. Emphasis is on communication skills, employee motivation, change management, delegation, team building, and career planning. Students are required to build a career plan and to design a change management project.

ACED 4820. Project Management for Technical Leaders. 3 Hours.

Provides an introduction to the process of project management. Focus is on building the students' understanding of the tools and strategies available to facilitate the management of multiple on-going projects within a technical environment. Topics include: planning systems, strategic and operational planning, mission and vision statements, performance objectives, time and course estimation, diagramming techniques, and performance monitoring through control systems.

ACED 4830. Technology, Work and Performance for Technical Leaders. 3 Hours.

An examination of the impact of modern technologies on work and worker performance in contemporary workplace sectors and environments. Emphasis is placed on the competencies and performance expectations of workers and leaders in the technological global workforce environment.

ACED 4900. Special Topics in Adult and Career Education. 3 Hours.

Prerequisite: Consent of the Department Head. Study of a topic relevant to business, adult, or career education.

Aerospace Studies (AS)

AS 1000. Leadership Laboratory. 1 Hour.

Graded "Satisfactory" or "Unsatisfactory." Practices in both followership and leadership. A study of Air Force customs and courtesies, drill ceremonies, military commands, and Air Force opportunities (for 1000- and 2000-level AS students). Advanced leadership experiences in planning, organizing, and executing cadet training activities; preparing and presenting briefings and other oral and written communications (for 3000- and 4000-level AS students). The leadership laboratory is required of AS students each semester, but total credit is limited to 3 hours.

AS 1001. Heritage and Values I. 1 Hour.

Corequisite: AS 1000. A survey course designed to introduce students to the United States Air and Space Forces and provides an overview of the basic characteristics, missions, and organization of the Air and Space Forces.

AS 1002. Heritage and Values II. 1 Hour.

Corequisite: AS 1000. A survey course designed to introduce students to the United States Air and Space Forces and provides an overview of the basic characteristics, missions, and organization of the Air and Space Forces.

AS 2001. Team and Leadership Fundamentals I. 1 Hour.

Corequisite: AS 1000. Provides a fundamental understanding of both leadership and team building. The lessons and course flow are designed to prepare students for field training and leadership positions in the detachment.

AS 2002. Team and Leadership Fundamentals II. 1 Hour.

Corequisite: AS 1000. Provides a fundamental understanding of both leadership and team building. The lessons and course flow are designed to prepare students for field training and leadership positions in the detachment.

AS 3001. Leading People and Effective Communication I. 3 Hours.

Corequisite: AS 1000. Student's will take a more in-depth look at leadership. Special emphasis is placed on enhancing communication skills, and why that is important as a leader. Students have an opportunity to try out these leadership and management techniques in a supervised environment.

AS 3002. Leading People and Effective Communication II. 3 Hours.

Corequisite: AS 1000. Student's will take a more in-depth look at leadership. Special emphasis is placed on enhancing communication skills, and why that is important as a leader. Students have an opportunity to try out these leadership and management techniques in a supervised environment.

AS 4001. National Security/Leadership Responsibilities/Commissioning Preparation I. 3 Hours.

Corequisite: AS 1000. Designed for college seniors and gives them the foundation to understand their role as military officers and how they are directly tied to our National Security Strategy. It is an overview of the complex social and political issues facing the military profession and requires a measure of sophistication commensurate with the senior college level.

AS 4002. National Security/Leadership Responsibilities/Commissioning Preparation II. 3 Hours.

Corequisite: AS 1000. Designed for college seniors and gives them the foundation to understand their role as military officers and how they are directly tied to our National Security Strategy. It is an overview of the complex social and political issues facing the military profession and requires a measure of sophistication commensurate with the senior college level.

Africana Studies (AFAM)

AFAM 2020. Race, Class, and Gender. 3 Hours.

Also offered as WGST 2020. This 2000-level course is a core course, not an elective for the AFA minor. An exploration of social class, gender, and racial/ethnic relations as distinct, but linked dimensions of social inequality. Includes an examination of the historic underpinnings of discrimination by race, class, and gender and the present status of these issues.

AFAM 3000. Introduction to Africana Studies. 3 Hours.

An introduction to key concepts, thematic concerns, and the theoretical and philosophical bases for African American Studies. To include perspectives and strategies for the analysis and understanding of the impact of African Americans on the socio-economic, cultural, political, and religious developments of America.

AFAM 3030. African to African American Philosophy and Religious Studies. 3 Hours.

Also offered as PHIL 3030, REL 3030, and NAIS 3030. An examination of philosophies and religious traditions which begin in Africa and move through the Caribbean into the Americas. The course emphasizes ontological and epistemological themes that begin in Africa and cross the Atlantic as well as Indigenous African influences in the philosophies and religions of the Caribbean and the Americas.

AFAM 3070. Health Care Issues of Vulnerable Populations in the U.S.. 3 Hours.

Also offered as NURS 3070. Prerequisite: SOCI 1101 or SOCI 1160 or permission of the instructor. Course is open to all majors. An examination of the historical, cultural, social, and political issues that render certain populations in the U.S. vulnerable to ill health. The course utilizes appropriate theories to study these issues, with emphasis on ameliorating the health of vulnerable populations. It will examine issues related to health care access and policies and program developed to reduce risks of disease and injury. It is also designed to raise an awareness of the disparities in health among certain groups, including the poor, ethnic minorities, high-risk women and children, the homeless, and uninsured and underinsured, among others.

AFAM 3090. Africa: Inequalities Past and Present. 3 Hours.

Also Offered as ANTH 3090. Prerequisite: ANTH 1102 or permission of instructor. The study and problems of social stratification in Africa from pre-colonial to modern times. Special attention will be paid to both intranational institutions (e.g., kinship, class, and ethnicity) and international political economy.

AFAM 3220. Studies in African American Literature. 3 Hours.

Also offered as ENGL 3220. Prerequisite: C or better in one of the following: ENGL 2111, ENGL 2111H, ENGL 2112, ENGL 2112H, ENGL 2113, ENGL 2113H, or ENGL 2060; or permission of instructor. A study of selected topics in African American literature. May be repeated, but only 3 hours may be counted toward distribution requirements for the AFAM minor.

AFAM 3225. Introduction to African American Literary Criticism. 3 Hours.

Also offered as ENGL 3225. Prerequisites: ENGL 2111 or 2111H, ENGL 2112 or 2112H, ENGL 2113 or 2113H, ENGL 2060, or permission of the instructor. A study of major voices in African American literary theory. This course emphasizes the development of interpretive frameworks for examining the literature from an African American cultural perspective.

AFAM 3230. Special Topics in African American Literature. 3 Hours.

Also offered as ENGL 3230. Prerequisites: ENGL 2111 or 2111H, ENGL 2112 or 2112H, ENGL 2113 or 2113H, ENGL 2060, or permission of the instructor. Studies in African American literature, focusing on selected topics.

AFAM 3280. African American Politics. 3 Hours.

Prerequisite: AFAM 3000. Also offered as POLS 3280. A study of African Americans within the American Political environment. Specific foci include representation, voting rights, attitudes toward policies seen as impacting African-Americans, and the role of race in elections.

AFAM 3320. Studies in African Literature. 3 Hours.

Also offered as ENGL 3320. Prerequisite: ENGL 2111 or ENGL 2111H, ENGL 2112 or ENGL 2112H, ENGL 2113 or ENGL 2113H, or ENGL 2060. A study of selected topics in African literature. May be repeated.

AFAM 3600. Special Topics in Africana Studies. 3 Hours.

An in-depth study of selected special topics in African American Studies. May be repeated for credit, but only six hours may be counted toward the AFAM minor.

AFAM 4231. African American History to 1865. 3 Hours.

Also offered as HIST 4231. The history of the African Americans from their origin in Africa to the end of slavery in the U.S., with emphasis on their economic life and social thought.

AFAM 4232. African American History Since 1865. 3 Hours.

Also offered as HIST 4232. The history of the African American struggle for equality after emancipation, with special focus on the problems of black leadership from Frederick Douglass to the Black Panthers.

AFAM 4233. African American Cultural History. 3 Hours.

Also offered as HIST 4233. An examination of the evolution of African American cultural expression from slavery to the present, emphasizing in particular literature, theater, visual art, film, and music.

AFAM 4234. African American Intellectual History. 3 Hours.

Also offered as HIST 4234. An examination of intellectual history of African Americans from the 17th century to the present. Topics may include the role of black intellectuals in American society, changing conceptions of race, and the global context of African American thought.

AFAM 4235. Nazi Germany and the Jim Crow South. 3 Hours.

Also offered as HIST 4235. A comparative analysis of racial theory and practices in both the Jim Crow South and Nazi Germany in the first half of the 1900's.

AFAM 4330. African Politics. 3 Hours.

Prerequisite: AFAM 3000. Also offered as POLS 4330. A study of the domestic and international politics of Africa from the pre-colonial period to the present day.

AFAM 4511. Precolonial Africa. 3 Hours.

Also offered as HIST 4511. An analysis of the 8000-year-old cultures of the Nile Valley, including Egypt, Nubia, and Kush; West Africa and its contacts with the Middle East and Europe; the East African city-states and their contacts with India.

AFAM 4512. Modern Africa. 3 Hours.

Also offered as HIST 4512. Explores the European colonization of Africa and the African response. The course also examines the emergence of African nationalism and the problems of creating new states.

AFAM 4550. The Caribbean World. 3 Hours.

Prerequisite: AFAM 3000. An exploration of contemporary cultures in the Caribbean. Examinations of historical, political, and social influences are included. Matters of identity and heritage will also be considered.

AFAM 4551. Women in the African Diaspora. 3 Hours.

Prerequisite: AFAM 3000. A survey of the experiences of women of African descent throughout the world. Various themes such as resistance, colonialism, and globalization will be explored.

AFAM 4552. Contemporary Black Man. 3 Hours.

Prerequisite: AFAM 3000. An exploration of what it means to be a Black man in the 21st century. Historical, political, and cultural perspectives will be considered.

AFAM 4700. Africana Studies Seminar. 3 Hours.

Prerequisite: AFAM 3000 and at least two AFAM 3000 level course electives. An interdisciplinary seminar on selected topics, providing a capstone experience.

American Sign Language Studies (ASLS)

ASLS 2110. American Sign Language I. 3 Hours.

Pre- or Corequisite: INTP 2998, DEAF 2998, or DEAF 2999. The first in a series of courses based on American Sign Language concepts and principles. This course presents introductory components of ASL, including signs, fingerspelling, mime, body language, and facial expression. Information about the history of sign language and its existence in society today is also included. Skill focus is on recognition and recall of American Sign Language.

ASLS 2120. American Sign Language II. 3 Hours.

Prerequisite: ASLS 2110. The second in a series of courses based on American Sign Language concepts and principles. This course presents additional components of ASL, including signs, fingerspelling, mime, body language, and facial expression. Skill focus is on recognition and recall of American Sign Language with emphasis on increasing speed and fluency.

ASLS 2130. American Sign Language III. 3 Hours.

Prerequisites: ASLS 2120; DEAF 2999 or INTP 2998. The third course in a series of courses based on American Sign Language concepts and principles. This course is designed to increase recognition and recall skills in dialogue communication. American Sign Language idioms are also included as well as a deeper understanding of the grammar, syntax, and complexities within the language.

ASLS 3140. Linguistics of American Sign Language. 3 Hours.

Prerequisite: INTP 2998 and ASLS 2130 or permission of the instructor. An overview of structural linguistics, sociolinguistics, and pragmatics of American Sign Languages (ASL). Linguistic theories will be applied to both spoken English and ASL, with other examples being drawn from various languages. Special attention will be paid to phonological (including the application of phonological rules), morphological, lexical, syntactical, and discourse structures of ASL, as well as language variation and language change.

ASLS 3180. American Sign Language IV. 3 Hours.

Prerequisite: ASLS 2130 and INTP 2998 or DEAF 2999. The fourth in a series of courses based on American Sign Language concepts and principles. This class is an advanced course in American Sign Language for students who have completed previous coursework in ASL. Emphasis is placed on the production of non-voiced, conversational, spontaneous, signed sentences. Continued attention is given to the development of recognition as well as recall skills. Sociolinguistics with specific reference to syntax and the role of non-manual markers and idioms are explored as well as the interplay between language and culture within the deaf community.

ASLS 3190. Fingerspelling, Numbers, & Classifiers. 3 Hours.

Prerequisites: ASLS 2120; INTP 2998 or DEAF 2999. Concepts and principles of ASL, providing increased emphasis on receptive and expressive skills in discourse and narratives, with particular attention to fingerspelling, numbers, and classifiers.

ASLS 3210. American Sign Language V. 3 Hours.

Prerequisite: ASLS 3180. The fifth in a series of courses based on American Sign Language concepts and principles. Emphasis is placed on the production of non-voiced, conversational, spontaneous signed sentences and dialogues, with specific reference to syntax and the role of non-manual markers and idioms.

ASLS 3220. American Sign Language VI. 3 Hours.

Prerequisite: ASLS 3210. The sixth in a series of courses based on American Sign Language concepts and principles. Emphasis is placed on the production of non-voiced, conversational, spontaneous signed sentences and dialogues.

Anthropology (ANTH)

ANTH 1102. Introduction to Anthropology. 3 Hours.

An introduction to the origins, evolution, and present-day adaptations of the world's peoples. Emphasis on the study of fossils, archaeological remains, and culturally diverse life ways.

ANTH 1102H. Introduction to Anthropology, Honors. 3 Hours.

Fundamentals of anthropology, with particular focus on such disciplinary subfields as physical anthropology, archaeology, and cultural anthropology. Emphasis is on the employment of the anthropological perspective, and the application of anthropological concepts and models to contemporary issues and problems.

ANTH 3010. Physical Anthropology. 3 Hours.

Prerequisites: ANTH 1102 or permission of instructor. The study of the biological origins of the human species. An emphasis is placed on human evolution, genetics, primatology, and the interaction between culture and biology.

ANTH 3020. Culture and Personality. 3 Hours.

Prerequisites: ANTH 1102 or permission of instructor. A cross-cultural survey of the relationship between culture and personality. Attention is directed to the interplay of cultural and social variables in the development of identity. Specific foci include mental illness, aggression, altered states of consciousness, and individual adaptation to social change.

ANTH 3030. Archaeological Techniques. 3 Hours.

Prerequisite: ANTH 1102 or permission of instructor. An introduction to the theory and techniques of archaeology as well as their practical application. Students will participate in fieldwork, including archaeological survey, excavation, and laboratory analysis.

ANTH 3040. Cultural Anthropology. 3 Hours.

Prerequisite: ANTH 1102 or permission of instructor. An introduction to the nature of cultural anthropology through a cross-cultural analysis of cultural systems and social organizations. Specific theoretical approaches are applied to case materials from cultural systems around the world including those within our society.

ANTH 3070. Magic, Religion, and Witchcraft. 3 Hours.

Prerequisite: ANTH 1102 or permission of instructor. A cross-cultural survey of varieties of religious expression. Emphasis is placed on ritual, mythic, and symbolic dimensions of religion and the way religion interrelates with other social institutions.

ANTH 3090. Africa: Inequalities Past and Present. 3 Hours.

Also Offered as AFAM 3090. Prerequisite: ANTH 1102 or permission of instructor. The study and problems of social stratification in Africa from pre-colonial to modern times. Special attention will be paid to both intranational institutions (e.g., kinship, class, and ethnicity) and international political economy.

ANTH 3120. Archaeology of Eastern North America. 3 Hours.

Prerequisites: ANTH 1102 or permission of instructor. A study of cultural development in eastern North America, employing archaeological, ethnohistorical, and historical perspectives. The temporal boundaries are the arrival of humans in the region until the nineteenth century. Native American and Euroamerican culture history will be explored.

ANTH 3130. Indians of North America. 3 Hours.

Prerequisites: ANTH 1102 or permission of instructor. A survey of the lifestyles of North American Indians following contact with Europeans. Groups from all regions of North America are included, and the course examines native lifestyles at particular points in time. Primary emphasis is on environmental adaptation and economy of each group; in addition, social and political organization, religion, material culture, arts, and other aspects of culture are discussed.

ANTH 3140. World Prehistory. 3 Hours.

Prerequisite: ANTH 1102 or permission of instructor. A survey of world prehistory from the earliest human ancestors to early civilizations. Topics include human evolution, the spread of humans over the globe, the development of plant and animal domestication, and the development of civilization.

ANTH 3160. Experimental Archaeology. 3 Hours.

Prerequisite: ANTH 1102 or permission of instructor. An introduction to primitive technology with an emphasis on recreating past tools and utensils in an attempt to understand past lifeways. Lab fee required.

ANTH 3170. Language and Culture. 3 Hours.

Prerequisite: ANTH 1102 or permission of instructor. A survey of the relationship between language and culture. The course introduces concepts for understanding linguistic anthropology and language mechanics.

ANTH 3500. Anthropological Theory. 3 Hours.

Prerequisites: SOCI 3000. An historical survey of the development of anthropological theory, with a primary focus on the anthropological perspective and including an introduction to general social science. Students will develop a competent review of literature in an area of anthropology.

ANTH 3510. Anthropological Research. 3 Hours.

Prerequisites: SOCI 3000. An introduction to the concepts and methods of anthropological research. The emphasis is on developing familiarity with the various research strategies employed by cultural anthropologists and their application. Course work culminates with the design of a research proposal.

ANTH 3910. Anthropology of Law. 3 Hours.

Prerequisite: ANTH 1102 or permission of instructor. The study of legal systems and conflict resolution styles in nonWestern societies. The varieties of legal understandings and procedures are explored, and characteristics of specific legal processes are related to other institutional spheres, such as economics, kinship, and religion.

ANTH 4040. Sociocultural Change. 3 Hours.

Prerequisite: ANTH 1102 or permission of instructor. An examination of sociocultural changes occurring in tribal and peasant societies in response to modernization. Particular attention is focused on the articulation of these societies with the larger national and global systems, the resulting inequalities, types of social and cultural disruptions experienced, and the range of responses to change.

ANTH 4540. Internship in Anthropology. 1-3 Hours.

Prerequisites: Permission of advisor and Internship Coordinator. Must be taken concurrently with SOCI 4990 Senior Capstone. Graded "Satisfactory" or "Unsatisfactory." Supervised, practical experience in an appropriate community agency; an opportunity for students of demonstrated maturity and judgment to discover the integration between theory and practice and make applications.

ANTH 4900. Special Topics in Anthropology. 1-3 Hours.

Prerequisites: ANTH 1102 or permission of instructor. Topics vary. Designed to provide an intensive study in a current topic relevant to anthropology. May be repeated for credit.

ANTH 4980. Directed Study in Anthropology. 1-3 Hours.

Prerequisites: ANTH 1102 or permission of instructor. Study in an area or subject not normally found in established courses offered by the department; may also allow the student to explore in more detail a topic which is normally covered by the department. May be repeated for credit.

Art (ART)

ART 1010. Drawing I. 3 Hours.

A study of the concepts of composition, figure-ground, line, value, contour, gesture, linear perspective, and atmospheric perspective from direct observation using a variety of media, drawing techniques, and rendering methods.

ART 1011. Drawing II. 3 Hours.

Prerequisite: ART 1010. A continuation of Drawing I. This course will include further development of drawing techniques and rendering methods. The relationship between perception and conception in form will be explored as it pertains to representation and abstraction.

ART 1020. Two Dimensional Design. 3 Hours.

A two-dimensional foundation design course in which the formal elements of art, principles of design, and color theory are introduced.

ART 1030. Three Dimensional Design. 3 Hours.

A three-dimensional foundation design course in which the formal elements of design are introduced along with the methods and safety procedures associated with the use of power equipment. All students must pass examination on power tool usage and safety before access to power tools and shop.

ART 1100. Introduction to the Visual Arts. 3 Hours.

An introductory survey of world art from prehistory to the contemporary period. Credit for this course may not be used to satisfy requirements for area F or senior curriculum requirements for ART or ARED majors.

ART 1100H. Honors Introduction to the Visual Arts. 3 Hours.

An introductory survey of world art, at the Honors level, from prehistoric to the contemporary period, set in the context of historical, political, economic, and social events.

ART 2030. Computers in Art. 3 Hours.

An introductory course to develop basic skills in computer applications for the visual arts including: design, page layout, word processing, illustration, web access, web design, historical and critical methods, and information management.

ART 3010. Design Thinking. 3 Hours.

An introduction to creative problem-solving that prepares students to address personal and professional challenges by empathizing, defining problems, ideating solutions, and prototyping and testing these solutions.

ART 3023. Figure Drawing. 3 Hours.

Prerequisite: ART 1011. Compositional, gestural, and anatomical approaches to drawing the human figure directly from a live model utilizing a variety of media and techniques.

ART 3041. Painting I. 3 Hours.

Prerequisites: ART 1011 and ART 1020 or permission of the Department Head. An introduction to oil and acrylic painting techniques.

ART 3051. Printmaking I. 3 Hours.

Prerequisite: ART 1010 and ART 1020. An introduction to basic printmaking processes and techniques, including historical background and significance.

ART 3061. Ceramics I. 3 Hours.

Prerequisite: ART 1030 or permission of the Department Head. A beginning level course including coil and slab construction, wheel throwing techniques, glazing processes, and kiln firing methods.

ART 3071. Black and White Photography. 3 Hours.

An introductory course with emphasis on the technical and aesthetic foundations of black and white photography including camera functions, darkroom processing procedures, and presentation of work. A 35mm camera with manual controls is required.

ART 3072. Digital Photography. 3 Hours.

An introductory course emphasizing the technical and aesthetic foundations of digital photography, including camera functions, current printing practices, and presentation of work. A digital single-lens reflex camera is required.

ART 3081. Sculpture I. 3 Hours.

Prerequisite: ART 1030 or permission of Department Head. An introduction to additive, subtractive, replacement, and modeling sculpture techniques and methods. Attention will be given to three dimensional studies of human anatomy.

ART 3091. Graphic Design I. 3 Hours.

Prerequisite: ART 1020 and ART 2030. Introduction to aesthetic and technical problem solving. Emphasis is placed on contemporary commercial art production techniques.

ART 3092. Graphic Design II. 3 Hours.

Prerequisite: ART 3091. A continuation of Graphic Design I with emphasis on typography, package design, and preparation of portfolio comprehensives. May be repeated for up to 9 hours of credit.

ART 3101. Jewelry and Metalsmithing I. 3 Hours.

Prerequisites: ART 1030 or permission of Department Head. Introduction to the design and creation of jewelry and small metal sculpture. Students will explore methods of fabrication with a focus on the creative and thoughtful design of adornment and sculptural objects.

ART 3111. Aqueous Media I. 3 Hours.

Prerequisite: ART 1010 and ART 1020. The introduction to the technical aspects of aqueous painting media featuring traditional and contemporary methods and techniques.

ART 3240. Design Thinking for Entrepreneurship. 3 Hours.

An introductory design thinking course for students specifically interested in entrepreneurship. Students will develop skills in ideation, iteration, systems thinking, and computational thinking to solve human-centered problems and create value toward greater social good.

ART 4024. Advanced Drawing. 3 Hours.

Prerequisite: ART 3023. Advanced use of drawing tools and techniques including traditional technical, conceptual, and experimental approaches to drawing with emphasis on work from concept to finished project. Students produce individual projects and local exhibits within the community. May be repeated for up to 9 hours of credit.

ART 4042. Painting II. 3 Hours.

Prerequisite: ART 3041. An advanced course in painting using a variety of media and techniques. The emphasis is on the development of personal style. May be repeated for up to 9 hours of credit.

ART 4052. Printmaking II. 3 Hours.

Prerequisite: ART 3051. An advanced course which gives the student an opportunity for further expressive development and experimentation with a variety of printmaking processes. May be repeated for up to 9 hours of credit.

ART 4062. Ceramics II. 3 Hours.

Prerequisites: ART 3061 or permission of the Department Head. An advanced course including sculptural construction methods and functional approaches. May be repeated for up to 9 hours of credit.

ART 4071. Advanced Black and White Photography. 3 Hours.

Prerequisite: ART 3071. An advanced course in traditional black-and-white photography, with an emphasis on refining exposure control and printing with archival and alternative processes.

ART 4072. Color Photography. 3 Hours.

Prerequisite: ART 3072. An advanced course in photography emphasizing practical application of color theory principles, color correction of images, and current printing practices. A digital single-lens reflex camera is required.

ART 4073. Photographic Lighting Techniques. 3 Hours.

Prerequisite: ART 3071 or ART 3072. An advanced course in photography with an emphasis on the understanding and application of artificial and natural lighting techniques.

ART 4082. Sculpture II. 3 Hours.

Prerequisite: ART 3081 or permission of Department Head. Intermediate work in additive, subtractive, replacement, and modeling sculpture techniques and methods. May be repeated for up to 9 hours of credit.

ART 4093. Graphic Design III. 3 Hours.

Prerequisite: ART 3091. An advanced course in graphic design with emphasis on illustration and preparation of portfolio comprehensives. May be repeated for up to 9 hours of credit.

ART 4094. Computer Animation. 3 Hours.

Prerequisite: ART 3091. An advanced computer graphics course that concentrates on three-dimensional modeling and computer animation. May be repeated for up to 9 hours of credit.

ART 4102. Jewelry and Metalsmithing II. 3 Hours.

Advanced exploration of jewelry and small metal sculpture focusing on new techniques and materials. May be repeated for up to 9 hours of credit.

ART 4112. Aqueous Media II. 3 Hours.

Prerequisite: ART 3111 or permission of the Department Head. Advanced aqueous media techniques and methods emphasizing continued development of personal expressive and communicative style. May be repeated for up to 9 hours of credit.

ART 4140. Technical Problems in Art. 1-3 Hours.

Prerequisite: Junior- or Senior-level standing in art. Designed for the advanced student capable of independent study for the purpose of solving studio problems and conducting creative research. Purchase of materials may be required. May be repeated for up to 9 hours of credit.

ART 4150. Directed Study in Art. 1-3 Hours.

Prerequisite: Approval of the supervising faculty member and Department Head. Students are provided the opportunity to explore individual problems in art. Purchase of art materials may be required. May be repeated for up to 9 hours of credit.

ART 4160. Internship in Art. 3 Hours.

Prerequisite: Art Major and permission of the Department Head. Supervised work experience through cooperatively planned practical job related to the student's degree. May be repeated for credit.

ART 4170. Professional Preparation. 1 Hour.

Prerequisites: ART 2030. First of a three-course professional capstone sequence for B.A. and B.F.A. Art majors. Course content includes the initial assembly of a portfolio, resume development, presentation, and interview skills in preparation for art-related careers.

ART 4171. Senior Exhibition Seminar. 1 Hour.

Prerequisite: ART 4170; corequisite: ART 4172. Second of a three-course professional capstone sequence for B.A. and B.F.A. Art majors. This course addresses preparing works for exhibition, learning gallery procedures, and planning and participating in the senior exhibition.

ART 4172. Senior Portfolio Presentation. 1 Hour.

Prerequisite: ART 4170; corequisite: ART 4171. Third of a three-course professional capstone sequence for B.A. and B.F.A. Art majors. This course includes preparation and public presentation of the senior artist statement and senior presentation.

ART 4180. Workshop in Art. 1-3 Hours.

Selected topics presented in an intensive workshop setting. Purchase of art materials may be required. May be repeated for up to 9 hours of credit.

ART 4190. Special Topics in Art Studio. 3 Hours.

Prerequisite: Junior- or Senior-level standing in art. Selected topics in studio art areas designed to develop advanced skills in a particular medium and allow students the opportunity for further expressive development. May be repeated for up to 9 hours of credit.

Art Education (ARED)

ARED 3000. Issues and Trends in Contemporary Art Education. 3 Hours.

Prerequisites: A minimum GPA of 2.75. The study of curricular frameworks, course content, and pedagogical strategies associated with best practices in the field of Art Education.

ARED 3010. Elementary Art Methods. 3 Hours.

Prerequisites: ARED 3000 and a minimum GPA of 2.75. Instructional methods; curricular and programmatic structures; assessment strategies; and the appropriate and safe use of tools, media, materials, and equipment in elementary art education programs.

ARED 3012. Secondary Art Methods. 3 Hours.

Prerequisites: ARED 3010. Instructional methods; curricular and programmatic structures; assessment strategies; and the appropriate and safe use of tools, media, materials, and equipment in middle and high school art education program.

ARED 4070. Seminar in Art Education (P-12). 2 Hours.

Prerequisite: Completion of all other academic course work. Must be taken in conjunction with ARED 4090. Graded "Satisfactory" or "Unsatisfactory." Emphasis on professional expectations, instructional and curricular issues, and problems found in the school environment.

ARED 4080. Internship in Art Education. 6 Hours.

Prerequisite: Permission of the Department Head. Graded "Satisfactory" or "Unsatisfactory." A supervised teaching experience for degreed students seeking certification. Must be taken for two consecutive semesters, for a total of 12 semester credit hours.

ARED 4090. Student Teaching in Art Education. 10 Hours.

Prerequisite: Completion of the professional education sequence. Graded "Satisfactory" or "Unsatisfactory." The culminating professional experience scheduled during the final semester of University enrollment. The student is provided with a supervised teaching experience in any one of three settings, elementary school, middle school, or senior high school.

Art History (ARTH)

ARTH 2121. Art History Survey I. 3 Hours.

A survey of art from prehistory to the Renaissance.

ARTH 2122. Art History Survey II. 3 Hours.

A survey of art from the Renaissance to the present.

ARTH 3120. Special Topics in Art History. 3 Hours.

Prerequisites: ARTH 2121 and 2122 or permission of the Department Head. The study of unique or special content in the visual arts. May be repeated under different topics for a maximum of 9 hours.

ARTH 3123. Special Topics in Art History. 3 Hours.

Prerequisites: ARTH 2121 and ARTH 2122 or permission of the Department Head. The study of unique or special content in the visual arts. May be repeated under different topics for a maximum of 9 hours.

ARTH 4120. Issues in Art Criticism. 3 Hours.

Prerequisites: ARTH 2122. Selected issues from the discipline of art criticism.

ARTH 4130. Gender in Art. 3 Hours.

Prerequisites: ARTH 2122. An examination of the role of gender in art making and subject matter, including gender bias and discrimination, concepts of masculinity and femininity, and gender fluidity and sexual identity.

ARTH 4140. Race in American Art. 3 Hours.

Prerequisite: ARTH 2122. An examination of the role of race in art and artistic production in the United States, including the history of African-American Art, how racial discrimination was expressed in art, and how contemporary artists engage the politics of race in their work.

ARTH 4150. Contemporary Art History. 3 Hours.

Prerequisites: ARTH 2122. The in-depth study of contemporary art.

ARTH 4160. Directed Study in Art. 1-3 Hours.

Prerequisite: ARTH 2122, or permission of the Art Department head. An exploration of individual topics in art history, with supervised research on a chosen topic and weekly conferences between instructor and student. The course may be repeated for up to 9 hours credit if topics are different.

Astronomy (ASTR)

ASTR 1000. Introduction to the Universe. 3 Hours.

A survey of the universe, examining the historical origins of astronomy; the motions and physical properties of the Sun, Moon, and planets; the formation, evolution, and death of stars; and the structure of galaxies and the expansion of the Universe.

ASTR 1010K. Astronomy of the Solar System. 4 Hours.

Astronomy from early ideas of the cosmos to modern observational techniques. The solar system planets, satellites, and minor bodies. The origin and evolution of the solar system. Three lectures and one night laboratory session per week.

ASTR 1020K. Stellar and Galactic Astronomy. 4 Hours.

The study of the Sun and stars, their physical properties and evolution, interstellar matter, star clusters, our Galaxy and other galaxies, the origin and evolution of the Universe. Three lectures and one night laboratory session per week.

ASTR 2010. Tools of Astronomy. 1 Hour.

An introduction to observational techniques for the beginning astronomy major. Completion of this course will enable the student to use the campus observatory without direct supervision. The student will be given instruction in the use of the observatory and its associated equipment. Includes laboratory safety, research methods, exploration of resources (library and Internet), and an outline of the discipline.

ASTR 2020. The Planetarium. 1 Hour.

Prerequisites: ASTR 1000, ASTR 1010K, ASTR 1020K, or permission of instructor. Instruction in the operation of the campus planetarium and delivery of planetarium programs. Completion of this course will qualify the student to prepare and give planetarium programs to visiting groups.

ASTR 2950. Directed Study. 0-3 Hours.

Prerequisite: Consent of the instructor required. Supervised research on a specific astronomy project or topic as agreed upon by the instructor. A maximum of 6 credit hours may be taken, and they can only be applied toward the general elective requirements for the astronomy major.

ASTR 3220. Cosmology. 3 Hours.

Prerequisites: ASTR 1020K. A scientific and philosophical study of our perception of the universe, including the world views of Ptolemy, Copernicus, and Einstein.

ASTR 3400. Planetary Geology. 3 Hours.

Also offered as GEOL 3400. Prerequisites: ASTR 1010 or GEOL 1121 or GEOG 1113. Prerequisite or corequisite: PHSC 1100 or PHYS 1111 or PHYS 2211. A study of the geology of the terrestrial planets and solid-surface moons, asteroids, comets, and meteorites. The course will focus on comparative planetary geology, with emphasis on geologic processes on the surface, planetary interiors, and data collection methods such as remote sensing and image analysis.

ASTR 3800. Astrobiology. 3 Hours.

Prerequisites: Any one of the following: ASTR 1000, ASTR 1010K, ASTR 1020K, BIOL 1010, BIOL 1030, BIOL 2010, CHEM 1151K, CHEM 1211, PHYS 1111K, PHYS 2211K; and either MATH 1113 or MATH 2261. A multidisciplinary science course examining the possibility of extraterrestrial life in the solar system and the universe. Emphasis is on the definition of life from the perspectives of biology, chemistry, and physics, and the requirements for lifeforms. Extreme habitats where lifeforms might evolve will be explored in context with NASA's on-going exploration of the solar system and the search for intelligent life in the galaxy.

ASTR 4101. Observational Techniques I. 4 Hours.

Prerequisites: PHYS 2212K, ASTR 1010K, ASTR 1020K. Aspects of observational astronomy. Topics include spectroscopy, photometry, imaging, astrometry, and operation of the observatory.

ASTR 4102. Observational Techniques II. 3 Hours.

Prerequisite: ASTR 4101. Aspects of observational astronomy. Topics include radio astronomy, ultraviolet and x-ray astronomy, and data reduction techniques.

ASTR 4400. Physics of the Solar System. 3 Hours.

Celestial mechanics; physical features of the sun, planets, moons, and other material in the solar system.

ASTR 4410. Astrophysics. 3 Hours.

Prerequisite or corequisite: PHYS 4411. Radiative transfer in the stellar atmosphere, the interior structure of stars, stellar evolution, physical processes in gaseous nebulae and cosmology.

ASTR 4800. Internship in Astronomy. 3-6 Hours.

Active participation in research in astronomy, or in some field of science closely allied with astronomy, or work with a planetarium or museum which involves planetarium operations and programs. A daily log of activities, a report on the work done, and a research paper relating the work done to the field of astronomy are required.

ASTR 4900. Special Topics in Astronomy. 1-6 Hours.

Prerequisite: Consent of advisor and instructor. Topics to be assigned by instructor; may be taken more than once if topics are different; up to a total of 6 credit hours.

ASTR 4950. Directed Study in Astronomy. 1-6 Hours.

Prerequisites: Consent of advisor, instructor, and Department Head. Study in area or subject not normally found in established courses offered by the department; may also allow students to explore in more detail and/or depth an area or subject covered by the department in astronomy; up to a maximum of 6 credit hours.

Biology (BIOL)

BIOL 1010. Introduction to Biology: The Evolution and Diversity of Life. 3 Hours.

This course cannot be taken for credit toward the major in biology. An introduction to the diversity of life on Earth with a special emphasis on ecological and evolutionary processes and relationships.

BIOL 1011K. Introduction to Biology. 4 Hours.

An introduction to fundamental unifying principles in biology. Topics covered in the course include: chemistry of life, cell structure and membranes, cellular functions (metabolism, respiration, photosynthesis, communication, and reproduction), genetics (inheritance patterns, DNA structure and function, gene expression, and biotechnology), and evolution. This course involves both lecture and lab components.

BIOL 1012K. Introductory to Biology II. 4 Hours.

This course covers the evolution and diversity of organisms, including microbes, protists, fungi, plants, and animals. Additional topics include body systems, the immune system, reproduction and development, and ecology. For non-biology majors only.

BIOL 1020L. Biodiversity Lab. 1 Hour.

This course cannot be taken for credit toward the major in biology. A laboratory course to accompany Biology 1010 emphasizing the diversity of life.

BIOL 1030. Introduction to Biology: Organismal Biology. 3 Hours.

This course cannot be taken for credit toward the major in biology. An introduction to modern biology for the non-major with special emphasis on the processes involved in the development and maintenance of complex multicellular organisms.

BIOL 1040L. Organismal Biology Lab. 1 Hour.

This course cannot be taken for credit toward the major in biology. A laboratory course to accompany Biology 1030, emphasizing the structure of multicellular organisms.

BIOL 1050. Human Biology. 3 Hours.

An introduction to the processes underlying the interactions of humans and the natural world. The topics to be covered include: physiological processes and their relationship to diseases; human genetics and biotechnology; the evolutionary basis of human structure and behavior, and the impact of humans on natural communities.

BIOL 1080. Conservation Biology. 3 Hours.

Basic biology underlying current issues in the conservation of rare species, native ecosystems, and biological diversity in general. Exploration of the nature and geographic distribution of biodiversity and threats to it, discussed in the context of ecological and population-genetic principles as well as socio-economic and political realities. Theory and case studies of different modes of preserving biodiversity (zoos and gardens vs. natural preserves) will be presented. The U.S. Endangered Species Act and Wilderness Preservation Act and C.I.T.E.S., among others, will be critically evaluated as models for government involvement in conservation. Prescriptions for sustainable development that does not further erode biodiversity will be discussed in light of current knowledge of genetics, population dynamics, and community and landscape ecology.

BIOL 1100. Biology Freshmen Seminar - Introduction to the Biological Sciences. 1 Hour.

Pre- or corequisite for biology majors: BIOL 1107K. An introduction to college-level science and specifically the field of the biological sciences. Topics covered will include strategies for success, basic descriptive statistics and data analysis, exposure to possible careers within the field, professional ethics, and resource and library use. Some evening sessions will be required during the semester.

BIOL 1107. Principles of Biology I. 3 Hours.

Prerequisites: Co-requisite: BIOL 1107L and for biology majors, BIOL 1100. An introduction to the principles of biology for science majors, with an emphasis on the cellular nature of life. Concepts covered include the origin and early evolution of cellular life; cell structure, function, metabolism, and reproduction; cell structure, function, metabolism, and reproduction; cell signaling; and gene regulation in bacteria and eukaryotes.

BIOL 1107L. Principles of Biology Laboratory I. 1 Hour.

Pre- or Co-requisite: BIOL 1107. A laboratory course to accompany BIOL 1107, with exercises dealing with the cellular nature of life.

BIOL 1108. Principles of Biology II. 3 Hours.

Prerequisite: BIOL 1107 and 1107L or permission of instructor. Co-requisite: BIOL 1108L. An introduction to physiological processes in plants and animals. Structure, nutrition, transport, coordination, reproduction, and development will be addressed.

BIOL 1108L. Principles of Biology Laboratory II. 1 Hour.

Prerequisites: BIOL 1107 and 1107L or permission of the instructor. Co-requisite: BIOL 1108. A laboratory course to accompany BIOL 1108, with exercises dealing with anatomy and physiology of plants and animals.

BIOL 1200. History of the Life Sciences. 3 Hours.

An introduction to the history and philosophy of biology and related sciences. The development and evolution of major theories and techniques of science and interactions between science and culture will be emphasized.

BIOL 1951H. Honors Biology: Cellular Processes. 4 Hours.

An introduction to the fundamental principles of cell and molecular biology. Prokaryotic and eukaryotic development will focus on the relationship of structure and function. Cellular solutions to fundamental problems such as cell recognition, energy acquisition and conversion, genetic transmission, and cellular reproduction will be discussed. Taught in an enriched, discussion, and project-oriented classroom environment.

BIOL 1952H. Honors Biology: The Evolution and Diversity of Life. 4 Hours.

Introduction to modern biology with an emphasis on the diversity of life on Earth and a close examination of ecological and evolutionary processes and relationships. Taught in an enriched, discussion and project-oriented classroom environment.

BIOL 2251K. Human Anatomy and Physiology I. 4 Hours.

This integrated lecture and laboratory course is the first course in a two-semester sequence designed to explore the biological and chemical processes underlying the structure and function of the human body at the cellular, tissue, organ, and whole-body level. Topics to be covered include, but are not limited to, biological chemistry; cellular structure and function; tissues; and the integumentary, skeletal, muscular, and nervous systems. This course includes laboratory exercises that supplement the material covered in lectures. This course is designed primarily for non-biology majors, especially those pursuing majors in nursing and the allied health professions.

BIOL 2252K. Human Anatomy and Physiology II. 4 Hours.

Prerequisite: BIOL 2251K. This lecture and laboratory course is the second course in a two-semester sequence designed to explore the biological and chemical processes underlying the structure and function of the human body at the cellular, tissue, organ, and whole-body level. Topics to be covered include, but are not limited to, the cardiovascular, endocrine, lymphatic and immune, respiratory, digestive, urinary, and reproductive systems. Metabolism and fluid, electrolyte, and acid-base balance will also be covered. This course is designed primarily for non-biology majors, especially those pursuing majors in nursing and the allied health professions.

BIOL 2260K. Microbiology in Health and Disease. 4 Hours.

This integrated lecture and laboratory course provides an introduction to microbiology. This course introduces the student to the diversity and classification of medically significant microorganisms, their modes of pathogenesis and transmission, and the infectious diseases they cause. Topics to be covered include, but are not limited to, microbial cell biology and genetics; major classes of disease-causing microorganisms; host immune response; microbial control; aseptic techniques; disinfection; and isolation, culture, staining, and identification of microorganisms. Select laboratory exercises will provide training in the basic laboratory techniques for culture and identification of microbes. This course is designed primarily for non-biology majors, especially those pursuing majors in nursing and the allied health professions.

BIOL 2950. Directed Research. 1-4 Hours.

Supervised research on a specific biological question and preparation of a final report agreed upon by student and instructor. A maximum of 12 credit hours may be taken, and they can only be applied toward the general elective requirements for biology majors.

BIOL 3000. Biostatistics. 4 Hours.

Prerequisites: BIOL 1107, 1107L, BIOL 1108, 1108L, MATH 1112 or 1113, MATH 1401. Recommended: CS 1010 or CS 1301. An introduction to univariate and multivariate analysis of biological data, with emphasis on parameter estimation, hypothesis testing, and statistical programming.

BIOL 3050. Spatial Analysis. 4 Hours.

Prerequisites: BIOL 1107, 1107L, BIOL 1108, 1108L, and MATH 1401 or permission of instructor. Recommended: BIOL 3000 and BIOL 3250. A survey of key concepts and methods for the statistical analysis of spatial data sets, designed for environmental and life sciences but open to all relevant disciplines.

BIOL 3100. Microbiology. 4 Hours.

Prerequisites: BIOL 1107, 1107L, BIOL 1108, 1108L, BIOL 3200, CHEM 1211/1211L, CHEM 1212/1212L. Recommended: CHEM 3402. Survey of microbiology covering eubacteria, archaeobacteria, protozoa, fungi, algae, and viruses. Includes fundamental techniques, microbial physiology and genetics, biotechnology, medical applications, and applied microbiology. Two 1.5 hour laboratory periods per week.

BIOL 3200. Introductory Genetics. 3 Hours.

Prerequisites: BIOL 1107, 1107L, BIOL 1108, 1108L, and MATH 1112 or MATH 1113; or permission of instructor. A survey of modern genetics, including Mendelian modes of heredity, extensions and variations on Mendelian genetics, chromosomal inheritance and variation, molecular properties of genes, and basic quantification of genetic diversity at the population level.

BIOL 3250. Ecology and Evolution. 4 Hours.

Prerequisites: BIOL 1107, 1107L, BIOL 1108, 1108L, and BIOL 3200. An introduction to major topics in ecology and evolution, including population, community, and ecosystem ecology; Darwinian theory of evolution through natural selection; microevolution and macroevolution. Computer and field labs will provide exposure to both evolutionary theory and field ecology.

BIOL 3300. Ecology. 4 Hours.

Prerequisites: BIOL 2230, BIOL 2270, CHEM 1212/1212L, with a grade of "C" or better. Corequisite: BIOL 3200 or consent of instructor. Basic ecological principles including behavior of individuals, populations, and communities in the context of their physical and biotic environments. Reviews population genetics and basic evolution; emphasizes scientific method, including the role of theory, hypothesis testing, statistical analysis and scientific writing. Observation and data collection mostly in the field within a variety of local ecosystems. One weekend field trip required.

BIOL 3350. Environmental Science. 3 Hours.

Prerequisites: BIOL 1107, 1107L, 1108, 1108L, 3200, 3250, CHEM 1211/1211L and 1212/1212L; or completion of Area D in core; or permission of instructor. An overview of relevant environmental issues. Topics discussed will include environmental pollution, global climate change, threatened and endangered species, introduced and invasive species, and sustainability.

BIOL 3400. Plant Physiology and Biotechnology. 4 Hours.

Prerequisites: BIOL 1107, 1107L, BIOL 1108, 1108L, BIOL 3200, CHEM 1211/1211L, CHEM 1212/1212L. The physiology of plants under changing environments. Additionally, this course will provide students with training in current plant biotechnology tools.

BIOL 3450. Animal Physiology. 4 Hours.

Prerequisites: BIOL 1107, 1107L, BIOL 1108, 1108L, BIOL 3200, CHEM 1211/1211L, CHEM 1212/1212L. A study of the fundamental processes of physiological systems in animals from the molecular to the organismal levels of organization.

BIOL 3460. Human Physiology. 4 Hours.

Prerequisites: BIOL 1107, 1107L, BIOL 1108, 1108L, BIOL 3200, CHEM 1211/1211L, CHEM 1212/1212L. Human physiological principles, from cells to systems, with emphasis on the regulation and integration of organ systems.

BIOL 3500. Mycology. 4 Hours.

Prerequisites: BIOL 1107, 1107L, BIOL 1108, 1108L; Recommended: BIOL 3100. Biology of fungi with emphasis on morphology, taxonomy, physiology, and ecology, includes the roles of fungi as both beneficial organisms and as causal agents in plant and animal diseases.

BIOL 3530. Biodiversity of Macrofungi. 4 Hours.

Prerequisites: BIOL 1107K and 1108K, or permission of the instructor. A survey of the biology and diversity of fungi that produce mushrooms or large ascocarps, with an emphasis on identification in the laboratory. Field trips may be required.

BIOL 3550. Phycology. 4 Hours.

Prerequisites: BIOL 1107, 1107L, BIOL 1108, 1108L. An introduction to the study of the algae, including taxonomy, phylogeny, physiology, and ecology. Laboratories will focus on the examination of live material, and will include methods for the isolation and culture of algae.

BIOL 3600. Local Flora. 4 Hours.

Prerequisites: BIOL 1107, 1107L, BIOL 1108, and 1108L. A field-oriented study emphasizing identification, distribution, and ecology of locally occurring seed-bearing plants. Two or three weekend field trips are routinely scheduled.

BIOL 3601L. Laboratory Techniques in Biochemistry. 2 Hours.

Corequisite or Prerequisite: CHEM 3601. Experiments to illustrate the principles and research techniques in biochemistry and molecular biology.

BIOL 3602. Biochemistry II. 3 Hours.

Prerequisite: CHEM 3601 with a grade of "C" or better. A continuation of CHEM 3601. Comprehensive discussion of regulatory, metabolic and biosynthetic pathways, advanced enzyme kinetics, regulation of gene expression, and recombinant DNA technology.

BIOL 3610. Dendrology. 4 Hours.

Prerequisite: Completion of Core Area "D." A survey of the biology and diversity of trees and of the major forest communities. The course will emphasize species of the southeastern United States and forest communities of North America, including field identification, description and classification of forest communities, and a study of reproductive cycles, anatomy, and development of representative species. Field trips may be required.

BIOL 3630. Biology of Horticulture. 4 Hours.

Prerequisites: BIOL 1107, 1107L, BIOL 1108, and 1108L or permission of the instructor. Introduction to the biological principles and practices of propagating and growing plants.

BIOL 3650. Plant Systematics. 4 Hours.

Prerequisites: BIOL 1107, 1107L, BIOL 1108, and 1108L. A survey of the principles of plant systematics that includes identification, nomenclature, evolution, and classification within the plant kingdom, and a systematic survey of plant families, with emphasis on local representatives.

BIOL 3680. Plant Pathology. 4 Hours.

Prerequisites: BIOL 1107, 1107L, BIOL 1108, 1108L, BIOL 3200, and BIOL 3250; or permission of the instructor. Study of plant diseases, with emphasis on disease etiology, pathogenesis, ecology of host/pathogen interactions, epidemiology, and strategies for disease control.

BIOL 3700. Neuroscience. 3 Hours.

Prerequisites: BIOL 1107, 1107L, BIOL 1108, and 1108L. An exploration of the human nervous system based upon current experimental models. The course will be divided into four areas: neural signaling, sensory input, motor input, and modifications of neuronal circuits. The neurobiology of disease will be emphasized.

BIOL 3800. Invertebrate Zoology. 4 Hours.

Prerequisites: BIOL 1107, 1107L, BIOL 1108, and 1108L. A study of the morphology, phylogeny, and ecology of invertebrates.

BIOL 3810. Introduction to Biogeography. 3 Hours.

Also offered as GEOG 3810. Prerequisites: Three of the following courses: GEOG 1112K, GEOG 1113K, BIOL 1107, 1107L, BIOL 1108, and 1108L. An overview of factors controlling the distribution of plants and animals on the Earth. Topics discussed include ecological and evolutionary processes, geophysical and climatic phenomena, and historical and anthropogenic events that have influenced current distributions.

BIOL 3820. Vertebrate Zoology. 4 Hours.

Prerequisites: BIOL 1107, 1107L BIOL 1108, and 1108L or permission of the instructor. An integrated approach to the study of chordates, including their classification, evolution, morphology, physiology, ecology, and behavior.

BIOL 3830. Marine Biology. 3 Hours.

Prerequisites: BIOL 1107, 1107L, BIOL 1108 and 1108L. BIOL 3250 Recommended. An examination of coastal and oceanic organisms and the factors which structure marine systems.

BIOL 3840. Entomology. 4 Hours.

Prerequisites: BIOL 1107, 1107L BIOL 1108, and 1108L. Introduction to the study of insect biology including ecology, behavior, and taxonomy. Laboratory includes field observation, sampling and identification of local fauna.

BIOL 3850. Medical and Veterinary Entomology. 4 Hours.

Prerequisites: BIOL 1107, 1107L, BIOL 1108 and 1108L or permission of the instructor. Overview of medical and veterinary entomology. The course reviews basic biology of insects and other arthropods, with emphasis on species affecting health of humans, domestic animals, and livestock. Diseases associated with arthropods and principles of forensic entomology will be considered.

BIOL 3860. Biology of Emerging Infectious Diseases. 3 Hours.

Prerequisites: BIOL 1107, 1107L, BIOL 1108, 1108L, and BIOL 3200 or permission of instructor. An overview of emerging human infectious diseases with a special emphasis on biological factors impacting their transmission and control.

BIOL 3870. Parasitology. 4 Hours.

Prerequisites: BIOL 1107, 1107L, BIOL 1108, and 1108L. A study of the morphology, life cycles, and host-parasite relationships of representative protozoan and metazoan parasites. Human parasites are emphasized.

BIOL 3900. Ichthyology. 4 Hours.

Prerequisites: BIOL 1107, 1107L, BIOL 1108, and 1108L. A study of the taxonomy, distribution, ecology, behavior and evolution of freshwater and marine fishes. One or two overnight field trips on weekends will be scheduled, with emphasis placed on the collection and preservation of specimens and the identification of habitats occupied by various species. Other field trips scheduled during normal laboratory periods.

BIOL 3920. Herpetology. 4 Hours.

Prerequisites: BIOL 1107, 1107L, BIOL 1108, and 1108L. Introduction to the study of amphibians and reptiles, including anatomy, physiology, ecology, behavior, and classification coordinated with field study of local species.

BIOL 3950. Ornithology. 4 Hours.

Prerequisites: BIOL 1107, 1107L, BIOL 1108, and 1108L. Lectures on morphology, evolution, ecology, behavior, and distribution of birds of the world. Lab emphasizes gross anatomy and identification of local species by sight and sound; mostly in the field. Five-day field trip to south Florida required; other Saturday trips offered.

BIOL 3960. Wildlife Biology. 4 Hours.

Prerequisites: BIOL 1107, 1107L, BIOL 1108, 1108L, BIOL 3200, BIOL 3250. General principles and techniques of wildlife conservation, ecology, and management, with an emphasis on life histories and taxonomy of game species of the southeastern United States.

BIOL 3970. Wildlife Diseases. 3 Hours.

Prerequisites: BIOL 1107, 1107L, BIOL 1108, 1108L, BIOL 3200, and BIOL 3250. An introduction to the field of wildlife disease biology. Topics examined will include specific avian, mammalian, reptilian, and amphibian diseases as well as methods to survey for, recognize, and diagnose diseases. Information concerning biosafety, biosecurity, proper permitting, and working with the public will be presented.

BIOL 3980. Mammalogy. 4 Hours.

Prerequisites: BIOL 1107, 1107L, BIOL 1108, and 1108L. Lectures emphasize morphology, evolution, ecology, zoogeography and classification of mammals of the world. Lab emphasizes gross anatomy and identification of mammal specimens, especially those found in North America. Four-day field trip to Blue Ridge Mountains (NC) required; Manatee dive (FL) offered.

BIOL 4000. Topics in Biology I. 3 Hours.

Prerequisites: BIOL 1107, 1107L, BIOL 1108, 1108L, BIOL 3200, and 3250. Selected topics in the biological sciences. May be repeated if the topic is different. This course does not include a laboratory.

BIOL 4010. Topics in Biology II. 4 Hours.

Prerequisites: BIOL 1107, 1107L, BIOL 1108, 1108L, BIOL 3200, and 3250. Selected topics in the biological sciences. May be repeated if the topic is different. This course includes a laboratory.

BIOL 4020. Topics in Conservation Biology. 2-4 Hours.

Prerequisites: BIOL 1107, 1107L, BIOL 1108, 1108L, BIOL 3200 and 3250. Theory, practice, and/or societal/legal/political issues relating to the conservation of various taxonomic groups, habitats and ecosystems, especially those impacted by anthropogenic or other environmental processes. Course may be offered with or without a laboratory component.

BIOL 4100. Morphology of Land Plants. 4 Hours.

Prerequisites: BIOL 1107, 1107L, BIOL 1108, and 1108L. Study of vegetative organization and reproductive cycles of bryophytes, pteridophytes and seed plants, which incorporates phylogenetic and ecological relationships.

BIOL 4200. Plant Anatomy. 4 Hours.

Prerequisites: BIOL 1107, 1107L, BIOL 1108, and 1108L. Origin and development of tissues and organs of vascular plants. The laboratory stresses microtechnique including preparation of plant tissues in paraffin and plastic resins, sectioning, staining for specific components of plant tissues, and use of different optical methods.

BIOL 4250. Human Anatomy. 4 Hours.

Prerequisites: BIOL 1107, 1107L, BIOL 1108, and 1108L, and BIOL 3200, or permission of instructor. Study of the structure of the human body, from cells to organ systems. Major human organ systems such as the integumentary, skeletal, muscular, nervous, cardiovascular, respiratory, digestive, urinary, and reproductive will be surveyed with emphasis on form-function relationships.

BIOL 4300. Comparative Vertebrate Anatomy. 4 Hours.

Prerequisites: BIOL 1107, 1107L, BIOL 1108 and 1108L. Anatomical and phylogenetic survey of representative vertebrate animals.

BIOL 4350. Developmental Biology. 4 Hours.

Prerequisites: BIOL 1107, 1108L, BIOL 1108, 1108L, and BIOL 3200. A study of development from fertilization through embryological stages, with an emphasis placed on experimental embryology and molecular genetic mechanisms in selected model organisms.

BIOL 4400. Vertebrate Histology. 4 Hours.

Prerequisites: BIOL 1107, 1107L, BIOL 1108, and 1108L, and 8 semester hours of senior college biology courses. Study of vertebrate histology with emphasis on the four primary tissues (epithelium, connective, muscle, and nerve). Laboratory work consists primarily of detailed microscopic study and drawings of tissues from prepared slides. Two 2-hour laboratory periods per week.

BIOL 4450. Theory and Practice of Scanning Electron Microscopy. 4 Hours.

Prerequisites: BIOL 3200 and 3250 or consent of the instructor. General principles of scanning electron microscopy operation and theory, with comparison to light optics in a laboratory-intensive environment. Topics include fixation and preparation of samples for standard, low voltage, low vacuum, and high resolution SEM.

BIOL 4500. Cell Biology. 4 Hours.

Prerequisites: BIOL 1107, 1107L, BIOL 1108, 1108L, BIOL 3200, CHEM 1211/1211L, CHEM 1212/1212L. The organization and function of cellular structures in animal, plant, and microbial systems. Emphasis on the molecular basis of metabolism, transport, mobility, nerve conduction, and the cell cycle.

BIOL 4510. Virology. 3 Hours.

Prerequisites: BIOL 1107, and 1107L, BIOL 1108, 1108L, and BIOL 3100. An introduction to viruses and other non-cellular infectious agents. Topics include the structure and composition of these agents, their replication, effects on their host, and host responses. Methods for studying these agents, their origins and evolution, and their uses in biotechnology will also be discussed.

BIOL 4520. Molecular Biophysics. 3 Hours.

Prerequisite: MATH 2261, BIOL 1107, 1107L, BIOL 1108, 1108L, BIOL 3200, BIOL 3250, CHEM 1211, CHEM 1211L, CHEM 1212, CHEM 1212L, and either PHYS 1111K or PHYS 2211K or consent of the instructor. Introduction to thermodynamics, kinetics and their applications to biological systems.

BIOL 4530. Comparative Biomechanics. 4 Hours.

Prerequisites: BIOL 1107, 1107L, BIOL 1108, 1108L or instructor permission, and PHYS 1111K or PHYS 2211K. The application of engineering and physics principles to understand how aquatic, terrestrial and aerial organisms function. Integrated lectures and labs explore the limitations and opportunities the physical world provides to organisms. Some topics include; fly flight, bone breakage, tendon/muscle function, and biomimetic design.

BIOL 4540. Bioinformatics. 3 Hours.

Prerequisite: BIOL 1107, 1107L, BIOL 1108, 1108L, and BIOL 3200 or permission of the instructor. The theoretical principles underlying bioinformatics analysis and hands-on analysis using publicly available databases and software. Additional topics such as epigenetics or systems biology could be included.

BIOL 4550. Immunology. 4 Hours.

Prerequisites: BIOL 1107, 1107L, BIOL 1108, 1108L, and BIOL 3100. Basic concepts of immunology, including antigen and antibody structure, the generation of diversity, the nature of T cell and B cell receptors, cellular cooperation, and the down regulation of immune responses.

BIOL 4560. Quantum Biology. 3 Hours.

Prerequisites: A grade of "C" or better in MATH 2261, BIOL 1107, BIOL 1107L, BIOL 1108, 1108L, BIOL 3200, CHEM 1211, CHEM 1211L, CHEM 1212, CHEM 1212L, and either PHYS 1111K or PHYS 2211K or consent of the instructor. A study of the role of quantum mechanics in biological and biochemical phenomena. Basic concepts in quantum aspects of nature will be reviewed and their implications in biology will be examined.

BIOL 4580. Molecular Genetics. 4 Hours.

Prerequisites: BIOL 1107, 1107L, BIOL 1108, 1108L, BIOL 3200. The study of the molecular nature of eukaryotic genomes, with emphasis on biotechnology. The lecture will focus on using modern molecular genetic techniques as a means to understanding complex eukaryotic genomes. Emphasis will be placed on reading current, relevant scientific literature. The laboratory will involve hands-on experience in which the student will learn the latest technology of molecular genetic analysis and manipulation.

BIOL 4600. Evolution. 3 Hours.

Prerequisites: BIOL 1107, 1107L, BIOL 1108, 1108L, and BIOL 3200. Study of the theoretical aspects and the patterns and processes of micro- and macro-evolutionary change.

BIOL 4650. Animal Behavior. 4 Hours.

Prerequisites: BIOL 1107, 1107L, BIOL 1108, 1108L, BIOL 3200, BIOL 3250. Introduction to the major concepts of causation, development, evolution, and ecology of animal behavior, emphasizing the behavior of social animals.

BIOL 4700. Limnology. 4 Hours.

Prerequisites: BIOL 1107, 1107L, BIOL 1108, and 1108L. A study of the physical, chemical, and biological aspects of fresh waters.

BIOL 4710. Aquatic Toxicology. 4 Hours.

Prerequisites: BIOL 1107, 1107L, BIOL 1108, 1108L, BIOL 3200, CHEM 1211/1211L, CHEM 1212/1212L. An examination of different classes of contaminants in aquatic environments and their interactions with aquatic organisms. Methods of toxicity testing, contaminant effects at different levels of biological organization, and environmental regulations will be discussed. The students will use the knowledge they acquire in lecture to conduct toxicity experiments with several different organisms, following EPA protocols. Statistical methods will be used to analyze collected data, and the results will be interpreted.

BIOL 4720. Stream Ecology. 4 Hours.

Prerequisites: BIOL 1107, 1107L, BIOL 1108, 1108L, BIOL 3200, and BIOL 3250 or permission of instructor. An overview of the stream ecosystem with emphasis on the interaction between abiotic (flow, temperature, carbon, nutrients, habitat) and biotic (fish, macroinvertebrates, microbes, primary producers) factors.

BIOL 4730. Climate Change Biology. 3 Hours.

Prerequisites: BIOL 1107, 1107L and BIOL 1108, 1108L; or BIOL 1107, and 1107L or BIOL 1108, and 1108L and GEOG 3150 or permission of the instructor. An overview of climate mechanisms and the responses of past and present biological organisms to climate change.

BIOL 4750. Population Biology. 3 Hours.

Prerequisites: BIOL 1107, 1107L, BIOL 1108, 1108L, BIOL 3200, BIOL 3250, MATH 2261. Prerequisite or corequisite: BIOL 3300. A review of the theory and applications of population biology, including single-species population growth models (exponential, geometric, logistic, life tables, state and age-structured matrix models, metapopulation models), population genetics models, and multi-species interaction models (competition, predator-prey, succession, and parasite-host). Integrated computer exercises will allow students to manipulate model parameters and understand model predictions and dynamics.

BIOL 4800. Protein Biochemistry. 4 Hours.

Prerequisites: BIOL 1107, 1107L, BIOL 1108, 1108L, BIOL 3200, CHEM 1211/1211L, CHEM 1212/1212L. The structure and function of proteins, with emphasis on properties of amino acids, protein folding, protein-protein and protein-ligand interactions, enzyme kinetics, and enzyme regulation.

BIOL 4830. Laboratory Practicum I. 1 Hour.

Prerequisites: 12 hours of upper division biology and a GPA of 3.0. Graded "Satisfactory" or "Unsatisfactory." Individualized instruction and practice in assisting with the operation of biology laboratory exercises in classes that have one laboratory period per week. The student is assigned to one class section for one semester and is expected to assist with all class laboratories. The practicum is directed by the instructor of the class to which the student is assigned. Credits may not be used as biology electives.

BIOL 4840. Laboratory Practicum II. 2 Hours.

Prerequisites: 12 hours of upper division biology and a GPA of 3.0. Graded "Satisfactory" or "Unsatisfactory." Individualized instruction and practice in assisting with the operation of biology laboratory exercises in classes that have two or more laboratory periods per week. The student is assigned to one class section for one semester and is expected to assist with all class laboratories. The practicum is directed by the instructor of the class to which the student is assigned. Credits may not be used as biology electives.

BIOL 4850. Biology Internship. 3 Hours.

Graded "Satisfactory" or "Unsatisfactory." Open to students who qualify for internship programs in the biological sciences. Credit hours and internship hours granted are agreed on cooperatively by the Biology Department and the internship supervisor and are dependent on the nature of the program and academic work experience. Approval forms must be completed before registration. Grade (Satisfactory/Unsatisfactory) is assigned after submission of written report detailing the work done along with conclusion and evaluation. Only hours of internship credit may be applied toward graduation requirements. Credits may not be used as biology electives.

BIOL 4900. Senior Seminar. 1 Hour.

Pre- or Corequisite: Completion of all required courses in the senior curriculum for the biology major. Graded "Satisfactory" or "Unsatisfactory." The capstone course in biology. Students are required to attend outside lectures chosen by the instructor. This course assesses students' ability to research independently topics in biology, assimilate the information, and disseminate the information in an organized and understandable fashion in both written and oral forms. Besides demonstrating comprehension of their topic and competence in communication skills, students take the ETS Major Field test in biology and complete the departmental Senior Exit Questionnaire for successful course completion.

BIOL 4950. Directed Study. 1-4 Hours.

Prerequisite: completion of at least 11 hours of upper-division biology courses with the consent of the instructor and the Department Head. Supervised investigation of a specific problem and preparation of a final report agreed upon by student and instructor. A maximum of three hours of credit may be applied toward the upper-division biology electives requirements; additional credits may count as free electives.

Business Administration (BUSA)

BUSA 1105. Introduction to Business. 3 Hours.

Overview of the types of business organizations and business procedures. Topics include the economic environment, businesses and their role in the economy, business management and leadership, the global economy, the role of consumers, accounting, and personal financial management.

BUSA 2100. Applied Business Statistics. 3 Hours.

Prerequisite: MATH 1101 or higher. Applications of basic statistical concepts to business environments. Topics include data analysis, measures of central tendency and spread, probability applications, applications of selected distributions, regression, confidence intervals, and hypothesis testing. Business examples and applications are the foundation of instruction. Statistical software is used to analyze results.

BUSA 2106. The Environment of Business. 3 Hours.

Ethical, social, political, legal, and regulatory issues in the business environment. Topics focus on the conflicting rights and duties of individuals, organizations, and other factions in a domestic and global society that lead to the development of ethical awareness, social responsibility, and law.

BUSA 2201. Fundamentals of Computer Applications. 3 Hours.

An introduction to spreadsheet and database software. Topics include planning, creating, modifying, managing, and analyzing workbooks and databases.

BUSA 2999. Career Development. 0 Hours.

Graded "Satisfactory" or "Unsatisfactory." The first of a 3-course, zero program designed to help BBA students prepare for professional growth. Students meet with a faculty mentor, and complete a resume, an employment cover letter, and learn interview techniques. This course must be successfully attempted before completion of 60 hours. If "Unsatisfactory" grade is earned, the course must be repeated until a "Satisfactory" grade is received.

BUSA 3110. Business Law. 3 Hours.

Prerequisite: BUSA 2106. An overview of the laws surrounding business transactions in the areas of contracts, sales, commercial paper, and secured transactions. Additional topics include agency, sole proprietorship, partnership, corporate law, consumer transactions, securities regulation, and property law.

BUSA 3200. Free Enterprise Education. 3 Hours.

Required for Students In Free Enterprise (SIFE) certification but open to all majors. Supervised practical application of the principles of entrepreneurship and free enterprise. This course is designed to enhance team building, leadership, and communication skills by creating, organizing, and executing projects in the local and regional communities. This course provides opportunities for networking with community and business leaders.

BUSA 3450. Management Information Systems. 3 Hours.

The study of people, technology, organizations, and the relationships among them.

BUSA 3999. Experiential Learning. 0 Hours.

Graded "Satisfactory" or "Unsatisfactory". The second course of a 3-course, zero-credit program designed to help BBA students prepare for graduation. Students meet with a faculty member and complete one of the following: a study abroad experience, an approved internship, an approved undergraduate research project, or 150 hours of servant leadership activities. This course must be successfully completed before completion of 90 hours. If an "unsatisfactory" grade is earned, the course must be repeated until a "Satisfactory" grade is received.

BUSA 4900. Business Policy. 3 Hours.

Prerequisites: BUSA 2106, MKTG 3050, MGNT 3250, FIN 3350 with a grade of "C" or better and Senior Standing (within 30 semester hours of graduation). Capstone course required of business administration majors. Uses strategic management concepts to integrate functions of business. Emphasis on analysis of business situations, diagnosis of business problems and opportunities, and application of functional and strategic concepts to increase organization effectiveness.

BUSA 4999. Career Path. 0 Hours.

Graded "Satisfactory" or "Unsatisfactory". The third course of a 3-course, zero-credit program designed to help BBA students prepare for post-graduation. Students meet with a faculty member and complete the senior exit exam, and provide information on their job placement, post-graduation. If an "unsatisfactory" grade is earned, the course must be repeated until a "Satisfactory" grade is received.

Career Opportunities (COPS)

COPS 2000. Preparing for Internship Opportunities. 1 Hour.

Prerequisites: Completion of at least 60 but no more than 90 credit hours; declared major in the College of Arts and Sciences; recommendation by the student's department head. Preparation of liberal arts majors for internship opportunities with local Chamber of Commerce members. The course will address how to identify opportunities, market oneself effectively, and practice workplace etiquette. Specific topics include resume writing, business correspondence, interviewing tips, networking, dining etiquette, and work ethic.

Chemistry (CHEM)

CHEM 1010. Introductory Chemistry for Environmental Studies. 4 Hours.

A chemistry course with a focus on real-world societal issues. Students will develop critical thinking skills and an appreciation for the theoretical and practical aspects of chemistry while learning the fundamentals of chemistry. Chemical knowledge will be developed on a need-to-know basis in decision making activities. The course is designed for non-science majors seeking a laboratory science course.

CHEM 1110K. Introduction to General, Organic, and Biological Chemistry. 4 Hours.

An introduction to the fundamental principles of chemistry, emphasizing modern atomic theory, the structure and behavior of atoms, the properties and states of matter, energy relations, periodicity, mole concepts, and the preparation and reactions of organic compounds in light of modern theories of molecular structure. Study will also include the chemistry of living systems, structure of biological molecules, metabolism, and molecular genetics. Laboratory experiments supplement the study of the listed topics.

CHEM 1151K. Survey of Chemistry I. 4 Hours.

A study of the fundamental principles of chemistry emphasizing modern atomic theory, the structure and behavior of atoms, the properties and states of matter, energy relations, periodicity and mole concepts. Laboratory experiments supplement the study of the listed topics.

CHEM 1152K. Survey of Chemistry II. 4 Hours.

Prerequisite: CHEM 1151K with a grade of "C" or better. A study of the properties, preparation, and reactions of organic compounds in light of modern theories of molecular structure. An overview of the chemistry of living systems including the structure of biological molecules, metabolism, and molecular genetics. Laboratory experiments supplement the study of the listed topics.

CHEM 1200. Pre General Chemistry. 3 Hours.

A one-semester introductory and preparatory course for CHEM 1211. This course covers basic concepts in general chemistry with concentration on problem solving and a focus on mathematical operations, nomenclature, measurements, classification of matter, and stoichiometry, atomic structure, and other basic principles. This course is for students who want to take CHEM 1211 Principles of Chemistry I but have not taken high school chemistry or the prerequisite for CHEM 1211.

CHEM 1210. First Year Seminar. 1 Hour.

An introduction to the college-level study of chemistry. Topics include an introduction to the chemistry department, the American Chemical Society, program of study and career planning, computer skills, library skills, chemical safety, and resources to support strategies for success at the undergraduate level and beyond.

CHEM 1211. Principles of Chemistry I. 3 Hours.

Prerequisite: SAT score of 560 or higher, a mathematics ACT score of 23 or higher, VSU Math Placement Level of 3 or higher, a passing score on the Chemistry Department placement exam, or CHEM 1200 with a grade of "C" or higher. Prerequisite or corequisite: MATH 1111, MATH 1112, or MATH 1113. Corequisite: CHEM 1211L. An introduction to a quantitative study of the physical and chemical behavior of matter in its several phases and a consideration of modern theories of bonding forces at the molecular level. Atomic and molecular structure, chemical nomenclature, stoichiometry, thermochemistry, the gaseous state, and properties of solutions are discussed.

CHEM 1211H. Honors Principles of Chemistry I. 3 Hours.

Prerequisite: SAT score of 560 or higher, a mathematics ACT score of 23 or higher, VSU Math Placement Level of 3 or higher, a passing score on the Chemistry Department placement exam, or CHEM 1200 with a grade of "C" or higher. Prerequisite or co-requisite: MATH 1111, MATH 1112, or MATH 1113. Co-requisite: CHEM 1211L. High school chemistry is recommended but not required. Fundamental theories of chemistry with additional focus on medical and environmental issues. The course is taught in an enriched environment in which the experimental nature of chemical knowledge is stressed and the development of critical thinking skills is emphasized.

CHEM 1211K. Principles of Chemistry I. 4 Hours.

First course in a two-semester sequence covering the fundamental principles and applications of chemistry designed for science majors. Topics to be covered include composition of matter, stoichiometry, periodic relations, and nomenclature. Laboratory exercises supplement the lecture material. Prerequisites: High school chemistry course with laboratory or introductory college chemistry course with laboratory. College algebra. Precalculus as a prerequisite or co-requisite is highly recommended. For more information on this institution's eCore courses, please see <http://www.valdosta.edu/ecore/>.

CHEM 1211L. Principles of Chemistry Laboratory I. 1 Hour.

Prerequisites or corequisites: MATH 1111 or MATH 1113, and CHEM 1211. Laboratory exercises to supplement material discussed in CHEM 1211.

CHEM 1212. Principles of Chemistry II. 3 Hours.

Prerequisites: MATH 1111 or MATH 1113, and CHEM 1211 and CHEM 1211L, each with a grade of "C" or better. Corequisite: CHEM 1212L. A continuation of the quantitative study of the physical and chemical behavior of matter in its several phases and a consideration of modern theories of bonding forces at the molecular level. Reaction kinetics, chemical equilibrium, oxidation-reduction and acid-base chemistry, electrochemistry, chemical thermodynamics, nuclear chemistry, and the descriptive chemistry of selected elements and their compounds are discussed.

CHEM 1212K. Principles of Chemistry II. 4 Hours.

Second course in a two-semester sequence covering the fundamental principles and applications of chemistry designed for science majors. Laboratory exercises supplement the lecture material. Prerequisites: CHEM 1211K College algebra. Precalculus as a prerequisite or co-requisite is highly recommended. For more information on this institution's eCore courses, please see <http://www.valdosta.edu/ecore/>.

CHEM 1212L. Principles of Chemistry Laboratory II. 1 Hour.

Prerequisites: MATH 1111 or MATH 1113, and CHEM 1211 and CHEM 1211L, each with a grade of "C" or better. Corequisite: CHEM 1212. Laboratory exercises to supplement material discussed in CHEM 1212.

CHEM 2210. Sophomore Seminar. 1 Hour.

Discussion of and reports on current topics in chemistry and on topics related to the chemist as a professional. Demonstrated comprehension of topic, knowledge of pertinent literature and competence in communication skills, both oral and written, will be considered in assigning a course grade. Required of majors. One meeting per week.

CHEM 2310. Quantitative Analysis. 4 Hours.

Prerequisite: CHEM 1212/1212L with a grade of "C" or better. A study of techniques of quantitative analysis, involving volumetric, gravimetric, and instrumental methods. Theory underlying the experimental techniques, methods of recording and statistically evaluating data and calculations utilizing the data are considered. The methods discussed are applied in the laboratory to determine certain constituents in several samples.

CHEM 3320. Environmental Chemistry. 3 Hours.

Prerequisite: CHEM 1211/1211L, CHEM 1212/1212L, CHEM 3401, and CHEM 3402. Development of a general understanding of how microscopic properties of atoms and molecules can affect macroscopic changes in the environment. Basic chemical concepts, including equilibrium, oxidation-reduction, kinetics, solubility, acid-base chemistry, and thermodynamics, will be applied to complex environmental processes with heavy emphasis on current environmental problems and concerns. Field trips will be required of all students.

CHEM 3401. Organic Chemistry I. 4 Hours.

Prerequisite: CHEM 1212/1212L with a grade of "C" or better. A study of the structure, properties, preparation and reactions of organic compounds in light of modern theories of molecular structure and reaction mechanisms.

CHEM 3402. Organic Chemistry II. 4 Hours.

Prerequisite: CHEM 3401 with a grade of "C" or better. Continuation of CHEM 3401 with emphasis on spectroscopy, organic synthesis, and reaction mechanisms.

CHEM 3510. Inorganic Chemistry. 4 Hours.

Prerequisites: CHEM 1211, CHEM 1211L, CHEM 1212, CHEM 1212L, each with a grade of "C" or better. Descriptive chemistry of the inorganic elements through discussions of periodic trends, reactivity patterns, and structure. Bonding models, thermodynamics, and acid-base chemistry as they apply to the descriptive chemistry of the elements will be covered.

CHEM 3601. Biochemistry I. 3 Hours.

Prerequisites: CHEM 3401 and CHEM 3402 with a grade of "C" or better and an introductory biology course. Principles of the structure and function of biological molecules including carbohydrates, lipids, proteins, membranes, enzymes and nucleic acids. An overview of the major metabolic and biosynthetic pathways is also presented.

CHEM 3601L. Laboratory Techniques in Biochemistry. 2 Hours.

Corequisite or Prerequisite: CHEM 3601. Experiments to illustrate the principles and research techniques in biochemistry and molecular biology.

CHEM 3602. Biochemistry II. 3 Hours.

Prerequisite: CHEM 3601 with a grade of "C" or better. A continuation of CHEM 3601. Comprehensive discussion of regulatory, metabolic and biosynthetic pathways, advanced enzyme kinetics, regulation of gene expression and recombinant DNA technology.

CHEM 3801. Physical Chemistry I. 4 Hours.

Prerequisites: CHEM 3401, MATH 2262, and PHYS 2211K or PHYS 1111K, all with a grade of "C" or better. Pre or Co-requisites: PHYS 1112K or PHYS 2212K. A theoretical and mathematical treatment of the fundamental theories and laws of chemistry with an emphasis on thermodynamics. Experimental investigations will supplement the study of phase diagrams, solution calorimetry, bomb calorimetry, thermodynamic modeling and additional solid, liquid, and gas phase energy transfer studies.

CHEM 3802. Physical Chemistry II. 4 Hours.

Prerequisites: CHEM 3401, MATH 2262, and PHYS 2211K or PHYS 1111K, all with a grade of "C" or better. Pre- or Co-requisites: PHYS 1112K or PHYS 2212K. A theoretical and mathematical treatment of the fundamental theories and laws of chemistry with an emphasis on quantum mechanics, spectroscopy, and statistical mechanics. Experimental investigations will supplement the study of quantum mechanics, spectroscopy, and statistical mechanics as applied to systems of interest to chemists.

CHEM 4210. Seminar. 1 Hour.

Prerequisites: Senior standing and completion of at least 15 hours of upper division chemistry courses. Discussion of and reports on current topics in chemistry. Demonstrated comprehension of topic, knowledge of pertinent literature, and competence in communication skills, both oral and written, will be considered in assigning a course grade. Required of majors during the senior year. One meeting per week.

CHEM 4310. Instrumental Analysis. 4 Hours.

Prerequisites: CHEM 3401. A study of the advantages and the limitations of the use of instruments for the solution of problems in chemical analysis. The physical and chemical processes, instrumentation, and data analysis techniques as applied to mass spectrometry, optical spectroscopy, nuclear magnetic resonance spectroscopy, separations science, electrochemistry, radiochemical analysis, surface analysis, and thermal analysis will be discussed in lecture and utilized in laboratory.

CHEM 4420. Physical Organic Chemistry. 3 Hours.

Prerequisites: CHEM 3402 and CHEM 3802. A study of the methods used to elucidate organic reaction mechanisms. Topics covered include: reaction kinetics, isotope effects; linear free energy relationships; general acid and base catalysis and the acidity functions; reactive intermediates including free radicals, carbenes, carbanions, and carbocations; symmetry controlled reactions; photochemistry.

CHEM 4510. Advanced Inorganic Chemistry. 3 Hours.

Prerequisites: CHEM 3801 or CHEM 3802 with a grade of "C" or better or permission of the instructor. An advanced course concentrating on specific aspects of inorganic chemistry including discussions of atomic and molecular structure, chemical bonding, isomerism, coordination compounds and descriptive chemistry of selected elements.

CHEM 4510L. Advanced Inorganic Chemistry Laboratory. 1 Hour.

Pre or Co-requisite: CHEM 4510. An advanced course concentrating on synthetic methods in inorganic chemistry. Students will learn techniques to synthesize air-sensitive (main group and organometallic) compounds, inorganic polymers, ceramics, and coordination complexes.

CHEM 4520. Organometallic Chemistry. 3 Hours.

Prerequisites: CHEM 3510 and CHEM 3802, each with a grade of "C" or better. An advanced course concentrating on specific aspects of organometallic chemistry including discussions of chemical bonding, isomerism, reaction mechanisms, and catalysis.

CHEM 4610. Photochemistry and Photobiology. 3 Hours.

Prerequisite: CHEM 3601 with a grade of "C" or better or permission of the instructor. Review of photochemical reaction principles and study of basic mechanisms in photochemistry and photophysics of pigment molecules with emphasis on photobiological processes.

CHEM 4730. Medicinal Chemistry. 3 Hours.

Prerequisites: CHEM 3401 and BIOL 1107 and 1107L, both with a grade of "C" or better or permission of the instructor. Examination of the structure and function of pharmaceutical agents that have achieved FDA approval or are in the research and development pipeline.

CHEM 4800. Internship in Chemistry. 3-6 Hours.

Prerequisites: Junior or Senior standing, minimum 2.5 GPA, permission of Department Internship Coordinator and Department Head. Graded "Satisfactorily" or "Unsatisfactorily". A supervised, practical experience using chemical skills in an appropriate organization. The course provides students with an opportunity to apply skills learned during pursuit of the chemistry degree to real world situations.

CHEM 4810. Computational Chemistry. 2 Hours.

Prerequisite: CHEM 3802 with a grade of "C" or better. Computational and modeling software will be introduced through projects involving systems in physical chemistry and spectroscopy as well as organic chemistry, inorganic chemistry, and biochemistry. Computational predictions will be correlated with laboratory experimental results, either from literature sources or from laboratory work done by the student.

CHEM 4910. Laboratory Problems. 0-3 Hours.

Prerequisite: Consent of the instructor and approval of the Department Head. Experimental work in analytical, inorganic, organic, physical or biochemistry. The student should have completed at least one semester of a background course in the appropriate area in order for the research to be of an advanced nature at the undergraduate level. Although it is not possible to predict the exact time required for a research project, a student should expect to spend at least four hours per week for each credit hour awarded in this course. A report, in a format suitable for presentation to a chemical journal, shall be presented before credit is awarded.

CHEM 4920. Special Topics. 1-3 Hours.

Prerequisite: Consent of the instructor and approval of the Department Head. Topics and credit to be assigned. May be taken more than once if topics are different.

CHEM 4920L. Special Topics Laboratory. 1-2 Hours.

Laboratory topics and credit to be assigned. May be taken more than once if topics are different.

Communication Arts (COMM)

COMM 1100. Human Communication. 3 Hours.

A broad approach to oral communication skills including intrapersonal, interpersonal, small group, and public speaking.

COMM 1100H. Honors Human Communication. 3 Hours.

An honors-level approach to oral communication skills with emphasis on advanced theoretical and practical approaches to interpersonal communication, small group communication, and public speaking.

COMM 1110. Public Speaking. 3 Hours.

The organization of materials and the vocal and physical aspects of delivery in various speaking situations.

COMM 1500. Introduction to Communication Studies. 3 Hours.

Orientation to the communication profession. Topics addressed include professionalism, workplace etiquette, career opportunities, writing style, technology, research, and written and oral presentational skills. This course is to be taken the first term enrolled as a major.

COMM 1800. Communication Technology. 3 Hours.

Examination and application of technology design processes and their impact on communication.

COMM 2100. Introduction to Communication Theory. 3 Hours.

General survey of communication theories to familiarize students with basic constructs in interpersonal, intercultural, organizational, and public communication; to demonstrate the value of theory; and to orient students to the speech communication major.

COMM 2300. Interpersonal Communication. 3 Hours.

The study of communication skills in interpersonal relationship in social and professional contexts.

COMM 2500. Communication, Culture, and Community. 3 Hours.

Introduction to intercultural communication. The course addresses verbal and nonverbal theories, methods, and vocabulary used in mixed cultural situations. Emphasis is placed on sense-making and strategies to reduce uncertainty in social and cultural systems.

COMM 3011. Argumentation and Advocacy. 3 Hours.

Prerequisite: COMM 2100. Theories of argumentation and advocacy.

COMM 3021. Persuasion. 3 Hours.

Prerequisites: COMM 2100, Theories of persuasions.

COMM 3031. Communication Law and Ethics. 3 Hours.

Prerequisites: COMM 1500 and COMM 2100. Examination of the history and effects of laws that impact communication processes.

COMM 3072. Debate and Individual Events (Forensics) Lab. 2 Hours.

Research and practice in debate and individual events. Individual events include dramatic interpretation, dramatic duo interpretation, after-dinner speaking, prose, poetry, communication analysis, program oral interpretation, impromptu, extemporaneous, persuasion, and informative. Debate events include parliamentary style and Lincoln-Douglas style.

COMM 3111. Applied Communication Research. 3 Hours.

Prerequisites: COMM 1500 and COMM 2100. The study and application of contemporary research methods in organizational settings. Students explore how organizations make data-based decisions utilizing multiple methods including observation, surveys, focus groups, content analysis, and experiments. Students will complete a research project as part of this course.

COMM 3112. Data Analytics in Communication. 3 Hours.

Prerequisites: COMM 1500 and 2100. Analysis of large data sets for assistance in decision-making in message design and stakeholder communication.

COMM 3211. Event Planning. 3 Hours.

Prerequisites: COMM 1500 and COMM 1800. An introduction to the principles of event management including planning, managing, budgeting, promoting, and implementing special events for organizations.

COMM 3231. Health Communication. 3 Hours.

Prerequisites: COMM 1500 and COMM 2300 or HCAD Major. Exploration of the role of communication in identifying, managing, and addressing major health events such as patient advocacy, health promotion, support groups, medical decision making, end-of-life caregiving, healthcare systems, and mediated patient care.

COMM 3311. Teams and Leadership. 3 Hours.

Prerequisites: COMM 1500 and COMM 1800. Study of communication strategies that enhance and promote synergy, cohesion, and universality in teams for effective and efficient attainment of their goals.

COMM 3321. Conflict Management. 3 Hours.

Prerequisites: COMM 2300 or Communication Minor. Study of theories and approaches to managing conflict. Students utilize negotiation, mediation, and arbitration techniques in addressing interpersonal and organizational conflicts.

COMM 3331. Creativity and Communication Design. 3 Hours.

Prerequisites: COMM 1500 and COMM 1800 or Communication Minor. Exploration of techniques for creating and applying concepts in professional communication message design.

COMM 3411. Visual Communication and Aesthetics. 3 Hours.

Prerequisites: COMM 1500 and COMM 1800 or Communication Minor. Study of the design, use, and impact of visuals on communication processes.

COMM 3421. Social Media Strategies. 3 Hours.

Prerequisites: COMM 1500 and COMM 1800 or Communication Minor. Study of social media strategies and their impact on communication processes and relationships. Emphasis is placed on how social media shapes virtual interpersonal and organizational identities.

COMM 4120. Theories of Public Communication. 3 Hours.

Prerequisite: COMM 2100. The study of selected bodies of theories of public communication, including political communication, classical theory, contemporary rhetorical theory, and mass communication theory. May be repeated for credit.

COMM 4151. Applied Health Communication. 3 Hours.

Prerequisites: COMM 3231. Advanced study of design, implementation, and evaluation of health communication campaigns.

COMM 4240. Public Relations Law and Ethics. 3 Hours.

Prerequisites: COMM 3200 and speech communication major. Legal and ethical aspects of professional public relations practice.

COMM 4401. Advanced Interpersonal Communication. 3 Hours.

Prerequisites: COMM 2100 and COMM 2300. Advanced study of interpersonal theories and processes.

COMM 4421. Nonverbal Communication. 3 Hours.

Prerequisites: COMM 1500 and COMM 2300. Advanced study of nonverbal codes and their applications in communication.

COMM 4431. Listening and Interviewing. 3 Hours.

Prerequisites: COMM 1500 and COMM 2300. Examination of the theories and processes of listening and interviewing.

COMM 4441. Communication Across Difference. 3 Hours.

Prerequisites: COMM 1500, COMM 2300, and COMM 2500 or Communication Minor. An examination of how communication is influenced by diversity.

COMM 4461. Interpersonal Communication Capstone. 3 Hours.

Prerequisites: Completion of Communication Core and COMM 4401. Application of knowledge and skills through completion of a capstone experience requiring the analysis, development, and implementation of a project.

COMM 4501. Organizational Communication. 3 Hours.

Prerequisites: COMM 3111. Study of complex organizations and their environments.

COMM 4511. Professional Communication. 3 Hours.

Prerequisites: COMM 3331. Identification and application of best communication practices for the workplace.

COMM 4521. Crisis Communication and Negotiation. 3 Hours.

Prerequisites: COMM 1500 and COMM 3321. Application of tools, theories, and skills to manage organizational crises.

COMM 4531. Communicating Globally. 3 Hours.

Prerequisites: COMM 2500 and COMM 3331. An examination of the perspectives, theories, and assumptions underlying communication between nations, organizations, and people.

COMM 4561. Organizational Communication Capstone. 3 Hours.

Prerequisites: Completion of Communication Core and COMM 4501. Application of knowledge and skills through completion of a capstone experience requiring the analysis, development, and implementation of a project.

COMM 4601. Special Topics in Communication. 3 Hours.

Prerequisites: Permission of instructor. Exploration of topics outside the prescribed curriculum of communication. Course may be repeated for credit when topics are different.

COMM 4610. Special Topics in Communication Studies. 1-3 Hours.

Prerequisite: Consent of the instructor. Topics to be assigned by instructor. The course provides an opportunity to explore topics outside the prescribed curriculum of speech communication and may be repeated for credit when topics different.

COMM 4611. Directed Study in Communication Arts. 1-3 Hours.

Prerequisites: Approval of supervising instructor and Department Head. Individual instruction for enrichment of advanced majors in their area of specialization. May be repeated with a change in topic.

COMM 4671. Internship in Communication. 3-9 Hours.

Prerequisite: Completion of Communication Core and COOP 1100. Graded "Satisfactory" or "Unsatisfactory." The placement of students in apprentice and intern positions in professional environments to enlarge the students' professionalism.

COMM 4911. Communication Arts Study Abroad I. 3 Hours.

Prerequisite: Acceptance to a VSU study abroad program. For students studying abroad on VSU-approved programs. Students must have written approval from the Office of International Programs and relevant academic units to register for this course. May be repeated with change in program and instructor.

COMM 4912. Communication Arts Study Abroad II. 3 Hours.

Prerequisite: Acceptance to a VSU study abroad program. For students studying abroad on VSU-approved programs. Students must have a written approval from the Office of International Programs and relevant academic units to register for this course. May be repeated with change in program and instructor.

Communication Sciences & Disorders (CSD)

CSD 2998. Entry to the Profession. 0 Hours.

A required non-credit course for all candidates pursuing a major in Communication Disorders. The course must be completed prior to admission to junior level courses.

CSD 2999. Entry to the Education Profession. 0 Hours.

Graded "Satisfactory" or "Unsatisfactory". A required non-credit course for all teacher education candidates pursuing a VSU recommendation for initial certification; must be successfully completed prior to admission to teacher education. Candidates are required to establish an electronic portfolio and provide evidence that all teacher education admission requirements have been satisfactorily met. If an "Unsatisfactory" grade is earned, the course must be repeated until a "Satisfactory" grade is received.

CSD 3010. Introduction to Communication Disorders. 3 Hours.

An introduction to communication disorders. Terminology, etiology and management procedures required in the practice of Speech-Language Pathology are emphasized.

CSD 3020. Audiology I: Hearing Science. 3 Hours.

An introduction to basic auditory tests, anatomy and physiology of the hearing mechanism, and disorders of hearing. Emphasis is placed on audiometric measurement and interpretation.

CSD 3030. Anatomy & Physiology of the Hearing Mechanism. 2 Hours.

Prerequisite: CSD 2998 or CSD 2999. The study of the anatomy and physiology of the hearing mechanism.

CSD 3040. Applied Phonetics. 3 Hours.

Principles of phonetics and their application to typical speech production. Emphasis is placed on skill development in the use of the International Phonetic Alphabet (IPA) and diacritic markers.

CSD 3060. Anatomy & Physiology of the Speech Mechanism. 3 Hours.

The study of anatomy and physiology of the head, neck, and trunk relevant to speech production.

CSD 3070. Normal Language Acquisition. 3 Hours.

An initial study of language acquisition focusing on the sequence and process of typical development in children. Topics include theories of language development, acquisition sequence of the major components of language, variables affecting language acquisition, and clinical application. Open to non-majors.

CSD 3080. Introduction to Neuroscience for Communication Sciences and Disorders. 3 Hours.

Prerequisites: CSD 3060 with a grade of "C" or better. An introduction to neuroanatomy and neurophysiology as it relates to cognitive-communicative and swallowing functions.

CSD 3090. Professional Practices in Communication Disorders. 2 Hours.

Prerequisites: CSD 3010, CSD 3040, CSD 3050. An introduction to the process, practices, roles, responsibilities, and working site opportunities for the speech-language pathologist.

CSD 4010. Clinical Methods in Communication Disorders. 3 Hours.

Prerequisites: CSD 3010, CSD 3060, and CSD 3070. Introduction to the fundamental skills and knowledge needed for clinical work in speech-language pathology or audiology, including professional and ethical issues, principles of assessment and intervention, and interviewing skills.

CSD 4020. Speech Science. 3 Hours.

An introduction to the normal processes of communication; the intensification and prolongation of sound, the psychoacoustics of speech sound production and perception, and theories of normal speech production and perception.

CSD 4040. Introduction to Speech Sound Disorders. 3 Hours.

Prerequisites: CSD 3040 with a grade of "C" or better. An introduction to the normal process of speech acquisition and development; theories of speech acquisition and types of disorders of speech and sound disorders. Emphasis is placed on the diagnosis and treatment of children with speech and sound disorders.

CSD 4050. Observation. 2 Hours.

Prerequisites: CSD 3040, CSD 3070 and CSD 4040 with a grade of "C" or better. Supervised video-based observation of speech and language diagnosis and therapy with children and adults with speech/language disorders. Students obtain a minimum of 25 hours of direct observation for ASHA requirements.

CSD 4060. Introduction to Oro-Facial/Laryngeal Disorders. 3 Hours.

Prerequisite: CSD 4020. An overview of two common areas of organic disorders of oral communication. Introduction to the communication parameters of oro-facial disorders with special emphasis on cleft lip and palate and communication aspects of voice disorders.

CSD 4080. Introduction to and Analysis of Language Disorders. 3 Hours.

Prerequisites: CSD 3070 and CSD 4040. An initial study of the identification of varying types of language disorders. Emphasis is on language sampling procedures and analysis.

CSD 4090. Speech & Language for the Hearing Impaired. 3 Hours.

Prerequisites: CSD 3020, CSD 3030, CSD 3070. Application of speech and language therapy principles to the management of hearing impaired children (infants through school age).

CSD 4110. Diagnostics in Communication Disorders. 4 Hours.

Prerequisites: CSD 3010, CSD 3030, CSD 3040, CSD 3070, and CSD 3080. An in-depth study of the evaluation and assessment processes for communication disorders. Content encompasses planning, informal, and standardized assessment and interpretation, for the development of appropriate goals and outcomes.

CSD 4120. Consultation in Communication Disorders. 3 Hours.

A course designed to introduce concepts and develop skills in interviewing, consultation, and conferencing with clients who have communication disorders, their families, and other related professionals. This course will also cover the basics of counseling, theories, and specific application to a variety of disorders.

CSD 4130. Organic Speech Disorders. 3 Hours.

A study of the development, genetics, and syndromes associated with organic speech disorders such as oro-facial anomalies, cerebral palsy, and other physically or medically involved populations.

CSD 4140. Cultural and Dialectical Issues. 3 Hours.

A study of the interrelation of sociological variables and linguistic performance, with special emphasis on communication differences and disorders among culturally and linguistically diverse populations.

CSD 4150. Directed Study. 1-3 Hours.

Prerequisites: At least Junior standing; permission of advisor, instructor, and Department Head. A maximum of 3 hours per semester, not exceeding a total of 9 semester hours within the program. Study in area or subject not normally found in established courses offered by the department; may also allow students to explore in more detail and depth an area or subject covered by the department in communication disorders.

CSD 4151. Audiology II: Auditory Diagnostics and Disorders. 3 Hours.

Prerequisites: CSD 3020. An introduction to advanced audiometric diagnostic procedures and interpretation, including electrophysical, oto-acoustic, brainstem-evoked potential audiometry, and central auditory processing disorders. Speech-language development and management procedures related to childhood hearing impairment are included.

CSD 4320. Visual Perceptions of Oral Communications. 3 Hours.

An overview of manual communication systems that support speech reading. Emphasis is placed on Signed English, contact Signing, Sim-Com, Total Communication, and Cued Speech.

Computer Science (CS)

CS 1000. Introduction to Microcomputers and Applications. 3 Hours.

Computing technology and concepts; applications of personal computers. Topics include hardware and software terminology, word processing, spreadsheets, e-mail, the Internet, the microcomputer's operating system and its use, ethics, and current trends in the use of computers. A hands on laboratory is integrated with the course.

CS 1003. Introduction to Interactive Media. 3 Hours.

An introduction to tools designed for interactive multimedia, using the Processing language, developed for the electronic arts and visual design communities. Through intensive and immersive laboratory exercises, student will learn valuable programming fundamental and essential concepts from graphics, audio processing and human-computer interaction.

CS 1010. Algorithmic Problem Solving. 3 Hours.

An introduction to algorithm design and programming as components of the software life cycle, with emphasis on the development of algorithms for solving problems; introduction to the development environment for a particular programming language.

CS 1020. Website Design and Development. 3 Hours.

The design and development of websites. The course covers a brief history of the Internet and the World Wide Web, Hypertext Markup Language, Cascading Style Sheets, website authoring tools, basic graphics, website design principles, as well as personal, educational and e-commerce applications.

CS 1301. Principles of Programming I. 4 Hours.

Prerequisite: MATH 1101 or MATH 1111 or MATH 1112 or MATH 1113 or MATH 1261 or MATH 2261 or MATH 2262, with a grade of "C" or better. Programming-language syntax and semantics; problem solving; algorithm design and implementation using modern programming paradigms and techniques; data types and elementary data structures. This course involves extensive programming activities. Students without strong math and programming background are encouraged to take CS 1010 first.

CS 1302. Principles of Programming II. 4 Hours.

Prerequisite: CS 1301 with a grade of "C" or better. A study of advanced object-oriented programming. The course involves extensive programming that includes inheritance, polymorphism, dynamic binding, object composition, exception handling, file I/O, GUI, class diagrams, and unit testing.

CS 1340. Computing for Scientists. 3 Hours.**CS 2620. Discrete Structures. 3 Hours.**

Prerequisite: MATH 1112, or MATH 1113 or MATH 1261 or MATH 2261, with a grade of C or better. Propositional and predicate logic mathematical induction, and recursion. Sets, relations, functions. Graphs and trees. Boolean algebra and computer logic. Finite state machines and computability.

CS 3000. Tutoring in Computer Science I. 2 Hours.

Prerequisite or corequisite: CS 3410 or consent of instructor. Graded "Satisfactory" or "Unsatisfactory." Fundamentals of one-on-one tutoring in computer science. Review of the principles in programming, including programming language syntax and semantics; problem solving; algorithm design and implementation using current paradigms; data types and data structures; theory and applications of stacks, queues, lists, and binary trees; recursion; and file processing. Introduction to techniques and guidelines for tutoring. Designed for the Tutoring Center tutors in computer science.

CS 3001. Tutoring in Computer Science II. 1 Hour.

Prerequisite: CS 3000. Graded "Satisfactory" or "Unsatisfactory." Advanced techniques for one-on-one tutoring in computer science. Review of discrete structures, computer organization, and advanced programming principles. Identification and discussion of effective methods for correcting common problems and misconceptions encountered by beginning and intermediate programming students. Discussion of techniques with less experienced tutors. Designed for the Tutoring Center tutors in computer science.

CS 3101. Computer Organization. 3 Hours.

Prerequisite: CS 1302 with a grade of "C" or better. An overview of computer organization and design including Boolean algebra, combinational and sequential circuits, data representation, register transfer and micro operations, CPU organization, microprogrammed control, and machine language programming.

CS 3102. Assembly Language. 3 Hours.

Prerequisite: CS 3101 with a grade of "C" or better. A continuation of CS 3101 with emphasis on machine and assembly language instruction and programming techniques, addressing modes, data representations, I/O, and the assembly process.

CS 3200. Security and Ethics in Computing. 3 Hours.

Prerequisite: CS 1301 with a "C" or better. An overview of principles of secure computing, and cyberethics, and the impact of cybertechnology on the ethical, legal, and technological issues in society. Topics include ethical principles, professional code of ethics, security practices, cybercrime and law, censorship and intellectual property protection on cyberspace, and emerging and converging technologies.

CS 3300. UNIX Programming. 3 Hours.

Prerequisite: CS 1302 with a grade of "C" or better. An overview of UNIX and shell programming. UNIX file and process systems, commands, regular expressions and their use in filters, programming environment, and shell scripting are introduced.

CS 3335. The C Programming Language. 3 Hours.

Prerequisite: CS 1302 with a grade of "C" or better. Programming using C programming language that includes C preprocessor and libraries, standard and file I/O, memory handling, and stylistic consideration. The course includes basic understanding of UNIX to write, execute, test, and debug C programs.

CS 3340. Web Programming. 3 Hours.

Prerequisite: CS 1302 with a grade of "C" or better. A study of the fundamentals of web-based computing, including HTML, CSS, client-side scripting and APIs, server-side programming, state management, and data access.

CS 3410. Data Structures. 3 Hours.

Prerequisite: CS 1302 and CS 2620 with a grade of C or better. Trees, graphs, and other forms of data structures and their implementations. Emphasizing abstract data types; static memory allocation vs. dynamic storage allocation; searching, hashing, and sorting methods; algorithm analysis.

CS 3520. Algorithms. 3 Hours.

Prerequisite: CS 3410 with a grade of "C" or better. Sequential and parallel algorithms for solving a variety of different problems; paradigms for algorithms; algorithm analysis; NP-complete problems.

CS 3700. Introduction to E-Commerce. 3 Hours.

Prerequisite: CS 1302 with a grade of "C" or better. An introduction to e-commerce trends, technologies, and strategies. Topics include the importance and impact of e-commerce, business-to-consumer, business-to-business, wireless networks, mobile commerce, online marketing, web services, supply chains, electronic payment, security, and legal issues.

CS 3750. Introduction to Cybersecurity. 3 Hours.

Prerequisite: CS 1302 and CS 2620 with a grade of "C" or better. A study of the basic concepts related to strengths and weaknesses of a computing system. Topics include forms of malware, threats to and attacks on computers, applications, and networks; mechanisms and tools to detect and deter cyber-attacks and to secure a system; and standard security goals, principles, models, policies, and practices.

CS 4121. Data Communications and Networks I. 3 Hours.

Prerequisites: CS 3410 with a grade of "C" or better. A study of the basic concepts of data communications and computer networks, emphasizing hands-on experience. Cloud computing, TCP/IP model and related protocols, packet switching, local area networks, and network security are addressed.

CS 4122. Data Communications and Networks II. 3 Hours.

Prerequisite: CS 4121 with a grade of "C" or better. A continuation of CS 4121 in which advanced topics in data communication and networking are studied.

CS 4242. Mobile Application Development. 3 Hours.

Prerequisite: CS 3410 with a grade of "C" or better. An introduction to mobile application development for the Android platform. Topics include activity lifecycle, intents, fragments, location tracking, SQLite, and maps. The course culminates in a substantial project.

CS 4321. Software Engineering I. 3 Hours.

Prerequisite: CS 3410 with a grade of "C" or better. A study of the concepts and techniques used in all aspects of the software life-cycle relevant to the production of large object-oriented software systems with emphasis on Agile methodologies. Students will work in teams on a project.

CS 4322. Software Engineering II. 3 Hours.

Prerequisite: CS 4321 with a grade of "C" or better. Advanced topics in software engineering, such as analysis, design, architecture, testing, and maintenance.

CS 4330. Theory of Programming Languages. 3 Hours.

Prerequisite: CS 3410 with a grade of C or better. Formal description of programming languages, standard and advanced features of modern programming languages, complexity.

CS 4340. Systems Programming. 3 Hours.

Prerequisites: CS 3335 and CS 3410, each with a grade of "C" or better. Implementation of concepts pertaining to the UNIX environment: process control and interprocess communication, job control, file and directory structures, and client/server processes.

CS 4345. Operating Systems. 3 Hours.

Prerequisites: CS 3101 and CS 3410, each with a grade of "C" or better. An overview of structures, components, and services of a general-purpose operating system. Topics include kernel designs, process management and synchronization, memory management, I/O system, and file systems. An overview of distributed systems is also included.

CS 4500. Formal Languages and Automata Theory. 3 Hours.

Prerequisites: CS 3410 with a grade of C or better. Concepts pertaining to regular expressions, finite state machines, regular languages, regular grammars, non-regular languages, decidability, context-free grammars, and Turing machines.

CS 4625. Network and System Security. 3 Hours.

Prerequisites: CS 3750 and 4121 with a grade of "C" or better. A survey of advanced theories and practices of cybersecurity, emphasizing hands-on experiments with cybersecurity tools. Students work individually and in groups within a controlled environment, to examine strategies of cyberattacks targeting a network or system and to test counter-measure techniques.

CS 4635. Digital Forensics. 3 Hours.

Prerequisite: CS 3410 with a grade of "C" or better. A survey of the fundamentals of digital forensic investigation and use of computer forensics tools. Topics include core forensics procedures to ensure court admissibility of evidence as well as the legal and ethical implications, and forensic investigation and analysis on both Unix/Linux and Windows systems.

CS 4700. E-Commerce Design. 3 Hours.

Prerequisite: CS 3410 with a grade of "C" or better. An in-depth study of e-commerce implementation. Through programming projects, students will learn e-commerce design principles, tools, and techniques.

CS 4721. Database Design I. 3 Hours.

Prerequisite: CS 3410 with a grade of "C" or better. A study of the logical design and organization of databases using the entity-relationship model, the hierarchical model, the network model, the relational model, relational algebra, functional dependencies, and normal forms. Students learn SQL statements for creating, querying, and managing databases, and query optimization.

CS 4722. Database Design II. 3 Hours.

Prerequisite: CS 4721 with a grade of "C" or better. An in-depth study of advanced database design and implementation concepts including transaction processing, concurrency, control techniques, recovery techniques, distributed databases and client/server architecture, and security and authorization.

CS 4731. Introduction to Big Data and Machine Learning. 3 Hours.

Prerequisites: CS 3410 with a grade of "C" or better. The theory and implementation of algorithms to solve industry problems.

CS 4800. Internship in Computer Science. 3-6 Hours.

Prerequisites: Junior or senior standing, a minimum 2.5 GPA, and permission of the internship coordinator and Department Head. Graded "Satisfactory" or "Unsatisfactory." Active participation in research or development in computer science or in a closely allied field. A daily log of activities, a report on the work done, and a report on the internship experience or a research paper relating the work done to the field of computer science are required. Students planning to take this course should submit the Internship Approval Form which will be evaluated by a faculty committee.

CS 4820. Artificial Intelligence. 3 Hours.

Prerequisites: CS 3410 With a grade of C or better. A study of theories and techniques associated with Deep Learning (DL) as a specific field of Artificial Intelligence. The course covers various aspects of DL and shows how they can be useful in practical applications.

CS 4830. Computer Graphics. 3 Hours.

Prerequisites: CS 3410 with a grade of "C" or better. A survey of graphics systems and graphics programming. Topics include output primitives, transformations and viewing, modeling, user interfaces, and interactive methods. Both 2-D and 3-D concepts are discussed.

CS 4835. Parallel Programming. 3 Hours.

Prerequisite: CS 3335 with a grade of "C" or better. Introduction to data parallel architectures, models, and programming environments. Students will design, develop, and optimize software for parallel computing resources.

CS 4840. Full-Stack Web Programming. 3 Hours.

Prerequisites: CS 3410 and 3300 with a grade of "C" or better. A project-driven course where students will work throughout the complete Web application development lifecycle and learn both the front-end and back-end Web development technologies in web API services.

CS 4900. Senior Seminar. 3 Hours.

Prerequisites: CS 3410, each with a grade of "C" or better, and senior standing. A capstone experience intended primarily for computer science majors that involves group development and management of a substantial software project using current technologies and culminating in an oral presentation, product demonstration, and formal report. Advanced programming skills are used in this course.

CS 4950. Directed Study in Computer Science. 1-3 Hours.

Prerequisite: Consent of instructor. The student will undertake at least one major computer-science project under the supervision of the instructor. Credit will be assigned on the basis of the effort required by the project. May be taken more than once if topics are different.

CS 4990. Topics in Computer Science. 1-3 Hours.

Prerequisite: Consent of instructor. Topics to be assigned. May be taken more than once if topics are different.

Cooperative Education (COOP)

COOP 1100. Introduction to Professional Co-op Practices. 1 Hour.

Setting personal and career goals; development of effective résumés, cover letters, interviewing skills, and job-search skills and strategies. Instruction will include legal and ethical considerations for Co-op employment.

COOP 1101. Introduction to Parallel Cooperative Education. 1 Hour.

Prerequisite: Placement in an approved cooperative education position. Incorporation of skills learned in the co-op experience in students' personal career plans. Course activities include development of a Career Vision Statement, setting measurable performance objectives, and introduction to the Co-op Career Portfolio and networking skills.

COOP 1102. Evaluation of the Parallel Cooperative Education Work Experience. 1 Hour.

Prerequisite: COOP 1101. Assessment of students' current co-op employment and development of a plan to assure a progression of work responsibilities consistent with their career plans. Objectives include creation of a Co-op Career Portfolio, update of the Career Vision Statement, and completion of a plan for 3rd and 4th co-op semesters.

COOP 1103. Integration of the Parallel Cooperative Education Work Experience. 1 Hour.

Prerequisite: COOP 1102. Development of a professional network, update of the Co-op Career Portfolio and the Career Vision Statement, and development of a prospectus for the COOP 4990 project.

COOP 2300. Alternating Cooperative Education Work Experience. 0-12 Hours.

Prerequisite: Placement in an approved alternating semester cooperative education position. Graded "Satisfactory" or "Unsatisfactory." Incorporation of the co-op experience as an integral part of students' personal and academic career plans. Course activities include development of a Career Vision Statement, introduction to the Co-op Career Portfolio, and networking skills.

COOP 2310. Parallel Cooperative Education Work Experience. 0-6 Hours.

Prerequisite: Placement in an approved parallel cooperative education position. Graded "Satisfactory" or "Unsatisfactory." Incorporation of skills learned in the co-op experience in students' personal career plans. Course activities include development of a Career Vision Statement, setting measurable performance objectives, and introduction to the Co-op Career Portfolio and networking skills.

COOP 2400. Full-time Cooperative Education Internship. 0-12 Hours.

Prerequisite: Placement in an approved full-time cooperative education internship. Graded "Satisfactory" or "Unsatisfactory." Incorporation of skills learned in the full-time cooperative internship experience with students' personal and academic career plans. Course activities include development of a Career Vision Statement and introduction to the Career Portfolio and networking.

COOP 2410. Part-time Cooperative Education Internship. 0-6 Hours.

Prerequisite: Placement in an approved part-time cooperative education internship. Graded "Satisfactory" or "Unsatisfactory." Incorporation of skills learned in the part-time cooperative internship experience with students' personal and academic career plans. Course activities include development of a Career Vision Statement and introduction to the Career Portfolio and networking.

COOP 2500. Evaluation and Integration of Alternating Cooperative Education. 3 Hours.

Prerequisites: COOP 2300 and placement in an approved alternating cooperative education position. Incorporation of skills learned in the co-op experience into students' personal career plans. Course activities include development of a Career Vision Statement, introduction to the Co-op Career Portfolio, and networking skills.

COOP 4990. Career Preraredness and Intercultural Competency. 3 Hours.

The development of strategies and tactics to prepare college students for successful entry into the work force. The course will emphasize intercultural competency/global fluency, teamwork/collaboration, digital technology, professionalism/work ethic, career management, cultural self-efficacy, contextual communication skills, and self-regulation. Students will complete a written project for their academic advisor and give an oral presentation to the instructor and class.

Credit for Prior Learning (CPL)

CPL 2000. Credit for Prior Learning Documentation. 1-2 Hours.

Techniques for the development of documentation of knowledge gained from prior learning based on standards and criteria established by academic and subject-matter professionals. Students prepare and submit documentation that provides a clear description of competencies obtained.

Criminal Justice (CRJU)

CRJU 1100. Introduction to Criminal Justice. 3 Hours.

An introduction to the structure, functions, and operations of criminal justice agencies, including the police, the courts, and corrections.

CRJU 2500. Written Communications in Criminal Justice. 3 Hours.

The practice of writing the various types of reports used in the criminal justice system. Producing accurate and complete documents for use in court and other administrative, investigative, and procedural processes will be emphasized.

CRJU 3300. Criminal Law. 3 Hours.

Prerequisite: CRJU 1100 or 2500 or permission of the instructor. A study of the source and development of criminal law, its application, interpretation, and enforcement, and an analysis of Supreme Court decisions to emphasize problems in due process.

CRJU 3310. Criminal Procedure. 3 Hours.

Prerequisite: CRJU 1100 or 2500 or permission of the instructor. A study of the nature and function of the law with relation to the criminal processes, and policies and procedures in the administration of criminal justice. Special attention will be given to United States Supreme Court decisions that govern criminal procedures.

CRJU 3401. Criminal Justice Data Analysis. 3 Hours.

Prerequisite: CRJU 1100 or 2500 or permission of the instructor. An introduction to criminal justice data analysis including the logic of science, operationalization, sampling, coding, data entry, data file management, and microcomputer processing of research information. Will be taught in an electronic classroom, as facility availability permits.

CRJU 3402. Criminal Justice Research Methods. 3 Hours.

Prerequisite: CRJU 1100 and 2500 or permission of instructor. An introduction to criminal justice research methodologies with an emphasis on firsthand data collection. Project work introduces students to issues in research design, ethical concerns, conceptualization, sampling, data analysis, interpretation of research results, report writing, and application of research findings. Students will use computer applications in the development of their projects.

CRJU 3600. Criminology. 3 Hours.

Prerequisite: CRJU 1100 or 2500 or permission of the instructor. A study of the nature and scope of crime and delinquency in society with an emphasis on criminological theories. Study will include the application of theory as a foundation for conducting research.

CRJU 3700. Ethics in Criminal Justice. 3 Hours.

Prerequisite: CRJU 1100 or 2500 or permission of the instructor. Standards of conduct in law enforcement, the court system, and corrections. An examination of traditional and non-traditional criminal justice practices such as fidelity to office, discretion, covert operations, deadly force, affirmative action, political involvement, sentencing, incarceration, and the death penalty.

CRJU 4010. Comparative Justice Systems. 3 Hours.

Prerequisite: Area F Criminal Justice courses or permission of the instructor. A study and comparison of the world's major justice systems.

CRJU 4100. Seminar in Law Enforcement. 3 Hours.

Prerequisite: CRJU 1100 and CRJU 2500 or permission of the instructor. An in-depth study of policies and procedures which govern law enforcement and major contemporary problems in law enforcement.

CRJU 4110. Forensic Criminalistics. 3 Hours.

Prerequisite: Area F Criminal Justice Courses or permission of the instructor. The scientific investigation of crime with emphasis on the collection, analysis, comparison, and identification of physical evidence.

CRJU 4200. Seminar in Corrections. 3 Hours.

Prerequisite: CRJU 1000 and CRJU 2500 or permission of the instructor. An in-depth study of laws, policies, and procedures which govern corrections and major contemporary problems and issues in corrections.

CRJU 4400. Seminar in Juvenile Justice. 3 Hours.

Prerequisite: CRJU 1100 and CRJU 2500 or permission of the instructor. An in-depth examination of current issues surrounding the juvenile justice system in the State of Georgia and nationwide. Topics include treatment strategies and alternative rehabilitation programs.

CRJU 4500. Classification of Criminal Behavior. 3 Hours.

Prerequisite: CRJU 1100 or permission of the instructor. A study of the methods of identification and classification of specific criminal behavior types with an emphasis on violent offenders, sexual deviants, the anti-social personality, and the criminally insane.

CRJU 4610. White-Collar Crime. 3 Hours.

Prerequisite: CRJU 1100 or permission of the instructor. A forum for students to explore the nature and extent of white-collar crime in the U.S. and abroad. Students will critically review several explanatory models of the elite criminality, construct a typology of offenses, evaluate current criminal justice responses, and explore policy options for criminal justice administration.

CRJU 4620. Criminal Victimization. 3 Hours.

Prerequisite: CRJU 1100 or permission of the instructor. An introduction to the study of victims of crime. The course will examine different areas related to the study of crime victims, including different types of crime victims, the role of the crime victim within the criminal justice system, reporting and data collection methods used to assess crime victims, and how crime victims are identified, confronted, and treated, both historically and in today's criminal justice system.

CRJU 4630. Crime Prevention Through Environmental Design. 3 Hours.

Prerequisite: CRJU 1100 or permission of the instructor. Basic concepts of crime prevention theories and techniques, with a special focus on the Crime Prevention Through Environmental Design (CPTED) Model. Students will study past and current techniques and programs to determine their effectiveness and how these can be used to establish crime prevention in today's society.

CRJU 4640. Organized Crime. 3 Hours.

Prerequisite: CRJU 1100 or permission of the instructor. An examination of the history, nature, scope, and typologies of organized crime. Students will apply several theories in order to better understand the development of organized crime. In addition, students will critically evaluate the criminal justice system response to the problem of organized crime.

CRJU 4650. Sex Crimes. 3 Hours.

Prerequisite: CRJU 1100 or permission of the instructor. A study of sex offenses, including nuisance and dangerous sex crimes, theoretical explanations for sex crimes, identification of and treatment for sex offenders, and the role of the criminal justice system in identifying, punishing, and preventing sex crimes.

CRJU 4660. Issues in Cybercrime. 3 Hours.

Prerequisite: CRJU 1100 or permission of the instructor. An examination of the extent of illegal activities occurring in cyberspace. The course reviews the varieties of cybercrime and discusses legal issues in the investigation and prosecutions of cybercrimes.

CRJU 4670. Terrorism. 3 Hours.

An analysis of the various forms of terrorism and the organizations that carry out terrorist activities. Students will use a criminological framework to review the theoretical causes and historical development of terrorist organizations. Students will also examine the criminal justice system's response to terrorist activities.

CRJU 4680. Native American and Criminal Justice. 3 Hours.

Also offered as NAIS 4100. An examination of the Native American experience in terms of the American criminal justice system. Cultural conflict, poverty, colonization, forced assimilation, and deculturalization will be examined as possible sources of crime in the Native American community. Further, the subject of victimization, as well as that of the importation of crime patterns and behaviors, will be explored.

CRJU 4690. History of Crime in the United States. 3 Hours.

An overview of the historical development of crime and the criminal justice system in the United States. This course examines the development of law enforcement, courts, corrections, and criminal behavior.

CRJU 4700. Special Topics in Criminal Justice. 3-6 Hours.

Prerequisite: Area F Criminal Justice courses or permission of the instructor. An intensive study of a topic relevant to criminal justice.

CRJU 4800. Seminar in Criminal Justice. 3 Hours.

Prerequisites: CRJU 3300, CRJU 3310, CRJU 3401, CRJU 3402, CRJU 3600, CRJU 3700, CRJU 4100, CRJU 4200, CRJU 4400 and senior status or permission of the instructor. An application and integration of core and related criminal justice courses to contemporary criminal justice issues.

CRJU 4900. Directed Study in Criminal Justice. 3-6 Hours.

Prerequisites: major in Criminal Justice; permission of the student's advisor, the instructor, and the Criminal Justice coordinator or Department Head. Graded "Satisfactory" or "Unsatisfactory." A study in an area not covered in other criminal justice courses; allows the student to explore in more detail a topic which is normally covered in criminal justice courses. May be taken for a maximum of 6 credit hours.

CRJU 4910. Internship in Criminal Justice. 3-6 Hours.

Prerequisites: major in Criminal Justice; minimum of 60 credit hours, permission of the Criminal Justice internship coordinator, and application forms must be submitted prior to midterm of the semester before internship. Graded "Satisfactory" or "Unsatisfactory." Supervised, practical experience in an appropriate criminal justice agency; an opportunity for students to demonstrate maturity and judgments to discover the integration between theory and practice.

Dance (DANC)

DANC 1500. Introduction to Dance. 3 Hours.

A general survey and appreciation of dance as an art form, an introduction to dance history and a critical evaluation of dance.

DANC 1600. Ballet I. 2 Hours.

Basic techniques and theories of classical ballet. Emphasizes body placement, awareness, strength, stretch, and terminology. May be repeated for credit.

DANC 1700. Modern Dance I. 2 Hours.

Basic modern dance techniques and theories. May be repeated for credit.

DANC 1900. Tap Dance I. 2 Hours.

Basic skills in tap dancing. May be repeated for credit.

DANC 2600. Ballet II. 3 Hours.

Prerequisite: DANC 1600 or approval of Department Head. A continuation of Ballet I (DANC 1600). May be repeated for credit.

DANC 2700. Modern Dance II. 3 Hours.

Prerequisite: DANC 1700 or approval of Department Head. A continuation of Modern I (DANC 2600). May be repeated for credit.

DANC 2800. Jazz Dance I. 2 Hours.

Basic jazz dance techniques and theories. May be repeated for credit.

DANC 2900. Tap Dance II. 2 Hours.

Prerequisite: DANC 1900. A continuation of Tap Dance I (DANC 1900). May be repeated for credit.

DANC 2910. Social Dance. 1 Hour.

Introduction to history, terms, positions and movements. Psychomotor instruction in social dance forms from the turn of the century to the present.

DANC 2920. Dance Improvisation. 1 Hour.

An introduction to dance improvisation. Movement studies will be based on modern dance techniques and theories.

DANC 3000. Dance Composition. 3 Hours.

Prerequisite: DANC 1600 or DANC 1700 or approval of Department Head. The study of the tools of dance composition, creating individual and group studies, and solving dance composition problems.

DANC 3100. Choreography. 3 Hours.

Prerequisite: DANC 3000 or approval of Department Head. An application of the fundamentals of dance composition to choreographic projects. Emphasis is also placed on exploring, analyzing, and experimenting with problems in dance performance and production.

DANC 3200. Dance Ensemble. 2 Hours.

Prerequisite: Audition by instructor. A select ensemble emphasizing group and solo performance. May be repeated for a total of 6 credit hours.

DANC 3300. Special Topics in Dance. 1-3 Hours.

The study of specific topics in dance not covered in existing courses. May be repeated for credit if different topics are studied.

DANC 3410. Dance History. 3 Hours.

Prerequisite: DANC 1500 or permission of instructor. A broad survey of dance history with emphasizes on the impact of dance on society from primitive times to the present.

DANC 3420. Music Analysis for Dancers. 2 Hours.

Prerequisite: DANC 1900 or permission of instructor. A study of rhythm, accompaniment, and music resources for dance.

DANC 3500. Dance Pedagogy. 3 Hours.

Prerequisites: Junior or Senior-level standing in Dance. A study of and application of methodology in teaching dance techniques, practices, and theories for preK-12 dance education. Course work includes lecture, observations, and teaching portfolio development, as well as instruction and application of dance lesson planning, peer teaching labs, and fieldwork teaching in a variety of genres.

DANC 3600. Ballet III. 3 Hours.

Prerequisite: DANC 2600 or approval of Department Head. A continuation of Ballet II with emphasis on developing the refined movements of ballet techniques and theories. May be repeated for credit.

DANC 3700. Modern Dance III. 3 Hours.

Prerequisite: DANC 2700 or approval of Department Head. A continuation of Modern Dance II with emphasis on developing advanced skills in modern techniques and theories. May be repeated for credit.

DANC 3800. Jazz Dance II. 3 Hours.

Prerequisite: DANC 2800 or approval of Department Head. A continuation of Jazz Dance I. May be repeated for credit.

DANC 3930. Ballroom Dance. 1 Hour.

Ballroom dance with an emphasis on developing partner skills for Latin and/or Standard ballroom dance forms.

DANC 3940. Aerial Dance Arts. 2 Hours.

Prerequisites: DANC 2600 or DANC 2700 or approval of instructor. Fundamentals and application of aerial dance techniques. The course emphasizes aerial dance skills in available apparatus, performance, artistry, improvisation, strengthening and conditioning, and safety practices.

DANC 3950. Dance for Camera. 2 Hours.

Prerequisites: DANC 2700 and 3200 or permission of instructor. Introduction to use video with dance. This course includes composing for the camera, recording dancers in action, and editing footage to create original work.

DANC 4010. Dance Kinesiology. 3 Hours.

Prerequisites: Completion of DANC courses in Area F: DANC 1600, DANC 1700, DANC 2800, and DANC 2920. An intensive study in the field of dance science. Emphasis is placed on principles of kinesiology applied to dance movement, anatomical analysis, conditioning, and injury prevention. Special attention will be given to the application of information to technique class, rehearsal, choreography, and individual anomalies.

DANC 4020. Conditioning and Wellness for Dance. 2 Hours.

Prerequisite: DANC 4010 or permission of instructor. An in-depth study of dance science principles addressing conditioning and wellness techniques specific to dance. This course includes both physical and cognitive components.

DANC 4600. Ballet IV. 3 Hours.

Prerequisite: DANC 3600 or permission of instructor. A continuation of Ballet III, with an emphasis on developing advanced skills in ballet techniques and theories. May be repeated for credit.

DANC 4700. Modern Dance IV. 3 Hours.

Prerequisite: DANC 3700 or permission of instructor. A continuation of Modern Dance III, with an emphasis on developing advanced skills in modern dance techniques and theories. May be repeated for credit.

DANC 4800. Jazz Dance III. 3 Hours.

Prerequisite: DANC 3800 or permission of instructor. A continuation of Jazz Dance II. May be repeated for credit.

DANC 4900. Directed Study in Dance. 1-9 Hours.

Prerequisite: Permission of Instructor. Individual instruction for enrichment of advanced majors in their areas of specialization. This course may be repeated for up to 9 hours of credit.

Data (DATA)

Data Science

DATA 1501. Introduction to Data Science. 3 Hours.

An introduction to the field of Data Science. Students will develop skills in appropriate technology and basic statistical methods by completing hands-on projects focused on real-world data and addressing the social consequences of data analysis and application.

DATA 3100. Introduction to Data Analytics. 3 Hours.

Prerequisite: BUSA 2100. Introduction to a variety of modeling and analytic methods using data to describe, diagnose, predict, and prescribe real world decisions and processes. Topics include finding data, cleaning data, visualizing data, analyzing data, and making statistical inferences.

DATA 3200. Data Visualizations and Analytics. 3 Hours.

Prerequisite: DATA 3100. A study of data manipulation, linear regression, forecasting and prediction, data mining, linear programming, decision theory, simulations, and machine learning.

Deaf Education (DEAF)

DEAF 2998. Entry to the Profession for Minors. 0 Hours.

Graded "Satisfactory" or "Unsatisfactory." A required non-credit course for all candidates pursuing a minor in deaf studies. The course must be completed in conjunction with ASLS 2110, ASLS 2120, or prior to admission to junior level courses.

DEAF 2999. Entry to the Profession. 0 Hours.

Graded "Satisfactory" or "Unsatisfactory." A required non-credit course for all deaf education initial certification candidates pursuing a VSU-recommended program of study. The course must be successfully completed prior to or corequisite with the first semester of professional graduate-level courses listed in the program of study. Candidates are required to establish an electronic portfolio, have passed or exempted the Regents' exam, have a 2.5 GPA or higher, have a satisfactory criminal background check, and purchase liability insurance. If an "Unsatisfactory" grade is earned, the course must be repeated until a "Satisfactory" grade is received.

DEAF 3040. Legal and Ethical Issues for Deaf Education. 3 Hours.

Prerequisite: DEAF 2999. A study of the legal and ethical aspects of special education and services for individuals who are deaf, hard of hearing, or deaf with additional disabilities. Topics will include an overview of the U.S. legal system; discrimination, constitutional, statutory, and regulatory issues; and case law related to special education, with specific emphasis on deaf education.

DEAF 3100. Orientation to Deaf Education & Language Learning. 3 Hours.

Prerequisite: INTP 2998 or DEAF 2999. An overview of the field of deaf education, with an emphasis on language development in children and adults who are deaf. Topics include anatomy and physiology of the ear, language modes, assessment instruments, and other topics pertinent to the field. Emphasis is placed on flexibility in using different modes of communication as they relate to stages of language development.

DEAF 3120. Learning, Cognition, and Social Development in Deaf Children. 3 Hours.

Prerequisite: INTP 2998 or DEAF 2999. An introduction to the study of the growth and development of deaf and hard of hearing children and how being deaf may affect an individual's educational, cognitive, and social development. The focus of this class is toward a general understanding of how being deaf or hard of hearing is influential in shaping the life experiences of individuals. Various perspectives regarding being deaf will be explored and examined in light of general theories of psychological and social development.

DEAF 3130. Orientation to Deaf Education: Communication, Culture, and Language. 3 Hours.

Prerequisite: DEAF 2999 or INTP 2998. An overview of the field of Deaf Education with an emphasis on communication, culture, and language. The focus of this class is a general understanding of how communication, culture, and language influence the life experiences and educational services of Deaf or hard of hearing individuals.

DEAF 3150. Deaf Community, Culture, & History. 3 Hours.

Prerequisites ASLS 2130, ASLS 3180, and INTP 2998 or DEAF 2999. Overview of the historical and cultural aspects of the Deaf community and the patterns of social change during the 19th and 20th centuries. Students will be exposed to ASL literature, including folklore, fiction, nonfiction, and drama.

DEAF 4050. Manual Communication. 3 Hours.

An introduction to manual communication. Emphasis is placed on skill development in the use of American Sign Language. Open as an elective to all undergraduate majors.

Dental Hygiene Program (DHYG)

DHYG 1030. Dental Materials. 2 Hours.

See Wiregrass Technical College catalog for course description.

DHYG 1040. Dental Hygiene Preclinic Lecture. 2 Hours.

See Wiregrass Technical College catalog for course description.

DHYG 1050. Dental Hygiene Preclinic Lab. 2 Hours.

See Wiregrass Technical College catalog for course description.

DHYG 1070. Radiology Lecture. 2 Hours.

See Wiregrass Technical College catalog for course description.

DHYG 1080. Oral Biology. 5 Hours.

A study of external and internal morphological characteristics of human primary and secondary dentition. Tooth identification systems, classifications of occlusion, and dental anomalies are introduced.

DHYG 1090. Radiology Lab. 1 Hour.

See Wiregrass Technical College catalog for course description.

DHYG 1110. Dental Hygiene Lecture I. 2 Hours.

See Wiregrass Technical College catalog for course description.

DHYG 1111. Dental Hygiene Clinic I. 3 Hours.

See Wiregrass Technical College catalog for course description.

DHYG 1112. Administration of Local Anesthetic for Dental Hygienist. 2 Hours.

Prerequisites: DHYG 1050, 1080, and 1206. Training in local anesthesia, patient management and clinical techniques for block and infiltration anesthesia to a non-sedated patient, emphasis for periodontal patients. Upon completion of requirements, student will be eligible for a certificate of completion in dental anesthesia. (Pursuant to GA BOD Rule 105-5-.07). Training is taught by a Georgia licensed dentist.

DHYG 1206. Pharmacology. 3 Hours.

See Wiregrass Technical College catalog for course description.

DHYG 2010. Dental Hygiene Clinic Lecture II. 2 Hours.

See Wiregrass Technical College catalog for course description.

DHYG 2020. Dental Hygiene Clinic Lab II. 2 Hours.

See Wiregrass Technical College catalog for course description.

DHYG 2050. Pathology. 3 Hours.

See Wiregrass Technical College catalog for course description.

DHYG 2070. Community Dental Hygiene. 3 Hours.

See Wiregrass Technical College catalog for course description.

DHYG 2080. Dental Hygiene Lecture III. 2 Hours.

See Wiregrass Technical College catalog for course description.

DHYG 2090. Dental Hygiene Clinic Lab III. 4 Hours.

See Wiregrass Technical College catalog for course description.

DHYG 2105. Dental Nutrition. 1 Hour.

Familiarizes students with the role of nutrition in the human body with an emphasis on the dental hygienist's role as a nutritional educator. Topics include: molecular structure, carbohydrates, proteins, nutrition and digestion, nutritional aspects, nutritional disorders and diet assessment.

DHYG 2130. Dental Hygiene Lecture IV. 2 Hours.

See Wiregrass Technical College catalog for course description.

DHYG 2140. Dental Hygiene Clinic IV. 4 Hours.

See Wiregrass Technical College catalog for course description.

DHYG 2200. Periodontology. 3 Hours.

See Wiregrass Technical College catalog for course description.

Early Childhood and Special Education (ECSE)

ECSE 3220. Professional Roles and Relationships in Special Education. 3 Hours.

Prerequisites: Appropriate 2999 course and a minimum GPA of 2.75. Co-requisites: ECSE 3210; a field experience, as prescribed by the instructor. Candidates will learn how to develop the Individualized Education Program (IEP) document and prepare for and conduct the IEP meeting; advocate for and communicate effectively with parents; and use collaborative skills and culturally responsive practices to resolve conflicts and build consensus across professional partnerships.

ECSE 3390. Early Childhood Inclusive Practicum and Seminar: Pre-K-K. 2 Hours.

Prerequisites: Appropriate 2999 course, maintenance of required GPA. Graded "Satisfactory" or "Unsatisfactory." Supervised classroom experiences in pre-kindergarten and kindergarten classrooms. Candidates work under the supervision of mentor teachers and university supervisors for a minimum of 100 hours. Emphasis will be placed on addressing students with and without disabilities in the classroom environment. Candidates will also participate in debriefing seminars focused on the implementation of developmentally appropriate content areas, strands, and teaching formats.

ECSE 3490. Early Childhood Inclusive Practicum and Seminar: Grades 1-3. 2 Hours.

Prerequisites: Appropriate 2999 course, maintenance of required GPA, Grade of "S" in ECSE 3390. Graded "Satisfactory" or "Unsatisfactory." Supervised classroom experiences in inclusive first- through third-grade classrooms. Candidates work under the supervision of mentor teachers and university supervisors for a minimum of 100 hours. Emphasis will be placed on addressing students with and without disabilities in the classroom environment. Candidates will also participate in debriefing seminars focused on implementation of developmentally appropriate content areas, strands, and teaching formats. Candidates will be observed implementing appropriate teaching and management strategies for all students in their first through third grade classroom experience.

ECSE 4210. Advanced Management of Learning Environments. 3 Hours.

Prerequisites: Appropriate 2999 course; ECSE 3210; ECSE 3220. Review and implementation of fundamentals of creating classroom environments that are conducive to learning. The course will focus on individual and group management strategies that facilitate inclusion of students with disabilities in classrooms. The role of functional behavioral analysis and teachers' responsibilities in this process will be defined. Teacher candidates will synthesize information enabling them to effectively manage learning environments, collect data, and evaluate their ability to manage student learning and social behaviors in fourth- and fifth-grade classrooms. A field experience, as prescribed by the instructor, is required for this course.

ECSE 4310. Functional Academic and Behavior Assessment. 3 Hours.

Prerequisites: Appropriate 2999 course, ECSE 3010, ECSE 3020. Corequisite: ECSE 4010. Assessments to address the needs of students who are not progressing academically with current methods and who may be demonstrating behavioral challenges in the classroom. A field experience, as prescribed by the instructor, is required for this course.

ECSE 4390. Early Childhood Inclusive Practicum and Seminar: Grades 4-5. 2 Hours.

Prerequisites: Appropriate 2999 course, maintenance of required GPA, grade of "S" in ECSE 3390 and 3490. Graded "Satisfactory" or "Unsatisfactory." Supervised classroom experiences in inclusive fourth- or fifth-grade classrooms. Candidates work under the supervision of mentor teachers and university supervisors for a minimum of 100 hours. Emphasis will be placed on addressing students with and without disabilities in the general education classroom environment. Candidates will also participate in debriefing seminars focused on implementation of developmentally appropriate content areas, strands, and teaching formats. Candidates will be observed implementing appropriate teaching and management strategies for all students in their fourth- through fifth-grade classroom experience.

ECSE 4490. Student Teaching and Reflective Seminar in Early Childhood and Special Education. 9 Hours.

Prerequisite: Completion of all core and previous semester professional courses (professional courses with a "C" or higher), and a GPA of 2.75. Corequisite: ECSE 4420. A full-day, semester-long experience in early childhood inclusive P-5 classrooms under the supervision of a mentor teacher and a university supervisor.

Early Childhood Education (ECED)

ECED 2999. Entry to the Education Profession. 0 Hours.

Graded Satisfactory/Unsatisfactory. A required non-credit course for all teacher education candidates pursuing a VSU recommendation for initial certification; must be successfully completed prior to admission to teacher education. Candidates are required to establish an electronic portfolio and provide evidence that all teacher education admission requirements have been satisfactorily met. If an unsatisfactory grade is earned, the course must be repeated until a satisfactory grade is received.

ECED 3000. Special Topics in Early Childhood Education. 3 Hours.

Study of current issues and concepts in early childhood education. May be repeated under different topics for a total of 6 credit hours with approval of the student's faculty advisor and major department head.

ECED 3400. Planning for Instruction and Classroom Management. 3 Hours.

Prerequisite: ECSE 2999. Fundamentals of teaching across all content area subject matter will be explored including models of teaching, lesson and unit planning, and creating a classroom environment that is conducive to learning.

ECED 4300. Teaching Language Arts in Early Childhood Education. 3 Hours.

Prerequisite: ECSE 2999. The application of methods for teaching listening, speaking, reading, writing, viewing, and visually representing in early childhood. Emphasis is placed on methods of process writing for the genres of journal, descriptive, letter, biographical, narrative, and poetic writing.

Economics (ECON)

ECON 1500. Survey of Economics. 3 Hours.

A survey of basic economic concepts with applications to public policy issues.

ECON 2105. Principles of Macroeconomics. 3 Hours.

An introduction to macroeconomic concepts and their application to aggregate economic activity. Factors influencing rates of economic growth, employment, and inflation are emphasized. Measures of aggregate economic activity and policies to control it are covered.

ECON 2106. Principles of Microeconomics. 3 Hours.

An introduction to microeconomic concepts and their application to the behavior of individuals, firms, and market groups. Special emphasis is placed on market analysis, production and cost concepts, profit analysis, and market structure. Current microeconomic issues, including market failures and the role of government in markets, are covered.

ECON 3001. Mathematics for Economists. 3 Hours.

Prerequisite: ECON 2106 with a grade of "C" or better. Introduction to mathematical concepts and techniques used in economic analysis. Topics covered will include algebraic analysis of supply and demand, calculus, and their applications to economic theory.

ECON 3400. Public Finance and Fiscal Policy. 3 Hours.

Prerequisite: ECON 2106 with a grade of "C" or better. Comprehensive treatment of economic theory and applications in the field of public finance and fiscal policy. Included the study of market failure, the provision of public goods, benefit/cost analysis, public expenditures, and the principles of government finance.

ECON 3450. Sports Economics. 3 Hours.

Prerequisite: ECON 2106 with a grade of "C" or better.. Applications of microeconomic principles to the sports industry. The course emphasizes the industrial organization, public finance, and labor market outcomes of the sports industry. Topics include profit-maximization of sports franchises, broadcasting rights, competitive balance, the value of talent, and sports in the not-for-profit sector.

ECON 3600. International Economics. 3 Hours.

Prerequisites: ECON 2105 and ECON 2106 both with a grade of "C" or better. Survey of the international exchange of goods, services and financial instruments, and international economic integrations, and the trade policies that affect this exchange.

ECON 3610. Trade and Culture: An Economics Perspective. 3 Hours.

An introduction to international economics through a study abroad experience. Coursework before departure includes an introduction to trade patterns, international trade organizations, comparative advantage, trade barriers, and exchange rates. In country experiences include visits to companies, places of historical significance, and places of cultural significance to the chosen country. This course may be repeated once for credit in a different country. This course may not be taken concurrently with ECON 3600 or ECON 3600H. This course is open to business and non-business majors who have completed at least 45 hours.

ECON 3710. Urban and Regional Economics. 3 Hours.

Prerequisite: ECON 2106 with a grade of "C" or better. Factors that influence the type, level, and location of urban and regional activities. The special aspects of poverty, land use, urban environment, and rural development are explored.

ECON 3750. Money and Banking. 3 Hours.

Prerequisite: ECON 2105 with a grade of "C" or better. Analysis of financial intermediaries, instruments and markets in determining the level and distribution of economic activity.

ECON 3800. Environmental Economics. 3 Hours.

Prerequisite: ECON 2106 with a grade of "C" or better. Application of microeconomic principles to environmental and natural resource policy. Topics include: economic efficiency and market failure, valuing the environment, pollution control, exhaustible and renewable resource policy waste and toxic substance disposal, and the effect of industry and agriculture on the environment.

ECON 3810. Health Economics. 3 Hours.

Prerequisite: ECON 2106 with a grade of "C" or better. Introduction to the economics of health care. Topics include health insurance and its impact on demand for medical services; moral hazard; adverse selection; healthcare spending, and the government's role in regards to health and health care, etc.

ECON 3820. Experimental Economics. 3 Hours.

Prerequisites: ECON 2106 or ECON 1500 with a grade of "C" or better. An introduction to the use of experimental methods in economics. Coverage will include design of experiments, analysis of experimental data and interpretation of results, application in microeconomic topic areas, and overview of existing findings. Students will gain hands-on experience as they conduct and participate in computerized laboratory experiments.

ECON 3850. Sustainability: An Economic Perspective. 3 Hours.

Introduction to economic analysis related to sustainability literature. Topics covered will include the depletion of fisheries, population growth, ecological footprints, corporate environmental responsibility, socially responsible investing, green GDP, and industrial symbiosis.

ECON 3860. Labor Economics and Labor Relations. 3 Hours.

Prerequisite: ECON 2106 with a grade of "C" or better. Investigation of the workings and outcomes of the labor market. Topics include the determination of wages, wage differentials, the impact of unions, and the process of collective bargaining.

ECON 4000. Introduction to Econometrics and Data Analysis. 3 Hours.

Prerequisites: ECON 2105, ECON 2106, BUSA 2100, and DATA 3100 each with a grade of "C" or better.. Introduction to applied research and quantitative analysis. The course includes the components of a research paper, data sources, software used for empirical research, and basic statistical and econometric techniques widely used in modern economic research.

ECON 4100. Economics of Business and Work. 3 Hours.

Prerequisites: ECON 2105 and ECON 2106 both with a grade of "C" or better. Analysis of major decision-making areas within the firm. Topics include labor markets; minimum wages; unemployment; labor demand; monopsony; monopoly; oligopoly; profit maximization in the different market structures; and price discrimination.

ECON 4500. Growth and Business Cycles. 3 Hours.

Prerequisites: ECON 2105 and ECON 2106 both with a grade of "C" or better. Analysis of the factors that influence national income, long-run economic growth, unemployment, and inflation. Using various macroeconomic models, students use analytic tools to evaluate the sources of long-run growth and business cycle fluctuations.

ECON 4640. International Macroeconomics. 3 Hours.

Prerequisite: ECON 4500 with a grade of "C" or better. Advanced study of the international exchange of financial instruments and the effects of this exchange on employment, prices, production and the balance of trade (payments). International macroeconomic policy is emphasized.

ECON 4800. Current Issues in Economics. 3 Hours.

Prerequisites: ECON 2105 and ECON 2106 both with a grade of "C" or better. Study of a specific, current topic or topics in the field of economics. May be repeated once for additional credit with prior approval of advisor and instructor if different topics are covered in the subsequent course.

ECON 4980. Economics Internship. 3 Hours.

Prerequisites: ECON 2105 and ECON 2106 both with a grade of "C" or better, senior standing, and completion of Internship Agreement Form. Graded "Satisfactory" or "Unsatisfactory." The application of skill related to the academic discipline of economics in an employment situation. A project, approved by a faculty member and the employer, is required. The student must complete a workshop with the Career Strategies.

ECON 4990. Directed Study in Economics. 3 Hours.

Prerequisites: Faculty Approval. Directed research or reading in economics. Proper form must be submitted to the Dean of the College of Business Administration at least two weeks before the beginning of the semester.

Education (EDUC)

EDUC 2000. Written and Verbal Communication for Education. 3 Hours.

Practice and application of techniques in verbal and written communication specifically for the P-12 classroom. The use of standardized English will be emphasized in speaking, reading, writing, and listening.

EDUC 2110. Investigating Critical and Contemporary Issues in Education. 3 Hours.

Observations, interactions, and analyses of critical and contemporary educational issues. Students will investigate issues influencing the social and political contexts of educational settings in Georgia and the United States. Students will actively examine the teaching profession from multiple vantage points both within and outside the school. Against this backdrop, students will reflect on and interpret the meaning of education and schooling in a diverse culture and examine the moral and ethical responsibilities of teaching in a democracy. Successful completion of 10 hours of field experience is required.

EDUC 2120. Exploring Socio-Cultural Perspectives on Diversity. 3 Hours.

Fundamental knowledge of understanding culture and teaching children from diverse backgrounds. Specifically, this course is designed to examine the nature and function of culture; the development of individual and group cultural identity; definitions and implications of diversity; and the influences of culture on learning, development, and pedagogy. Successful completion of 10 hours of field experience is required.

EDUC 2130. Exploring Learning and Teaching. 3 Hours.

The study of educational psychology concepts through examination of learning and teaching processes, with the goal of applying this knowledge to enhance the learning of all students in a variety of educational settings and contexts. Successful completion of 10 hours of field experience is required.

EDUC 2999. Teacher Education Requirements. 0 Hours.

Graded "Satisfactory" or "Unsatisfactory". A required non-credit course for all teacher education candidates pursuing a VSU recommendation for initial certification; must be successfully complete prior to admission to teacher education. Candidates are required to establish an electronic portfolio and provide evidence that all teacher education admission requirements have been satisfactorily met. If an "unsatisfactory" grade is earned, the course must be repeated until a "Satisfactory" grade is received.

Electronic Technologies (ETEC)

ETEC 1101. Electronic Technology in the Educational Environment. 2 Hours.

This course is an introduction to using personal computers to communicate with individuals and organizations and to access, store, and analyze information. Emphasis is on exploring the role of technology in present and future learning experiences. Topics include the digital divide, virtual communities, telecommuting, job search and readiness, e-commerce, globalization, privacy versus security, and intellectual property in cyberspace. Students will use their practical technology skills to create word-processed documents, an electronic presentation, and a web page.

Elementary Education (ELED)

Elementary Education

ELED 2200. Foundations of Mathematics for Elementary Teachers. 3 Hours.

A study of concepts and processes underlying the P-5 school mathematics curriculum with special emphasis on fractions, multiplication, division, computational algorithms, measurement, and geometry.

ELED 2500. Survey of Science Standards for Elementary Education. 3 Hours.

An introduction to the fundamental concepts of scientific literacy through an examination of the National Science Education Standards (NSES), the Next Generation Science Standards (NGSS), and the Georgia Standards of Excellence (GSE). Students will develop a basic understanding of practices, concepts, and ideas necessary for effective elementary science teaching.

ELED 2999. Entry to Education Profession. 0 Hours.

Graded "Satisfactory" or "Unsatisfactory". A required non-credit course for all teacher education candidates pursuing a VSU recommendation for initial certification; must be successfully complete prior to admission to teacher education. Candidates are required to establish an electronic portfolio and provide evidence that all teacher education admission requirements have been satisfactorily met. If an "unsatisfactory" grade is earned, the course must be repeated until a "Satisfactory" grade is received.

ELED 3110. Integrating Technology in Elementary Education. 2 Hours.

Prerequisite: Admission to the ELED professional program. A study of how to integrate technology into the curriculum. The course focuses on advancing a learner's systematic, progressive migration to a student-centered, technology-empowered classroom. Central theme is integrating technology into the curriculum.

ELED 3190. Elementary Education Practicum and Seminar: PreK-K. 2 Hours.

Prerequisites: EDuC 2999 course, and minimum GPA of 2.75. Pre-K or K classroom experiences supervised by mentor teachers and university supervisor; debriefing seminars on the implementation of developmentally appropriate content, appropriate classroom management techniques, appropriate teaching formats and strategies, and professional behavior; and observation of teaching and management strategies.

ELED 3300. Mathematics Methods in Elementary Education. 3 Hours.

Prerequisites: Appropriate 2999 course, and minimum GPA of 2.75. Recent developments in curriculum and methods on instruction of contemporary school mathematics in grades P-5, including the use of manipulative materials, technology, and other resources.

ELED 3500. Introduction to Developmentally Appropriate Practice. 3 Hours.

Prerequisite: EDUC 2999. An introduction to developmentally appropriate practice (DAP) including considerations for age appropriateness, individual appropriateness, and relevance of teaching strategies and environments to the social and cultural contexts of the children's lives.

ELED 3501. Social Emotional Learning and Classroom Management. 3 Hours.

Prerequisites: EDUC 2999. A study of the foundations of social-emotional development, examining appropriate and developmental strategies for classroom management for grades PK-5.

ELED 3600. Technology for Learning. 3 Hours.

Prerequisites: EDUC 2999. A study of technology integration in curriculum to advance a learner's systematic migration to a student-centered, technology-empowered classroom.

ELED 3601. Emergent Literacy through Children's Literature. 3 Hours.

Prerequisites: EDUC 2999. A study of methods for using children's literature to develop life-long readers, focusing on integrating emergent literacy skills into aesthetic appreciation and creative expression.

ELED 3690. Elementary Education Practicum and Seminar: Grades 4-5. 2 Hours.

Prerequisites: EDUC 2999 course, minimum GPA 2.75, and grade of "C" or better in ELED 3190. Grade 4-5 classroom experiences supervised by mentor teachers and university supervisors; debriefing seminars on the implementation of developmentally appropriate content, appropriate classroom management techniques, appropriate teaching formats and strategies, and professional behavior; and observation of teaching strategies.

ELED 3700. Science of Reading. 3 Hours.

Prerequisites: EDUC 2999. An introduction to content, theoretical perspectives, and evidence-based strategies for teaching children in the primary grades to read and write. Major topics include the reading process, phonemic awareness, phonics, comprehension, fluency, and vocabulary.

ELED 3701. Differentiated Instruction. 3 Hours.

Prerequisites: EDUC 2999. A study of the impact on student achievement in diverse populations of differentiating content, process, product, and assessment. The course focuses on the knowledge and skills needed to design a differentiated classroom and to articulate the rationale for and results of its implementation.

ELED 3800. Planning for Effective Teaching and Learning. 3 Hours.

Prerequisites: EDUC 2999. An introduction to the basic principles of instructional design and lesson planning, emphasizing the interrelationships among content standards, instructional objectives, planning, and assessment. The course focuses on evidence-based practices and theories in education.

ELED 3801. Assessment to Promote Student Learning. 3 Hours.

Prerequisites: EDUC 2999. A study of the curriculum and assessment strategies needed for effective teaching and learning in the PK-5 classroom. Candidates will develop reliable and valid assessments, make instructional plans and decisions based on data, and measure students' mastery of learning.

ELED 3900. Teaching Math Methods for Elementary Ed Part I. 3 Hours.

Prerequisites: EDUC 2999. An examination of teaching methods and disciplinary literacy in grades PK-2 mathematics, emphasizing principles and methods for teaching concepts, skills, and relationships, including the use of manipulative materials in mathematics in accordance with national and state standards.

ELED 3901. Teaching Elementary Science Methods. 3 Hours.

Prerequisites: EDUC 2999. The study and application of the developmentally appropriate disciplinary literacy and science instruction for K5 in physical, life, and earth/space sciences. The course emphasizes standards-based inquiry focusing on constructivist models of student learning of content, attitudes, and skills.

ELED 4010. Differentiated Instruction. 3 Hours.

Prerequisites: Appropriate 2999 course. Expansion of candidates' knowledge and skills regarding appropriate evidence-based practices and theories of learning in grades 1-5 that underlie the teaching and learning processes related to assessment, planning, differentiated instruction, and associated curricular disciplines to meet the needs of diverse learners in general education, inclusive classrooms.

ELED 4400. Social Science Methods in Elementary Education. 3 Hours.

Prerequisites: Appropriate 2999 course, and minimum GPA of 2.75. Corequisite: ELED 4690, or a practicum approved at the program level. A study of the content, curriculum, methods, and technology to support instruction in the social sciences in grades P-5.

ELED 4420. Student Teaching Reflective Seminar. 3 Hours.

Prerequisites: Completion of all core and previous semester professional courses (professional courses with a "C" or higher) and a minimum GPA of 2.75. Corequisite: ELED 4790. Graded "Satisfactory" or "Unsatisfactory." Examination of the nature, extent, and significance of involving families in the education of children in grades P-5. Interrelationships of home, school, and community agencies are examined in light of various programs, methods, and techniques of parent education. Leadership skills are emphasized in the areas of training, supporting, and guiding with instructional support team members (i.e., paraprofessionals, academic coaches, etc.) and parent and community volunteers within the context of a developmentally appropriate classroom environment. Components of creating an elementary classroom environment that are conducive to learning will be discussed.

ELED 4500. Science Methods in Elementary Education. 3 Hours.

Prerequisite: Appropriate 2999 course, and minimum GPA of 2.75. Application of developmentally appropriate science programs in the context of standards-based inquiry and focusing on constructivist models of student learning of content, attitudes, and skills. Instructional technology will be integrated with curriculum for grades P-5.

ELED 4501. Methods for Multicultural Education. 3 Hours.

Prerequisites: EDUC 2999. A study of models for teaching cultural issues, ways to support parents and families, and specific language and literacy instructional approaches to support and assess PK-5 English Language Learners.

ELED 4502. Teaching Math Methods for Elementary Ed Part II. 3 Hours.

Prerequisites: EDUC 2999. An examination of teaching methods and disciplinary literacy in grades 3-5 mathematics, emphasizing principles and methods for teaching concepts, skills and relationships, including the use of manipulative materials in mathematics in accordance with national and state standards.

ELED 4600. Teaching Social Studies in the Elementary Classroom. 3 Hours.

Prerequisites: EDUC 2999. The study and application of the developmentally appropriate disciplinary literacy, concepts, and modes of inquiry for K-5 social studies.

ELED 4601. Literacy Assessing and Instruction. 3 Hours.

Prerequisites: EDUC 2999. A study of diagnostic and assessment strategies for corrective instruction for struggling elementary readers and writers. The course includes causes of reading disability, methods of diagnosis, instructional methods for group and individual remedial work, and strategies for successful test taking. Teacher candidates will be required to apply their learned skills in tutoring experiences.

ELED 4690. Apprenticeship in Elementary Education. 2 Hours.

Prerequisites: EDUC 2999, minimum GPA of 2.75. Grades 1-5 classroom experience supervised by mentor teachers and university supervisors.

ELED 4700. Elementary Education Practicum. 3 Hours.

Prerequisites: EDUC 2999. Grades 1-5 classroom experience supervised by mentor teachers and university supervisors; debriefing sessions after observations focus on professional behavior and observation of appropriate teaching and management strategies.

ELED 4790. Student Teaching in Elementary Education. 10 Hours.

Prerequisites: Completion of all core and previous semester professional courses (professional courses with a "C" or higher) and a minimum GPA of 2.75. Corequisite: ELED 4800. Graded "Satisfactory" or "Unsatisfactory". A full-day, semester-long experience in elementary K-5 classrooms under the supervision of a mentor teacher and a university supervisor.

ELED 4800. Professional Practices Seminar. 2 Hours.

Prerequisites: EDUC 2999; Completion of all core and professional courses (professional courses with a "C" or higher) and a minimum GPA of 2.75. Co-requisite: ELED 4790. Graded "Satisfactory" or "Unsatisfactory". Reflection on educational practices and refinement of concepts emanating from student teaching experience.

ELED 4801. Elementary Education Seminar. 2 Hours.

Prerequisites: EDUC 2999. Graded "Satisfactory" or "Unsatisfactory". A reflection of educational practices and refinement of concepts emanating from student teaching experience.

Elementary Education Special Education (ELES)

Elementary Education Special Education

ELES 3010. Planning for Effective Teaching and Learning. 4 Hours.

Prerequisites: Appropriate 2999 course, and minimum GPA of 2.75. An introduction to the basic principles of instructional design and lesson planning, emphasizing the interrelationships among content standards, instructional objectives, planning, and assessment. The course focuses on evidence-based practices and theories in elementary instruction. A field experience is required.

ELES 3020. Assessment to Promote Student Learning. 4 Hours.

Prerequisites: Appropriate 2999 course, and minimum GPA of 2.75. The study of the curriculum and assessment strategies needed for effective teaching and learning in the elementary education classroom. Candidates will develop reliable and valid assessments, make instructional plans and decisions based on data, and measure students' mastery of learning.

ELES 3100. Developmentally Appropriate Practices. 3 Hours.

Prerequisite: EDUC 2999. An introduction to developmentally appropriate practice (DAP) including considerations for age appropriateness, individual appropriateness, and relevance of teaching strategies and environments to the social and cultural contexts of the children's lives. The focus of the course is on responsive classroom practices that support children in reaching challenging and achievable goals.

ELES 3210. Introduction to the Management of Learning Environments. 3 Hours.

Prerequisites: Appropriate 2999 course, and minimum GPA of 2.75. Corequisite: ELED 3690, or a practicum approved at the program level. Fundamentals of creating classroom environments that are conducive to learning. The course will focus on individual and group management strategies that facilitate inclusion of students with disabilities in the classroom and basic behavior management principles for students in grades P-5.

Emergent Media and Communication (EMAC)

EMAC 2200. Fundamentals of Emerging Communication. 3 Hours.

Teaches literacy in digital communication. This course focuses on the practices and processes of communicating through digital content. The course will also serve as an orientation to tool sets required for the EMAC program and the emergent media field, and will provide a foundation for more advanced EMAC courses.

EMAC 2400. Writing for Emerging Media. 3 Hours.

Introduction to different styles of writing for emerging media forms. This course will focus on the foundational components of crafting an effective story and the factors that influence content and delivery. Potential topics include principles of content creation, narrative reporting, web and feature story writing.

EMAC 2600. International Communication. 3 Hours.

The study of significant cultural differences that inform successful, ethical interaction in a global community. This course will examine communication contexts ranging from interpersonal contexts to the use of emerging media.

EMAC 2800. Research in the Digital Age I. 3 Hours.

Overview of the basic foundations and principles of communication research. This course will address quantitative and qualitative communication research methods, as well as audience and message analysis in the digital age. Potential topics include concepts, methods, and tools used in communication research design, data collection, interpretation, and reporting.

EMAC 3000. Mass Communication History and Theory. 3 Hours.

Prerequisites: Sophomore standing. Study of the history of media from the printing press through emerging media forms. This course will address foundational mass communication theories and the impact of mediated communication.

EMAC 3020. Managing Communication Processes. 3 Hours.

Prerequisite: Sophomore standing. Introduction to the communication practices and processes of emerging media in organizations. This course will focus on face-to-face and virtual project design and management, design processes, and meeting management. Potential topics include the design and management of workflows, and management of communication events.

EMAC 3040. Critical Approaches to Emerging Media. 3 Hours.

Prerequisite: Junior Standing. Examination of media products as it relates to issues of power and culture. This course investigates contemporary media through critical methodologies. Potential topics include media representation and commodification of audiences, as well as audience consumption and feedback through emergent media forms.

EMAC 3060. Research in the Digital Age II. 3 Hours.

Prerequisite: EMAC 2800. Examination of advanced research tools and application. This course focuses on the design and deployment of research instruments to investigate and develop communication strategies for real-world applications. Potential topics include data analysis and the communication landscape, as well as the impact of data-driven decisions on communication strategies.

EMAC 3080. Visual Communication. 3 Hours.

Prerequisite: Sophomore standing. Fundamentals of visual communication. This course explores a variety of media, tools, and techniques in the planning and realization of targeted visual messages for intended audiences. Potential topics include visual language, methodology, cultural context of visual communication, and the principles and practices of creating visual solutions to complex communication problems.

EMAC 4000. Emerging Media Ethics and Law. 3 Hours.

Prerequisite: Junior standing. Introduction to the ethical and legal issues posed by emergent media. This course will address ethical and legal considerations for the Internet, social media, blogs, chat rooms, e-commerce, and other electronic forms of communication as they relate to the media industries.

EMAC 4100. Digital Media I: Dynamic Design. 3 Hours.

Prerequisites: EMAC 3000 and 3080. Principles of content creation and traditional media production techniques. This course will build on previously learned communication theories and methods, and will address digital storytelling across various media channels.

EMAC 4200. Digital Media II: Convergent Design. 3 Hours.

Prerequisite: EMAC 4100. Static and dynamic design of messages for multiple media channels. This course explores the production and distribution of messages across multiple media channels, to create a media mix. Students will build upon digital storytelling methods to deliver messages for target audiences in each media channel.

EMAC 4220. Advocacy, Civic Engagement, and Emerging Media. 3 Hours.

Prerequisite: Junior standing. An introduction to online advocacy and participatory democracy. This course will address community building, political power, and information gathering and dissemination. Potential topics include advocacy and democracy as practiced through the Internet, social media, blogs, chat rooms, and other new electronic forms of communication and discourse.

EMAC 4240. Research Analytics and Performance. 3 Hours.

Prerequisite: EMAC 3060. Application of research methods, principles, and tools related to emergent media. This course explores various techniques for presenting data in a professional setting and for the general public. Using data analytics, this course requires students to propose research designs to collect data about the communication landscape.

EMAC 4300. Digital Media III: Emergent Design. 3 Hours.

Prerequisites: EMAC 3020 and EMAC 4200. Application of emergent media technologies for message construction. This course explores digital media, tools, and techniques for integrated multi-channel campaigns. Topics include augmented reality, cloud-based technologies, mobile technologies, gamification, audience analysis, and aesthetics. Students will complete a digital project for their portfolio.

EMAC 4320. Business Practices Emergent Media. 3 Hours.

Prerequisite: Sophomore standing. Examination of economic practices specific to emerging media. This course explores the economic structure of traditional media systems, as well as the changing economic structures that drive emergent media and its success. Potential topics include audience measurement and delivery, ownership, cross-media platforms, and fiscal stability.

EMAC 4340. Emerging Media for Professionals. 3 Hours.

Prerequisite: Senior standing. Exploration of professional communication practices for emerging media. This course explores communication within and between emerging media professionals, and the various publics and audiences with whom they interact.

EMAC 4952. EMAC Seminar. 3 Hours.

A capstone seminar course in which students will compile a final portfolio of work completed during progress through this major, for evaluation by classmates and the instructor. Students will also be given additional assignments in preparation for work in the professional setting.

Engineering (ENGR)

ENGR 1010. Technological Problem Solving. 3 Hours.

Prerequisite: MATH 1111 or higher. Development of the features and principles of problem solving techniques based on a variety of fundamental models for general application, such as physical component, sketching, graphical, and mathematical models. Emphasis is placed on solving problems of a technological nature.

ENGR 2001. Principles and Applications of Engineering Materials. 3 Hours.

Prerequisite: CHEM 1211. A treatment of structures, properties, processing, and performance of engineering materials and their relationships. The course introduces the molecular and microstructural basis for electrical, optical, thermal, and mechanical properties of engineering materials including metals, ceramics, polymers, semiconductors, and composites.

ENGR 2010. Introduction to Engineering. 3 Hours.

Introduction to engineering and engineering technology disciplines that form the basis for a variety of career opportunities; engineering design as creative problem solving; lessons from design failures; professionalism and ethics; and problem solving using industry standard software.

ENGR 2200. Statics. 3 Hours.

Prerequisite: PHYS 2211K. Elements of statics in two and three dimensions; forces and moments; particles, objects, and structures in equilibrium; centroids; distributed forces and beams; friction.

ENGR 2310. Introduction to Signal Processing. 4 Hours.

Prerequisites: CS 1301 and MATH 2262. Introduction to signal processing for discrete-time and continuous-time signals. Filtering, frequency response, Fourier Transform, Z Transform. Laboratory emphasizes computer-based signal processing.

ENGR 2320. Introduction to Computer Engineering. 3 Hours.

Prerequisites: CS 1301 and MATH 2262. Computer system and digital design principles; architectural concepts, software, Boolean algebra, number systems, combinational datapath elements, sequential logic, and storage elements; design of DRAM control and I/O bus.

ENGR 2500. Engineering Graphics for Design. 3 Hours.

An introduction to engineering design and three-dimensional visualization, geometric construction, graphical projection and sketching, descriptive geometry, and computer graphics.

ENGR 3210. Dynamics. 3 Hours.

Prerequisite: PHYS 2211K with a grade of "C" or better. Kinematics and kinetics of particles; kinematics and kinetics of rigid bodies in plane motion; kinematics and kinetics of rigid bodies in three-dimensional motion.

ENGR 3220. Mechanics of Deformable Bodies. 3 Hours.

Prerequisite: ENGR 2200. Definition and analysis of strain and stress, applications to axially loaded elements, torsion of circular shafts and bending of beams, introduction to simple plasticity and column stability.

ENGR 3320. Circuit Analysis. 3 Hours.

Prerequisites: ENGR 2310 and PHYS 2212. Corequisite: MATH 3340. Introduction to the basic concepts of DC and AC circuit theory and analysis.

ENGR 4310. Thermodynamics. 3 Hours.

Also offered as PHYS 4310. Prerequisites: PHYS 2212K with a grade of "C" or better. Pre- or Co-requisite: MATH 2263. Basic principles of classical thermodynamics, which includes open and closed systems for both steady and transient processes.

ENGR 4800. Engineering Internship. 3-9 Hours.

Prerequisite: MATH 2261, Co-requisite: PHYS 2211K, a minimum GPA of 2.5, and permission of the internship coordinator. Graded "Satisfactory" or "Unsatisfactory". Active participation in supervised research or applied engineering project. Credit hours are determined by the engineering internship coordinator and are based on the project. A daily log of activities, a report on work done and experience gained or a research paper related to the project performed are required.

ENGR 4950. Directed Study in Engineering. 1-3 Hours.

Prerequisites: Junior standing; permission of advisor, instructor, and Department Head. Study in an area or subject not normally found in established courses offered by the department; may also allow student to explore in more depth an area or subject covered by the pre-engineering program. Up to maximum of 3 hours.

Engineering Technology (ENGT)

ENGT 2010. Introduction to Engineering Technology. 3 Hours.

Introduction to engineering and engineering technology disciplines that form the basis for a variety of career opportunities; engineering design as creative problem solving; lessons from design failures; professionalism and ethics; and problem solving using industry standard software.

ENGT 2500. Engineering Graphics for Design. 3 Hours.

An introduction to engineering design and three-dimensional visualization, geometric construction, graphical projection and sketching, descriptive geometry, and computer graphics.

ENGT 2510. Statistics in Engineering Technology. 3 Hours.

Study and application of probability theory in the solution of industrial and manufacturing problems. Topics include descriptive statistics, hypothesis testing, probability and the normal curve, inferential statistics, confidence intervals and computer applications.

ENGT 2520. Engineering Economics. 3 Hours.

Prerequisites: MATH 1111, 1112, or 1113. Deals with aspects of investment analysis relating to equipment justification, retirement and replacement in industry; includes the evaluation of decision alternatives using different economic criteria.

ENGT 2530. Statics. 3 Hours.

Prerequisite: PHYS 1111K or 2211K. Selected topics of statics including equilibrium conditions, summation of forces and moment of a force in 2D and 3D; centroid, distributed loads, internal forces in trusses, frames and machines, and shear and moment diagrams in beams.

ENGT 3100. Six Sigma and Lean Manufacturing. 3 Hours.

A combination of lean manufacturing and Six Sigma to learn how to use collaborative team effort to improve performance by systematically removing waste and reducing variation.

ENGT 3120. Plant Layout and Material Handling. 3 Hours.

A study of using material flow in facility design and facility location for optimization of facility performance.

ENGT 3130. Industrial Cost Control. 3 Hours.

Examination of the factors associated with cost measurement and control in both manufacturing and non-manufacturing industries.

ENGT 3140. Simulation Modeling of Industrial Systems. 3 Hours.

Prerequisite: CS 1340 or CS 1301 or MATH 2261. Study of computer simulation and modeling analysis and its application to manufacturing, industrial, inventory, and distribution systems, including the use of statistical techniques.

ENGT 3150. Supply Chain and Logistics Concepts. 3 Hours.

Principles of decision making and problem solving to reduce challenges and optimize solutions around purchasing, inventory, and transportation.

ENGT 3500. Engineering Graphics for Design II. 3 Hours.

Prerequisite: ENGT 2500 and MATH 1111. Detail and assembly drawings of machines and machine elements including the design and fabrication of machine parts using geometric dimensioning and tolerancing; parametric design and solid modeling software is used.

ENGT 3510. Advanced Statistics in Engineering Technology. 3 Hours.

Prerequisite: ENGT 2510. Use statistical theory to solve industrial and manufacturing problems, including chi-squared contingency tables and goodness of fit tests, regression analysis, one-way and two-way ANOVA, multiple range tests, and experimental design.

ENGT 3520. Industrial Safety Engineering. 3 Hours.

Introduction to the principles and practices of accident prevention and industrial hygiene and safety with emphasis on OSHA requirements.

ENGT 3530. Introduction to Manufacturing Systems. 3 Hours.

Study of methods to analyze manufacturing systems and components including material flow and storage, information flow, capacities and times and duration of events. Topics include optimization and linear and dynamic systems, factory planning and scheduling.

ENGT 4100. Motion and Time Study. 3 Hours.

Prerequisite: ENGT 2510. Covers work measurements and methods including the use of standards, value engineering methods design, time studies and ergonomics and the use of scientific methods and graphical tools to examine efficiency of work methods and to improve productivity and performance.

ENGT 4110. Industrial Automation. 3 Hours.

A study of the applications of industrial automation systems, including identification of system requirements, equipment integration, motors, controllers, and sensors. Include lab fee.

ENGT 4120. Project Management. 3 Hours.

Study of the concepts and methodologies used in industrial and production environment that lead to successful project completion. Topics covered include project cycles roles, time-cost tradeoff, resource allocation, and performance measurement.

ENGT 4500. Technical Project Proposal. 1 Hour.

Taken the fall of senior year, this capstone project proposal course provides students with the opportunity to work with a faculty member or local business participant in collaboration with faculty member input to design a project that reflects the knowledge and skills developed from the curriculum. Includes lab fee.

ENGT 4510. Basic Electricity and Electronics. 3 Hours.

Prerequisite: PHYS 1112K or 2212K and MATH 2261. Introduction to the principals of electricity and electrons including applications and problem solving surrounding AC and DC circuits, series and parallel circuits, electrical components, magnetism and power. Includes lab fee.

ENGT 4520. Applied Thermodynamics. 3 Hours.

Prerequisites: PHYS 1112K or 2212K and MATH 2261. Application of thermodynamics to engineering systems for both steady and transient processes.

ENGT 4550. Technical Project Lab. 2 Hours.

A continuation of ENGT 4500 where student will complete their proposed hands-on project; students are expected to spend significant amount of time outside of a typical classroom environment. Includes lab fee.

ENGT 4950. Directed Study in Engineering Technology. 1-3 Hours.

Prerequisite: Junior standing; permission of instructor and Department Head. Supervised investigation of a specific problem and preparation of a final report agreed upon by student and instructor. Three hours may be substitute for ENGT 4980 and 4990. Includes lab fee.

English (ENGL)

ENGL 0989. Foundations of ENGL Composition. 3 Hours.

This is the first course in a year-long pathway leading to ENGL 0999 and ENGL 1101 in the second semester.

ENGL 0999. Support for English Composition. 3 Hours.

A course to provide corequisite support for students requiring remediation in English or reading while enrolled in ENGL 1101.

ENGL 1101. Composition I. 3 Hours.

A composition course focusing on skills required for effective writing in a variety of contexts, with emphasis on exposition, analysis, and argumentation, and also including introductory use of a variety of research skills. Students will develop analytical and evaluative skills by reading and writing expository and/or argumentative essays.

ENGL 1101H. Honors Composition I. 3 Hours.

An honors-level composition course focusing on skills required for effective writing in a variety of contexts with emphasis on more advanced forms of critical analysis, exposition, and argumentation/persuasion, and also stressing introductory use of a variety of research skills.

ENGL 1102. Composition II. 3 Hours.

Prerequisite: Grade of C or better in ENGL 1101 or ENGL 1101H. A composition course, focusing on writing skills beyond the levels of proficiency required by ENGL 1101 that emphasizes interpretation and evaluation and that incorporates a variety of more advanced research skills. Students will learn to organize and present ideas and information effectively in research essays.

ENGL 1102H. Honors Composition II. 3 Hours.

Prerequisite: Grade of "C" or better in ENGL 1101 or ENGL 1101H. An honors-level composition course focusing on writing skills beyond the levels of proficiency required by ENGL 1102, that emphasized advanced rhetorical strategies and argument/persuasion. The course also stresses, via an array of theme-based studies, more varied forms of interpretation and evaluation and incorporates more advanced research skills than those taught in ENGL 1102.

ENGL 2000. Writing for Teachers. 3 Hours.

Prerequisite: C or better in ENGL 1101 and 1102. A writing intensive course focusing on the analysis and production of discourse in various genres. Required for Early Childhood Education and Middle Grades Education majors.

ENGL 2010. Writing in the Professions. 2 Hours.

Prerequisite: ENGL 1102 or ENGL 1102H. An advanced examination of the elements and core skills of writing, with an emphasis on disciplinary rhetoric and style, including usage, diction, grammar, structure, tone, brevity, and clarity.

ENGL 2060. Introduction to Literature. 3 Hours.

Prerequisite: Grade of C or better in ENGL 1102 or 1102H. An introduction to literary studies, focusing on skills in critical reading, writing, and researching about the major genres of literature.

ENGL 2080. Grammar and Style. 3 Hours.

Prerequisite: A grade of C or better in ENGL 1102 or 1102H. An intensive review of English usage and syntax, including a study of selected stylistic principles and their rhetorical effects.

ENGL 2111. World Literature I: The Ancient World. 3 Hours.

Prerequisite: Grade of "C" or better in ENGL 1102 or 1102H. A study of selected works of literature from the beginning of writing to the end of the 7th to 8th century, C.E., presented in their historical and cultural contexts. This course presents myths, epics, dramas, and prose works from Gilgamesh and Homer to the great traditions of Hebrew, Chinese, Indian, Middle Eastern, Greek, and Roman philosophers who laid the foundation for modern, global thought. The course also examines ancient and classical poetry from around the world.

ENGL 2111H. Honors World Literature I: The Ancient World. 3 Hours.

Prerequisite: Grade of "C" or better in ENGL 1102 or 1102H. An in-depth and writing-intensive study of selected works of literature and their cultural backgrounds from the beginning of writing to the end of the 7th to 8th century, C.E., presented in their historical and cultural contexts. This course, multicultural and comparative in focus, presents myths, epics, dramas, and prose works from Gilgamesh and Homer to the great traditions of Hebrew, Chinese, Indian, Middle Eastern, Greek, and Roman philosophers who laid the foundation for modern, global thought. The course also examines ancient and classical poetry from around the world.

ENGL 2112. World Literature II: The Age of Discovery. 3 Hours.

Prerequisite: Grade of "C" or better in ENGL 1102 or 1102H. A study of selected works of world literature from the 8th to the 17th century, C. E., presented in their historical and cultural contexts. This course includes introductions to Medieval and Early Modern worldviews and presents literary works from India, Europe, the Middle East, Africa, China, Japan, and the Americas.

ENGL 2112H. Honors World Literature II: The Age of Discovery. 3 Hours.

Prerequisite: Grade of "C" or better in ENGL 1102 or 1102H. An in-depth and writing-intensive study of selected works of world literature from the 8th to the 17th century, C. E., presented in their historical and cultural contexts. This course, multicultural and comparative in focus, includes introductions to Medieval and Early Modern worldviews and presents literary works from India, Europe, the Middle East, Africa, China, Japan, and the Americas.

ENGL 2113. World Literature III: The Development of Modern Thought. 3 Hours.

Prerequisite: Grade of "C" or better in ENGL 1102 or 1102H. A study of selected works of world literature from the 17th century to the present, presented in their historical and cultural contexts. Emphasis will be placed on major trends in the development of modern thought. This course includes introductions to major literary developments in Asia, Africa, Europe, and the Americas.

ENGL 2113H. Honor World Literature III: The Development of Modern Thought. 3 Hours.

Prerequisite: Grade of "C" or better in ENGL 1102 or 1102H. An in-depth and writing-intensive study of selected works of literature and their cultural backgrounds from the 17th century to the present, presented in their historical and cultural contexts. Emphasis will be placed on major trends in the development of modern thought. This course, multicultural and comparative in focus, includes introductions to major literary developments in Asia, Africa, Europe, and the Americas.

ENGL 2131. American Literature I. 3 Hours.

Prerequisite: ENGL 1102. A survey of American literature from the pre-colonial age to the mid-nineteenth century.

ENGL 2132. American Literature II. 3 Hours.

This course will present a broad overview of American literature from the mid-nineteenth century to the present. Students will utilize various critical approaches and reading strategies as they examine important authors and themes of this period. The course will pay special attention to multiple cultures and perspectives. Some of the authors that will be included in this course are Walt Whitman, Emily Dickinson, Gertrude Simmons Bonnin, Mark Twain, Langston Hughes, Kate Chopin, Maxine Hong, Robert Frost, and Raymond Carver. Prerequisites: ENGL 1102. For more information on this institution's eCore courses, please see <http://www.valdosta.edu/ecore/>.

ENGL 2500. Contemporary Literary Magazines: Revision, Editing, and Production. 2 Hours.

A practicum focusing on the content, editing, and production of traditional and electronic contemporary literary magazines. May be repeated for credit.

ENGL 3000. Advanced Descriptive English Grammar. 3 Hours.

Prerequisite: ENGL 2080. An advanced descriptive study of English grammar, including modern (structural and generative) perspectives on word formation, word classes, phrase structures, clause types, and transformations.

ENGL 3010. Professional Writing. 3 Hours.

Prerequisites: ENGL 1102. An advanced writing course focusing on the elements of effective writing, particularly as they apply to business and the professions.

ENGL 3020. Technical Writing and Editing. 3 Hours.

Prerequisite: ENGL 1102 or 1102H. An advanced writing course focusing on the elements of effective writing and editing for technical and instructional documents, including visuals and Web pages.

ENGL 3030. Writing for the Legal and Social Science Professions. 3 Hours.

Prerequisites: ENGL 1102 or 1102H. An advanced writing course focusing on the strategies used to write clear and effective legal and social science communications including memos, case reports, proposals, and briefs.

ENGL 3040. Digital Writing. 3 Hours.

Prerequisite: ENGL 1102. A study of composition and rhetoric in 21st century digital environments. Specific subjects covered include social media and website writing/branding, image use, content design, and audiovisual composition.

ENGL 3050. Tutoring English Composition. 1 Hour.

Prerequisites: ENGL 2111 or 2111H, 2112 or 2112H, 2113 or 2113H, or 2060. A review of the principles of English composition with focus on the revision of student writing. Includes instruction in the holistic evaluation and careful rhetorical analysis of student writing, discussion of the proper scope and available avenues of revision, and examination of the use of computers in the writing and revision process. Students will have supervised tutoring experience.

ENGL 3060. Introduction to Criticism and Research. 3 Hours.

Prerequisite: ENGL 2060. An advanced writing and research course, focusing on the interpretation and evaluation of literature as well as on the role and function of criticism in the study of literature.

ENGL 3070. Freelance Writing. 1 Hour.

Prerequisite: "C" or better in one of the following: ENGL 2111, 2111H, 2112, 2112H, 2113, or 2113H. A practicum focused on querying, pitching, writing, and editing material for a variety of publications. Legal issues, submission tracking, contracts, accounting tips, and networking online and in person will be studied.

ENGL 3110. British Literature I. 3 Hours.

Prerequisite: C or better in one of the following: ENGL 2111, ENGL 2111H, ENGL 2112, ENGL 2112H, ENGL 2113, or ENGL 2113H. A survey of the historical and formal development of British literature through the mid-18th century. Emphasis on major writers and movements as well as on terms relevant to the study of British literature.

ENGL 3120. British Literature II. 3 Hours.

Prerequisite: C or better in one of the following: ENGL 2111, ENGL 2111H, ENGL 2112, ENGL 2112H, ENGL 2113, or ENGL 2113H. A survey of the historical and formal development of British and post-Colonial literature from the late 18th century to the present. Emphasis on major writers and movements as well as on terms relevant to the study of British literature.

ENGL 3210. American Literature I. 3 Hours.

Prerequisite: C or better in one of the following: ENGL 2111, ENGL 2111H, ENGL 2112, ENGL 2112H, ENGL 2113, or ENGL 2113H. A survey of the historical and formal development of pre-1865 American literature, with an emphasis on major writers and movements as well as on terms and concepts relevant to the study of American literature before the Civil War.

ENGL 3215. American Literature II. 3 Hours.

Prerequisite: C or better in one of the following: ENGL 2111, ENGL 2111H, ENGL 2112, ENGL 2112H, ENGL 2113, or ENGL 2113H. A survey of the historical and formal development of American literature from 1865 to the present, with emphasis on major writers and movements as well as on terms and concepts relevant to the study of American literature after the Civil War.

ENGL 3220. Studies in African American Literature. 3 Hours.

Also offered as AFAM 3220. Prerequisite: ENGL 2111 or 2111H, 2112 or 2112H, 2113 or 2113H, 2060. A study of selected topics in African-American literature. May be repeated, but only 3 hours may be counted toward distribution requirements for the English major.

ENGL 3225. Introduction to African American Literary Criticism. 3 Hours.

Also offered as AFAM 3225. Prerequisites: ENGL 2111 or 2111H, ENGL 2112 or 2112H, ENGL 2113 or 2113H, ENGL 2060, or permission of the instructor. A study of major voices in African American literary theory. This course emphasizes the development of interpretive frameworks for examining the literature from an African American cultural perspective.

ENGL 3230. Special Topics in African American Literature. 3 Hours.

Also offered as AFAM 3230. Prerequisites: ENGL 2111 or 2111H, ENGL 2112 or 2112H, ENGL 2113 or 2113H, ENGL 2060, or permission of the instructor. Studies in African American literature, focusing on selected topics.

ENGL 3300. Special Studies in Literature. 3 Hours.

Prerequisite: ENGL 2111 or 2111H, 2112 or 2112H, 2113 or 2113H, or 2060. Studies of selected topics in literature.

ENGL 3320. Studies in African Literature. 3 Hours.

Also offered as AFAM 3320. Prerequisite: ENGL 2111 or 2111H, 2112 or 2112H, 2113 or 2113H, or 2060. A study of selected topics in African literature. May be repeated, but only 3 hours may be counted towards distribution requirements for the English major.

ENGL 3330. Studies in Women and Literature. 3 Hours.

Also offered as WGST 3330. Prerequisite: ENGL 2111 or 2111H, 2112 or 2112H, 2113 or 2113H, or 2060. An examination of selected topics in literature by or about women.

ENGL 3340. Topics in Diversity. 3 Hours.

Prerequisites: C or better in one of the following: ENGL 2111, ENGL 2111H, ENGL 2112, ENGL 2112H, ENGL 2113, or ENGL 2113H. A study of literature focusing on key figures and themes related to diversity.

ENGL 3400. Introduction to Creative Writing. 3 Hours.

Prerequisite: ENGL 2111 or ENGL 2111H, ENGL 2112 or ENGL 2112H, ENGL 2113 or ENGL 2113H, or ENGL 2060. An introduction to the stylistic conventions and techniques of poetry and prose. The course also emphasizes techniques of literary invention and offers a brief exposure to the analysis and critique of peer texts.

ENGL 3420. Intro to Creative Non-Fiction. 3 Hours.

Prerequisite: ENGL 3400. An introduction to non-fiction writing which employs a variety of literary techniques common in literary journalism and fiction writing. Students will read model texts and further develop workshop and revision techniques in order to produce a carefully revised piece of their own non-fiction.

ENGL 3440. Poetry Writing. 3 Hours.

Prerequisite: ENGL 3400. A study of poetic technique beyond the fundamentals introduced in ENGL 3400. The course emphasizes prosody and poetic forms, both prescribed and organic. Students receive further training in workshop techniques via the analysis of poems produced by members of the class.

ENGL 3460. Fiction Writing. 3 Hours.

Prerequisites: ENGL 3400. A craft-oriented course devoted to the genre of the modern short story. Students will study classic stories by writers such as Chekhov, Maupassant, O'Connor, and more recent award-winning writers as well as undertaking exercises in technique and producing at least two stories of their own.

ENGL 4110. Studies in British Literature to 1500. 3 Hours.

Prerequisite "C" or better in one of the following: ENGL 2111, ENGL 2111H, ENGL 2112, ENGL 2112H, ENGL 2113, or ENGL 2113H. A study of medieval literature, focusing on major works, figures (three or more), and/or themes.

ENGL 4120. Studies in British Literature 1500-1660. 3 Hours.

Prerequisite "C" or better in one of the following: ENGL 2111, ENGL 2111H, ENGL 2112, ENGL 2112H, ENGL 2113, or ENGL 2113H. A study of British literature of the Renaissance period, focusing on major works, figures (three or more), and/or themes.

ENGL 4130. Studies in British Literature 1660-1800. 3 Hours.

Prerequisite "C" or better in one of the following: ENGL 2111, ENGL 2111H, ENGL 2112, ENGL 2112H, ENGL 2113, or ENGL 2113H. A study of British literature of the Restoration and 18th century, focusing on major works, figures (three or more), and/or themes.

ENGL 4140. Studies in British Literature: The Romantics. 3 Hours.

Prerequisite "C" or better in one of the following: ENGL 2111, ENGL 2111H, ENGL 2112, ENGL 2112H, ENGL 2113, or ENGL 2113H. A study of British literature of the Romantic period, focusing on major works, figures (three or more), and/or themes.

ENGL 4145. Studies in British Literature: The Victorians. 3 Hours.

Prerequisite: C or better in one of the following: ENGL 2111, ENGL 2111H, ENGL 2112, ENGL 2112H, ENGL 2113, or ENGL 2113H. A study of British literature of the Victorian period, focusing on major works, figures (three or more), and/or themes.

ENGL 4150. Studies in British Literature 1910-1968. 3 Hours.

Prerequisite "C" or better in one of the following: ENGL 2111, ENGL 2111H, ENGL 2112, ENGL 2112H, ENGL 2113, or ENGL 2113H. A study of British literature from 1910-1968, focusing on major works, figures (three or more), and/or themes.

ENGL 4160. Studies in British Literature since 1968. 3 Hours.

Prerequisite "C" or better in one of the following: ENGL 2111, ENGL 2111H, ENGL 2112, ENGL 2112H, ENGL 2113, or ENGL 2113H. A study of British literature since 1968, focusing on major works, figures (three or more), and/or themes.

ENGL 4210. Studies in American Literature to 1800. 3 Hours.

Prerequisite "C" or better in one of the following: ENGL 2111, ENGL 2111H, ENGL 2112, ENGL 2112H, ENGL 2113, or ENGL 2113H. A study of the literature of America from its beginning to 1800, focusing on major works, figures (three or more), and/or themes.

ENGL 4220. Studies in American Literature 1800-1865. 3 Hours.

Prerequisite "C" or better in one of the following: ENGL 2111, ENGL 2111H, ENGL 2112, ENGL 2112H, ENGL 2113, or ENGL 2113H. A study of the literature of America from 1800 to 1865, focusing on major works, figures (three or more), and/or themes.

ENGL 4230. Studies in American Literature 1865-1914. 3 Hours.

Prerequisite "C" or better in one of the following: ENGL 2111, ENGL 2111H, ENGL 2112, ENGL 2112H, ENGL 2113, or ENGL 2113H. A study of literature of America from 1865 to 1914, focusing on major works, figures (three or more), and/or themes.

ENGL 4240. Studies in American Literature 1914-1945. 3 Hours.

Prerequisite: "C" or better in one of the following: ENGL 2111, ENGL 2111H, ENGL 2112, ENGL 2112H, ENGL 2113, or ENGL 2113H. A study of literature of the Americas from 1914 to 1945, focusing on major works, figures (three or more), and/or themes.

ENGL 4250. Studies in American Literature since 1945. 3 Hours.

Prerequisite: "C" or better in one of the following: ENGL 2111, ENGL 2111H, ENGL 2112, ENGL 2112H, ENGL 2113, or ENGL 2113H. A study of literature of the Americas after World War II, focusing on major contemporary works, figures (three or more), and/or themes.

ENGL 4300. Special Topics in Literature. 3 Hours.

Prerequisite: "C" or better in one of the following: ENGL 2111, ENGL 2111H, ENGL 2112, ENGL 2112H, ENGL 2113, or ENGL 2113H. Studies of literature focusing on selected topics.

ENGL 4310. Studies in Major Writers. 3 Hours.

Prerequisite: C or better in one of the following: ENGL 2111, ENGL 2111H, ENGL 2112, ENGL 2112H, ENGL 2113, or ENGL 2113H. A study of the interrelationship of the life and works of one or at most two major figures in literature.

ENGL 4320. Studies in Poetry. 3 Hours.

Prerequisite: "C" or better in one of the following: ENGL 2111, ENGL 2111H, ENGL 2112, ENGL 2112H, ENGL 2113, or ENGL 2113H. A focused study of selected poetic works, with special emphasis on employing the tools of literary and critical analysis.

ENGL 4330. Studies in Narrative. 3 Hours.

Prerequisite: "C" or better in one of the following: ENGL 2111, ENGL 2111H, ENGL 2112, ENGL 2112H, ENGL 2113, or ENGL 2113H. A focused study of selected works of narrative (fiction and/or non-fiction), with special emphasis on employing the tools of literary and critical analysis.

ENGL 4340. Studies in Drama. 3 Hours.

Prerequisite: "C" or better in one of the following: ENGL 2111, ENGL 2111H, ENGL 2112, ENGL 2112H, ENGL 2113, or ENGL 2113H. A focused study of drama, with special emphasis on employing the tools of literary and critical analysis.

ENGL 4350. Studies in Criticism/Theory. 3 Hours.

Prerequisite: C or better in one of the following: ENGL 2111, ENGL 2111H, ENGL 2112, ENGL 2112H, ENGL 2113, or ENGL 2113H. Topics in literary theory.

ENGL 4360. Special Topics in Language and Writing. 3 Hours.

Prerequisite: "C" or better in one of the following: ENGL 2111, ENGL 2111H, ENGL 2112, ENGL 2112H, ENGL 2113, or ENGL 2113H. Studies of language or writing focusing on selected topics.

ENGL 4410. Genre Form and Theory. 3 Hours.

Prerequisites: C or better in one of the following: ENGL 2111, ENGL 2111H, ENGL 2112, ENGL 2112H, ENGL 2113, or ENGL 2113H. A study of formal and theoretical elements of 20th and 21st century Anglophone literary genres. The course will focus on the study of contemporary examples of genre, along with reflections on form and craft.

ENGL 4420. Narrative: Form and Theory. 3 Hours.

Prerequisite or corequisite: ENGL 3060. A study of key formal and theoretical elements in 20th and 21st century Anglophone fiction and fiction in translation. The course will emphasize the novel as genre, with a reflection on craft and narrative history and analysis.

ENGL 4440. Advanced Poetry Writing. 3 Hours.

Prerequisites: C or better in one of the following: ENGL 2111, ENGL 2111H, ENGL 2112, ENGL 2112H, ENGL 2113, or ENGL 2113H. A workshop-intensive course emphasizing technical analysis of poems produced by members of the class. The course also emphasizes the application of various aesthetic theories, and students will articulate their own poetics. Repeatable once for credit.

ENGL 4460. Advanced Fiction Writing. 3 Hours.

Prerequisites: C or better in one of the following: ENGL 2111, ENGL 2111H, ENGL 2112, ENGL 2112H, ENGL 2113, or ENGL 2113H. A workshop-intensive course in fiction writing. Students will produce their own work and study narrative alternatives and storytelling strategies. Students will also read book-length story collections and/or novels and write stylistic analyses of a major contemporary writer. Repeatable once for credit.

ENGL 4480. Advanced Creative Nonfiction. 3 Hours.

Prerequisites: C or better in one of the following: ENGL 2111, ENGL 2111H, ENGL 2112, ENGL 2112H, ENGL 2113, or ENGL 2113H. An advanced, workshop-intensive course in creative nonfiction employing a variety of literary techniques common in contemporary creative writing. Repeatable once of credit.

ENGL 4500. Publishing Academic Journals. 3 Hours.

Prerequisites: "C" or better in one of the following: ENGL 2111, 2111H, 2112, 2112H, 2113, 2113H. A study of the theory and practice of editing an academic journal. Specific topics include peer review, open access and digital publishing, and the role of publication in academia. Students will also produce a new volume of VSU's undergraduate research journal *Omnino*.

ENGL 4600. Narrative at Work. 3 Hours.

Prerequisite: "C" or better in one of the following: ENGL 2111, 2111H, 2112, 2112H, 2113, or 2113H. An examination of narrative as a rhetorical strategy in professional writing.

ENGL 4610. History of the English Language. 3 Hours.

Prerequisite: "C" or better in one of the following: ENGL 2111, ENGL 2111H, ENGL 2112, ENGL 2112H, ENGL 2113, or ENGL 2113H. A study of the origins and development of the English language.

ENGL 4620. Survey of the History of Rhetoric. 3 Hours.

Prerequisite: "C" or better in one of the following: ENGL 2111, ENGL 2111H, ENGL 2112, ENGL 2112H, ENGL 2113, or ENGL 2113H. A study of rhetorical theory and its major figures from the classical period to the present.

ENGL 4630. Advanced Professional Writing. 3 Hours.

Prerequisite: C or better in ENGL 3010 or permission of the instructor. A study and application of principles and methods relevant to the development and management of advanced writing projects.

ENGL 4640. Studies in Composition Theory. 3 Hours.

Prerequisite: "C" or better in one of the following: ENGL 2080, ENGL 2111, ENGL 2111H, ENGL 2112, ENGL 2112H, ENGL 2113, or ENGL 2113H. A study of the theory and practice of composition pedagogy, including crafting assignments; planning, drafting, and revising texts; and evaluating student writing.

ENGL 4700. Directed Study. 1-3 Hours.

Prerequisite or corequisite: ENGL 3060. Individualized studies in selected areas of language and literature, the amount of credit depending upon the requirements. Permission to enroll must be secured from the instructor.

ENGL 4800. Internship in English. 3-12 Hours.

Prerequisite or corequisite: ENGL 3060. Graded "Satisfactory" or "Unsatisfactory." Supervised work involving writing, for example, in a law office, an agency, a publishing company, or a business. The amount of credit depends upon the requirements. Permission to enroll must be secured from the adviser and the Department Head.

ENGL 4900. Senior Seminar. 3 Hours.

Prerequisite or corequisite: senior standing and ENGL 3060. A capstone course, focused on selected topics and projects appropriate to the students' track, designed to help students synthesize their knowledge and reinforce the skills they have acquired as English majors. For additional offerings in the Department of English, see English as a Second Language (ENSL), Creative Writing and Contemporary Literature (CWCL), Journalism (JOUR), and Linguistics (LING).

English as a Second Language (ENSL)

ENSL 0100. Supplemental English for International Students. 3 Hours.

Course carries institutional credit only. Required for international students scoring less than 523 on the TOEFL exam. Supplementary work in English to prepare ESL students for academic communication in a university setting. Assignments will help students improve their fluency and accuracy in both written and oral English.

English to Speakers of Other Languages (ESOL)

ESOL 2999. Entry to the Education Profession. 0 Hours.

Required non-credit course for all teacher education candidates pursuing a VSU recommendation for initial certification; must be successfully completed prior to admission to teacher education. Candidates are required to establish an electronic portfolio and provide evidence that all teacher education admission requirements have been satisfactorily met. If an unsatisfactory grade is earned, the course must be repeated until a satisfactory grade is received.

ESOL 4010. Applied Linguistics for ESOL Teachers. 3 Hours.

A study of the nature, structure, and diversity of language, emphasizing the phonological, syntactic, and semantic patterns of English in comparison and contrast with features of other selected languages. Prospective teachers will explore the principles of linguistic systems and major theorists and schools of linguistic thought within the cultural framework of working with communities of non-native English speakers.

ESOL 4021. Cultural Theories and Practices for ESOL Teachers. 3 Hours.

A study of the impact of culture on the learning of a second language and its pedagogical implications. Prospective teachers will study sociolinguistic theories related to the acquisition of communicative competence and multiculturalism and research the role of socio-cultural variables affecting language development and academic achievement.

ESOL 4031. Classroom Methodology and Practice for ESOL Teachers. 3 Hours.

An introduction to curriculum, methods, and materials in P-12 ESOL classrooms. Topics include theories of second language acquisition and instruction, assessment, curriculum-design, and an exploration of ESOL policies and practices.

ESOL 4040. Assessing English Language Learners. 3 Hours.

The application of TESOL theories, principles, and current research to the assessment of P12 and adult English Language Learners. This course emphasizes the importance of reading and literacy as fundamental factors in second-language acquisition.

ESOL 4050. Teaching English Grammar for ESOL. 3 Hours.

A survey of practical approaches to teaching English grammar to English Language Learners (ELLs) based upon the application of second language acquisition research and theory. The course includes a review of common grammar questions and errors in ELL environments.

ESOL 4060. Theory and Practice in Second Language Acquisition. 3 Hours.

Discussion, analysis, and practice of the various theories and models of second-language acquisition.

Environmental Science (ENVS)

ENVS 2202. Environmental Science I. 3 Hours.

This course is an interdisciplinary course integrating principles from biology, chemistry, ecology, geology, and non-science disciplines as related to the interactions of humans and their environment. Issues of local, regional, and global concern will be used to help students explain scientific concepts and analyze practical solutions to complex environmental problems. Emphasis is placed on the study of ecosystems, human population growth, energy, pollution, and other environmental issues and important environmental regulations. For additional course information, visit <http://ecore.usg.edu/courses/description.php>.

European Union Studies (EURO)

EURO 3234. Introduction to the EU. 3 Hours.

An introduction to the history, institutions, and policies of the European Union. The course also examines the role of the EU as a global actor, including its relations with the United States.

EURO 4130. European Union Law and Legal Systems. 3 Hours.

A study of EU legal institutions and processes in the context of international law and in comparison to those of the United States.

EURO 4160. Federalism and Multilevel Governance in the EU. 3 Hours.

A comparison of multilevel governance and policymaking in the European Union with that of the United States and other federal systems.

EURO 4230. Doing Business in the EU. 3 Hours.

A study of business protocol in the EU compared to the United States. The course focuses on institutions and rules which impact the business environment for domestic and international firms, and on how political decisions affect the business environment.

EURO 4260. European Monetary Union. 3 Hours.

An examination of the history and evolution of the European Economic and Monetary Union and its impact on the United States and the global economy.

EURO 4330. European Union Science and Technology Policy. 3 Hours.

An examination of EU science and technology policy compared to that of the United States. The course examines how governments can encourage scientific and technological innovation and whether government can (or should) try to limit or control technological innovation.

EURO 4430. European Union Environmental Policy. 3 Hours.

A survey of critical issues in EU environmental policy, including key environmental problems, the challenges of making and implementing environmental policy in the EU's multilevel governance system, and future prospects for EU environmental regulation.

EURO 4530. European Social Policy. 3 Hours.

An examination of social policy and current social policy issues and arrangements in Europe and the EU.

EURO 4630. Communications and Media in the European Union. 3 Hours.

A comparison of communications and media in the EU with the United States. The course examines media law, policies, and practices in voice telephony, the internet, and social media.

EURO 4730. European Union Foreign Policy. 3 Hours.

An examination of the foreign policy of the EU. Examines how EU foreign policy is made, the intersection of national and EU foreign policies, and EU policies regarding key issues in countries and areas of the world.

EURO 4760. United States-European Union Relations. 3 Hours.

An examination of relations between the United States and the European Union, including US-EU cooperation on global issues and the future of Transatlantic relations in a changing world.

EURO 4830. European Union Studies Capstone Course. 3 Hours.

A capstone course for students in the EU Studies certificate program. The course explores selected topics in a way that allows students to synthesize their knowledge of the EU.

Experiential Learning (EXPL)

EXPL 3000. Internship Preparation for Nonprofits. 3 Hours.

Course to prepare students to intern at nonprofits. Students will learn to write a basic press release, create a basic spreadsheet, and design a basic brochure as well as create a resume, write a letter of application, and interview with a potential nonprofit.

EXPL 3010. College of Humanities and Social Sciences Internship. 3-12 Hours.

Prerequisites: EXPL 3000. Graded "Satisfactorily" or "Unsatisfactorily". Supervised work at a nonprofit. Students who have not taken EXPL 3000 must be recommended by a faculty member.

Finance (FIN)

FIN 1500. Fundamentals of Personal Finance. 3 Hours.

Finance majors may not count this class for credit toward their degree. A non-technical introduction to personal financing decisions. Emphasis is placed on developing an understanding of budgeting, insurance, taxes, investments, home ownership and family financial planning.

FIN 3350. Financial Management. 3 Hours.

Prerequisite: ACCT 2102, ECON 2106, and BUSA 2100 or MATH 1401 each with a grade of "C" or better. Introduction to the principles of financial management as applied to the firm including financial analysis, acquisition of funds, capital structure, dividend policy, working capital management, and evaluation of investment projects.

FIN 3360. Advanced Financial Management with Digital Transformation. 3 Hours.

Prerequisite: FIN 3350 with a grade of "C" or better. An integrative examination of the theory, practice, and applications of managerial finance including investment and financing decisions as affected by timing, risk, financial markets, and digital transformation.

FIN 3370. Financial Statement Analysis. 3 Hours.

Prerequisite: FIN 3350 with a grade of "C" or better. An introduction to financial statement analysis. This course emphasizes the use of publicly disclosed financial information to enhance economic decision making.

FIN 3460. Principles of Risk and Insurance. 3 Hours.

Theory and practice of insurance and its economic and social significance. Topics include basic life, health, and property liability insurance for organizations and families; and review of the major lines of insurance.

FIN 3510. Foundations of Fintech. 3 Hours.

Prerequisites: FIN 3360 with a grade of "C" or better. An overview of FinTech and its applications in financial services, such as commercial and investment banking, digital investing, financial advising, and insurance.

FIN 3520. Financial Technologies. 3 Hours.

Prerequisites: FIN 3360 with a grade of "C" or better. This course examines the information and communications tools, technologies, and standards integral to consumer, merchant, and enterprise services in the payments and financial service sectors and explores technology's role in reshaping FinTech businesses.

FIN 3530. Fintech and Commercial Banking. 3 Hours.

Prerequisites: FIN 3360 with a grade of "C" or better. An examination of the principles and practices of commercial bank management/bank regulation and the challenges presented by the FinTech revolution, including traditional and emergent competitors as well as demographic, social, and technology forces driving change in the industry.

FIN 3650. Multinational Corporate Finance. 3 Hours.

Prerequisite: FIN 3350 with a grade of "C" or better. Theory and practice of multinational corporate and bank operations. Includes the study of foreign exchange markets, risks associated with foreign exchange transactions, accounting consolidations and foreign operations, and appropriate exchange-risk hedging techniques.

FIN 3770. Fundamentals of Real Estate. 3 Hours.

Prerequisite: FIN 3350 with a grade of "C" or better. Introduction to the fundamentals of real estate; theories, tools, and techniques needed to understand real estate markets.

FIN 4310. Problems in Financial Management. 3 Hours.

Prerequisite: FIN 3360 with a grade of "C" or better. An advanced study of the principles of financial management through the use of case analysis on topics covering financial analysis and planning, valuation, capital budgeting, working capital management, and financing.

FIN 4360. Computer Applications in Financial Management. 3 Hours.

Prerequisite: FIN 3350 with a grade of "C" or better. An advanced study of the principles of financial management through the use of case study and computer applications such as EXCEL and SAP in financial analysis and planning, valuation, capital budgeting, working capital management, risk management, and insurance.

FIN 4520. Investments. 3 Hours.

Prerequisite: FIN 3350 with a grade of "C" or better. An introduction to personal investing in financial and non-financial assets including stocks, bonds, and mutual funds. A discussion of securities markets, how new issues are brought to market, and how existing securities are traded. Includes material on identifying and evaluating the risk of investing.

FIN 4720. Applied Financial Planning. 3 Hours.

Prerequisite: FIN 3360 with a grade of "C" or better. Corequisite: FIN 4520. Theory and applications of portfolio management. Students will apply investment strategies, risk assessment tools, asset allocation decisions, client-oriented portfolio construction, financial asset valuation, and ethics problems in investment management.

FIN 4760. Modern Financial Intermediaries & Risk Management. 3 Hours.

Prerequisite: FIN 3360 with a grade of "C" or better. Principles of financial institution management. Topics include functions and types of financial institutions, regulation of financial institutions, financial statement and performance analysis for financial institutions, credit and interest rate management, asset and liability management, and non-interest income management.

FIN 4800. Financial Analytics and Data Visualizations. 3 Hours.

Prerequisites: FIN 3360 with a grade of "C" or better. An immersive experiential course that integrates data-driven decision making via use of a cloud-based enterprise resource planning (ERP) system and real-time analytics using business intelligence tools for visualizing and forecasting.

FIN 4810. FinTech in Asia. 3 Hours.

Prerequisites: FIN 3360 with a grade of "C" or better. A theoretical and practical applications of advanced financial management focusing on digital disruption in Asia, primarily through case studies.

FIN 4900. Current Issues in Finance. 3 Hours.

Prerequisite: FIN 3360 with a grade of "C" or better. A survey of selected finance topics. The underlying theory and practical implications of these topics to the business world are examined. May be taken more than once if the topics are different, up to 9 hours.

FIN 4980. Finance Internship. 3 Hours.

Prerequisite: Faculty approval. Graded "Satisfactory" or "Unsatisfactory." The application of academic finance skills in an employment situation. A paper, approved by a faculty member and the employer, is required. May be taken more than once with Department Head approval. The student must complete a workshop with the Career Strategies Coordinator no later than the end of the first week of class.

FIN 4990. Directed Study in Finance. 3 Hours.

Prerequisite: Faculty approval. A special project undertaken by the student. The project is guided by a faculty member and culminates in a research report.

FinTech Academy

FTA 3360. Advanced Financial Management with Digital Transformation. 3 Hours.

Prerequisite: FIN 3350 with a grade of "C" or better. An integrative examination of the theory, practice, and applications of managerial finance including investment and financing decisions as affected by timing, risk, financial markets, and digital transformation.

FTA 4001. Foundations of Fintech. 3 Hours.

The financial services industries are changing rapidly with the emergence of financial technology (FinTech). The objective of the course is to provide students with an overview of FinTech and introductions to its applications in financial services, such as commercial and investment banking, digital investing, financial advising, and insurance. Students are expected to develop a broad understanding of the recent FinTech development and its impact on different parts of the financial world. Students will also have hands-on problem-solving experiences that can be useful in FinTech applications and innovation. Topics may include but are not limited to: blockchain and cryptocurrencies, smart contracting, payments, digital banking, P2P lending, crowdfunding, robo-advising, and InsurTech.

FTA 4002. Financial Technologies. 3 Hours.

This course examines the information and communications tools, technologies, and standards integral to consumer, merchant, and enterprise services in the payments and financial service sectors. Explores technology's role in reshaping FinTech businesses. Technologies span messaging, communication networks and gateways, core processing, mobile and online software, and application program interfaces (APIs). Includes the challenges, standards, and techniques associated with securing systems and data.

FTA 4003. Commercial Banking in FinTech. 3 Hours.

The FinTech revolution is creating significant disruption to the traditional processes of managing and regulating financial institutions, especially banks. Digital technology is increasingly altering basic financial intermediation functions such as payment processing, risk management, information dissemination, price discovery, capital raising, and consumer expectations concerning access to funds and the timing of loan decisions. Understanding, assessing and forecasting FinTech's impact on banking is particularly important because proper management and oversight of financial institutions is essential to the efficient operation of the national, as well as global, economy. In this course, students will learn about the principles and practices of commercial bank management, bank regulation, and the tradeoffs between risk and return. Challenges presented by the FinTech evolution, including traditional and emergent competitors as well as demographic, social, and technology forces driving change in the industry, will be integrated throughout the entire course.

FTA 4005. Introduction to Financial Data Analytics. 3 Hours.

This course provides the foundation for financial data analytics used in business and FinTech applications. The objective of this course is for students to gain experience in analyzing financial data using modern machine learning techniques, statistical methods, and prediction models. Students will develop computational skills to perform data analysis using a modern statistical programming environment, and apply these skills to address a range of problems encountered by business firms, including those in the FinTech industry. The topics discussed include an introduction to R language, visualization of financial data, cluster analysis, simple and multiple linear regression, classification models, high dimension data analysis using Lasso, and model assessment and selection using cross validation. Students will have hands-on experience in the development of data analytics applications to analyze real world financial problems.

FTA 4100. Introduction to Information Security for FinTech. 3 Hours.

The purpose of this course is to introduce the business student to the rapidly evolving and critical international arenas of privacy, information security, and critical infrastructure. This course is designed to develop knowledge and skills for security of information and information systems within organizations. It focuses on concepts and methods associated with security across several systems platforms, including internal and Internet-facing systems. The course utilizes a world view to examine critical infrastructure concepts as well as techniques for assessing risk associated with accidental and intentional breaches of security in a global network. It introduces the associated issues of ethical uses of information and of privacy considerations.

FTA 4800. Financial Analytics & Data Visualizations. 3 Hours.

Prerequisites: FIN 3360 with a grade of "C" or better. This course presents an overview of information systems in a modern organization and their strategic importance in supporting financial business processes. The rationale for business computing will be discussed, along with the underlying financial concepts needed to understand and guide system implementation. Additional business processes such as the procurement process, sales order process, and production process will be presented and modeled using SAP® software. Students will engage in collaborative experiential learning by managing a Muesli cereal manufacturing company based in Germany; complexity is scaled in three scenarios – Introduction (sales, production, procurement, and planning), Extended (product design, finance, and investment strategies), and Advanced (transportation logistics). Students will develop analytical tools and use real-time information to analyze BI and forecast financial outcomes.

FTA 4810. FinTech in Asia. 3 Hours.

Prerequisites: FIN 3360 with a grade of "C" or better. Companies using innovative technologies digitally transform business models, operations, and customer experiences. FinTech companies monetize data using analytics and technological innovation to improve the customer experience building trust, loyalty, and consequently, revenue streams. These transformative customer experiences proffered by FinTech companies also create social good by advancing financial inclusion in society. Minorities and other underrepresented populations accrue proportionally larger marginal benefits from FinTech companies offering low-cost access to high-quality services and products. This course presents an overview of the drivers of FinTech in Asia. Domestic course work will be enriched with an Asian study abroad experience that includes discussion with local business leaders via a conference-like environment that includes variations of Asian culture/business depending on geographic location, e.g. Hong Kong vs. Singapore.

First-Year Seminar Experience (FYSE)

FYSE 1101. First-Year Seminar Experience. 3 Hours.

A seminar course focusing on contemporary and enduring questions that engage students in intellectual inquiry and academic life while encouraging critical thinking skills and metacognitive reflection.

FYSE 1101H. Honors First-Year Seminar. 3 Hours.

A seminar course focusing on contemporary and enduring questions that engage students in intellectual inquiry and academic life while encouraging critical thinking skills and metacognitive reflection.

FYSE 1102. First-Year Experience II. 1-3 Hours.

A seminar course focusing on the continued exploration of contemporary and enduring questions that engage students in intellectual inquiry and academic life while encouraging critical thinking skills and metacognitive reflection.

Foreign Language Education (FLED)

FLED 2999. Entry to the Education Profession. 0 Hours.

Graded "Satisfactory" or "Unsatisfactory." A required non-credit course for all teacher education candidates pursuing a VSU recommendation for initial certification; must be successfully completed prior to admission to teacher education. Candidates are required to establish an electronic portfolio and provide evidence that all teacher education admission requirements have been satisfactorily met. If an "Unsatisfactory" grade is earned, the course must be repeated until a "Satisfactory" grade is received.

FLED 3500. Foreign Language in the Elementary School. 2 Hours.

Prerequisite: FLED 2999. Corequisite: FLED 3510. A study of current methodological and technological trends in curriculum and instruction at the elementary school level, including the traditional content-based foreign language in the elementary school (FLES) programs, foreign language exploratory programs (FLEX), and language immersion and two-way immersion programs.

FLED 3510. Elementary Classroom Laboratory. 1 Hour.

Prerequisite: FLED 2999. Corequisite: FLED 3500. Implementation and assessment of appropriate elementary (P-5) classroom activities and lessons for second language acquisition in collaboration with a primary school teacher and university member.

FLED 4500. Curriculum and Methods of Foreign Languages. 2 Hours.

Prerequisites: FLED 2999 and Senior standing. This a check-point course, and check-point requirements must be met. Corequisite: FLED 4510. Methods of teaching foreign languages at middle and the high school levels to students whose first language is English. Review of theories of second language acquisition, instructional strategies and materials, methods of evaluating proficiency and progress, curriculum, and professional organizations and resources.

FLED 4510. Classroom Laboratory. 1 Hour.

Prerequisite: FLED 2999. Corequisite: FLED 4500. Implementation and assessment of appropriate classroom activities and lessons in collaboration with a secondary teacher and university faculty.

FLED 4780. Internship in Foreign Language Education. 6 Hours.

Prerequisite: Completion of course work and consent of department. Supervised teaching experience in foreign language education providing for demonstration of teaching competency. Six hours per semester for a maximum of 2 semesters.

FLED 4790. Student Teaching. 9 Hours.

Prerequisite: Senior Standing. Corequisite: FLED 4800. The capstone experience providing an opportunity for students to implement theory and instructional practices in secondary classrooms; supervised observation, teaching, classroom management and evaluation; familiarization with the administration of a school and the school program; selection and use of appropriate instructional materials; conferences with supervisors.

FLED 4800. Senior Professional Development Seminar. 3 Hours.

Prerequisite: Senior Standing. Corequisite: FLED 4790. The capstone experience requiring student teachers to reflect upon their teaching experiences through interactions with peers, secondary education professionals and other educators in their content area. The preparation and presentation of a portfolio reflecting their student teaching experience is required.

French (FREN)

FREN 1001. Beginning French Language and Introduction to Francophone Cultures, I. 3 Hours.

The development of proficiency and communicative competence at the novice level in the four basic skills: speaking, listening, reading, and writing, as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines. Various sociocultural aspects and the distinctiveness of certain cultural traditions are studied.

FREN 1002. Beginning French Language and Introduction to Francophone Cultures, II. 3 Hours.

Prerequisite: FREN 1001 or the equivalent. A continuation of FREN 1001, with emphasis on proficiency and communicative competence at the novice level in the four basic skills: speaking, listening, reading, and writing, as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines. Awareness of various sociocultural aspects and the distinctiveness of certain cultural traditions.

FREN 1002H. French Language and Introduction to Francophone Cultures II (Honors). 3 Hours.

Prerequisite: FREN 1001 or the equivalent. A continuation of FREN 1001 in an enriched environment, with emphasis on the development of proficiency and communicative competence at the novice level in the basic skills: speaking, listening, reading, and writing, as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines. The course will emphasize awareness of various sociocultural aspects and the distinctiveness of certain cultural traditions.

FREN 2001. Intermediate French Language & Francophone Cultures, I. 3 Hours.

Prerequisite: FREN 1002 or the equivalent. Emphasis on the development of proficiency and communicative competence at the intermediate level in the four basic skills: speaking, listening, reading, and writing, as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines. Awareness and understanding of various sociocultural aspects and the distinctiveness of certain cultural traditions.

FREN 2002. Intermediate French Language & Francophone Cultures, II. 3 Hours.

Prerequisite: FREN 2001 or the equivalent. A continuation of FREN 2001, with emphasis on proficiency and communicative competence at the intermediate level in the four basic skills: speaking, listening, reading, and writing, as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines. Awareness and understanding of various sociocultural aspects and the distinctiveness of certain cultural traditions.

FREN 2010. Intermediate Conversation. 3 Hours.

Prerequisites: FREN 2002 or instructor approval. A study of conversational techniques, integrating grammatical structures and appropriate vocabulary. Emphasis is given to practicing spoken French and to using audio programs to increase listening comprehension. Attention is also given to pronunciation and phonetics.

FREN 3001. French Conversation. 3 Hours.

Prerequisite: FREN 2002 or Instructor approval. A study of conversational techniques, integrating grammatical structures and appropriate vocabulary. Emphasis is given to practicing spoken French and to using audio programs to increase listening comprehension. Attention is also given to pronunciations and phonetics.

FREN 3002. French Composition. 3 Hours.

Prerequisite: FREN 2002 or Instructor approval. A study of writing techniques, integrating grammatical structures and appropriate vocabulary. Emphasis is given to the practical application of grammar study through original compositions and translations (English to French), Attention is also given to pronunciation and phonetics.

FREN 3010. French Grammar and Composition. 3 Hours.

Prerequisites: FREN 2001 and FREN 2002 or MCL departmental approval. A thorough review and expansion of the main grammatical concepts, rules, and applications studied in FREN 1001, 1111 or 1002, 2001, and 2002 courses. A practical application of grammar study through translations (English to French), formal/informal writing and refinement of self-editing skills.

FREN 3150. French Culture and Civilization. 3 Hours.

Prerequisite: FREN 2002 or MCL departmental approval. A survey of the historical, sociological, literary, and artistic developments of France up to modern times.

FREN 3160. Francophone Culture and Civilization. 3 Hours.

Prerequisite: FREN 2002 or MCL departmental approval. A survey of the historical, sociological, philosophical, literary, and artistic developments of the Francophone world.

FREN 3200. Introduction to Literature. 3 Hours.

Prerequisite: FREN 2002 or MCL departmental approval. The development of students' reading skills and knowledge of the major literary genres. Texts are from contemporary sources and traditional literary selections of prose, poetry, and theater.

FREN 3201. Approaches to Literature. 3 Hours.

Prerequisite: FREN 2002 or Instructor approval. The development of students' reading and writing skills along with knowledge of the major literary genres and contemporary sources (selections of prose, poetry, and theater).

FREN 3250. Survey of French Literature. 3 Hours.

Prerequisite: FREN 3200 or MCL departmental approval. Selected major literary works, authors, and literary movements of France from the Middle Ages to the present.

FREN 3260. Survey of Francophone Literature. 3 Hours.

Prerequisite: FREN 3200 or MCL departmental approval. Selected major literary works, authors, and literary movements of the Francophone world.

FREN 3300. French Phonetics and Phonology. 3 Hours.

Prerequisite: FREN 2010 or MCL departmental approval. Study of phonetic principles and their application.

FREN 3320. French Oral Expression. 3 Hours.

Prerequisite: FREN 2010 or consent of instructor. A practical study of spoken French with emphasis on communication strategies that make it easier for students to communicate in a French context. Through creative classroom activities and exercises, students learn appropriate cultural interaction while discussing ideas, exchanging opinions, and giving advice or information. Practical spoken vocabulary is stressed. Attention is given to the grammatical structure of the language.

FREN 3450. Culture, Business, and Society in the French-Speaking World. 2 Hours.

Prerequisite: FREN 2010 or MCL departmental approval. A study of French culture as it relates to business practices in the Francophone world. A variety of authentic media sources will be used. Emphasis will be on listening comprehension and translation as well as on business correspondence.

FREN 3500. French Oral and Written Expression. 3 Hours.

Prerequisite: FREN 2002 or MCL departmental approval. A practical study of spoken and written French, with emphasis on oral and written communication strategies that make it easier for students to communicate in a French context. Attention is given to the grammatical structure of the language.

FREN 3622. Survey of French Literature II. 3 Hours.

Prerequisite: FREN 3400 or consent of instructor. Selected major literary works, authors, and literary movements of France from the 19th century to the present.

FREN 3900. Intensive Language Study. 1 Hour.

Prerequisite: FREN 2910 or MCL departmental approval. Intensive study to improve the student's ability in a particular area of French language or literature. This course requires independent work by the student and may be repeated with different topics for a total of 3 hours.

FREN 4001. Advanced Conversation. 3 Hours.

Prerequisite: FREN 2002 or Instructor approval. An advanced study of spoken and written French, with emphasis on oral communication strategies, including the interpersonal and presentational modes, for communication in Francophone contexts.

FREN 4002. Advanced Composition. 3 Hours.

Prerequisite: FREN 2002 or Instructor approval. An advanced study of grammar, syntax, and vocabulary with refinement of writing skills through composition.

FREN 4010. Advanced Grammar and Composition. 3 Hours.

Prerequisites: FREN 2002 or MCL departmental approval. An advanced study of grammar, syntax, and vocabulary, with refinement of writing skills through composition. As part of the Georgia French Collaborative, this is a distance-learning course conducted in French.

FREN 4210. Business French. 3 Hours.

Prerequisites: FREN 2010 or MCL departmental approval. An introduction to the economic and business practices of contemporary France and the Francophone world.

FREN 4400. French Phonetics and Advanced Conversation. 3 Hours.

Prerequisite: FREN 2010 or MCL departmental approval. Study of phonetic principles and their applications.

FREN 4800. Special Topics. 3 Hours.

Prerequisites: FREN 2010 or MCL departmental approval. Special topics in French language or French or Francophone literature, civilization, or culture. May be repeated for credit if topics are different.

FREN 4950. Directed Study. 3 Hours.

Prerequisite: FREN 4400, FREN 4410, or consent of instructor. Study in an area or topic of Francophone literature or the French language not normally found in established courses offered by the department. The work is done under the supervision of a professor.

FREN 4960. Study Abroad Special Topics. 3 Hours.

Consult the Department of Modern and Classical Languages regarding arrangements, requirements, and credit. May be repeated for a maximum of 9 hours if topics are different.

FREN 4980. Community Practicum. 1-3 Hours.

An experiential learning course consisting of supervised volunteer activities in schools, libraries, community organizations, or businesses. Students apply language and/or culture skills in helping their community. Practicum activities develop specialized vocabulary and/or cultural skills appropriate to their areas of work. Weekly reports and conferences with the supervising instructor are required. Course can be repeated for credit up to 3 credits.

FREN 4990. Senior Seminar. 3 Hours.

Prerequisite: Senior Standing. An all-inclusive communication skills course. This course focuses on the four basic skills: reading, listening, speaking and writing. It is designed to assess and reinforce the skills the student has acquired as a French major. Required of all French majors.

FREN 4991. Senior Seminar. 3 Hours.

Prerequisite: Senior Standing. An all-inclusive communication skills course. This course focuses on the four basic skills; reading, listening, speaking and writing. It is designed to assess and reinforce the skills the student has acquired as a French major. Required of all French Majors.

Geography (GEOG)

GEOG 1100. Introduction to Geography. 3 Hours.

A broad introduction to the field of geography, with its various traditions, subfields, and associated technologies. Topic areas covered include the multiple aspects of cultural and physical geography and tools used in the discipline, such as Geographic Information Systems (GIS) and Global Positioning Systems (GPS).

GEOG 1101. Introduction to Human Geography. 3 Hours.

A survey of global patterns of resources, population, culture and economic systems. Emphasis is placed upon the factors contributing to these patterns and the distinctions between the technologically advanced and less advanced regions of the world.

GEOG 1102. World Regional Geography. 3 Hours.

Examination of the interaction among the developed and developing regions of the world. Particular emphasis is placed on the interrelationships of historical, cultural, economic and political elements in critical areas of the world.

GEOG 1103. Geographic Perspectives on Multiculturalism in the U.S.. 3 Hours.

Geographic factors underlying multiculturalism and ethnic relationships in the U.S. Three interrelated themes are emphasized: the spatial development and organization of culture; population growth, migration, and urbanization; and the spatial dimensions of political, economic, and social processes.

GEOG 1105. Health Geography and Pandemics. 3 Hours.

An introduction to human-environment interactions and the influence these interactions have on public health and pandemics. The focus of this course will be on geographical patterns of health and pandemics from the viewpoint of populations rather than individuals.

GEOG 1110. Our Hazardous Environment. 3 Hours.

Also offered as GEOL 1110. A detailed examination of physical environmental hazards that influence human health and habitation. Lectures focus on the causes, processes, and results of naturally occurring and human-induced geologic, hydrologic, and atmospheric events, such as earthquakes, mudflows, floods, hurricanes, soil erosion, and nuclear and toxic waste. Some mathematics is used.

GEOG 1112K. Introduction to Weather and Climate. 4 Hours.

Pre- or corequisite: MATH 1101 or higher. Weather components, processes, and their measurements. Climatic elements and their control factors and geographic classification of climatic and vegetation types are also discussed.

GEOG 1113K. Introduction to Land Forms. 4 Hours.

Prerequisite or corequisite: MATH 1101 or higher. Introductory analysis and classification of major types of land surfaces, stressing geographic characteristics. Study and interpretation of relationships between landforms and other phenomena through maps, aerial photos, and field observations. World coverage with emphasis on North America.

GEOG 1120. Introductory Oceanography. 3 Hours.

An introductory examination of the physical, chemical, biological, and geological characteristics of the Earth's oceans. Effects of human activity on marine environments and resources as well as management of coastal resources will be discussed. Development of geographic skills and map interpretation through charts, graphs, and ocean models will be included.

GEOG 1125. Resources, Society, and Environment. 3 Hours.

Interactions between physical systems and human activities and their effects on environmental quality and stability. Topics include geography of population and resource consumption, food production, water and air quality, energy policy, land/biotic resource management. Contrasting social, ethical, and technological perspectives on environmental concerns are explored.

GEOG 2010. Tools of Environmental Geoscience. 3 Hours.

Also offered as GEOL 2010. An introduction to research techniques for the incoming environmental geoscience majors. This course includes an overview of the discipline and the tools used in geoscience research. Topics may include laboratory safety, research methods, exploration of resources (library and Internet), methods of data collection, data analysis, and scientific reporting of results.

GEOG 2011. Introduction to Geographic Information Science. 3 Hours.

Prerequisite: GEOG 2010 or permission of instructor. Introduction to principles and applications of Geographic Information Science (GIS). This course will examine spatial data acquisition, management, retrieval, analysis, and output. Instruction will involve computer examples and exercises that emphasize real-world problem solving.

GEOG 3020. Global Climate Change. 3 Hours.

Also offered as GEOL 3020. Prerequisites: GEOG 1112K and either GEOG 1113K or GEOL 1121K. An overview of global climate change based on changes to the Earth's atmosphere, lithosphere, and hydrosphere. This course provides an analysis of past climates in the geologic, biologic, and hydrologic record, the impact of fossil fuel utilization on climate over the last 250 years, and links to ice sheets and oceans. The course examines implications of global climate change on the human population, including diseases and severe weather, as well as biogeography, including the extinction of threatened species.

GEOG 3050. Computer Cartography and Image Analysis. 3 Hours.

Prerequisite or corequisite: GEOG 2010 or GEOL 2010. An introduction to digital production of general and thematic maps. Lectures and laboratory exercises cover principles of cartography and remote sensing as well as the manipulation and visualization of spatial data and imagery.

GEOG 3051. Introduction to Geographic Information Systems. 3 Hours.

Prerequisite: Junior standing or permission of the instructor. An examination of geographic information systems, including methods of capture, storage, analysis, and display of spatially-referenced data. Laboratory exercises provide experience with typical GIS operations and applications.

GEOG 3052. Advanced Geographic Information Systems. 3 Hours.

Prerequisite: GEOG 2011 or 3051. Advanced applications of GIS including: overlay analysis, writing short macros for repetitive operations, spatial modeling and technical support of complex land use and natural resource management decision making. Laboratory exercises designed to form a cartographic and software portfolio for students.

GEOG 3053. Application Issues in Geographic Information Systems. 3 Hours.

Prerequisite: GEOG 3051. Operational and planning issues in GIS. Students will learn which issues need to be considered when proposing and implementing software/hardware GIS and will have opportunities to evaluate how a GIS can be used to solve specific planning problems.

GEOG 3054. Introduction to GPS. 2 Hours.

Prerequisite: Junior standing or permission of the instructor. An introduction to global positioning systems (GPS) including reference systems, mapping, positioning methods, sources of error, data collection methodologies, and field procedures. Hands-on exercises will provide experience with typical GPS operation and application.

GEOG 3100. Regional Planning and Environmental Management. 3 Hours.

Prerequisite: Consent of instructor. Introduction to planning for economic development, service provision and resource management at scales larger than municipalities with an emphasis on the environmental impacts of planning policy and regulation.

GEOG 3120. Geosciences Field Trip. 3 Hours.

Also offered as GEOL 3120. Prerequisite: GEOG 1113K or GEOL 1121K. A study of the geology and geography of a selected region during the first week, followed by a two-week field trip to points of interest. The interactions among geology, surficial processes, and organisms and how those interactions impact humans will be emphasized. Field trip destination is different each summer. Student fee required. Offered only during Summer Session I.

GEOG 3150. Meteorology and Climatology. 3 Hours.

Prerequisites: GEOG 1112K. A detailed examination of atmospheric motions and climatic controls including, the Earth's radiation and energy balance, air mass dynamics, weather systems, and past and present climates of the Earth.

GEOG 3200. History of Life. 3 Hours.

Also listed as GEOL 3200. Prerequisites: Sophomore standing and consent of instructor. Principles of paleontology with emphasis on the history of life including vertebrates. Includes an account of the outstanding forms of life from the beginning of earthtime to the present, and those paleontologically significant groups that are uncommon, different, or extinct today.

GEOG 3210. Introduction to Hydrology. 4 Hours.

Also listed as GEOL 3210. Prerequisites: GEOL 1121K or GEOG 1112K, and GEOG 1113K. An introduction to surface and sub-surface hydrology, examining components of the hydrologic cycle. Topics include local and global water balance, precipitation, interception and infiltration, runoff, stream flow, water storage, and groundwater. This course makes use of some mathematical equations.

GEOG 3240. Hydrogeology. 4 Hours.

Also listed as GEOL 3240. Prerequisites: GEOL 1121K or GEOG 1112K, and GEOG 1113K. Introduction to the hydrology of groundwater. Study of the subsurface part of the hydrologic cycle and description of the occurrence, movement, and management of groundwater as a renewable resource. Special emphasis on surface water-groundwater interactions, sensitivity of karst aquifers to environmental stresses, water quality, groundwater contaminations, and field methods that are applied in groundwater studies. Weekend field trip(s) required.

GEOG 3300. Process Geomorphology. 4 Hours.

Also listed as GEOL 3300. Prerequisite: GEOL 1121K, or GEOG 1112K and GEOG 1113K. An introduction to process geomorphology examining landforms and their formative processes. Topics include weathering and slope, fluvial, coastal, aeolian, glacial, and periglacial processes, and the application of soils to geomorphology. This course makes use of some mathematical equations. Field trip required.

GEOG 3310. Physiography of North America. 3 Hours.

Prerequisites: GEOL 1121K, or GEOG 1112K and GEOG 1113K, or consent of the instructor. The physiographic description, including the landforms, soils, structural framework, climate, plant and animal geography, natural resources, and the unique environmental problems of each major physiographic province of the United States and Canada, including Alaska, Hawaii, and Puerto Rico.

GEOG 3320. Geomorphology of Fluvial and Coastal Environments. 3 Hours.

Also listed as GEOL 3320. Prerequisite: GEOG 3300. An examination of processes and landforms in fluvial (river) and coastal environments. Fluvial topics include channel geometry and pattern, characteristics of flow, sediment load, bedforms, and floodplains. Coastal topics include the study of waves and tides, coastal sediment transport, beaches, and the effects of changing sea level. This course makes use of some mathematical equations.

GEOG 3330. Geology, Hydrogeology, and Environmental Issues in Georgia. 3 Hours.

Also listed as GEOL 3330. Prerequisite: GEOL 1121K. An overview of the geologic framework of Georgia and surrounding states, with emphasis on topical hydrogeologic and environmental issues that impact Georgia's environment. Students receive the appropriate geologic background necessary for careers that address environmental issues in the southeastern United States. One or more field trips to locations in the area will be included.

GEOG 3410. Cultural Geography. 3 Hours.

Prerequisite: consent of the instructor. A study of the Earth as the home of humankind, emphasizing the spatial and functional complexes of human geography. Topics to be considered are population, settlement form, settling processes, resources, and economic, political, and societal organizations.

GEOG 3510. Urban Community Planning. 3 Hours.

Principles and applications of planning for neighborhoods, towns and cities with an emphasis on the United States. Topics covered include: public services, landuse decision making, economic development, growth management and the role of nongovernment organizations.

GEOG 3610. Economic Geography. 3 Hours.

Prerequisites: GEOG 1102K or GEOG 1112K, and GEOG 1113K, or consent of the instructor. A study of areal variations in human economic activities as related to production, exchange, and consumption of economic goods and services. Emphasis is placed on location of economic activities and related theories.

GEOG 3710. Environmental Soil Science. 4 Hours.

Also offered as GEOL 3710. Prerequisites: CHEM 1211 and CHEM 1211L; GEOG 1113K or GEOL 1121K. Soil properties, distribution and classification, factors of soil formation, and the relationships among soils, geomorphology, and the environment, stressing analysis and use of soils and soil databases for proper urban, agricultural, and environmental land use.

GEOG 3810. Introduction to Biogeography. 3 Hours.

Also offered as BIOL 3810. Prerequisites: Three of the following courses: GEOG 1112, GEOG 1113, BIOL 2010, BIOL 2230, or BIOL 2270. An overview of factors controlling the distribution of plants and animals on the Earth. Topics discussed include ecological and evolutionary processes, geophysical and climatic phenomena, and historical and anthropogenic events that have influenced current distributions.

GEOG 3910. European Geography. 3 Hours.

A survey of European geography, with a special emphasis on the European Union. Topic areas covered include physical, economic, political, and cultural geography of Europe.

GEOG 3920. Geography of the Middle East. 3 Hours.

A survey of the nations of the Middle East, with a special emphasis on the Arab-Israeli conflict. Topic areas covered include physical, economic, political, and cultural geography of the Middle East.

GEOG 4700. Field Methods in Environmental Geography. 4 Hours.

Prerequisites: Junior standing and consent of instructor. Study of field techniques and field problems in physical geography. Course includes classroom presentations, field projects, field trips, and writing technical reports.

GEOG 4710. Statistics for Geoscientists. 3 Hours.

Prerequisite: MATH 1401 or permission of instructor. A survey of statistical methods used by geoscientists to solve real-world problems. The course will examine the various quantitative methods available to collect, analyze, and interpret geographic data; enable students to read and understand statistical results presented by geoscientists; help students to apply the correct statistical methods for the collection, analysis, and interpretation of their own data.

GEOG 4800. Internship in Environmental Geosciences. 3-6 Hours.

Prerequisite: Consent of instructor and Department Head. Graded "Satisfactory" or "Unsatisfactory." A supervised, practical experience using environmental geosciences skills in an appropriate organization. The course provides students with an opportunity to apply skills learned during pursuit of the environmental geosciences degree to real world situations.

GEOG 4860. Geosciences Senior Seminar. 1 Hour.

Also offered as GEOL 4860. Prerequisites: Junior or Senior standing and consent of the instructor. Graded "Satisfactory" or "Unsatisfactory". Exploration and selection of which option of experiential learning students will pursue as a senior. Each student will submit a proposal for approval by their supervising faculty member(s).

GEOG 4861. Senior Thesis. 3 Hours.

Also offered as GEOL 4861. Prerequisite: GEOG 4860 or GEOL 4860. Part of a two-course sequence in which a research project is designed by the student and supervising faculty member(s) in an approved area of interest. Students will collect sample data, conduct data analysis, and write a thesis.

GEOG 4862. Thesis Presentation. 2 Hours.

Also offered as GEOL 4862. Prerequisite: GEOG 4861 or GEOL 4861. The third course in a three-semester research project designed by the student and supervising faculty member(s) in an approved area of interest. Students will present their senior thesis project in both oral and poster form to the department or at an approved professional meeting.

GEOG 4900. Special Topics in Geography. 1-6 Hours.

Prerequisite: consent of instructor. Topic to be assigned by instructor; the course may be repeated more than once if the topics are different.

GEOG 4990. Directed Study in Geography. 1-6 Hours.

Prerequisites: at least Junior standing and permission of advisor, instructor, and Department Head. Study in area or subject not normally found in established courses offered by the department; may also allow students to explore in more detail and/or depth an area or subject covered by the department.

Geology (GEOL)

GEOL 1011K. Introductory Geosciences I. 4 Hours.

This course covers Earth materials and processes. For more information on this institution's eCore courses, please see <http://www.valdosta.edu/ecore/>.

GEOL 1110. Our Hazardous Environment. 3 Hours.

Also offered as GEOG 1110. A detailed examination of physical environmental hazards that influence human health and habitation. Lectures focus on the causes, processes, and results of naturally occurring and human-induced geologic, hydrologic, and atmospheric events, such as earthquakes, mudflows, floods, hurricanes, soil erosion, and nuclear and toxic waste. Some mathematics is used.

GEOL 1121K. Principles of Physical Geology. 4 Hours.

Prerequisite or corequisite: MATH 1101 or higher. An introduction to the physical processes responsible for the formation and ever-continuing modification of our Earth. Topics covered include the structure of the Earth and plate tectonics, volcanoes and earthquakes, formation of minerals and the rock cycle, origin and evolution of the landscape, and groundwater and energy resources.

GEOL 1122K. Principles of Historical Geology. 4 Hours.

Prerequisite or corequisite: MATH 1101 or higher. An introduction to the physical and biological development of the Earth from its cosmic beginning to the present, with emphasis on reconstructing sedimentary environments, tectonic processes, and life forms represented in selected regions of North America. Topics covered include families of rocks, principles and concepts of geologic time, origin and interpretation of sedimentary rocks, evolution, plate tectonics, origin of the solar system, and a survey of Earth history through time.

GEOL 2010. Tools of Environmental Geoscience. 3 Hours.

Also offered as GEOG 2010. An introduction to research techniques for the incoming environmental geoscience majors. This course includes an overview of the discipline and the tools used in geoscience research. Topics may include laboratory safety, research methods, exploration of resources (library and Internet), methods of data collection, data analysis, and scientific reporting of results.

GEOL 3010. Environmental Geology. 3 Hours.

Prerequisites: Two natural science lab courses. The application of basic geologic principles and techniques to problems in land-use planning, resource management, waste disposal, conservation, energy plant siting, under-and-above-ground construction, subsidence, construction in seismic areas, slope-stability, urban development and other problems resulting from human interaction with the geological habitat.

GEOL 3020. Global Climate Change. 3 Hours.

Also offered as GEOG 3020. Prerequisites: GEOG 112K and either GEOG 113K or GEOL 1121K. An overview of global climate change based on changes to the Earth's atmosphere, lithosphere, and hydrosphere. This course provides an analysis of past climates in the geologic, biologic, and hydrologic record, the impact of fossil fuel utilization on climate over the last 250 years, and links to ice sheets and oceans. The course examines implications of global climate change on the human population, including diseases and severe weather, as well as biogeography, including the extinction of threatened species.

GEOL 3050. Oceanography. 3 Hours.

Prerequisites: Two natural science lab courses. The physical, chemical, geological, and biological characteristics of the ocean and the interactions between the hydrosphere, lithosphere, atmosphere, and biosphere.

GEOL 3100. Principles of Mineralogy/Petrology. 4 Hours.

Prerequisites: Sophomore standing, GEOL 1121K and GEOL 1122K, and consent of instructor. An introduction to mineral and rock identification, and the study of the genesis, occurrence, and uses of common minerals and rocks. Laboratory consists of identification of common rocks and minerals.

GEOL 3101. Mineralogy. 3 Hours.

Prerequisites: GEOL 1121K and CHEM 1211 and 1211L, or their equivalents, and/or consent of the instructor. The classification, identification, and crystallography of the principal rock-forming minerals, silicate and non-silicate; and the introduction to the use of the petrographic microscope in the study of the crystallography and identification of minerals.

GEOL 3102. Petrology. 3 Hours.

Prerequisite: GEOL 3101 and/or consent of instructor. Genesis, classification, and properties of igneous, metamorphic, and sedimentary rocks. Laboratory includes the use of analytical methods, hand specimens, thin-section study with the petrographic microscope, and the macroscopic and microscopic properties of important rock types.

GEOL 3103. Environmental Mineralogy and Clay Materials. 4 Hours.

Prerequisites: GEOL 1121K and CHEM 1211 and CHEM 1211L. An introduction to basic concepts of crystallography, mineralogy, and clay minerals, stressing environmental uses and applications. Includes mineral systems, analytical techniques, and basic clay surface chemistry. Laboratory exercises focus on practical applications of mineralogy useful to the modern environmental scientist. Weekend field trips required.

GEOL 3104. Optical Mineralogy and Petrography. 2 Hours.

Prerequisite or corequisite: GEOL 3100. A study of the petrographic microscope, principles of optical crystallography, identification of rock-forming minerals in thin section, and description of igneous, sedimentary, and metamorphic rocks in thin section. A field trip may be required.

GEOL 3120. Geosciences Field Trip. 3 Hours.

Also offered as GEOG 3120. Prerequisite: GEOG 1113K or GEOL 1121K. A study of the geology and geography of a selected region during the first week, followed by a two-week field trip to points of interest. The interactions among geology, surficial processes, and organisms and how those interactions impact humans will be emphasized. Field trip destination is different each summer. Student fee required. Offered only during Summer Session I.

GEOL 3200. History of Life. 3 Hours.

Prerequisites: Sophomore standing and consent of instructor. Principles of paleontology with emphasis on the history of life including vertebrates. Includes an account of the outstanding forms of life from the beginning of earthtime to the present, and those paleontologically significant groups that are uncommon, different, or extinct today.

GEOL 3210. Introduction to Hydrology. 4 Hours.

Also listed as GEOG 3210. Prerequisites: GEOL 1121K or GEOG 1112K, and GEOG 1113K. An introduction to surface and sub-surface hydrology, examining components of the hydrologic cycle. Topics include local and global water balance, precipitation, interception and infiltration, runoff, stream flow, water storage, and groundwater. This course makes use of some mathematical equations.

GEOL 3220. Invertebrate Paleontology. 3 Hours.

Prerequisite: GEOL 1122K or BIOL 2270 or permission of instructor. Identification, classification, and natural history of major groups of invertebrates preserved as fossils in the geologic record, with special attention to those forms commonly encountered in the southeastern United States. Emphasis in laboratory will include taxonomic affinities and functional morphology. Saturday (optional) field trips will be scheduled to local areas of interest.

GEOL 3230. Vertebrate Paleontology. 3 Hours.

Prerequisites: GEOL 1121K and GEOL 1122K, or BIOL 2010 and BIOL 2270. Geologic history and evolution of animals with backbones, with coverage of extinct groups such as the Dinosauria.

GEOL 3240. Hydrogeology. 4 Hours.

Also listed as GEOG 3240. Prerequisites: GEOL 1121K or GEOG 1112K, and GEOG 1113K. Introduction to the hydrology of groundwater. Study of the subsurface part of the hydrologic cycle and description of the occurrence, movement, and management of groundwater as a renewable resource. Special emphasis on surface water-groundwater interactions, sensitivity of karst aquifers to environmental stresses, water quality, groundwater contaminations, and field methods that are applied in groundwater studies. Weekend field trip(s) required.

GEOL 3250. Micropaleontology. 3 Hours.

Prerequisite: GEOL 1122K, GEOL 3210, or consent of instructor. The classification, stratigraphic relationships, and methods of study of microfossils with emphasis on the stratigraphically important groups.

GEOL 3300. Process Geomorphology. 4 Hours.

Also listed as GEOG 3300. Prerequisite: GEOL 1121K or GEOG 1112K, and GEOG 1113K. An introduction to process geomorphology examining landforms and their formative processes. Topics include weathering and slope, fluvial, coastal, aeolian, glacial, and periglacial processes, and the application of soils to geomorphology. This course makes use of some mathematical equations. Field trip required.

GEOL 3320. Geomorphology of Fluvial and Coastal Environments. 3 Hours.

Also listed as GEOG 3320. Prerequisite: GEOG 3300. An examination of processes and landforms in fluvial (river) and coastal environments. Fluvial topics include channel geometry and pattern, characteristics of flow, sediment load, bedforms, and floodplains. Coastal topics include the study of waves and tides, coastal sediment transport, beaches, and the effects of changing sea level. This course makes use of some mathematical equations.

GEOL 3330. Geology, Hydrogeology, and Environmental Issues in Georgia. 3 Hours.

Also listed as GEOG 3330. Prerequisite: GEOL 1121K. An overview of the geologic framework of Georgia and surrounding states, with emphasis on topical hydrogeologic and environmental issues that impact Georgia's environment. Students receive the appropriate geologic background necessary for careers that address environmental issues in the southeastern United States. One or more field trips to locations in the area will be included.

GEOL 3400. Planetary Geology. 3 Hours.

Also offered as ASTR 3400. Prerequisites: GEOL 1121K or GEOG 1112K, and GEOG 1113K. Prerequisite or corequisite: PHSC 1100 or PHYS 1111 or PHYS 2211. A study of the geology of the terrestrial planets and solid-surface moons, asteroids, comets, and meteorites. The course will focus on comparative planetary geology, with emphasis on geologic processes on the surface (e. g., volcanism, impact cratering, tectonism, erosion, mass wasting, mineralogy, and petrology), planetary interiors, and data collection methods such as remote sensing and image analysis.

GEOL 3410. Structural Geology. 4 Hours.

Prerequisites: GEOL 1121K and GEOL 1122K; MATH 1112 or equivalent. Structural features of rocks, such as folds, faults, joints, cleavage, and primary structures, including their origin, classification, analyses and economic relationships. A study of tectonic plate motion is included. Laboratory work includes depth and thickness problems, structure sections, and structure contour maps.

GEOL 3450. Field Methods in Geology. 4 Hours.

Prerequisites: Sophomore standing, GEOL 1121 and GEOL 1122K, and consent of instructor. An introduction to the basic tools and techniques used in preparation of topographic and geologic maps, and profiles and cross-sections. Includes uses of plane table, alidade, Brunton compass, and aerial photographs.

GEOL 3500. Principles of Geochemistry. 3 Hours.

Prerequisites: GEOL 1121K, CHEM 1211 and CHEM 1211L, and MATH 2261. The application of chemical principles to study of geological and environmental processes. Course emphasis is on understanding processes that influence the chemistry of water, sediment, and soil. Topics include aqueous solutions, thermodynamics, mineral-water equilibria, oxidation-reduction reactions, and radiogenic and stable isotopes. Laboratory component of the course is field-based.

GEOL 3510. Environmental Issues in Economic Geology. 3 Hours.

Prerequisite: GEOL 1121K. An introduction to the concepts and practice of economic geology, with emphasis on the environmental impact of resource exploitation focusing on the resource industries that exist in Georgia and surrounding states. Topics include traditional metals-based economic geology, industrial minerals, and energy-based resources. One or more field trips to locations in the area will be included.

GEOL 3710. Environmental Soil Science. 4 Hours.

Also listed as GEOG 3710. Prerequisites: CHEM 1211 and CHEM 1211L; GEOG 1113K or GEOL 1121K. Soil properties, distribution and classification, factors of soil formation, and the relationships among soils, geomorphology, and the environment, stressing analysis and use of soils and soil databases for proper urban, agricultural, and environmental land use.

GEOL 4110. Principles of Sedimentation and Stratigraphy. 4 Hours.

Prerequisites: GEOL 1121K and GEOL 1122K. Corequisite: GEOL 3410. The interrelationships of sedimentation, stratigraphy, and paleogeography; methods in sediment studies, stratigraphic interpretation, and correlation. Field trips required.

GEOL 4800. Internship in Environmental Geosciences. 3-6 Hours.

Prerequisite: Consent of instructor and Department Head. Graded "Satisfactory" or "Unsatisfactory." A supervised, practical experience using environmental geosciences skills in an appropriate organization. The course provides students with an opportunity to apply skills learned during pursuit of the environmental geosciences degree to real world situations.

GEOL 4860. Geosciences Senior Seminar. 1 Hour.

Also offered as GEOG 4860. Prerequisites: Junior or Senior standing and consent of the instructor. Graded "Satisfactory" or "Unsatisfactory". Exploration and selection of which option of experiential learning students will pursue as a senior. Each student will submit a proposal for approval by their supervising faculty member(s).

GEOL 4861. Senior Thesis. 3 Hours.

Also offered as GEOG 4861. Prerequisite: GEOG 4860 or GEOL 4860. Part of a two-course sequence in which a research project is designed by the student and supervising faculty member(s) in an approved area of interest. Students will collect sample data, conduct data analysis, and write a thesis.

GEOL 4862. Thesis Presentation. 2 Hours.

Also offered as GEOG 4862. Prerequisite: GEOG 4861 or GEOL 4861. The third course in a three-semester research project designed by the student and supervising faculty member(s) in an approved area of interest. Students will present their senior thesis project in both oral and poster form to the department or at an approved professional meeting.

GEOL 4900. Special Topics in Geology. 1-6 Hours.

Prerequisites: GEOL 1121K and GEOL 1122K, or equivalent, and consent of instructor. Topics to be assigned by instructor; may be taken more than once if topics are different; up to a total of 6 credit hours.

GEOL 4950. Directed Studies in Geology. 1-6 Hours.

Prerequisites: GEOL 1121K and GEOL 1122K; Junior standing; and permission of advisor, instructor, and Department Head. Study of subjects not normally found in established courses offered by this department; may also allow students to explore in more detail and/or depth subjects covered by this department, up to a maximum of 6 credit hours.

German (GRMN)

GRMN 1001. Beginning German Language and Introduction to German Culture, I. 3 Hours.

Emphasis on the development of proficiency and communicative competence at the novice level in the four basic skills: speaking, listening, reading, and writing, as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines. Awareness of various sociocultural aspects and the distinctiveness of certain cultural traditions. GRMN 1001 is not open for credit to students with two or more years of high school German or the equivalent.

GRMN 1002. Beginning German Language and Introduction to German Culture, II. 3 Hours.

Prerequisite: GRMN 1001 or the equivalent. A continuation of GRMN 1001, with emphasis on proficiency and communicative competence at the novice level in the four basic skills: speaking, listening, reading, and writing, as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines. Awareness of various sociocultural aspects and the distinctiveness of certain cultural traditions.

GRMN 1111. Intensive German Language and German Culture. 3 Hours.

Prerequisite: Two or more years of high school German or the equivalent. Emphasis on the development of proficiency and communicative competence at the novice level in the four basic skills: speaking, listening, reading, and writing, as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines. Awareness of various sociocultural aspects and the distinctiveness of certain cultural traditions. GRMN 1111 is a one-semester combination of GRMN 1001 and GRMN 1002. This course is designed for those students not fully prepared for the 1002 level. GRMN 1111 reviews the concepts presented in GRMN 1001 and advances the student through the material of GRMN 1002.

GRMN 2001. Intermediate German Language and German Culture, I. 3 Hours.

Prerequisite: GRMN 1002 or the equivalent. Emphasis on the development of proficiency and communicative competence at the intermediate level in the four basic skills: speaking, listening, reading, and writing, as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines. Awareness and understanding of various sociocultural aspects and the distinctiveness of certain cultural traditions.

GRMN 2002. Intermediate German Language and Culture, II. 3 Hours.

Prerequisite: GRMN 2001 or the equivalent. A continuation of GRMN 2001, with emphasis on proficiency and communicative competence at the intermediate level in the four basic skills: speaking, listening, reading, and writing, as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines. Awareness and understanding of various sociocultural aspects and the distinctiveness of certain cultural traditions.

GRMN 3310. Intermediate Reading. 3 Hours.

Prerequisite: GRMN 2002 or consent of instructor. The development of students' proficiency in spoken and written German. The readings will be based on material from contemporary sources, including prose, poetry, and theater.

GRMN 3320. Intermediate Grammar and Composition. 3 Hours.

Prerequisite: GRMN 2002 or consent of instructor. Continued study of the major difficulties of German grammar with practice in compositions.

GRMN 3540. German Popular Literature. 3 Hours.

Prerequisite: GRMN 3310 or consent of the instructor. Study of lyrical forms, such as the ballads and poems of selected major authors and the lyrics of the common people over several centuries. A study of prose forms of popular literature, such as fairy tales and contemporary children's books.

GRMN 3551. German Culture and Civilization I. 3 Hours.

Prerequisite: GRMN 3310 or 3320 or consent of the instructor. Study of geography, history, and educational and political systems in Germany, with attention given to music, art, and letters.

GRMN 3552. German Culture and Civilization II. 3 Hours.

Prerequisite: GRMN 3310 or 3320 or consent of the instructor. Study of current issues in Germany. Selected readings and discussion from the German press, radio and TV, and literary texts.

GRMN 4410. Advanced Conversation. 3 Hours.

Prerequisite: GRMN 2002 or consent of the instructor. Intensive approach to spoken German based on everyday activities and occurrences.

GRMN 4950. Directed Study. 3 Hours.

Prerequisite: GRMN 3310 or consent of the instructor. Study in a special area of German literature or the German language not normally found in established courses offered by the department. The work is done under the supervision of a professor.

GRMN 4960. Study Abroad Special Topics. 3 Hours.

Consult the Department of Modern and Classical Languages regarding arrangements, requirements, and credit. May be repeated for a maximum of 9 hours if topics are different.

Health Science (HSHS)

HSHS 3000. Introduction to Healthcare Professional Practice. 3 Hours.

Prerequisite: Completion of Progression Requirements of Professional Program and Departmental Approval. Co-requisites: HSHS 3100, 3600, 3700, and 3900. An introduction to healthcare professions and the various elements and components of each healthcare profession that makes it unique. Students are provided with information necessary to find employment in each healthcare profession. Emphasis will include training requirements, job responsibilities, salaries, and elements specific to each health profession.

HSHS 3100. Structural Kinesiology. 3 Hours.

Prerequisite: Completion of Progression Requirements of Professional Program and Departmental Approval. Co-requisites: HSHS 3000, 3600, 3700, and 3900. Basic physical concepts as they apply to human movement are explored. Structural anatomy, neuromuscular physiology, and biomechanical principles as they apply to human movement are emphasized.

HSHS 3300. Health Assessment and Promotion. 3 Hours.

Prerequisites: Completion of Progression Requirements of Professional Program. Co-requisites: HSEP 3360, HSHS 4300, and NUTR 3100. This course is an introduction to the process of systematic and comprehensive health data collection and assessment across the lifespan. Emphasis is placed on strategies for interpersonal communication as well as gathering and assessment of data from examination techniques. Also focuses on the examination of a patient's health risk and provision of interventions to promote healthy lifestyle behaviors and disease prevention.

HSHS 3350. Medical Disease and Illness. 3 Hours.

Prerequisite: Completion of Progression Requirements of Professional Program. Co-requisites: HSHS 4100 and 4500. This course is a survey of disabilities, illnesses, and medical conditions across the lifespan. Emphasis is placed on the signs, symptoms, assessments, treatments, and preventative techniques associated with specific illnesses and medical conditions. In addition, course content will also focus on current information provided by the most recent Healthy People data.

HSHS 3600. Medical and Healthcare Terminology. 3 Hours.

Prerequisite: Completion of Progression Requirements of Professional Program and Departmental Approval. Co-requisites: HSHS 3000, 3100, 3700, and 3900. An introduction to terminology used in medical and other allied healthcare environments.

HSHS 3700. Principles of Pharmacology and Diagnostic Testing. 3 Hours.

Prerequisite: Completion of Progression Requirements of Professional Program and Departmental Approval. Co-requisites: HSHS 3000, 3100, 3600, and 3900. This course offers a concise introduction to pharmacological concepts for students in healthcare professions. Emphasis will include effects, indications, contraindications, and adverse effects. The course will also focus on common imaging modalities and their use in assessing, monitoring, and treating conditions seen by healthcare professionals.

HSHS 3800. Evidence Based Practice in Healthcare. 3 Hours.

Prerequisites: Completion of Progression Requirements of Professional Program. Co-requisites: HCAD 4000, HSHS 4050, 4650, and 4300. An introduction to various essential concepts and components associated with the evidence-based practice process in health-related professions.

HSHS 3900. Current Trends and Issues in Healthcare. 3 Hours.

Prerequisite: Completion of Progression Requirements of Professional Program and Departmental Approval. Co-requisites: HSHS 3000, 3100, 3500, and 3700. An exploration of current issues and trends in healthcare to include issues across the lifespan.

HSHS 4000. Legal and Ethical Concerns for Healthcare Professionals. 3 Hours.

Prerequisite: Completion of Progression Requirements of Professional Program. An introduction to the legal and ethical concerns of healthcare professionals in various employment settings.

HSHS 4050. Principles of Musculoskeletal Examination. 3 Hours.

Pre/Co-requisites: HSHS 3100. Examination of commonly occurring musculoskeletal injuries and conditions common in a physically active population.

HSHS 4100. Fitness and Strength and Conditioning Techniques. 3 Hours.

Prerequisites: Completion of Progression Requirements of Professional Program. Co-requisites: HSHS 3350 and 4500. A survey of the mechanisms by which the body responds, reacts, and adapts to physical exercise. Includes a study of how to select, apply, gather, assess, and interpret data from physical assessments related to performance. In addition, the course provides knowledge about selection, application, and progression of fitness, strength, and conditioning techniques to improve performance.

HSHS 4300. Professionalism and Healthcare. 3 Hours.

Prerequisite: Completion of Progression Requirements of Professional Program. Co-requisites: HSEP 3360, HSHS 3300, and NUTR 3100. The course provides students with information related to identifying and developing professional behaviors in healthcare professions. Information regarding assessing professional behavior and challenging unprofessional behavior will be addressed.

HSHS 4500. Communication and Cultural Competence in Healthcare. 3 Hours.

Prerequisite: Completion of Progression Requirements of Professional Program. Co-requisites: HSHS 3350 and 4100. Introduces students to the fundamental principles for the effective communication with patients, families, and significant others of the patient. The course focuses on patient-centered approaches for promoting, improving, and maintaining dialogue with patients. Effective communication has been shown to be central to patient satisfaction, professional satisfaction, patient adherence to treatment plans, and positive outcomes for the patient. Additional exploration of how cultural backgrounds of patients and providers impact the healthcare encounter. Examines how clinical healthcare settings and organizations can act as barriers to providing effective services to diverse communities.

HSHS 4650. Exercise Programming. 3 Hours.

Prerequisite: Completion of HSHS 4100 and 3350 with a grade of "C" or better. This course focuses on the selection and application of exercise prescriptions for patients across the lifespan, including those with disease and illness. Emphasis is placed on creating an exercise prescription that is based on the patient's current health status, goals, and applied health tests and measurements.

HSHS 4800. Principles of Therapeutic Intervention. 3 Hours.

Prerequisite: Completion of Progression Requirements of Professional Program. Co-requisites: HCAD 4000, HSHS 3800, 4050, and 4650. An introduction to basic rehabilitation principles in healthcare professions.

Health Sciences--Exercise Physiology (HSEP)

HSEP 3010. Exercise Testing and Prescription I. 3 Hours.

Prerequisite: Admission to Exercise Physiology Program. A concentrated study of the principles of exercise testing and prescription for the apparently healthy adult including the health appraisal, risk assessment and interpretation of data. The American College of Sports Medicine exercise guidelines are emphasized.

HSEP 3011. Exercise Testing and Prescription II. 3 Hours.

Prerequisite: A grade of "C" or better in HSEP 3010. A continuation of HSEP 3010, with emphasis on cardiovascular, pulmonary, and metabolic disease; the role the mechanism of action for medications such as alpha and beta blockers, calcium channel blockers, ACE inhibitors, nitrated, peripheral vasodilators, and diuretics. Additional classifications to be reviewed include inotropic, anti-arrhythmic, anti-thrombosis, lipid-lowering, hypo/hyperglycemic, anti-inflammatory, and bronchodilators.

HSEP 3020. Fitness and Performance Testing in Exercise Physiology. 4 Hours.

Prerequisites: Admission to the Exercise Physiology Program. Development of knowledge, skills, and abilities in selecting, administering, and interpreting standardized health, athletic, and physiological-related physical fitness tests.

HSEP 3050. Prevention of Exercise Related Injuries and Conditions. 3 Hours.

Prerequisite: A grade of "C" or better in HSEP 3430 and successful progression and retention requirements as per the program of study of the Exercise Physiology degree program. A study of common musculoskeletal injuries and conditions related to physical activity. Strategies to reduce risks, standard treatment protocols, and modification of the exercise prescription will be emphasized.

HSEP 3200. Nutrition for Health and Human Performance. 3 Hours.

Prerequisites: HSEP 3420 with a grade of "C" or better, or permission of instructor and Exercise Physiology Program Coordinator if admitted Nutrition minor. An introduction to the characteristics of the essential dietary nutrients and their respective roles in the body. Emphasis is placed on the effects of nutritional practices on health and human performance.

HSEP 3360. Chronic Disease Epidemiology. 3 Hours.

Prerequisite: Acceptance to the Exercise Physiology Program. Introduction to the distribution and determinants of chronic diseases in the population. Causal relationships laying the groundwork for programs of prevention and control emphasized. Commonly used epidemiological statistics and research methods discussed.

HSEP 3420. Exercise Physiology. 3 Hours.

Prerequisite: Admission to the Exercise Physiology Program. An understanding of how the body, from a functional standpoint, responds, adjusts, and adapts to exercise. Topics include bioenergetics, neuromuscular concepts, cardiorespiratory considerations, physical training, and environmental concerns involving physical activity, athletic performance, and health-related fitness.

HSEP 3430. Structural Kinesiology. 3 Hours.

Prerequisites: Completion of Progression Requirements of Professional Program. Basic physical concepts as they apply to human movement are explored. Structural anatomy, neuromuscular physiology and biomechanical principles as they apply to sport skills and fitness activities are emphasized.

HSEP 3650. Applied Exercise Musculoskeletal Interventions. 3 Hours.

Prerequisite: A grade of "C" or better in HSEP 3430. Application of scientific principles for evaluating and developing exercise-based interventions to improve general health and physical performance in adult populations. The course emphasizes musculoskeletal hypertrophy, strength, endurance, power, and flexibility; and interventions using various modalities for diverse populations and settings.

HSEP 4040. Pediatric Exercise Physiology. 3 Hours.

Prerequisite: A grade of "C" or better in HSEP 3420. The physiological differences between children and adults relative to exercise performance. Variables such as size, biomechanics, neuromuscular, reproductive, hormonal, and cardiovascular-respiratory differences will be examined.

HSEP 4050. Principles of Strength and Conditioning for Athletic Performance. 4 Hours.

Prerequisite: A grade of "C" or better in HSEP 3650 and successful progression and retention requirements as per the program of study of the Exercise Physiology degree program. A comprehensive study of training theory and methods for developing physical abilities as they relate to athletic performance. Topics include neuromuscular, musculoskeletal, endocrine, and bioenergetic aspects of exercise and training. The course addresses the principles underlying the development of hypertrophy, strength, power, speed, agility, and anaerobic capacity, and covers lifts, drills and tests relevant to strength and conditioning practitioners. The National Strength and Conditioning Association's Certified Strength and Conditioning Specialist competencies will be emphasized.

HSEP 4070. Exercise Cardiopulmonary Physiology. 3 Hours.

Prerequisite: A grade of "C" or better in HSEP 3420. A concentrated study in the exercise physiology of the healthy and diseased cardiopulmonary system. Emphasis on cardiopulmonary adaptations to acute and chronic exercise and on normal versus abnormal conditions and their effects on exercise testing and training.

HSEP 4080. Exercise Electrocardiography. 3 Hours.

Prerequisite: A grade of "C" or better in HSEP 3420. A basic understanding of the 12-lead electrocardiogram as it relates to graded exercise testing, training, and functional evaluation. The course is designed particularly to assist the clinical exercise physiologist in developing the skills required for quickly identifying electrocardiographic patterns at rest and during exercise.

HSEP 4130. Exercise Cardiopulmonary Rehabilitation. 3 Hours.

Prerequisites: A grade of "C" or better in HSEP 3011, and HSEP 4080. A study of multi-phasic and multi-disciplinary programs designed to restore to a productive life the individual with cardiopulmonary disease. Common medical treatments and diagnostic procedures and treatments reviewed. Emphasis on the American College of Sports Medicine and the American Association of Cardiovascular and Pulmonary Rehabilitation guidelines.

HSEP 4140. Professional Practices in Exercise Physiology. 3 Hours.

Prerequisites: Successful progression and retention requirements as per the program of study of the Exercise Physiology degree program. The study of potential administrative and management roles and responsibilities of the exercise physiologist. The course will address practices for professional development and behavior as well as job searching and application, scope of practice, ethics, legal issues, evidence-based practice, fiscal management, marketing, facility operations, risk management, and human resource management.

HSEP 4160. Exercise Psychology. 3 Hours.

Prerequisite: Admission into the Exercise Physiology degree program. A study of psychological factors that influence physical activity and exercise behavior and their impact on human performance and physical and mental health. The course addresses major psychological theories and behavioral interventions that promote exercise participation, engagement in health behavior change, and optimize athletic conditioning.

HSEP 4210. Clinical Exercise Physiology. 3 Hours.

Prerequisite: A grade of "C" or better in HSEP 3011 and successful progression and retention requirements as per the program of study of the Exercise Physiology degree program. An advanced course in the physiology of exercise as it relates to the clinical exercise physiologist or health care professional. The integration of the body's various systems relative to the prevention and therapeutic role of exercise will be examined. Case study assignments will focus on problem-oriented management of subjective and objective data.

HSEP 4510. Exercise Physiology Practicum. 4 Hours.

Prerequisite: Successful progression and retention requirements as per the program of study of the Exercise Physiology degree program, permission of the instructor, a returned graduation application from the Registrar and good academic standing as per VSU policy. A lecture and laboratory course for evaluation, review, and mastery of competencies for the exercise physiology degree prior to enrollment in HSEP 4550.

HSEP 4550. Exercise Physiology Internship. 12 Hours.

Prerequisites: A grade of "C" or better in all course requirements for the Exercise Physiology Bachelors of Science degree except HSEP 4550; submission of internship agreement, proof of CPR/AED certification, professional liability insurance coverage, immunization record, background check, drug screen clearance, and any other requirements specific to internship site or VSU. A capstone experiential learning experience at a professional workplace that reflects an area directly related to exercise physiology such as strength and conditioning, clinical exercise physiology, or fitness and wellness. Students are required to complete at a minimum 10 weeks and 400 cumulative hours, with no more than 40 hours per week permissible. The course includes reports of daily activity and coursework reflection teaching, educational in-services, and evaluation of internship and the Exercise Physiology degree program. The student must sit for the ACSM EP-C or NSCA CSCS exam and submit copies of the certification exam results.

Healthcare Administration (HCAD)

HCAD 3100. Introduction to Healthcare Informatics. 3 Hours.

Prerequisite or Co-requisite: MGNT 3250 and BUSA 2100. An introduction to the concepts and competencies required in classifying, coding, managing, and analyzing diseases and procedures used by healthcare professionals in the context of Electronic Healthcare Record (EHR) systems.

HCAD 3200. Healthcare Management. 3 Hours.

Prerequisite: MGNT 3250 with a grade of "C" or better. An introduction to concepts and competencies required in managing direct care and non-direct care healthcare organizations.

HCAD 3400. Healthcare Financing and Insurance. 3 Hours.

Prerequisite or corequisite: HCAD 3200. Prerequisite: HCAD 3100 with a grade of "C" or better. An introduction to the financing of healthcare delivery. Topics include various insurance settings, the biggest insurance programs, and reimbursement mechanisms.

HCAD 3600. Healthcare Information Systems and Security. 3 Hours.

Prerequisite: HCAD 3100 and HCAD 3200 with a grade of "C" or better. An introduction to the implementation, security, and management of information systems in healthcare management, with an overview of standards and components to assure quality information.

HCAD 4000. Legal and Ethical Issues in Healthcare Administration. 3 Hours.

Prerequisite: HCAD 3200 with a grade of "C" or better. The legal, regulatory and ethical requirements of providing and receiving healthcare are presented. Rights and responsibilities of healthcare stakeholders are identified and trade-offs are analyzed.

HCAD 4100. Healthcare Human Resources Management. 3 Hours.

Prerequisite: MGNT 3250 with a grade of "C" or better. Basic concepts of human resource management applied to healthcare organizations. Topics include selection of healthcare personnel; training in a clinical setting; scheduling with emphasis on shift, legal, and regulatory issues; motivation, compensation, and retention; managing shortages and surpluses; and discipline in health related professions. Additional topics are the Joint Commission on Accreditation of Healthcare Organizations and organized labor in healthcare organizations.

HCAD 4977. Research in Healthcare Administration. 3 Hours.

Prerequisites: BUSA 3100, and HCAD 3200 with a grade of "C" or better. Graded "Satisfactory" or "Unsatisfactory". Completion of Healthcare Administration research paper. May receive credit for the course only once. The research project, must adhere to the established Healthcare Business Administration (HCAD) Research Program Guidelines.

HCAD 4980. Internship in Healthcare Administration. 3 Hours.

Prerequisite: HCAD 3100 and HCAD 3200 with a grade of "C" or better, completion of Internship Agreement Form, BBA major, and Senior Standing. Graded "Satisfactory" or "Unsatisfactory". The application of healthcare administration concepts and skills in a healthcare organization. A project, approved by a faculty member and the employer is required. The student must complete a workshop with the Career Strategies Coordinator no later than the end of the first week of class. Students must adhere to the Healthcare Administration Internship Program Guidelines and may receive credit for the course only once.

History (HIST)

HIST 1011. History of Civilization I. 3 Hours.

Survey of the development of major world civilizations from antiquity through the 14th century. Emphasis will be placed on the cultural achievements of each civilization.

HIST 1011H. Honors History of Civilization I. 3 Hours.

Survey of world civilizations from antiquity through the 14th century. Emphasis will be placed on the cultural achievements of each civilization; taught in an enriched environment.

HIST 1012. History of Civilization II. 3 Hours.

Survey of early modern world civilizations from the 15th through the 18th century. Emphasis will be placed on the growing interactions of world cultures.

HIST 1012H. Honors History of Civilization II. 3 Hours.

Survey of early modern world civilization from the 15th through the 18th centuries. Emphasis will be placed on the growing interactions of world cultures; taught in an enriched environment.

HIST 1013. History of Civilization III. 3 Hours.

Survey of world civilizations during the 19th and 20th centuries. Emphasis will be placed on the impact of industrialization, global conflict, and the emergence of the Third World.

HIST 1013H. Honors History of Civilization III. 3 Hours.

Survey of world civilizations during the 19th and 20th centuries. Emphasis will be placed on the impact of industrialization, global conflict, and the emergence of the Third World; taught in an enriched environment.

HIST 1111. World History I. 3 Hours.

A survey of world history to early modern times. Students in this course will be expected to participate frequently in class discussions, take 12 unit quizzes, and proctored midterm and final exams. For more information on this institution's eCore courses, please see <http://www.valdosta.edu/ecore/>.

HIST 1112. World History II. 3 Hours.

A survey of World History from early modern times to the present.

HIST 2111. United States History to 1865. 3 Hours.

A survey of the major political, economic, social, and cultural developments in the United States and Georgia to 1865. (Either HIST 2111 or HIST 2112 satisfies legislative requirements for U.S./Georgia History.).

HIST 2111H. Honors United States History to 1865. 3 Hours.

A survey of the major political, economic, social, and cultural developments in the United States and Georgia to 1865, taught in an enriched environment. (Either HIST 2111H or HIST 2112H satisfies legislative requirements for U.S./Georgia History.).

HIST 2112. United States History since 1865. 3 Hours.

A survey of the major political, economic, social, and cultural developments in the United States and Georgia since 1865. (Either HIST 2111 or HIST 2112 satisfies legislative requirements for U.S./Georgia History.).

HIST 2112H. Honors United States History Since 1865. 3 Hours.

A survey of the major political, economic, social, and cultural developments in the United States and Georgia since 1865, taught in an enriched environment. (Either HIST 2111H or HIST 2112H satisfies legislative requirements for U.S./Georgia History.).

HIST 3000. Study of History. 3 Hours.

Prerequisites: ENGL 1101 or 1101H, and ENGL 1102 or 1102H; nine (9) semester hours from HIST 1011 or 1011H, 1012 or 1012H, 1013 or 1013H, 2111 or 2111H, 2112 or 2112H; declaration of a major in history or secondary education. An overview of the study of history, with emphasis on historiography and historical methods. Must be taken as, or concurrently with, the first upper-division history course.

HIST 3030. Special Topics in U.S. History. 3 Hours.

Selected themes of historical and contemporary interest in U.S. History. May be repeated for credit if topics are different.

HIST 3030H. Honors Topics in U.S. History. 3 Hours.

Special topics in United States history for History Honors Track. May be repeated for credit.

HIST 3040. Special Topics in European History. 3 Hours.

Selected themes of historical and contemporary interest in European History. May be repeated for credit if topics are different.

HIST 3040H. Honors Topics in European History. 3 Hours.

Special topics in United States history for History Honors Track. May be repeated for credit.

HIST 3045. Study Abroad Special Topics in European History. 3 Hours.

Selected themes of historical and contemporary interest in European History as part of a study abroad program. May be repeated for credit if topics are different.

HIST 3050. Special Topics in World History. 3 Hours.

Selected themes of historical and contemporary interest in World History. May be repeated for credit if topics are different.

HIST 3050H. Honors Topics in World History. 3 Hours.

Special topics in United States history for History Honors Track. May be repeated for credit.

HIST 3060. Special Topics in European and World History. 3 Hours.

Selected themes of historical and contemporary interest in European and World History. May be repeated for credit if topics are different.

HIST 3070. Special Topics in European, U.S., and World History. 3 Hours.

Selected themes of historical and contemporary interest in European, U.S., and World History. May be repeated for credit if topics are different.

HIST 3080. Special Topics in European and U.S. History. 3 Hours.

Selected themes of historical and contemporary interest IN European and U.S. History. May be repeated for credit if topics are different.

HIST 3090. Special Topics in U.S. and World History. 3 Hours.

Selected themes of historical and contemporary interest in U.S. and World History. May be repeated for credit if topics are different.

HIST 3120. History of Cuisine and Culture. 3 Hours.

Overview of food and human society from early human civilization to the modern era. The course will emphasize changes in food production and consumption as well as the development of ethnic and cultural differences in cuisine.

HIST 3201. The Ancient Near East. 3 Hours.

The history of Ancient Egypt and Mesopotamia, with emphasis on political structures, social institutions, and cultural developments.

HIST 3202. Hellenistic Greece and Rome. 3 Hours.

A study of Mediterranean civilizations from the era of Alexander the Great through the fall of the Roman Empire. Greco-Roman contributions to western cultural traditions will be emphasized.

HIST 3203. Renaissance and Reformation. 3 Hours.

A study of the cultural, intellectual, and religious life of Europe in the 14th, 15th, and 16th centuries.

HIST 3205. Europe in the Age of Louis XIV, 1648-1750. 3 Hours.

A study of major trends in European history from the Peace of Westphalia to the Enlightenment. Cultural, social, and political achievements of European countries will be stressed.

HIST 3206. Revolutionary Europe, 1750-1815. 3 Hours.

A study of major developments in Europe from the Enlightenment through the defeat of Napoleon. The impact of the French Revolution on Europe will be emphasized.

HIST 3207. Europe, 1815-1914. 3 Hours.

A survey of the leading developments of the period in Europe, including social and nationalistic trends. Emphasis is placed on factors leading to World War I.

HIST 3208. Europe, 1914-1945. 3 Hours.

A survey of the lost generation living in a society broken and disillusioned by World War I.

HIST 3209. Europe Since 1945. 3 Hours.

A study of European domestic and international affairs since 1945 with emphasis upon the major states.

HIST 3220. Medieval Civilization. 3 Hours.

Survey of medieval society, politics, and culture from the disintegration of the Roman Empire to the first currents of the Renaissance and Reformation. The course will emphasize the great diversity of medieval Europe in areas including government, piety, social relations, intellectual life, and economic systems.

HIST 3230. Byzantine Empire and Society. 3 Hours.

Examination of the development of Byzantium between the foundation of Constantinople in 330 and the fall of the city to the Ottoman Turks in 1453. The course will focus on the political, ideological, and cultural features of Byzantine civilization as a synthesis of ancient and medieval models.

HIST 3240. The Crusades. 3 Hours.

Examination of the origin and development of the Crusades between the eleventh and the sixteenth centuries. The course will examine the theoretical foundations of crusading, the diverse character of the movement, and the evolving scope of its objectives.

HIST 3250. Power and Community in Medieval Europe. 3 Hours.

Introduction to key concepts of public authority and social order that dominated medieval mentalities and affected political and cultural practices in Europe between the sixth and the sixteenth centuries. The course examines a range of ideas such as state, rulership, justice, sovereignty, liberty, divine power, and their practical expression.

HIST 3260. Saints and Society in the Middle Ages. 3 Hours.

A history of the medieval cult of saints, its theology, practices and political effects from late Antiquity to the fifteenth century. The course will focus on evolving understandings of sanctity, diverse models of holiness, the social function of shrines and relics, and the institutionalization of cults of saints.

HIST 3270. Culture and Ethnicity in Pre-Modern East Europe. 3 Hours.

An examination of the multitude of cultural, religious, and ethnic identities within Eastern Europe, with a special focus on Poland, Bohemia and Russia, from the 15th to the late 18th centuries. This course will explore the close relations between those identities and the diversity of original political traditions in the region.

HIST 3280. War and Romance in the Middle Ages. 3 Hours.

An examination of the socio-political aspects of medieval warfare and medieval understanding of love and romance as powerful forces shaping people's religious and social experience, often in a parallel dimension to violence and bloodshed. The spiritual approach to violence, new models of masculine prowess, and the moral code of warfare and carnal desires flamboyantly displayed in chivalric culture and courtly love will also be studied.

HIST 3401. Slavic Europe to 1815. 3 Hours.

History of Slavic Europe from the early Middle Ages to the end of the Napoleonic Wars. The course will examine the history of Russian and other Slavic peoples, with an emphasis on political, religious, social, and economic developments.

HIST 3402. Slavic Europe Since 1815. 3 Hours.

History of Slavic Europe from 1815 to the present. The course will examine the history of Russian and other Slavic peoples in the modern period.

HIST 3500. German History, 1700-1945. 3 Hours.

An in-depth study of German history from the rise of Brandenburg-Prussia to the fall of Nazi Germany. Topic areas include social, political, intellectual, cultural, diplomatic, and gender history.

HIST 3601. World Military History to 1618. 3 Hours.

Overview of major developments in military history to 1618. The course examines changes in military strategy, technology, and organization, with a focus on comparing systems in different regions and time periods.

HIST 3602. World Military History Since 1618. 3 Hours.

Overview of major developments in military history since 1618 and the outbreak of the Thirty Years War. The course examines changes in military strategy, technology, and organization, with a focus on comparing systems in different regions and time periods.

HIST 3990. History Teaching Tutorial. 1 Hour.

Prerequisites: Completion of one of the following: HIST 1011, 1011H, 1012, 1012H, 1013, 1013H, 2111, 2111H, 2112 or 2112H; Junior or Senior standing; declaration of the major in history, secondary history education, or middle grades education with a primary concentration area in social studies. An introduction to the process of teaching history at the postsecondary survey level. Under the direction of a history faculty member, students will engage in a variety of activities such as observing classes, conducting study sessions and tutorials, and other activities directly related to a designated lower division (1000-2000 level) history survey course. May be taken three times for credit with a different faculty mentor and a different course in each instance.

HIST 4100. United States Constitutional History. 3 Hours.

Development of American constitutionalism from its origins in England and colonies to the present time.

HIST 4101. American Legal History. 3 Hours.

History of American law from colonial times to the present. The course will examine developments in American legal history, especially the relationship between social and legal changes in such areas as criminal law, the law of slavery, and private law, particularly at the state level. The course also examines the development of such legal institutions as the bench and bar and legal education.

HIST 4198. Colonial North America to 1763. 3 Hours.

A study of major themes in colonial history in North America to 1763. The course will examine such themes as the origins of European colonization, the development of slavery, gender and race relations, religion and society, the imperial struggle for North America, and intercultural relations among Europeans, Africans, and Native Americans.

HIST 4199. Revolutionary America, 1763-1789. 3 Hours.

A study of the American Revolutionary era from the end of the Seven Years War to the ratification of the Constitution. The course examines political, economic, cultural, social, and military history of the period, with special emphasis on race and gender relations, the origins of American identity, the War for Independence, and the drafting and ratification of the Constitution.

HIST 4202. United States, 1789-1850. 3 Hours.

A study of United States history from the Washington administration through the Compromise of 1850, focusing on political, cultural, social, and economic developments.

HIST 4203. United States, 1850-1877. 3 Hours.

A study of United States history from the Compromise of 1850 to the end of Reconstruction. Focuses on the section crisis of the 1850s, the Civil War, and the Reconstruction process after the war.

HIST 4204. United States, 1877-1921. 3 Hours.

A study of United States history from the end of Reconstruction to the end on the Wilson administration. Emphasizes diplomatic, ethnic, cultural, political, and social developments.

HIST 4205. United States, 1921-1945. 3 Hours.

A study of United States history from the end of World War I to the end of World War II. Focuses on the "Roaring '20s," the Great Depression, and U.S. involvement in World War II.

HIST 4206. United States Since 1945. 3 Hours.

A study of United States history since World War II with emphasis on political, cultural, social, and economic developments and the nation's foreign relations.

HIST 4207. United States Diplomacy to 1921. 3 Hours.

A study of United States foreign relations from the Revolutionary period through 1921.

HIST 4208. United States Diplomacy since 1921. 3 Hours.

A study of united states foreign relations since 1921.

HIST 4209. The United States in the 1980's. 3 Hours.

Survey of the history on the United States in the 1980's. The course will provide students with a broad understanding of the major social, political, cultural, and economic trends and developments during the period.

HIST 4210. History of Georgia. 3 Hours.

A comprehensive survey of Georgia's development from the occupation by the earliest Indians to the present. Satisfies the Georgia History legislative requirements.

HIST 4211. Georgia History through 1865. 3 Hours.

A study of Georgia's history from its occupation by the Indians through the Civil War, with attention to the state's development in the regional, national, and international context. Satisfies Georgia History legislative requirement.

HIST 4212. Georgia History since 1865. 3 Hours.

A study of Georgia's history from the Civil War to the present, with attention to the state's development in its regional, national, and international context. Satisfies Georgia history legislative requirement.

HIST 4215. Introduction to Public History. 3 Hours.

An introduction to the foundational concepts, methods, professional opportunities, and challenges in public history. Course provides the basic knowledge required in museum studies, historic preservation, cultural resources management, and related fields, and emphasizes issues related to communicating about history to the general public.

HIST 4216. Principles of Public History. 3 Hours.

An exploration of public history leading concepts in the discipline, with opportunities for hands-on experience. The course includes historic preservation, object collections management, museum studies, exhibit design, historical tourism, archival management, and related fields. Course highlights graduate school and career paths for public history students.

HIST 4221. The Old South. 3 Hours.

A detailed study of the social, economic, cultural, and intellectual life of the colonial and antebellum South, with consideration of the influence of slavery.

HIST 4222. The New South. 3 Hours.

A history of the South since the Civil War, with special attention to political, social, economic, and cultural developments, as well as the problems of southern blacks after emancipation.

HIST 4225. History of the American West. 3 Hours.

History of the American West from Spanish colonial times to the present. The course will consider economic, social, political, and cultural developments of the region.

HIST 4226. Colonial South. 3 Hours.

Also offered as NAIS 4226. A study of the American South in colonial times, with special emphasis on the Deep South. The course will examine the interaction of African, English, French, Native American, and Spanish cultures.

HIST 4227. History of American Sport. 3 Hours.

An examination of the history of American sports, their cultural context, and how cultures and sport have acted on each other.

HIST 4231. African-American History to 1865. 3 Hours.

Also offered as AFAM 4231. The history of the African- Americans from their origin in Africa to the end of slavery in the U.S., with emphasis on their economic life and social thought.

HIST 4232. African-American History Since 1865. 3 Hours.

Also offered as AFAM 4232. The history of the African- American struggle for equality after emancipation, with special focus on the problems of black leadership from Frederick Douglass to the present.

HIST 4233. African American Cultural History. 3 Hours.

Also offered as AFAM 4233. An examination of the evolution of African American cultural expression from slavery to the present, emphasizing in particular literature, theater, visual art, film, and music.

HIST 4234. African American Intellectual History. 3 Hours.

Also offered as AFAM 4234. An examination of the intellectual history of African Americans from the 17th century to the present. Topics may include the role of black intellectuals in American society, changing conceptions of race, and the global context of African American thought.

HIST 4235. Nazi Germany and the Jim Crow South. 3 Hours.

Also offered as AFAM 4235. A comparative analysis of racial theory and practices in both the Jim Crow South and Nazi Germany in the first half of the 1900's.

HIST 4240. American Social History. 3 Hours.

Analysis of the major trends in religion, culture, social structures, and social groups in the United States from the Colonial Era until the present. Particular attention is paid to the experiences of the various ethnic groups making up the American people.

HIST 4241. Native American History to 1850. 3 Hours.

Also offered as NAIS 4241. Overview of Native American history in North America from the earliest human occupation of the continent to 1850. The course examines the economic, cultural, diplomatic, military, and social history of Native Americans including the development and implementation of Indian policies by non-natives.

HIST 4242. Native American History Since 1850. 3 Hours.

Also offered as NAIS 4242. Overview of Native American history in North America since 1850. The course examines the economic, cultural, diplomatic, military, and social history of Native Americans including the development and implementation of United States Indian policy.

HIST 4243. Native People in the American Southeast. 3 Hours.

Also offered as NAIS 4243. A study of the native peoples in the southeastern United States from prehistory to Removal. The course will emphasize social and cultural changes as well as relationships among native groups.

HIST 4244. The Hollywood Indian: Native Americans in Film. 3 Hours.

Also offered as NAIS 4244. The study of the portrayal of Native Americans in film, particularly in terms of accuracy and the extent to which films have created, perpetuated, or corrected ethnic stereotypes. The course will also study how films about Native Americans reflect attitudes prevalent in American culture as a whole.

HIST 4261. Women in the U.S. to 1869. 3 Hours.

Also offered as WGST 4261. A study of United States history from the perspective of women. Includes social, cultural, political, intellectual, and economic aspects of the nation's history, and more specifically, the ways women influenced and were influenced by various events and movements in U.S. history from the Colonial period to 1869.

HIST 4262. Women in the U.S., 1869 to the Present. 3 Hours.

Also offered as WGST 4262. A study of United States history from the perspective of women. Includes social, cultural, political, intellectual, and economic aspects of the nation's history, more specifically, the ways women shaped and were influenced by various events and movements in U.S. history from 1869 to present.

HIST 4290. U.S. Military History. 3 Hours.

A study of military experiences and issues in American history from the Colonial Era to the present. The course analyzes war, its economic issues, technological developments, politics, and other factors that have influenced military aspects of American history.

HIST 4291. U.S. Political History to 1877. 3 Hours.

A study of U.S. political history to 1877. Special emphasis will be placed on national elections and the parties and issues that have influenced American political history.

HIST 4292. U.S. Political History Since 1877. 3 Hours.

A study of U.S. political history from 1877 to the present. Special emphasis will be placed on national elections and the parties and issues that have influenced American political history.

HIST 4295. Environmental History. 3 Hours.

Overview of environmental history with particular emphasis on North America. The course will examine human impact on the environment from the earliest times to the present as well as the development of conservation policies and the environmental movement.

HIST 4296. History of Contemporary Issues in the U.S.. 3 Hours.

Overview of the longer term historical background of selected contemporary issues in the United States. The course will examine current political, social, cultural, and economic issues and problems including terrorism, economic conditions, and civil rights and liberties.

HIST 4301. Colonial Latin America. 3 Hours.

The founding, growth, and development of Latin America by Spain and Portugal to the wars of independence.

HIST 4302. Modern Latin America. 3 Hours.

Major historical trends in Latin America since the wars of independence.

HIST 4303. U. S. Spanish Borderlands. 3 Hours.

Also offered as NAIS 4303. A study of the history of Spanish North America and its influence on the history of the United States and Native Americans, 1513 to 1850. Special emphasis will be placed on the region's diversity of peoples and intercultural relations as well as aspects of social, cultural, economic, imperial, and military history.

HIST 4404. History of the Vietnam War. 3 Hours.

An exploration of the many interrelated aspects of the conflict in Vietnam. Topics include French colonization, Ho Chi Minh and Vietnamese nationalism, the 1946-1954 war between the French and the Vietminh, the Cold War policies of the United States, escalating United States intervention in Vietnam, the United States' war in Vietnam (1965-1973), the fall of Saigon, domestic opposition to the war within the U.S.A., and postwar legacies of the conflict.

HIST 4405. History of China since 1800. 3 Hours.

An examination of the political, economic, cultural, diplomatic, and military history of modern China. The course begins with an examination of the collapse of the Qing (Ch'ing) Dynasty, and concludes with the story of "New China" in the 21st Century.

HIST 4501. History of the Middle East to 1798. 3 Hours.

Overview of the political, religious, and cultural history of the Middle East from the beginning of the Islamic era to Napoleon's invasion of Egypt.

HIST 4502. History of the Middle East Since 1798. 3 Hours.

Overview of the history of the Middle East in the modern period. The course examines the development of modern states, the effects of imperialism, the impact of World War I and II, and the results of the Arab-Israeli conflict.

HIST 4800. Directed Study in History. 3 Hours.

Supervised readings in areas of history not normally available in regular course offerings, with regular conferences between instructor and student. May be repeated for up to 9 hours of credit if topics are different.

HIST 4800H. Honors Directed Study: Thesis. 3 Hours.

Directed study in selected areas of history, with regular conferences between instructor and student, leading to the writing of a thesis. For students in the History Honors Track.

HIST 4810. Internship in History. 3-9 Hours.

Supervised practical experience related to the discipline of history in an appropriate agency, combined with a program of academic work. The number of credit hours granted is dependent on the nature of the program, the hours worked, and the academic program approved in advance. (Graded on satisfactory/unsatisfactory basis.).

HIST 4950. Senior Seminar. 3 Hours.

Prerequisites: HIST 3000 and senior Standing. A seminar focused on selected topics and designed to help students synthesize their knowledge and reinforce the skills they have acquired history majors.

Honors (HONS)

HONS 1990. Honors Introductory Seminar. 2 Hours.

Prerequisite: Admission to the Honors Program. An introduction to research including an understanding of inquiry, research design, formulating research questions, developing critical thinking skills and creating research presentations. Students are expected to complete and present a research project in this seminar course.

HONS 2000. Introduction to Honors Portfolio. 1 Hour.

Documenting Honors College artifacts related to Honors courses and experiential learning activities. Topics covered in this course include undergraduate research/scholarship, experiential/service learning, leadership/collaborative learning, and global experience/understanding.

HONS 2010. Honors Colloquium. 2 Hours.

Prerequisite: HONS 1990 and 2010. Extended work in an area of academic research and exploration of the materials covered in HONS 1990. Course materials address the processes, protocols, and formats of academic research presentations.

HONS 2990. Experiential Activity. 0 Hours.

Prerequisite: HONS 1990. Graded "Satisfactory" or "Unsatisfactory". A non-credit course required of all Honors students. Students are expected to complete one or more of the following: a global experience, a service project, and/or leadership activity. The course may be repeated for multiple activities/experiences.

HONS 3330. Honors Option Credit. 0 Hours.

Prerequisite: HONS 1990 and approval of the Honors Director. Graded "Satisfactory" or "Unsatisfactory". Supervised tutorial experience between student and teacher that generates Honors credit for a non-Honors course. May be taken more than once.

HONS 3990. Honors Capstone Seminar. 3 Hours.

Prerequisite: HONS 1990 and twelve hours in the Honors Program. An interdisciplinary seminar on a selected topic. May be repeated for credit if topics are different.

HONS 3999. Introduction to Honors Research. 3 Hours.

An introduction to a wide range of research methods emphasizing the ability to read, interpret, conduct, report and present research in the student's discipline area.

HONS 4000. Honors Independent Study. 1-3 Hours.

Prerequisites: HONS 1990 and approval of the Honors Director. Directed studies or guided research in a selected area of Honors students. May be repeated for credit.

HONS 4990. Honors Senior Portfolio. 1-3 Hours.

Prerequisites: HONS 1990, 2010, and twenty hours in the Honors Program. Grades "Satisfactory" or "Unsatisfactory". Development, assembly, and presentation of an extended research project or portfolio geared along interdisciplinary lines.

Integrated Science (ISCI)

ISCI 2001. Exploring Our Ecosphere. 3 Hours.

An integrated overview of the core life and earth science content covered in the K-5 Georgia performance standards. Topics include the solar system, earth processes, characteristics of living organisms, biodiversity and the natural history of Georgia.

ISCI 2002. Physical Science for Early Childhood Education Teachers. 3 Hours.

A basic overview of the principles of scientific investigation utilizing topics in physics and chemistry. Transformations and interactions of matter and energy will be studied at the conceptual level. Scientific tools and instruments as well as mathematical skills will be used in scientific activities. Important features of scientific inquiry, including the scientific method, will be emphasized.

ISCI 3000. Science for Early Childhood Education Teachers. 3 Hours.

Prerequisite: ECED 2999 or SPEC 2000. Basic information about biology, chemistry, and the physical sciences including astronomy, geology, and physics for early childhood education majors. The course will provide an integrated view of the role of the biological, chemical and physical sciences in understanding the natural world. Coordinated laboratory activities will be an integral part of the course.

ISCI 3101. Matter and Energy for Middle Grades Education. 4 Hours.

A study of matter and energy, concentrating on the properties and phases of matter, motion, forces, and exchange of energy. Students will gain a conceptual understanding of Newton's laws, electricity and magnetism, the structure of the atom, and chemical bonding and reactions. Interactive demonstration and laboratory experiments will illustrate important concepts.

ISCI 3102. Earth and Space Science for Middle Grades Education. 4 Hours.

An integrated overview of earth and space science for MGE majors with a concentration in science. Topics include plate tectonics, Earth materials and resources, Earth history, weather and climate, oceanography, global cycles, the solar system, origin and evolution of stars, and cosmology.

ISCI 3103. Natural History for Middle School Teachers. 4 Hours.

Survey primarily of the biota of south Georgia and associated biological processes. Using the biota of south Georgia as a model, students will study basic ecological principles, population structure and dynamics, life history patterns, and reproductive strategies and behaviors common to living systems. Special topics covered in the course include the biology of rare and endangered species and the importance of biological resources to human society.

Interdisciplinary Studies (INDS)

INDS 2000. Introduction to Interdisciplinary Studies. 3 Hours.

An introduction to the theory of interdisciplinary. The course focuses on exploring common pathways and connections among disciplines. It enables students to develop a personal theory of interdisciplinary studies and culminates in a detailed plan for an individualized major.

INDS 4000. Interdisciplinary Studies Capstone. 3 Hours.

Planned seminars, directed study, and a project will be used to demonstrate mastery of interdisciplinary study. The course provides the opportunity for synthesis and critical assessment of multiple interdisciplinary foci into a coherent whole.

Interior Design (ARID)

ARID 1120. Fundamental Concepts in Interior Design. 3 Hours.

Restricted to interior design majors. An introductory course focusing on elements and principles of interior design in relationship to contemporary issues within the building industry. Sustainability, accessible use, and the relationship of the built environment to human behavior is emphasized.

ARID 2111. Interior Design Studio I. 3 Hours.

Prerequisite: ART 1030, ART 1011 and ARID 1120 or permission of Department Head. Corequisite: ARID 2310. An introduction to residential design processes and space planning developed through manual architectural drafting skills. Field trips and site visits may be required.

ARID 2112. Interior Design Studio II. 3 Hours.

Prerequisite: ARID 2111 and 2310. Further development of the fundamentals of interior design as applied to designing residential or small scale commercial environments. Technical drafting, graphic presentation, and oral communication are emphasized. Site visits and field trips may be required.

ARID 2310. Interior Design Graphics and Presentation. 3 Hours.

Prerequisite: ART1030, ART 1011. Corequisite: ARID 2111. A study of hand drawing technical skills, such as freehand sketching, rendering techniques, technical drafting, along with one-point and two-point perspective utilizing color and black and white media as applied to the needs of interior design visual communication.

ARID 2411. Computers for Interior Design. 3 Hours.

Introduction of computer-aided design and drafting, software applications for 3D visualization, and design communication. Emphasis on the use of industry standard computer software to create and communicate design solutions.

ARID 3111. Interior Design Studio III. 3 Hours.

Prerequisite: ARID 2112. The research and planning of built environments in connection with more complex, large-scale design projects. These projects emphasize design processes, creative problem solving, and effective communication through construction documents and presentation renderings. Field trips and site visits may be required.

ARID 3112. Interior Design Studio IV. 3 Hours.

Prerequisite: ARID 3111. Focus on large-scale spaces and more diverse and complex interior design issues, including relevant building codes and regulations. Site visits and field trips may be required.

ARID 3211. History of Interiors I. 3 Hours.

A historical examination of the formal and structural characteristics found in architecture, interior design, and furniture from the prehistoric to 18th century. The relationship between human behavior and the built environment is emphasized.

ARID 3212. History of Interiors II. 3 Hours.

An exploration and examination of architecture, interior design, and furniture of the 19th, 20th, and 21st centuries. Characteristics of various design styles and movements are emphasized.

ARID 3320. Materials for Interior Design. 3 Hours.

Prerequisite: ARID 2112, ARID 2310. Research and application of a variety of materials and methods used in the fabrication of interior finishes, furnishing, and environments. Field trips and site visits may be required.

ARID 3350. Lighting and Building Systems. 3 Hours.

Prerequisite: ARID 2112. Introduction to technical and aesthetic considerations of lighting, structural, mechanical, and interior building systems within built environments. Sustainability, domestic and international standards, and integrated technologies are emphasized. Case studies, field trips, and site visits may be required.

ARID 3370. Construction Methods and Building Regulations. 3 Hours.

Prerequisite: ARID 3350. Introduction to construction methods and building regulations that affect design, development, and implementation of built environments. Content includes interdisciplinary factors that are part of construction processes along with international, national, regional, local, and industry standards that govern construction of built environments. Case studies, computations, site visits, and research are required.

ARID 4000. Special Topics in Interior Design. 3 Hours.

Prerequisites: ARID 2112 and 2411. Course content includes a variety of topics relevant to interior design. Format may vary. Course may be repeated with different topics for up to 6 hours of credit.

ARID 4010. Interior Design Internship. 3 Hours.

Prerequisite: ARID 3112 and permission of Internship Coordinator. Participation in the activities and processes of a professional interior design experience. Weekly self-assessment and documentation of professional activities by the student, and assessment by the internship supervisor, reviewed by the internship coordinator, are required for satisfactory completion of this course. Interviews for internship may be required.

ARID 4111. Interior Design Studio V. 3 Hours.

Prerequisite: ARID 3112. Design processes and solutions with issues relating to large-scale spaces. Emphasis is placed on creative and critical thinking, research, graphic and oral presentation skills. Site visits and field trips may be required.

ARID 4112. Interior Design Studio VI. 3 Hours.

Prerequisite: ARID 4111. The application of evidence-based design research to built environments in an international context. Construction drawings and renderings of designed spaces are developed that illustrate the application of concept development and ideation processes to communicate design solutions. Fields trips and site visits may be required.

ARID 4340. Contemporary Design Issues. 3 Hours.

Prerequisites: ARID 3112 and 3350. A study of the research and planning of built environments in connection with contemporary design issues such as sustainability, resource allocation, life-cycle assessment. Projects emphasize design processes, creative problem solving, and effective communication through standards of construction documents and various visual media. Field trips, case studies, and site visits may be required.

ARID 4610. Professional Practice. 3 Hours.

Prerequisite: ARID 3112. Relationships among the business of interior design, professional practice, project management practices, planning a career path, achieving professional certification, and developing a professional portfolio. Field trips and site visits may be required.

International Business (IB)

IB 3000. Introduction to International Business. 3 Hours.

Prerequisite: Completion of 45 credit hours. An evaluation of country risks, distinguishing between different foreign business structures and practices, and critically evaluation cultural distinctions and their effects on individuals.

IB 3600. International Business and Culture. 3 Hours.

Cross-cultural experience through study abroad. Classroom topics include business practices, historical background, and social and cultural norms of the chosen country. In-country experiences include visits of companies, places of historical significance, and places of cultural significance. This course may be repeated once for credit in a different country.

IB 4810. Special Topics in International Business. 3 Hours.

Prerequisites: IB 3000 with a grade of "C" or better and at least one international course from ECON, FIN, MGNT, or MKTG with a grade of "C" or better. A study of specific topics in the field of international business. May be repeated only once for additional credit, with prior approval of advisor and department head if different topics, are covered in the subsequent course.

IB 4900. International Business Capstone. 3 Hours.

Prerequisite: Senior standing and completion of IB 3000 with a grade of "C" or better and at least two International courses one from Economics or Finance, and one from Management or Marketing; each with a grade of "C" or better.. Capstone course required of International Business majors. Strategic management concepts to integrate into the functions of International Business. Analysis of international business situations, diagnosis of international business problems and opportunities, and application of functional and strategic concepts to increase organizational effectiveness on the international scale are emphasized.

IB 4980. International Business Internship/Practicum. 3 Hours.

Prerequisites: IB 3000 and at least 2 upper level International courses from: economics, finance management, or marketing with a grade of "C" or better. Graded "Satisfactory" or "Unsatisfactory". The application of skills related to the academic discipline of international business in an employment situation. A project/Report, approved and supervised by a faculty member and the employer, is required. The student must complete a workshop with the Career Strategies Coordinator no later than the end of the first week of classes. Students are required to complete this course in a foreign country environment or in the international business department/division of a company located in the domestic (USA) environment. Students must complete the LCOBA Internship Agreement prior to the end of Drop/Add and prior to starting the internship and must also adhere to the College of Business and IB Internship Program Guidelines and the internship/practicum can be taken only once for course credit.

IB 4990. Directed Study in International Business. 3 Hours.

Prerequisites: Senior standing and IB 3000 with a grade of "C" or better and at least one international related course from: Economics or Finance or Management or Marketing with a grade of "C" or better. Study of specific topics in field of international business. Directed research or readings project/ topic to be assigned by the faculty. Proper form must be completed and submitted to the Department Head prior to the last day of the Drop/Add period. The course may be taken only once for course credit.

International Studies (INTL)

INTL 2090. Introduction to International/Intercultural Studies. 3 Hours.

An overview of international studies as a field of inquiry and practice. An examination of the primary approaches to international study, the development of a cross-cultural perspective in the study of international problems, and an appreciation of the complexities of cross-cultural communication are emphasized.

INTL 2090H. Honors Introduction to International/Intercultural Studies. 3 Hours.

An enhanced overview of international studies as a field of inquiry. An examination of the primary approaches to international study, the development of cross-cultural perspective in study of international problems, and an appreciation of the complexities of cross-cultural communication are emphasized.

INTL 3000. Foreign Exchange. 0 Hours.

A course for foreign students enrolled at VSU under official exchange agreements of the University.

INTL 3170. Topics in International/Intercultural Studies. 1-3 Hours.

Special topics in international studies include on-campus experiences, seminars, and workshops such as the National Model United Nations program and the spring courses offered in conjunction with the Focus lecture series each spring. May be repeated for credit.

INTL 3500. Study Abroad. 0-9 Hours.

Prerequisite: Acceptance to a VSU study abroad program. Courses for students studying abroad on VSU-approved programs. Students must have written approval from the Office of International Programs and relevant academic units to register for these courses. The number of credit hours granted is dependent on the nature of the program.

INTL 3510. Study Abroad. 0-9 Hours.

Prerequisite: Acceptance to a VSU study abroad program. Courses for students studying abroad on VSU-approved programs. Students must have written approval from the Office of International Programs and relevant academic units to register for these courses. The number of credit hours given is dependent on the nature of the program.

INTL 3520. Study Abroad. 0-9 Hours.

Prerequisite: Acceptance to a VSU study abroad program. Courses for students studying abroad on VSU-approved programs. Students must have written approval from the Office of International Programs and relevant academic units to register for these courses. The number of credit hours granted is dependent on the nature of the program.

INTL 4800. Senior Capstone Course. 3 Hours.

Prerequisites: Successful completion of a relevant overseas study experience, and all other coursework within the minor. Development, assembly, and presentation of an extended research project focused on the student's minor emphasis, the work is done under the direction of a faculty supervisor in that field.

INTL 4800H. Honors Senior Capstone Course. 3 Hours.

Prerequisite: Successful completion of a relevant overseas study experience and all other coursework within the minor. An enhanced project that requires the development, assembly and presentation of an extended research project focused on the student's minor emphasis, under the direction of a faculty supervisor in that field.

Interpreting (INTP)

INTP 2998. Entry into the Profession. 0 Hours.

Graded "Satisfactory" or "Unsatisfactory". A required non-credit course for all interpreting candidates pursuing a VSU-recommended program of study. The course must be successfully completed prior to admission to professional coursework. Candidates are required to establish an electronic portfolio and provide evidence that additional program admission requirements have been satisfactorily met. If an "Unsatisfactory" grade is earned, the course must be repeated until a "Satisfactory" grade is received.

INTP 3010. Introduction to ASL - English Interpretation. 3 Hours.

Prerequisite: ASLS 2120 and INTP 2998. An overview of the field of interpreting which examines the role of ASL/English interpreters in a variety of settings in which they work including education, medical, legal, social service, and other settings. It provides an in-depth analysis and application of the NAD-RID Code of Professional Conduct and ethical decision making.

INTP 3150. English - ASL Translation. 3 Hours.

Prerequisites: INTP 2998, and ASLS 2130. A skills-oriented course designed to provide students with practice translating English to ASL and ASL to English. The primary focus of the class will be on the process of translation, i.e.; analysis, transfer and reformulation of the source text in the target language when there is substantial time to consider language form and function, cultural parallelism and pragmatic aspects and pragmatic aspects of the translation. Students will engage in practice of meaning analysis, written transcription and signed and spoken translation.

INTP 4010. Consecutive English/American Sign Language Interpreting. 4 Hours.

Prerequisites: INTP 2998, ASLS 3140, ASLS 3180, INTP 3010, and ASLPI level 1+ or higher. A skills class designed to provide students with the opportunity to develop and enhance their interpreting skills. The course emphasizes techniques for interpreting spoken instructional and non-instructional activities into ASL.

INTP 4020. Consecutive American Sign Language/English Interpreting. 4 Hours.

Prerequisites: INTP 2998, ASLS 3140, ASLS 3180, INTP 3010, and ASLPI level 1+ or higher. A study of the principles and problems relating to interpreting a signed message from the deaf individual into its spoken English equivalent. Emphasis is placed on word choice, register, inflection, clarity, tone, and intent of the message.

INTP 4030. Consecutive Transliterating English to English Sign Systems. 3 Hours.

Prerequisites: INTP 2998, 3010, ASLS 3140, and ASLPI level 1+ or higher. A skills course focusing on transliterating skills. Emphasis is placed on techniques for transliterating instructional and non-instructional classes and activities found in the public school system. Particular attention is given to the use of English sign systems as they relate to subject matter that requires an English-based sign system (English, reading, and related language skills courses).

INTP 4040. Practicum for Educational Interpreters. 4 Hours.

Prerequisites: INTP 2998, 3010, 4000, ASLS 3140, 3180, and ASLPI level 1+ or higher. Structured observation of professional interpreters and an opportunity to acquire additional knowledge and skills related to the interpreting profession. A field experience is required.

INTP 4050. Simultaneous English/American Sign Language Interpreting I. 3 Hours.

Prerequisites: INTP 2998, 3010, 4010, 4020, 4030, INTP 4040, and ASLPI level 2 or higher. An extension of INTP 4010. This course is designed to strengthen the skills of advanced level students so that they are able to interpret accurately a spoken message into ASL.

INTP 4060. Simultaneous American Sign Language Interpreting/English. 3 Hours.

Prerequisites: INTP 2998, 3010, 4010, 4020, 4030, INTP 4040, and ASLPI Level 2 or higher. A continuation of INTP 4020. This course is designed to strengthen the skills of advanced-level students to interpret accurately information presented in American Sign Language into appropriate spoken English. Emphasis continues to be placed on word choice, register, inflection, clarity, tone, and intent of the message.

INTP 4070. Simultaneous Transliterating English to English Sign Systems. 3 Hours.

Prerequisites: INTP 2998, 3010, 4010, 4020, 4030, INTP 4040, and ASLPI level 2 or higher. A continuation of INTP 4030. This course is designed to give students additional opportunities to enhance their transliterating skills. Emphasis is placed on techniques for transliterating instructional and non-instructional activities found in the public school system. Continued attention is given to increasing fluency and selecting sign choice equivalencies and structure which best match the spoken message.

INTP 4080. Educational Interpreting Internship. 6 Hours.

Prerequisites: INTP 2998, 3010, 4000, 4010, 4020, 4030, 4040, and ASLPI level 2 or higher. An opportunity for students to apply their interpreting skills in the educational or other supervised setting. Sites for internships are selected where mentors are available to further promote student growth and development. Students become familiar with the duties and responsibilities of working interpreters.

Italian (ITAL)

Italian

ITAL 1001. Beginning Italian Language and Introduction to Italian Culture I. 3 Hours.

The development of proficiency and communicative competence at the novice level in the four basic skills: speaking, listening, reading, and writing, as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines. Various sociocultural aspects and the distinctiveness of certain cultural traditions are studied.

ITAL 1002. Beginning Italian Language and Introduction to Italian Culture II. 3 Hours.

Prerequisite: ITAL 1001 or the equivalent. A continuation of ITAL 1001, with emphasis on proficiency and communicative competence at the novice level in the four basic skills: speaking, listening, reading, and writing, as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines. Awareness of various sociocultural aspects and the distinctiveness of certain cultural traditions are studied.

ITAL 2001. Intermediate Italian Language and Italian Culture I. 3 Hours.

Prerequisite: ITAL 1002 or the equivalent. The development of proficiency and communicative competence at the intermediate level in the four basic skills: speaking, listening, reading, and writing, as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines. Awareness and understanding of various sociocultural aspects and the distinctiveness of certain cultural traditions.

ITAL 2002. Intermediate Italian Language and Italian Culture II. 3 Hours.

Prerequisite: ITAL 2001 or the equivalent. A continuation of ITAL 2001, with emphasis on proficiency and communicative competence at the intermediate level in the four basic skills: speaking, listening, reading, and writing, as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines. Awareness and understanding of various sociocultural aspects and the distinctiveness of certain cultural traditions.

Japanese (JAPN)

JAPN 1001. Beginning Japanese Language and Introduction to Japanese Culture I. 3 Hours.

Emphasis on the development of proficiency and communicative competence at the novice level in the four basic skills: speaking, listening, reading, and writing, as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines. Awareness of various sociocultural aspects and the distinctiveness of certain cultural traditions. JAPN 1001 is not open for credit to students with two or more years of high school Japanese or the equivalent.

JAPN 1002. Beginning Japanese Language and Introduction to Japanese Culture II. 3 Hours.

Prerequisite: JAPN 1001 or the equivalent. A continuation of JAPN 1001, with emphasis on proficiency and communicative competence at the novice level in the four basic skills: speaking, listening, reading, and writing, as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines. Awareness of various sociocultural aspects and the distinctiveness of certain cultural traditions.

JAPN 1111. Intensive Japanese Language and Japanese Culture. 3 Hours.

Prerequisite: Two or more years of high school Japanese or the equivalent. Emphasis on the development of proficiency and communicative competence at the novice level in the four basic skills: speaking, listening, reading, and writing, as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines. Awareness of various sociocultural aspects and the distinctiveness of certain cultural traditions. JAPN 1111 is a one-semester combination of JAPN 1001 and JAPN 1002. This course is designed for those students not fully prepared for the 1002 level. JAPN 1111 reviews the concepts presented in JAPN 1001 and advances the student through the material of JAPN 1002.

JAPN 2001. Intermediate Japanese Language and Japanese Culture I. 3 Hours.

Prerequisite: JAPN 1002 or the equivalent. Emphasis on the development of proficiency and communicative competence at the intermediate level in the four basic skills: speaking, listening, reading, and writing, as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines. Awareness and understanding of various sociocultural aspects and the distinctiveness of certain cultural traditions.

JAPN 2002. Intermediate Japanese Language and Japanese Culture II. 3 Hours.

Prerequisite: JAPN 2001 or the equivalent. A continuation of JAPN 2001, with emphasis on proficiency and communicative competence at the intermediate level in the four basic skills: speaking, listening, reading, and writing, as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines. Awareness and understanding of various sociocultural aspects and the distinctiveness of certain cultural traditions.

Journalism (JOUR)

JOUR 2500. Journalism Newspaper Seminar. 1-2 Hours.

A practicum for students involved in newspaper production. Content, editing, and production (traditional and electronic) will be addressed. In order to register for two hours, students must have already completed one semester of JOUR 2500. May be repeated for credit.

JOUR 2510. Journalism Magazine Seminar. 2 Hours.

A practicum for students involved in the production of non-literary magazines and journals. Content, editing, and production (traditional and electronic) will be addressed. May be repeated for credit.

JOUR 3080. Editing for Publications. 3 Hours.

Prerequisite: ENGL 2110 or 2110H or 2120 or 2120H or 2130 or 2130H or 2080. A study of the theory and practice of editing for publications. Topics include grammar and usage as well as practical rhetorical analysis to ensure effective communication. Students will be taught fundamental approaches to editing and practical editing techniques.

JOUR 3500. Introduction to Journalism. 3 Hours.

A survey of the development, function, and philosophy of journalism with an emphasis on contemporary attitudes, practices, and problems.

JOUR 3510. News Writing. 3 Hours.

A basic course in writing and reporting for newspapers, with application to other mass communication media. The course acquaints students with the theoretical background and practical experience necessary for them to function effectively in journalistically related fields (newsletter writing, business writing, public relations).

JOUR 3520. Essential Reporting Skills. 1-2 Hours.

Prerequisite or Corequisite: JOUR 3510. A study of practical reporting skills for gathering and presenting information, including basic math, fact-checking techniques, interviewing, speed writing, and radio and television formats. Students taking this course for the second hour will learn Web presentation skills for reporting news.

JOUR 3530. Special Topics in Journalism. 3 Hours.

Selected subjects of interest in journalism.

JOUR 3540. The Law and Journalism. 3 Hours.

A broad application of the principles of law to the mass media with emphasis on the print media. Topics including libel, privacy, obscenity, and free press-fair trial will be covered.

JOUR 3560. Contemporary American Magazines. 3 Hours.

Prerequisite: Permission of instructor. A survey of contemporary American magazines and their role in society. The course focuses on writing for specific audiences, interpreting policy and influence, resolving ethical questions, and reviewing production processes.

JOUR 3570. Photojournalism. 3 Hours.

A basic course in the principles of news photography. This course will provide students with the fundamental and practical skills needed to photograph news events for newspapers and magazines for both print and online use.

JOUR 4500. Document Design. 3 Hours.

Prerequisite: ENGL 2060 or ENGL 2080, or permission of instructor. A study of the theory of layout and design, including editorial decision-making, photo editing, and production technology for print and on-line media.

JOUR 4510. Feature Writing. 3 Hours.

Prerequisite: Permission of instructor. A study of the theory and practice of writing a variety of features for newspapers and magazines, with emphasis on intensive research, interviews, use of statistics, and the organization of long articles.

JOUR 4520. Literary Journalism. 3 Hours.

Prerequisite: ENGL 2060 or ENGL 2080, JOUR 3510, or permission of instructor. A study of the theory and practice of applying fiction techniques to journalistic fact. The course will explore the relationship between literature and journalism, especially in terms of style and subject matter.

JOUR 4530. Editorial, Column, and Review Writing. 3 Hours.

A study of the theory and practice of writing editorials, columns, and reviews.

JOUR 4540. Journalism in the Digital Age. 3 Hours.

Prerequisite: JOUR 3510 or permission of instructor. A study of journalistic writing and reporting techniques in the digital age, focusing on the Internet as a reporting tool, computer-assisted reporting, and methods to write effectively for online presentation.

JOUR 4550. Reporting. 3 Hours.

Prerequisite: JOUR 3510. An advanced course in reporting for the media. Emphasis will be on learning to cope with specialized, often highly technical or complex information. Students will learn the fundamentals of covering local government, law enforcement, and the courts and will deal with the controversial issues of our time.

JOUR 4560. The Converged Newsroom. 3 Hours.

Prerequisites: JOUR 3510 and JOUR 3520. A study of the theory and practice of journalistic convergence for multiple media outlets, specifically emphasizing the production of written and related material suitable for converged media.

JOUR 4570. Introduction to Sportswriting. 3 Hours.

A study of the theory and practice of writing and reporting on sports for newspapers, magazines, and on-line publications. The course will focus on the techniques of sports coverage, and the history of sports journalism and today's sports media culture.

JOUR 4700. Directed Study in Journalism. 1-3 Hours.

Prerequisite: JOUR 3510. Study in an area or subject not normally found in established courses offered by the department. Permission of advisor, instructor, and department head required. Forms must be completed before registration. May be repeated for credit.

JOUR 4800. Internship in Journalism. 3-12 Hours.

Supervised work at a newspaper, magazine, or related publication (traditional or online format). The amount of credit depends on the work requirements. Permission to enroll must be secured from the advisor and the department head at least one semester in advance of registration. Graded S/U.

Kinesiology/Physical Education (KSPE)

KSPE 1010. Mind, Body, Strength, and Fitness. 1 Hour.

Exercise sessions in the Fitness Center designed to improve strength, endurance, flexibility and overall health--the components of physical fitness. Varied forms of exercises (yoga, circuit training, aerobics, plyometrics, etc.) will be applied to improve overall health.

KSPE 1011. Personal Fitness. 1 Hour.

Designed for students who are motivated to improving fitness levels, managing body mass, and achieving optimal fitness by following a custom-made exercise plan.

KSPE 1015. Fundamentals of Yoga. 1 Hour.

Theory and practice of basic yoga postures, breathing practices, stretching and relaxation techniques as a method of improve flexibility, decrease stress and improve physical and mental well-being.

KSPE 1020. Weight Training. 1 Hour.

A beginning course emphasizing proper weight lifting techniques and the benefits of weight training exercises. Students will train the major muscle groups. Attention is given to weight room safety, policies and procedures.

KSPE 1021. Intermediate Weight Training. 1 Hour.

Students learn and practice new weight lifting techniques and exercises with higher percentage of maxes.

KSPE 1022. Advanced Weight Training. 1 Hour.

Prerequisites: Instructor permission. Designed to learn power lifting and the Olympic lifts (the clean, the clean & jerk, and the snatch.).

KSPE 1030. Step Aerobics. 1 Hour.

A beginning level course in the activity of stepping. Students train towards being able to step up for 30 continuous minutes.

KSPE 1031. Intermediate Step Aerobics. 1 Hour.

Prerequisite: KSPE 1030. An intermediate level course in the activity of stepping.

KSPE 1040. Fitness in Rhythms and Dance. 1 Hour.

An introduction to the development of rhythmic skills, aerobic activities, dance movements, and exercises to improve physical fitness.

KSPE 1050. Fitness Walking. 1 Hour.

Basic walking is used as a modality of exercise and instruction focuses on how walking can be used as a lifetime fitness activity. Students learn how to apply the basic principles of exercise and will be taught to monitor their pulse to assess exercise intensity.

KSPE 1060. Jogging. 1 Hour.

Jogging or running is used as the exercise modality. Attention is given to the various training methods that runners use to improve their performance.

KSPE 1070. Snow Skiing I. 1 Hour.

A series of lessons designed for beginning to advanced snow skier. A five day stay at an appropriate skiing location is required. A fee is required.

KSPE 1071. Snow Skiing II. 1 Hour.

Prerequisite: KSPE 1070. For those who participated in KSPE 1070 and wish to make another ski trip. A fee is required.

KSPE 1080. Beginning Tennis. 1 Hour.

A beginning course in tennis stressing the basics of singles and doubles play. Attention is given to the performance of the basic strokes as well as to the history, rules, etiquette and strategies of play.

KSPE 1081. Intermediate Tennis. 1 Hour.

A continuation of KSPE 1080 designed for those who wish to learn more advanced techniques in the game of tennis. Attention is given to the improvement of the various strokes and to the development of advanced playing abilities.

KSPE 1090. Racquetball. 1 Hour.

A beginning course in racquetball emphasizing the basic rules and strategies of play. Attention is given to the skills needed to participate successfully in the sport.

KSPE 1100. Beginning Badminton. 1 Hour.

A beginning course in badminton stressing the basic rules and strategies of play. Attention is given to the skills, needed to participate successfully in the sport.

KSPE 1110. Archery. 1 Hour.

Designed for beginning or novice archer. Basic techniques of indoor target archery emphasizing the care and use of equipment, range safety, stance and shooting techniques, scoring and competition will be taught.

KSPE 1120. Beginning Golf. 1 Hour.

A beginning course designed to teach the basics of the game of golf. Instruction focuses on the grip, stance and basic swing pattern. A fee is required.

KSPE 1121. Intermediate Golf. 1 Hour.

Provides instruction in all facets of the game of golf. Students work at mastering the basic skills by practicing various kinds of shots. A fee may be required.

KSPE 1150. Bowling. 1 Hour.

Instruction is directed to the history, terms, scoring and techniques of bowling. Fee may be required.

KSPE 1170. Karate. 1 Hour.

An introduction to the basics of Karate. Successful completion of the course requirements leads to yellow belt certification.

KSPE 1240. Beginning Swimming. 1 Hour.

Red Cross instruction to equip the individual with the basic water safety skills and knowledge in order to make him or her reasonably safe while in, on or near the water. Designed for the non-swimmer.

KSPE 1241. Intermediate Swimming. 1 Hour.

An introduction to a wide variety of swimming skills, surface dives, and turns.

KSPE 1260. Fitness Swimming. 1 Hour.

Principles and practices of distance and interval conditioning workouts. The course is designed to improve the skills of swimmers who already have a knowledge of swimming strokes.

KSPE 1270. Volleyball. 1 Hour.

A beginning course designed to teach the fundamental skills, strategies and team concepts of volleyball. Attention will be given to the mastery of skill development, rules, game etiquette, and historical information.

KSPE 1280. Techno Games and Exercise. 1 Hour.

Designed to improve moderate to vigorous physical activity as well as health-related fitness components through the use of gaming technology (dancing, fitness, sports, adventures, etc.).

KSPE 1290. Soccer. 1 Hour.

An introductory course designed to present the fundamental skills, strategies, and team concepts of soccer. Attention is given to the skills of dribbling, passing, shooting, trapping, heading and tackling.

KSPE 1300. Basketball. 1 Hour.

An introductory course designed to present the fundamental skills, strategies, and team concepts of basketball. Attention is given to the improvement of the student's existing skill level.

KSPE 1380. Special Topics: Physical Activity. 1-2 Hours.

Course designed to allow participation in special physical education activities not offered in the regular curriculum (May be repeated).

KSPE 1390. Varsity Athletics. 1 Hour.

Prerequisite: Member of a VSU Varsity Athletics Team. Development of skills, techniques and strategies of athletic performance through participation in the intercollegiate varsity athletic program. May be taken once during any academic year, and may be repeated for credit. Does not meet physical education activity requirements for education majors.

KSPE 2000. Health and Wellness for Life. 2 Hours.

A course of study investigating the major health problems in modern society, with emphasis on methods of understanding and developing lifestyle changes for longer and healthier life. Information on topics such as alcohol, drugs, stress management, nutrition, sexually transmitted diseases, pregnancy and parenthood, cigarette and tobacco use, cancer, and cardiovascular diseases will be discussed.

KSPE 2010. Activities and Games for Coaches and Teachers. 3 Hours.

Prerequisite: Declared health and physical education major or permission of the department head. Instructional techniques primarily emphasizing elementary school physical education activities, dance, health-related fitness, and related content areas.

KSPE 2020. Coaching and Teaching Team Sports. 3 Hours.

Prerequisite: Declared health and physical education major or permission of the department head. Instructional techniques primarily emphasizing middle and secondary physical education activities, team sports, and related content areas.

KSPE 2070. Lifeguard Training. 2 Hours.

Prerequisite: Demonstrate swimming competency. Red Cross course to lead to certification as a lifeguard.

KSPE 2080. Water Safety Instructor. 2 Hours.

Prerequisite: Demonstrate swimming competency. Red Cross course to lead to certification as swimming instructor.

KSPE 2081. Lifeguard Instructor Training. 2 Hours.

Prerequisites: Red Cross Lifeguarding Certification. Ability to meet the standard on all skills in CPR and First Aid Courses. Leads to certification as a Red Cross Lifeguard Instructor.

KSPE 2150. First Aid - CPR. 2 Hours.

A study of the techniques of emergency first aid, cardiopulmonary resuscitation (adult, child, and infant) and accident prevention. Emphasis will be placed on examining the interrelationships among human behavior, the environment and accidents.

KSPE 2999. Entry to the Education Profession. 0 Hours.

Graded Satisfactory/Unsatisfactory. A required non-credit course for all teacher education candidates pursuing a VSU recommendation for initial certification; must be successfully completed prior to admission to teacher education. Candidates are required to establish an electronic portfolio and provide evidence that all teacher education admission requirements have been satisfactorily met. If an unsatisfactory grade is earned, the course must be repeated until a satisfactory grade is received.

KSPE 3101. Foundations & Technology in Health and Physical Education. 3 Hours.

Also offered as CHPE 3101. Prerequisite: KSPE 2999: The principles and scope of physical education, sport and physical education history and development, the importance of physical education, fitness measurement, as well as the technology use in health and physical education disciplines including, web research, email, and apple technologies.

KSPE 3141. First Aid/CPR and Care and Prevention of Athletic Injuries. 3 Hours.

Also offered as CHPE 3141. Prerequisite: KSPE 2999: Pertinent information relative to various techniques of emergency, first aid, cardiopulmonary resuscitation (infant, child, and adult) and accident prevention. Students may obtain certification for American Red Cross CPR certification and first aid certification. Exposure to basic concepts and techniques related to physical activity and athletic injury prevention, treatment, and rehabilitation.

KSPE 3160. Special Topics in Exercise Science. 1-4 Hours.

Prerequisite: Permission of the instructor. A flexible course of study dealing with current events or special topics in exercise science. May be repeated.

KSPE 3200. Nutrition for Health and Human Performance. 3 Hours.

Also offered as CHPE 3200. Prerequisite: KSPE 2999. An introduction to the characteristics of the essential dietary nutrients and their respective roles in the body. Emphasis is placed on the effects of nutritional practices on health and human performance.

KSPE 3301. Contemporary Health Issues. 2 Hours.

Pertinent information relative to selective health content areas, including death and dying, human sexuality, character education, violence, and mental and emotional health. Stress-related content will be infused into the mental and emotional health areas as well as many of the other content offerings in the course.

KSPE 3401. Instructional Planning and Evaluation. 3 Hours.

Prerequisite: KSPE 2999. Provides the student with pertinent information relative to basic instructional and planning methodologies basic statistics, data analysis, assessment and evaluation procedures and instruments across the psychomotor, cognitive and affective domains, and the application of this content within the health and physical education settings.

KSPE 3411. Human Movement Applications. 4 Hours.

Prerequisite: KSPE 2999; Also offered as CHPE 3411. Information on neuroanatomy and neurophysiology relative to motor development and motor learning, coupled with functional anatomy as it pertains to the dynamics of human motion. Emphasis is placed on mechanical analysis of human movement.

KSPE 3420. Exercise Physiology. 3 Hours.

Prerequisite: KSPE 2999; Also offered as CHPE 3420. An understanding of how the body, from a functional standpoint, responds, adjusts, and adapts to exercise. Topics include bioenergetics, neuromuscular concepts, cardiorespiratory considerations, physical training, and environmental concerns involving physical activity, athletic performance, and health-related fitness.

KSPE 3450. Comprehensive Health Education. 3 Hours.

Prerequisite: KSPE 2999; An investigation of health content pertaining to nutrition, fitness, body weight/composition, alcohol, tobacco, drugs, infectious diseases, cardiovascular diseases, diabetes, chronic lung diseases, and cancer.

KSPE 3460. Health Education Methods and Materials. 3 Hours.

Prerequisite: KSPE 2999. Pertinent information relative to selected health instructional techniques specifically addressed in the public school setting. Attention to learning activities appropriate for school health programs in elementary, middle grade, and secondary schools, health education models, health promotion, and related content specific issues included in school health curricula. Appropriate classroom management and motivational strategies for behavioral modification in health education. Opportunities for classroom teaching experiences with micro-teaching and public school health teaching episodes.

KSPE 3700. Elementary Physical Education Methods and Content. 3 Hours.

Prerequisite: KSPE 2999. Designed to provide the student with information related to instruction in physical education methodologies and content for preschool through fifth grade public school students. Field experiences in the public schools are required.

KSPE 3911. Diversity in Sport and Physical Education. 3 Hours.

Prerequisite: KSPE 2999. Introduction to physical education and sport for exceptional children and diverse populations. The course provides an overview of litigation and the passage of various federal laws pertaining to human diversity in physical education and sport, including diverse cultures, physical differences, communication diversity, behavior differences, sensory diversity, and family diversity. Field experience in the public schools are required.

KSPE 4220. Management of Physical Education Programs. 3 Hours.

Prerequisite: KSPE 2999; Also offered as CHPE 4220. A study of administrative theory and principles as they relate to the process of planning, organizing, supervision, personnel, budget, facility design, risk management, and other issues that are related to operating physical education and sport programs in educational and community settings.

KSPE 4580. Directed Study in Physical Education. 1-3 Hours.

Prerequisite: Approval of Instructor and Department Head. Development of an in-depth study of an approved topic of interest related to the field of physical education.

KSPE 4710. Middle Grade & Secondary Physical Education Methods & Content. 3 Hours.

Prerequisite: KSPE 2999. This is a check-point course, and check-point requirements must be met. Information related to instruction in physical education methodologies and content for middle grade and secondary public school students. Field experience in public schools are required.

KSPE 4780. Internship in Physical Education. 6 Hours.

Prerequisite: Completion of coursework and approval of department.

KSPE 4790. Student Teaching in Health and Physical Education. 10 Hours.

Prerequisite: Completion of all requirements to student teach as listed in the university's undergraduate catalog. Co-requisite: KSPE 4800.

KSPE 4800. Professional Practice Seminar. 2 Hours.

Prerequisite: Completion of all requirements to student teach as listed in the university's undergraduate catalog. Co-requisite: KSPE 4790. Reflection of educational practices and refinement of concepts emanating from student teaching experience. Presentations of electronic portfolios along with other related materials, including an exit exam, are required.

Latin (LATN)

LATN 1001. Beginning Latin Language and Introduction to Roman Culture I. 3 Hours.

Emphasis on the development of proficiency and communicative competence at the novice level in the four basic skills: speaking, listening, reading, and writing. Awareness of various sociocultural aspects and the distinctiveness of certain cultural traditions. LATN 1001 is not open for credit to students with two or more years of high school Latin or the equivalent.

LATN 1002. Beginning Latin Language and Introduction to Roman Culture II. 3 Hours.

Prerequisite: LATN 1001 or the equivalent. A continuation of LATN 1001, with emphasis on proficiency and communicative competence at the novice level in the four basic skills: speaking, listening, reading, and writing. Awareness of various sociocultural aspects and the distinctiveness of certain cultural traditions.

LATN 1111. Intensive Latin Language and Roman Culture. 3 Hours.

Prerequisite: Two or more years of high school Latin or the equivalent. Emphasis on the development of proficiency and communicative competence at the novice level in the four basic skills: speaking, listening, reading, and writing. Awareness of various sociocultural aspects and the distinctiveness of certain cultural traditions. LATN 1111 is a one-semester combination of LATN 1001 and LATN 1002. This course is designed for those students not fully prepared for the 1002 level. LATN 1111 reviews the concepts presented in LATN 1001 and advances the student through the material of LATN 1002.

LATN 2001. Intermediate Latin Language and Roman Culture. 3 Hours.

Prerequisite: LATN 1002 or the equivalent. Emphasis on the development of proficiency and communicative competence at the intermediate level in the four basic skills: listening, reading, and writing, and some speaking within a limited context. Awareness and understanding of various sociocultural aspects and the distinctiveness of certain cultural traditions.

LATN 2002. Fundamentals of Roman Literature and Roman Culture. 3 Hours.

Prerequisite: LATN 2001 or the equivalent. Emphasis on epic poetry (Virgil's Aeneid) and on proficiency and communicative competence at the intermediate level in the four basic skills: listening, reading, and writing, and to some extent, speaking. Awareness and understanding of various sociocultural aspects and the distinctiveness of certain cultural traditions.

Legal Assistant Studies (LEAS)

LEAS 1100. Introduction to Paralegalism. 3 Hours.

An introduction to the field of paralegalism. The course will include the role of paralegal in the legal system, the regulation and ethics of practice and the skills necessary for successful practice.

LEAS 3200. Legal Research I. 3 Hours.

Prerequisite: LEAS 1100. A study of legal research methods utilizing state and federal sources. Students will develop professional skills as they read and analyze appellate court opinions, legislation and pleadings.

LEAS 3201. Legal Research II. 3 Hours.

Prerequisite: LEAS 1100 and LEAS 3200. A continuation of Legal Research I. This course will emphasize computer assisted legal research skills as well as the preparation of legal documents.

LEAS 3210. Pre-Trial Preparation and Procedures. 3 Hours.

Prerequisite: LEAS 1100. The study of pre-trial procedures and tactics in civil and criminal cases. The course will include methods of investigation, interviewing clients, preparation of clients and witnesses for testifying, competency of evidence, preparation of interrogatories, other discovery methods, and pleadings.

LEAS 3230. Criminal Law and Procedure for the Paralegal. 3 Hours.

Prerequisite: LEAS 1100. The study of procedural and substantive criminal law. The application, interpretation, and enforcement of criminal law will be addressed. The role of the paralegal in the criminal justice system will be emphasized.

LEAS 3250. Law Office Management. 3 Hours.

Prerequisite: LEAS 1100. The study of the business aspects of the practice of law. Topics include appropriate business structure, office systems, marketing and development issues, staffing and personnel issues, liability insurance, managing time, technology, and billing. Ethics and professionalism in dealing with clients and the general public will also be addressed.

LEAS 4200. Family Law. 3 Hours.

Prerequisite: LEAS 1100. The study of the applicable law surrounding family relationships. The issues of adoption, marriage, divorce, alimony, child custody and support, and property division will be addressed.

LEAS 4240. Elder Law. 3 Hours.

Prerequisite: LEAS 1100. The study of the legal problems associated with the elderly and issues of aging. Topics of discussion will include social, psychological, legal, and financial aspects of planning for the elderly. Issues will include Medicare and Medicaid benefits, nursing home institutionalization, Social Security, and probate and estate planning.

LEAS 4250. Trial Advocacy. 3 Hours.

An examination of all aspects of presenting a case in trial. Students develop effective methods for analyzing and preparing cases for presentation in trial. Students will learn and use basic technical skills necessary as members of the University's Mock Trial Team at tournaments sponsored by the American Mock Trial Association.

LEAS 4251. Trial Advocacy II. 3 Hours.

Also offered as POLS 4251. Supervised study of all aspects of presenting a case in trial with practice of trial skills in a mock setting. Students will compete in one or more mock trial competitions within the region and will write a research paper. The course may be taken three times for credit.

LEAS 4260. Alternative Dispute Resolution. 3 Hours.

Also offered as POLS 4260. Prerequisite: LEAS 1100. The study of various methods of alternative dispute resolution. Topics include preparation for and techniques used in mediation, arbitration, and alternative dispute resolution. Also addressed will be ethics and professionalism in dealing with represented and unrepresented individuals.

LEAS 4270. Immigration Law. 3 Hours.

An overview of U.S. immigration law with an emphasis on the paralegal's role. Topics include preparation of visa applications, the admission and removal of immigrants and non-immigrants, and citizenship and naturalization.

LEAS 4290. Tort Law. 3 Hours.

Prerequisite: LEAS 1100. A basic study of the development of tort law in the United States. Emphasis is placed on law as it pertains to negligence, strict liability, and intentional torts. Current legal and ethical questions are examined.

LEAS 4700. Directed Study in Legal Assistant Studies. 1-3 Hours.

Prerequisites: Legal Assistant Studies major and LEAS 1100. Directed reading and research in selected areas of legal assistant studies. Topics examined will include those not normally found in established legal assistant studies courses. Regular conferences between instructor and student will be required. Permission of the advisor, instructor and department head must be obtained prior to registration.

LEAS 4800. Legal Assistant Studies Capstone. 3 Hours.

Prerequisite: LEAS 1100, LEAS 3200. An integration of concepts and tools from previous curriculum in the degree program. The course also provides students with the tools to evaluate critically and discuss ethics of the legal profession.

LEAS 4802. Special Topics in Legal Assistant Studies. 3 Hours.

Prerequisite: LEAS 1100. Selected topics of interest in legal assistant studies. The course may be repeated for credit if the topics are different.

LEAS 4900. Internship in Legal Assistant Studies. 3 Hours.

Prerequisite: Legal Assistant Studies major, LEAS 1100 and LEAS 3200. Supervised, practical experience in an appropriate legal setting. Permission of the advisor, instructor, and department head must be obtained prior to registration.

Library Science (LIBS)

LIBS 1000. Introduction to Library Resources. 1 Hour.

Designed to promote an awareness of Valdosta State University Library Services and general information resources, including the role of information in society, research skills, the Internet, and critical thinking skills.

LIBS 2000. Introduction to Specialized Library Resources. 1-2 Hours.

Offered at departmental request. A study of the reference sources essential to majors in the department requesting the course.

Linguistics (LING)

LING 4000. Principles of Language Study. 3 Hours.

Prerequisite: "C" or better in one of the following: ENGL 2060, ENGL 2080, ENGL 2111, ENGL 2111H, ENGL 2112, ENGL 2112H, ENGL 2113, or ENGL 2113H. A study of the nature, structure, and diversity of language, including English phonology (sounds), morphology (word formation), syntax (sentence structure), and semantics (meaning) contrasted with features of other selected languages and applied to fields such as literary study, written communication, and language acquisition.

LING 4160. Language in Society. 3 Hours.

Prerequisite: "C" or better in one of the following: ENGL 2060, ENGL 2080, ENGL 2111, ENGL 2111H, ENGL 2112, ENGL 2112H, ENGL 2113, or ENGL 2113H. A study of the nature of language and its use in society, including psychological and sociocultural variables in conversation, language varieties, multilingualism, world Englishes, and the development of language policy.

Literacy (LITR)

LITR 3110. Emergent Literacy Through Children's Literature and the Arts. 3 Hours.

Prerequisites: Appropriate 2999 course, and a minimum GPA of 2.75. Co-requisite: ELED 3190, or a practicum approved at the program level. An integrated approach to incorporating emergent literacy skills with aesthetic appreciation and creative expression. Emphasis is on methods for using children's literature and the fine arts to develop life-long readers.

LITR 3120. Early Literacy. 3 Hours.

Prerequisites: Appropriate 2999 course, and a minimum GPA of 2.75. Co-requisite: ELED 3190, or a practicum approved at the program level. Introduction to content, theoretical perspectives, and evidence-based strategies for teaching children in the primary grades to read and write. Major topics include the reading process, phonemic awareness, phonics, comprehension, fluency, and vocabulary. Teacher candidates are expected to plan and implement learned skills and knowledge in a PreK-K classroom.

LITR 3130. Developing Literacy. 3 Hours.

Prerequisites: Appropriate 2999 course; LITR 3110; LITR 3120; and a minimum GPA of 2.75. Co-requisite: ELED 3690, or a practicum approved at the program level. Application of methods for teaching listening, speaking, reading, writing, viewing, and visually representing in a P-5 classrooms. Instructional methods of processes for writing and comprehending various forms of texts; motivating students to read and write; developing vocabulary, comprehension strategies, and higher-order thinking; and applying technology are emphasized.

LITR 4120. Literacy Assessment and Applications. 3 Hours.

Prerequisites: Appropriate 2999 course; LITR 3110; LITR 3120; LITR 3130; and a minimum GPA of 2.75. Emphasizes diagnostic and assessment strategies for corrective instruction for struggling elementary readers and writers. The course includes causes of reading disability, methods of diagnosis, instructional methods for group and individual remedial work, strategies for successful test taking. Teacher candidates will be required to apply their learned skills in tutoring experiences.

Management (MGNT)

MGNT 3250. Management and Organization Behavior. 3 Hours.

Prerequisites: ACCT 2101 and ECON 2106 with a grade of "C" or better. An introduction to the discipline of management and contemporary management of organizations with major emphasis on organization behavior. Topics include perception, attitude, personality, motivation, group dynamics, interpersonal communication, job design, learning theory, decision making, conflict, power, organizational politics, diversity, and organizational culture.

MGNT 3300. Production and Operations Management. 3 Hours.

Prerequisite: BUSA 2100 or MATH 1401 with a grade of "C" or better, and pre or co-requisite: MGNT 3250. The basic concepts of production and operations management including manufacturing planning and control systems, quality control, inventory control, time standards, facility location, and plant layout. Changes in the global competitive environment and their effects on manufacturing methodologies are integrated throughout the course.

MGNT 3400. Supply Chain Management. 3 Hours.

Prerequisites: MGNT 3250 with a grade of "C" or better. The management of supply chain organizations to achieve a sustainable competitive advantage. Topics include the introduction to the field, the order fulfillment process, global supply chain design, supply chain mapping, supply chain rationalization, supplier selection and relations, information sharing, and the applications of information technologies to the supply process.

MGNT 3450. Management Information Systems. 3 Hours.

Prerequisites: MGNT 3250 with a grade of "C" or better; BUSA 2201, CS 1000 or ACED 2400 with a grade of "C" or better.. Information processing, meaning and role of information systems, information systems procedures, business functions of computers, into systems analysis and design, files and databases, office automations, data communication, behavioral and organizational implications, selection of hardware and software.

MGNT 3500. Employment Law. 3 Hours.

Prerequisites; BUSA 2106 with a grade of "C" or better. Legal aspects of human resources management from the perspective of both employer and employee. The course will review the hiring process, management of a diverse workforce pay, benefits, terms and conditions of employment, and terminating employment. Students will address a wide range of problems involving these issues and will learn strategies for avoiding legal conflict.

MGNT 3900. Entrepreneurship Skills. 3 Hours.

Prerequisites: MGNT 3250, and MKTG 3050 with a grade of "C" or better. Provides a broad overview of the principles, theories, and practice of entrepreneurship. Topics include the analysis of the traits of successful entrepreneurs, feasibility analysis, market planning, customer relationship management, financial management strategies, ethical leadership, and growth and exit strategies. Also includes the preparation of a comprehensive written business plan.

MGNT 3910. Small Business Management. 3 Hours.

Prerequisites: MGNT 3250, and MKTG 3050 with a grade of "C" or better. Fundamentals of small business management and operations. Topics include financial planning, budgeting and controlling, human resources and diversity, employee motivation, operations planning and quality control, promotion and distribution, legal, regulatory and ethical issues, risk management and insurance, exporting and other aspects of international involvement.

MGNT 3920. Family Business Management. 3 Hours.

Pre co-requisite: MGNT 3250. Management issues and techniques for the family-owned and/or managed enterprise. Topics include stages of development of family business, planning for transitions in ownership and management, human relations issues, conflict resolution, opportunity identification and exploitation.

MGNT 4000. Human Resource Management. 3 Hours.

Pre or co-requisite: MGNT 3250. The recruitment, selection, training, development, utilization and maintenance of human resources by organizations. Topics also include labor- management relations and the legal environment.

MGNT 4005. Staffing Organizations. 3 Hours.

Prerequisite: MGNT 4000 with a grade of "C" or better. Overview of the issues and practices involved in talent acquisition, deployment, and retention. The course examines measurement issues for the use and validation of selection procedures; the link between staffing activities and organizational strategy; the business impact of selection decisions; and HR metrics.

MGNT 4020. Performance Management and Rewards. 3 Hours.

Prerequisite: MGNT 3250 and MGNT 4000 with a grade of "C" or better. The process of developing and managing the appraisal of and rewarding of performance and the effective job analysis on which they depend. Topics include various types of job analysis, methods of collecting information about jobs, developing compensation systems, pay surveys, developing and managing performances appraisals, types of performance appraisals, merit pay, and incentives.

MGNT 4060. Career Development. 3 Hours.

Prerequisite: MGNT 3250 with a grade of "C" or better. The major issues in career development and management in organizations. The goals of this course are: to increase students' skills in managing their own careers: and to increase students' skills in developing the careers of their subordinates.

MGNT 4200. Leadership Skills. 3 Hours.

Prerequisite: MGNT 3250 with a grade of "C" or better. An examination and practical application of leadership theories, roles and responsibilities in a dynamic business environment. Through experiential learning, case analysis, readings and interactions with practitioners, students develop leadership skills in decision-making, communicating, managing conflicts, and motivating individuals and groups.

MGNT 4600. Project Management. 3 Hours.

Prerequisites: BUSA 2100, and MGNT 3250 with a grade of "C" or better. Introduces basic principles and practices of project management including organizational structures, management functions, PM life-cycle, planning, execution, control, conflict resolution, scope management, risk management, ROI, and quality assurance.

MGNT 4640. Management Science. 3 Hours.

Prerequisites: BUSA 2100 or MATH 1401, and MGNT 3250 with a grade of "C" or better. Applications of quantitative techniques to managerial decisions. Topics include linear programming, decision theory, applications of probability, forecasting, transportation problems, and network analysis. Computers are used in problem solving.

MGNT 4650. Organizational Change and Development. 3 Hours.

Prerequisite: MGNT 4000 with a grade of "C" or better. Application of behavioral science concepts to organizational change. Students work in groups to develop interpersonal and problem solving skills. Organizational Development (OD) is aimed at improving organizational effectiveness by means of planned, systematic change interventions that allow individuals, groups, and organizations to develop their potential productivity and quality of work life.

MGNT 4660. Training and Development. 3 Hours.

Prerequisite: MGNT 4000 with a grade of "C" or better. An examination of employee and management training in organizations. Topics include the development, administration, and evaluation of training programs; needs assessment, theories and program design, transfer of training, traditional training methods, use of new technologies in training, career development, and follow-up and evaluation of costs and benefits of training.

MGNT 4700. Quality Management. 3 Hours.

Prerequisite: MGNT 3250 with a grade of "C" or better. Overview of the concepts and processes of quality. Topics include: strategic supply chain alliances; quality and innovation in products, services, and process design across the supply chain; the tools of quality; managing quality improvement teams and projects; statistically based quality improvements; Six-Sigma management; and implementing and validating the quality system.

MGNT 4800. International Management. 3 Hours.

Pre or co-requisite: MGNT 3250. The management of organization in a global business environment. Topics include the effects of socio-cultural, economic, geographic, legal, political, and technological differences on management organizational behavior including staffing, interpersonal communication, negotiation, leadership, and organizational effectiveness.

MGNT 4950. Special Topics in Management. 1-3 Hours.

Directed research, readings or project in management. The proper form must be submitted to the Dean of the College of Business Administration at least two weeks prior to the beginning of the semester. May be taken more than once for up to 3 hours if topics are different.

MGNT 4980. Management Internship. 3 Hours.

Prerequisite: MGNT 4000 with a grade of "C" or better, Senior Standing, BBA major, and completion of Internship Agreement Form. Graded "Satisfactory" or "Unsatisfactory". The application of skills related to the academic discipline of management in an employment situation. A project, approved by a faculty member and the employer, is required. The student must complete a workshop with the Career Strategies Coordinator no later than the end of the first week of classes. Students must adhere to the Management Internship Program Guidelines and may receive credit for this course only once.

MGNT 4990. Directed Study in Management. 1-3 Hours.

Prerequisite: Consent of instructor and Department Head. Topics to be assigned. May be taken more than once for up to 3 hours if topics are different.

Marketing (MKTG)

MKTG 1500. Foundations of Consumer Culture. 3 Hours.

A broad introduction to the development of consumer culture and its relationship to business. Topic areas covered include the rise of American consumer culture; its relationship with business, marketing, economic, and public policy practices; and the issues that consumers and consumer cultures face.

MKTG 3050. Introduction to Marketing. 3 Hours.

Prerequisites: Completion of 45 credit hours or ECON 1500 or ECON 2106 with a grade of "C" or better. Basics of targeting products and services to satisfy customer needs through product, price, promotion and distribution strategies. Marketing strategies are discussed within the context of prevailing political, social, ethical, economic, legal, competitive and technological environments.

MKTG 3070. Time Management for Salespeople. 3 Hours.

Overview of the various time management tools available for the sales professional. Students will learn how to more efficiently manage their contacts, travel time, servicing, and paperwork. They will also learn general time management principles of focus, prioritization, and goal setting.

MKTG 3080. Content Marketing. 3 Hours.

A study of marketing and business processes for creating and distributing relevant and valuable content to attract, acquire, and engage a clearly defined and understood target audience. The course will include imagery, video, text, and any other content used to enhance the consumer experience.

MKTG 3100. Health Care Marketing. 3 Hours.

Prerequisite: MKTG 3050 with a grade of "C" or better. Application of marketing principles and concepts to contemporary health care industry issues. Topics include the evolving role of the health care consumer, marketing tactics and strategy defined for the specific aspects of the health care market, and how consumerism will reshape health care markets.

MKTG 3620. Consumer Behavior. 3 Hours.

Prerequisites: MKTG 3050 with a grade of "C" or better. Motives, attitudes, and expectations of consumers and purchasing agents that contribute to the understanding of the marketing process.

MKTG 3650. Marketing Research. 3 Hours.

Prerequisites: MKTG 3050, with a grade of "C" or better, and BUSA 2100 or MATH 1401 with a grade of "C" or better. Develops the scientific process of problem solving in a marketing context. Covers the concepts of problem definition, hypothesis testing, questionnaire development, research design, and interpretation of statistical findings.

MKTG 4000. Advertising and Integrated Brand Promotion. 3 Hours.

The basic principles of integrated marketing communications and promotions and their role in media and society. The advertising environment of the 21st century, agency and client relationships, consumer behavior, ethics, and the role of research, creative appeals, and media selection in advertising effectiveness will be studied.

MKTG 4010. Digital Marketing. 3 Hours.

The development, production, and implementation of digital-marketing delivery methods including , email marketing, content marketing, web optimization, SEO, display advertising, and social media.

MKTG 4020. Social Media Marketing. 3 Hours.

Prerequisite: MKTG 3050 with a grade of "C" or better. An introduction to the marketing of products and services via various social media platforms. Topics include integrating different social media technologies into a marketing plan, creating social media marketing campaigns, and applying appropriate social media tools to marketing efforts.

MKTG 4030. Advertising Culture and Ethnography. 3 Hours.

Prerequisite: MKTG 3050 with a grade of "C" or better. A study of the fundamentals of the ethnographic method. Topics include the use of ethnography in developing advertising and understanding its impact on society and culture.

MKTG 4040. Advertising and Society. 3 Hours.

Prerequisite: MKTG 3050 with a grade of "C" or better. A study of the impact of advertising on society and culture. The course develops an understanding of various issues concerning advertisers and their stakeholders and explores the unintended consequences of advertising on the society at large, as well as the various public policies in place on advertising and advertisers.

MKTG 4050. Creative Branding Strategy. 3 Hours.

A study of issues and processes involved in creating and building strong brands and maximizing the value of existing brands. The class provides a framework for understanding brands the how consumers perceive, evaluate, and respond to brands.

MKTG 4130. Professional Selling. 3 Hours.

Prerequisites: MKTG 3050 with a grade of "C" or better. Fundamentals of personal selling and the behavioral aspects of the persuasion process, including social, ethical, and legal responsibilities.

MKTG 4160. Advanced Professional Selling. 3 Hours.

Courses focuses on time management as well as the application of theoretical and practical sales approaches/techniques such as customer relationship building, team selling, account management, negotiation and persuasion techniques.

MKTG 4170. Sales Management. 3 Hours.

A study of planning, organizing, staffing, training, leading, and controlling the sales force in an effective marketing organization.

MKTG 4180. Practicum in Professional Selling. 3 Hours.

Prerequisites: MKTG 4130 with a grade of "C" or better. Graded "Satisfactory" or "Unsatisfactory". The application of skills related to the academic discipline of professional selling in an employment situation. A project/Report, approved and supervised by a faculty member and the employer, is required. The student must complete a workshop with the Career Strategies Coordinator no later than the end of the first week of classes. The internship can be taken only once for course credit.

MKTG 4220. Retailing. 3 Hours.

Prerequisite: MKTG 3050 with a grade of "C" or better. Fundamentals and principles employed in the analysis and evaluation of the retail intermediary.

MKTG 4670. Marketing Channels. 3 Hours.

Prerequisites: MKTG 3050 with a grade of "C" or better. Study of the firm's distribution function. Covers: channel design, strategy and structure; channel participants and functions; channel management; and physical distribution and logistics systems.

MKTG 4680. International Marketing. 3 Hours.

Prerequisite: MKTG 3050 with a grade of "C" or better. Study of marketing and international business using the framework of the world market place. Aspects of marketing which are unique to international business are emphasized.

MKTG 4690. Social Marketing. 3 Hours.

Prerequisites: MKTG 3050. Designed for students to gain an understanding and appreciation in the field of social marketing. Social marketing uses marketing principles and techniques to influence the behavior of a target audience toward goods, services, or ideas that benefit the greater social good.

MKTG 4740. Cases in Logistics Decision Making. 3 Hours.

Prerequisites: MKTG 3050 with a grade of "C" or better. A study of using case-based methods, students will explore the decision making process used to implement logistics in a corporate setting and the strategies companies use to make "real world" supply chain decisions. They will also develop an understanding of the impact such decisions have on the local and global level.

MKTG 4750. Marketing of Services. 3 Hours.

Prerequisites: MKTG 3050 with a grade of "C" or better. A study of key challenges in effective service delivery with emphasis on unique aspects of services marketing, service quality, the service-marketing mix, customer satisfaction & loyalty, and the implementation of service strategies across a variety of industries. Course also examines the differences between the marketing of manufactured goods and the marketing of services.

MKTG 4810. Special Topics in Marketing. 3 Hours.

Prerequisite: MKTG 3050 with a grade of "C" or better. Study of specific topics in the field of marketing. May be repeated once for additional credit with prior approval of advisor and instructor if different topics are covered in the subsequent course.

MKTG 4900. Strategic Planning. 3 Hours.

Prerequisites: MKTG 3620, MKTG 3650 each with a grade of "C" or better and senior standing. A study of the integration and coordination of product development, promotional strategy, marketing channels, and pricing in planning, implementing and controlling marketing operations. The creation of a marketing plan is stressed.

MKTG 4980. Marketing Internship. 3 Hours.

Prerequisites: MKTG 3050, and 2 upper level MKTG classes each with a grade of "C" or better, and completion of Internship Agreement Form prior to the end of the Drop/Add period. Graded "Satisfactory" or "Unsatisfactory". The application of skills related to the academic discipline of marketing in an employment situation. A project/Report, approved and supervised by a faculty member and the employer, is required. The student must complete a workshop with the Career Strategies Coordinator no later than the end of the first week of classes. The internship can be taken only once.

MKTG 4990. Directed Study in Marketing. 3 Hours.

Prerequisites: MKTG 3620 with a grade of a "C" or better, senior standing and approval of instructor and the department chair. Special projects undertaken by marketing majors. Completion proper form must be submitted to the Department Heads for signature prior to the start of the semester but no later than the end of the Drop/Add period.

Mass Media (MDIA)

MDIA 2000. Introduction to Mass Media. 3 Hours.

The study of the processes, elements, uses, and impacts of mass media, including history, development, operation, and cultural effects of books, newspapers, magazines motion pictures, radio, television, sound recordings, and computer media.

MDIA 2000H. Introduction to Mass Media (Honors). 3 Hours.

An honors-level study of the processes, elements, uses, and impacts of mass media, including history, development, operation, and cultural effects of books, newspapers, magazines, motion pictures, radio, television, sound recordings, and computer media.

MDIA 2050. Introduction to Electronic Media Production. 3 Hours.

An introduction to the processes of radio and television production. This course is designed to provide an understanding of the concepts and application employed in production for radio and television and to teach the basic skills required to operate the audio and video equipment utilized for radio and television production. Students will also take a comprehensive proficiency exam.

MDIA 2100. Introduction to Media Writing. 3 Hours.

Prerequisites: Major or Minor status or consent of instructor. An introduction to the variety of standard writing styles employed by media professionals. Topics include news writing, advertising copy, public service announcements, and an introduction to copy writing formats for television, radio and the Internet. Basic television scripting for short and long-form programming is also introduced.

MDIA 2350. Media and Culture. 3 Hours.

Prerequisites: Major or Minor status. An introduction to media and culture. This course will explore foundational components of media and culture, examining connections between the message, the medium, society, and culture. The course will explore society's relation to media and how media affects society, through topics such as media industries, representation, audiences, and technology.

MDIA 2500. Computer Mediated Communication. 3 Hours.

Prerequisites: MDIA major, or consent of the instructor. An introduction to the processes of computer mediated communication. Topics include the Internet, Mass Media and the Web, virtual communities, and how computer mediated communication affects privacy, interpersonal relationships, and the global village.

MDIA 3001. Media Production I. 3 Hours.

Prerequisites: MDIA 2050 and MDIA 2500 or permission of instructor. Study of media production techniques in the studio environment. Students will build upon production and editing skills and learn how to incorporate audio and visually based media into storytelling. Students will learn about the production workflow and its impact on creating narratives for target audiences.

MDIA 3002. Media Production II. 3 Hours.

Prerequisite: MDIA 3001 or permission of instructor. Intermediate studio-based exploration of the technical, practical, and conceptual aspects of contemporary digital media production in all phases. Students will focus on capturing, editing, and finishing professional quality audiovisual media for creative media industries. Project planning and management, directing, interviewing, and collaborative workflows will be covered.

MDIA 3003. Media Production III. 3 Hours.

Prerequisite: MDIA 3002 or permission on instructor. Advanced studio-based exploration of the technical, practical, and conceptual aspects of contemporary digital media production from preproduction through postproduction. This course will focus on the creation and delivery of linear and interactive digital media for creative media industries including entertainment, news, and marketing.

MDIA 3100. Writing for Media II. 3 Hours.

Prerequisites: Major Status and MDIA 2100 or permission of instructor. Advanced writing course building upon the skills covered in MDIA 2100. Topics include news writing, scriptwriting, writing for radio and television, and other forms of multimedia writing.

MDIA 3125. Social Media. 3 Hours.

Examination of the conceptual, stylistic, and contextual aspects of creating and executing social media campaigns. Topics include tone of voice, audience analysis, message credibility, engagement strategy, online identity, digital listening, and performance monitoring.

MDIA 3175. Transmedia Storytelling. 3 Hours.

Prerequisites: MDIA 2100 and MDIA 3100 or permission of instructor. Exploration of concepts, tools, and techniques used in multi-platform storytelling incorporating traditional and newer immersive forms of media content. The course examines conceptual, stylistic, and contextual aspects of creating and executing impactful communications capable of engaging audiences around contemporary entertainment franchises.

MDIA 3225. Media Research and Audience Analysis. 3 Hours.

Prerequisites: MDIA 2000 and MDIA 2350 or permission of instructor. Introduction to social science research techniques relevant to the media and communication fields. This course will focus on approaches to studying and analyzing media content, methods of inquiry, and their relation to targeted audiences.

MDIA 3250. Sports, News and Entertainment Announcing. 3 Hours.

Prerequisites: Major or Minor status or engaged in sports certificate program; or permission of instructor. Applies the fundamentals of voice and articulation for on-air performances by newscasters, sportscasters and entertainers. Topics include vocal delivery styles; appearance on-camera; and interviews for news packages, sports events and news-entertainment talk shows.

MDIA 3350. Aesthetics of Electronic Media. 3 Hours.

Prerequisites: MDIA 2000 or consent of instructor. This course is designed to study the application of advanced film and video techniques. Topics include narrative structure, cinematography, directing technique, editing, sound design and the language of production.

MDIA 3400. Screenwriting. 3 Hours.

Prerequisites: Major or Minor status and MDIA 2100 or permission of instructor. An advanced writing course building upon the skills acquired in MDIA 2100. Students will develop a full-length teleplay or screenplay. Topics include development of treatments, plotting, sequencing, character analysis, and synopsis. The techniques required for effective scene construction, plot twists, comedic slants, dramatic tones, and other advanced script writing techniques are also introduced.

MDIA 3500. Newswriting and Reporting. 3 Hours.

Prerequisites: MDIA 2100 or permission of instructor. An advanced course with an emphasis on writing for broadcast news. Students will develop skills in news gathering, interviewing, AP-style writing for television and web, editing news packages, as well as incorporation of social media tools. This course will cover additional concepts such as media law and ethics.

MDIA 3950. Directed Study. 1-3 Hours.

Prerequisite: Major status and approval of advisor, instructor, and department head. Individualized study in an area or subject not normally found in established courses offered by the department, may also allow the student to explore in more detail a topic which is normally covered by the department.

MDIA 4030. Selected Topics in Mass Media. 1-3 Hours.

Prerequisites: MDIA 2050 and 2100, or consent of instructor. Intensive study of a topic relevant to broadcast media. The course introduces the alternative approaches to the study of themes, applications, trends, and issues in media, and provides an opportunity to explore other topics outside the prescribed curriculum of mass media. May be repeated for up to 6 hours of credit if course title are different.

MDIA 4100. Media Economics and Management. 3 Hours.

Prerequisites: Major Status and completion of Area F, or consent of instructor. An examination of the economic structure of the American radio and television systems focusing upon audience measurement and delivery, ownership consolidation, cross-media platforms, standard practices of achieving fiscal stability, community outreach and service, and personnel utilization.

MDIA 4200. Media Law and Ethics. 3 Hours.

Prerequisite: Major or Minor status or permission of instructor. A survey of the U.S. court system, the First Amendment, and laws affecting newsgathering, libel, privacy rights, copyrights, and the Federal Communications Commission. Students will examine various ethical and professional standards affecting media.

MDIA 4270. Diversity in Media. 3 Hours.

Prerequisites: Major status and completion of Area F, or consent of instructor. A critical examination of the relationships between the media and various races, classes, ethnicities, and genders. Topics include the representation of different groups by the media, how audiences are affected by those representations, alternative media, and how minorities and the media industries interact.

MDIA 4400. Media Criticism. 3 Hours.

Prerequisites: Major status and completion of Area F, or consent of instructor. An overview of the theoretical and practical study of critical media examination. This includes describing, interpreting, and judging mediated messages utilizing critical methods. Students will examine various approaches to media criticism and how they are applied to the broadcast media.

MDIA 4450. International Media. 3 Hours.

Prerequisite: Major Status and completion of Area F, or consent of instructor. A critical examination of media systems around the world and the societies in which they function. The role of governmental regulation, cultural factors, and language will be studied. Students will be required to analyze global media, national identities, and the concept of international communication. A comparative analysis of various systems is also required.

MDIA 4700. Digital Media Production Capstone. 3 Hours.

Prerequisites: MDIA 3003 or permission of instructor. An advanced, project-based studio in which students participate in production experiences exploring techniques for communicating using digital media.

MDIA 4950. Senior Seminar. 3 Hours.

Prerequisites: Completion of Area F, major status, restricted to students in their final semester of study in Mass Media. Required of all second semester seniors, the course focuses on the compilation of student portfolio materials. Students will create a resume and a general employment application letter.

MDIA 4960. News Workshop. 3 Hours.

Prerequisite: MDIA 3001 or permission of instructor. An advanced course in video news programming integrating studio and field-based production skills and techniques. The course focuses on identifying news values, cultivating sources of information from assigned beats, reporting and producing news packages, demonstrating competence in studio crew positions, scripting local newcasts, and developing on-air performance skills. May be repeated for credit.

MDIA 4961. Audio Workshop. 3 Hours.

Prerequisites: MDIA 3001 or permission of instructor. The production of portfolio materials such as podcasts, traditional radio, and streamcast programming. May be repeated for credit.

MDIA 4962. Video Workshop. 3 Hours.

Prerequisites: MDIA 3001 or permission of instructor. Active student participation in video production for VSU TV, and online distribution and exhibition. May be repeated for credit.

MDIA 4963. Documentary Workshop. 3 Hours.

Prerequisites: MDIA 3001 or permission of instructor. The production of documentaries in short and long formats. May be repeated for credit.

MDIA 4964. Sports Workshop. 3 Hours.

Prerequisites: MDIA 3001 or permission of instructor. Student participation in the production of sports programming for VSU-TV, the University-programmed cable-access channel. May be repeated for credit.

MDIA 4965. New Media Workshop. 3 Hours.

Prerequisite: MDIA 3001 or permission of instructor. A hands-on exploration of the tools and techniques used to create engaging digital multi-media content for the web, advertising and interactive gaming applications. Topics and techniques include green screen, motion capture, interactive and motion graphics, ideation, co-creation and collaborative workflow.

MDIA 4970. Internship. 3-9 Hours.

Prerequisite: Major and senior status approval of faculty internship director. Graded "Satisfactory" or "Unsatisfactory". Placement of students in apprentice and intern positions in professional environments, including radio and television stations and other media industry organizations in order to enlarge the student's professionalism. The course may be taken only during the student's final two semesters, and may be repeated for credit.

Mathematics (MATH)

MATH 0996. Support for Elementary Statistics. 2 Hours.

Prerequisite: Placement into course by University guidelines. Co-requisite: MATH 1401. Corequisite support to provide essential quantitative skills needed to be successful in MATH 1401.

MATH 0997. Support for Quantitative Reasoning. 2 Hours.

Prerequisite: Placement into course by University guidelines. Co-requisite: MATH 1001. Corequisite support to provide essential quantitative skills needed to be successful in MATH 1001.

MATH 0998. Support For Mathematical Modeling. 2 Hours.

Prerequisite: Placement into course by University guidelines. Corequisite: MATH 1101. Corequisite support to provide essential quantitative skills needed to be successful in MATH 1101.

MATH 0999. Support for College Algebra. 2 Hours.

Prerequisites: Placement into course by University guidelines. Corequisite: MATH 1111. Corequisite support to provide essential quantitative skills needed to be successful in MATH 1111.

MATH 1001. Quantitative Reasoning. 3 Hours.

A study of quantitative reasoning skills needed for informed citizens to understand the world around them. Topics include logic, proportional reasoning, basic probability, data analysis, and modeling form data with the appropriate use of technology. NOTE: Not intended for STEM majors.

MATH 1101. Introduction to Mathematical Modeling. 3 Hours.

A study of algebraic topics from a modeling perspective. Introduction to different types of models including linear, quadratic, polynomial, exponential, and logarithmic. Emphasis on gathering, presentation, and interpretation of data by using real-world examples as models.

MATH 1111. College Algebra. 3 Hours.

Algebraic topics including polynomials, rational expressions, equations, inequalities, graphing, exponents and radicals, relations and functions through exponential and logarithmic functions.

MATH 1112. Trigonometry. 3 Hours.

Prerequisite: MATH 1111, 1261, or 1113 with a grade of "C" or higher, or by mathematics placement policy. Circular, trigonometric, and inverse functions, mathematical induction, the binomial theorem, and complex numbers.

MATH 1113. Precalculus. 3 Hours.

Prerequisite: MATH 1112 with a grade of "C" or higher, or by mathematics placement policy. Study of polynomial, rational, and transcendental functions and applications, conic sections, polar coordinates, parametric equations, and mathematical induction.

MATH 1113H. Honors Precalculus. 3 Hours.

Prerequisite: MATH 1112 with a grade of "C" or higher, or by mathematics placement policy. Study of polynomial, rational, and transcendental functions and applications, conic sections, polar coordinates, parametric equations, and mathematical induction. Focus on concepts and real-world applications.

MATH 1261. Survey of Calculus I. 3 Hours.

Prerequisite: MATH 1101, 1111, 1112, 1113, or 1113H, with a grade of "C" or higher, or by mathematics placement policy. Topics include limits, continuity, differentiation of functions of one variable, and applications.

MATH 1401. Elementary Statistics. 3 Hours.

An introductory course in statistics. Topics include descriptive statistics; basic notions of probability, random variables, probability distributions, simple random sampling, and sampling distributions; confidence intervals and hypothesis tests; and regression. The application of statistical methodology and the use of computer software are emphasized.

MATH 1501. Calculus I. 4 Hours.

Topics to include functions, limits, continuity, the derivative, antidifferentiation, the definite integral, and applications. Prerequisites: Math 1113 - Precalculus or its equivalent. For more information on this institution's eCore courses, please see <http://www.valdosta.edu/ecore/>.

MATH 2008. Foundations of Numbers and Operations. 3 Hours.

Prerequisite: MATH 1001, 1101, MATH 1111, MATH 1112, MATH 1113, 1401 with a grade of "C" or higher. An introductory mathematics course for early childhood education majors. This course will emphasize the understanding and use of the major concepts of number and operations. As a general theme, strategies of problem solving will be used and discussed in the context of various topics.

MATH 2150. Introduction to Linear Algebra. 3 Hours.

Prerequisite: MATH 2261 with a grade of "C" or higher. Systems of linear equations, matrices, determinants, and their properties; vectors and inner products; vector spaces; linear transformations; eigenvalues and eigenvectors. Special emphasis is placed on applications.

MATH 2261. Analytic Geometry and Calculus I. 4 Hours.

Prerequisite: MATH 1112 or MATH 1113 with a grade of "C" or higher, or by university placement policy. Introduction to limits, derivatives, integration, fundamental theorem of calculus, and applications.

MATH 2262. Analytic Geometry and Calculus II. 4 Hours.

Prerequisite: MATH 2261 with a grade of "C" or higher. Integrals; exponential, logarithmic, and inverse functions; applications of calculus; parametric equations; polar coordinates; sequences and series.

MATH 2263. Analytic Geometry and Calculus III. 4 Hours.

Prerequisite: MATH 2262 with a grade of "C" or higher. Three-dimensional analytic geometry; functions of several variables; partial derivatives; multiple integrals, line and surface integrals.

MATH 3010. History of Mathematics. 3 Hours.

Prerequisite: MATH 2262 with a grade of "C" or higher. A study of the development of mathematics from primitive times to the twentieth century; including numeral systems, arithmetical methods, origins of algebra, geometry, trigonometry, analytic geometry, calculus; and selected topics from modern mathematics.

MATH 3040. Set Theory. 3 Hours.

Prerequisite: MATH 2262 with a grade of "C" or higher. Propositional and predicate logic; mathematical induction. Logic and structure of sets as related to mathematical proof. Relations and cardinality.

MATH 3161. Mathematics for Early Childhood Teachers I. 3 Hours.

Prerequisite: ECSE 2999 or DEAF 2999 and a grade of "C" or higher in MATH 2008. An in-depth study of the concepts and processes underlying the P-5 school mathematics curriculum, with special emphasis on numeration, number systems, estimation, algebraic thinking, and computational algorithms. Problem solving and historical context serve as unifying strands.

MATH 3162. Mathematics for Early Childhood Teachers II. 3 Hours.

Prerequisite: C or better in MATH 3161. An in-depth study of concepts and processes underlying the P-5 school mathematics curriculum with special emphasis on measurement, geometry, and the fundamentals of probability and statistics. Problem solving and historical context serve as unifying strands.

MATH 3180. Mathematics for Middle School Teachers. 3 Hours.

Prerequisite: Grade of "C" or higher in either MATH 1101, MATH 1111, MATH 1112, MATH 1113, MATH 1261, or MATH 2261. Concepts and processes that provide the foundation for the middle-grades mathematics curriculum (5-8). Includes an in-depth study of the real number system with emphasis on the rational number system and axiomatic differences among number systems. Other topics include relations and functions, geometry (including coordinate geometry and graphing), measurement, and elementary probability and statistics.

MATH 3190. Algebra and Geometry for Teachers. 3 Hours.

Prerequisite: Grade of "C" or higher in MATH 3180 or MATH 2261. An in-depth study of concepts and processes underlying the middle and secondary school mathematics curriculum with special emphasis placed upon the integrated development of algebra, geometry, and analytical geometry. Problem solving and historical context serve as unifying strands.

MATH 3340. Ordinary Differential Equations. 3 Hours.

Prerequisite: MATH 2262 with a grade of "C" or higher. Differential equations of first and second order, linear equations of higher order, and applications.

MATH 3510. Foundations of Geometry. 3 Hours.

Prerequisite: MATH 3040 with a grade of "C" or higher. A study of the Euclidean and non-Euclidean plane geometry from both synthetic and metric approaches. Topics include concepts related to incidence, betweenness, plane separation and convexity, congruence, and parallelism, with some attention given to geometric transformations.

MATH 3600. Probability and Statistics. 3 Hours.

Prerequisite: Either MATH 2262 with a "C" or higher. Descriptive statistics, probability distributions for discrete and continuous random variables, statistical inference, one way analysis of variance, and regression analysis.

MATH 3700. Statistical Computing. 3 Hours.

Prerequisite: MATH 3600 or permission of instructor. A study of the basic tools for statistical computing. Topics include generating random variates; Monte Carlo integration; Monte Carlo methods for estimation and hypothesis tests; Bootstrap confidence interval; numerical methods for root-finding, integration, optimization; regression; and other modern topics.

MATH 3900. Mathematical Theory of Interest. 3 Hours.

Prerequisite: MATH 2262. A treatment of the mathematical theory and the practical applications of the various measures of interest. Included in the topics to be covered are simple and compound interest, continuous annuities, varying annuities, amortization, sinking funds, bonds, valuation of securities.

MATH 4081. Modern Algebra I. 3 Hours.

Prerequisite: MATH 3040 with a grade of "C" or higher. Topics from groups, rings, and fields. Subgroups, cyclic groups, permutation groups, normal subgroups, homomorphisms, Cayley's and Lagrange's Theorems, factor groups, abelian groups, direct products. Introduction to rings and fields.

MATH 4082. Modern Algebra II. 3 Hours.

Prerequisite: MATH 4081 with a grade of "C" or higher. Continuation of MATH 4081 with emphasis on rings and fields. Rings, integral domains, and fields. Vector spaces, extension fields, finite fields.

MATH 4085. Applied Modern Algebra. 3 Hours.

Prerequisite: MATH 4081 with a grade of "C" or higher. Lattices, Boolean algebras, semi-groups, binary group codes, binary relations, and graphs. Special emphasis is placed on applications.

MATH 4110. Number Theory. 3 Hours.

Prerequisite: MATH 3040 with a grade of "C" or higher. Elementary properties of integers including divisibility, unique factorization, progressions and prime numbers. Linear congruences and residue classes, complete and reduced residue systems, Chinese Remainder Theorem, quadratic residues, law of quadratic reciprocity, Theorems of Fermat and Wilson, Fibonacci and perfect numbers, sums of squares, elementary theory of continued fractions.

MATH 4150. Linear Algebra. 3 Hours.

Prerequisites: MATH 2150 and MATH 3040 with a grade of "C" or higher. Introduction to the theory of vector spaces, with emphasis on finite-dimensional vector spaces, linear systems, matrices, linear transformations, eigenvalues, and related subjects.

MATH 4155. Computational Linear Algebra. 3 Hours.

A study of mathematical and computational models for compartmental modeling in epidemiology, ecology, population genetics, and physiology.

MATH 4161. Mathematical Reasoning. 3 Hours.

Prerequisites: MATH 3162 or MATH 3180 with a grade of "C" or better. An in-depth study of concepts and processes underlying the P-8 school mathematics curriculum, with special emphasis on informal and formal mathematical reasoning. Problem solving and historical context serve as unifying strands. The analysis and remediation of student errors manifested in the application of conceptual and procedural mathematical knowledge will also be addressed.

MATH 4260. Mathematical Analysis. 3 Hours.

Prerequisites: MATH 3040 with a grade of "C" or higher. A study of the principles of mathematical analysis; point set topology in Euclidean and metric spaces, numerical sequences and series, continuity, differentiation, integration, sequences and series of functions.

MATH 4300. Functions of a Complex Variable. 3 Hours.

Prerequisite: MATH 2263 with a grade of "C" or higher. Introductory study of the algebraic and geometric properties of the complex number system and functions of a complex variable. Limits, continuity, and differentiation of complex functions. Analytic functions and the Cauchy-Riemann conditions. Integration of complex functions; Cauchy-Goursat theorem; Cauchy integral formula; the theorems of Morera and Liouville. Taylor and Laurent series expansions. Residues and poles with applications to integration. Conformal mappings.

MATH 4540. Topology. 3 Hours.

Prerequisite: MATH 3040 with a grade of "C" or higher. The study of point set topology in metric and topological spaces. Open and closed sets, compactness, connectedness, topological mappings, separation, product and functions spaces.

MATH 4621. Mathematical Statistics I. 3 Hours.

Prerequisites: MATH 2263 and MATH 3600 with a grade of "C" or higher in both. Distributions of random variables, conditional probability and stochastic independence, multivariate and some special distributions, and distributions of functions of random variables.

MATH 4622. Mathematical Statistics II. 3 Hours.

Prerequisite: MATH 4621 with a grade of "C" or higher. Introduction to statistical inference, sufficient statistic, estimation theory, theory of statistical tests, and inferences about normal models.

MATH 4651. Numerical Analysis I. 3 Hours.

Prerequisites: MATH 2150, 2262 and CS 1301 with a grade of "C" or higher in all three. Development and implementation of efficient numerical methods; locating roots of nonlinear equations; solving systems of linear equations; numerical differentiation and integration; interpolation; approximation of functions.

MATH 4652. Numerical Analysis II. 3 Hours.

Prerequisites: MATH 4651 and MATH 3340 with a grade of "C" or higher in both. Continuation of MATH 4651. Determination of eigenvalues and eigenvectors of matrices; method of least squares, and curve fitting; numerical solutions of ordinary and partial differential equations.

MATH 4801. Mathematical Biology 1. 3 Hours.

A study of analytical and computational tools for modeling biological processes including single species and interacting population dynamics, population genetics, and infectious and dynamic diseases.

MATH 4802. Mathematical Biology 2. 3 Hours.

A study of mathematical and computational models for compartmental modeling in epidemiology, ecology, population genetics, and physiology.

MATH 4901. Operations Research I. 3 Hours.

Prerequisite: MATH 2150 or MATH 4150 with a grade of "C" or higher, or by permission of instructor. Mathematical aspects and applications of Operations Research. Topics are selected from linear programming (mainly), integer programming, and dynamic programming.

MATH 4902. Operations Research II. 3 Hours.

Prerequisite: MATH 3600 or MATH 4621 with a grade of "C" or higher. (Note that MATH 4901 is not a prerequisite). An introduction to stochastic operations research. Topics are selected from stochastic modeling and optimization, probability models, queueing theory and Monte Carlo simulation.

MATH 4905. Topics in Data Science. 3 Hours.

Prerequisite: MATH 3700 or 4901 or permission of instructor. Capstone project class for the Basic Data Science Certificate program. Students will apply the knowledge and skills of R data analysis to complete course projects that will test essential skills in data visualization, probability, statistical inference, modeling, data organization, regression, Monte Carlo simulation and machine learning. Students will create data products that can be used to showcase their skills to potential employers. All project will come from real world problems. May repeated up to twice for credit.

MATH 4910. Mathematical Models. 3 Hours.

Prerequisite: MATH 2263 and 3600 each with a "C" or higher or permission of instructor. An introduction to basic principles and applications of classical mathematical models, optimization models and probabilistic models.

MATH 4980. Senior Seminar. 3 Hours.

Prerequisite: MATH 2263, and one of MATH 4081, 4150, 4260, or 4540. A capstone experience in pure mathematics. Topics in an area of algebra, analysis, or topology will be covered and presented in a written and/or oral form.

MATH 4990. Special Topics in Mathematics. 1-3 Hours.

Prerequisites: Consent of instructor and Head of the Department of Mathematics. Topics and credits to be assigned. May be taken more than once if topics are different.

MATH 4990H. Honors Special Topics in Mathematics. 1-3 Hours.

Prerequisites: Consent of instructor and Head of the Department of Mathematics. Topics and credits to be assigned. Student presentations will be required. May be taken more than once if topics are different.

Mathematics Education (MAED)

MAED 2999. Entry to the Education Profession. 0 Hours.

Graded "Satisfactory" or "Unsatisfactory". A required non-credit course for all teacher education candidates pursuing a VSU recommendation for initial certification. The course must be successfully completed prior to admission to teacher education. Candidates are required to establish an electronic portfolio and provide evidence that all teacher education admission requirements have been satisfactorily met. If an "unsatisfactory" grade is earned, the course must be repeated until a "satisfactory" grade is received.

MAED 3500. Curriculum and Methods for Teaching Middle Grades Mathematics. 3 Hours.

Prerequisites: MAED 2999, EDUC 2110, EDUC 2120, EDUC 2130, and MATH 2262. A study of the characteristics of the middle grades mathematics learner and the development of appropriate activities for the grade 6-8 learner. Students will assess learners and apply learning theories in order to develop appropriate activities. Activities will be inquiry-based, problem-centered, and appropriate for the learner. Appropriate technology will also be included in these activities. A field experience with a minimum of 100 hours is required and integrated into this course.

MAED 4500. Curriculum and Methods for Teaching Secondary Mathematics. 3 Hours.

Prerequisites: MAED 2999 and MAED 3500 with a "C" or better and Senior Standing. This is a checkpoint course, and all checkpoint requirements must be met. A study of the characteristics of the high school mathematics learner and the development, implementation, and assessment of activities for grade 9-12 learners including the use of technology. Students will assess grade 9-12 learners and develop and implement appropriate curriculum and activities. Instructional methods for individual learners and whole-class strategies will be examined. A field experience with a minimum of 100 hours is required and integrated into this course.

MAED 4790. Student Teaching. 9 Hours.

Prerequisite: Completion of all requirements to student teach and consent of the department. Co-requisite: MAED 4800. Graded "satisfactory" or "unsatisfactory". Supervised teaching experience in secondary classrooms, providing an opportunity for students to implement theory and instructional practice and demonstrate teaching competency.

MAED 4800. Senior Professional Development Seminar. 3 Hours.

Prerequisite: Completion of all requirements to student teach and consent of the department. Co-requisite: MAED 4790. Graded "satisfactory" or "unsatisfactory". Reflection on teaching experience and discuss and present issues pertaining to the teaching and learning of mathematics.

Middle Grades Education (MGED)

MGED 2999. Entry to the Education Profession. 0 Hours.

Graded Satisfactory/Unsatisfactory. A required non-credit course for all teacher education candidates pursuing a VSU recommendation for initial certification; must be successfully completed prior to admission to teacher education. Candidates are required to establish an electronic portfolio and provide evidence that all teacher education admission requirements have been satisfactorily met. If an unsatisfactory grade is earned, the course must be repeated until a satisfactory grade is received.

MGED 3000. Special Topics in Middle Grades Education. 1-3 Hours.

Prerequisite: MGED 2999. Studies of selected topics in middle grades education.

MGED 3020. Introduction to Standards, Planning, and Assessment. 2 Hours.

Prerequisite: Appropriate 2999 course. Must be successfully completed prior to admission to the MGED professional program. An introduction to the basic principles of instructional design and lesson planning, emphasizing the interrelationships among content standards, instructional objectives, planning, and assessment. The course focuses on evidence-based practices and theories in middle grades instruction. A field experience is required.

MGED 3110. Integrating Technology in Middle Grades Education. 2 Hours.

Prerequisite: Admission to the MGE professional program. Focuses on advancing a learner's systematic, progressive migration to a student-centered, technology-empowered classroom. Central theme is integrating technology into the curriculum.

MGED 3210. Literature for Middle Grades Education. 3 Hours.

A survey of literary forms appropriate for middle grades child (Grades 4-8). Emphasis is placed on methods of classification, selection and presentation of literature to children in the middle grades.

MGED 3220. Reading and Writing in the Content Areas for Middle Grades. 3 Hours.

Prerequisite: MGED 2999 and admission to the MGED professional program. Designed for majors to acquire instructional strategies for including reading and writing in all content areas of middle grades curriculum.

MGED 3990. Development and Education of the Middle Grades Student, Part 1. 3 Hours.

Prerequisites: Admission to teacher education. This a check-point course and check-point requirements must be met. Nature and needs of middle grades students and how cultural forces, family, community, and school impact their development and education. Field experience required.

MGED 3991. Differentiated Classroom for Middle Grades. 3 Hours.

Prerequisite: Admission to teacher education. Study of how differentiating content, process, products, and assessment can impact student achievement of diverse populations. Emphasis is on developing the knowledge and skills to design a differentiated classroom and the ability to articulated the rationale and results of its implementation.

MGED 4000. Assessment for Middle Grades Education. 3 Hours.

Prerequisite: EDUC 2999. A study of the curriculum and assessment strategies needed for effective teaching and learning in the middle grades education classroom. Candidates will develop reliable and valid assessments, make instructional plans and decisions based on data, and measure students' mastery of learning.

MGED 4100. Mathematics Methods for Middle Grades Education. 3 Hours.

Prerequisites: Appropriate 2999 course and admission to the MGED professional program; Co-requisite: MGED 4620. An examination of teaching methods in middle grades (4th-8th) mathematics, emphasizing principles and methods for teaching concepts, skills, and relationships in middle grades mathematics in accordance with national and state standards. A field experience is required.

MGED 4200. Science Methods for Middle Grades Education. 3 Hours.

Prerequisites: Appropriate 2999 course and admission to the MGED professional program; Co-requisite: MGED 4620. An examination of teaching methods in middle grades (4th-8th) science, emphasizing principles and methods for teaching concepts, skills, and relationships in middle grades science in accordance with national and state standards. A field experience is required.

MGED 4300. Social Studies Methods for Middle Grades Education. 3 Hours.

Prerequisites: Appropriate 2999 course and admission to the MGED professional program; Co-requisite: MGED 4620. An examination of teaching methods in middle grades (4th-8th) social studies, emphasizing principles and methods for teaching concepts, skills, and relationships in middle grades social studies in accordance with national and state standards. A field experience is required.

MGED 4400. Language Arts Methods for Middle Grades Education. 3 Hours.

Prerequisites: Appropriate 2999 course and admission to the MGED professional program; Co-requisite: MGED 4620. An examination of teaching methods in middle grades (4th-8th) language arts, emphasizing principles and methods for teaching concepts, skills, and relationships in middle grades language arts in accordance with national and state standards. A field experience is required.

MGED 4500. Methods of Teaching Reading for Middle Grades Education. 3 Hours.

Prerequisites: Appropriate 2999 course and admission to the MGED professional program; Co-requisite: MGED 4620. An examination of teaching methods in middle grades (4th-8th) reading, emphasizing principles and methods for teaching concepts, skills, and relationships in middle grades reading in accordance with national and state standards. A field experience is required.

MGED 4620. Apprenticeship in Middle Grades Teaching. 2 Hours.

Prerequisites: Admission to the MGED professional program.

MGED 4790. Student Teaching in the Middle Grades. 10 Hours.

Prerequisites: MGED 2999 and completion of all requirements to student teach as listed in the University's undergraduate catalog. Co-requisite: MGED 4800.

MGED 4800. Professional Practices Seminar. 2 Hours.

Prerequisites: Completion of all course work and a 2.5 GPA. Corequisite: MGED 4790. Reflection of educational practices and refinement of concepts emanating from student teaching experience.

MGED 4900. Directed Study in Middle Grades Education. 1-3 Hours.

Prerequisites: Senior Standing and a 3.0 GPA. Opportunity for intensive individual study in student's field of specialization of an area peculiar to his or her needs.

Middle and Secondary Education (MSED)

MSED 4780. Internship in Middle Grades and Secondary Education. 6 Hours.

Prerequisite: Completion of course work, employment on a provisional certificate, and consent of department. This course must be taken twice.

Music (MUSC)

MUSC 1000. Fundamentals of Music. 2 Hours.

A study of the fundamentals of music: rhythm, melody, scales and key signatures, intervals, and triads. This class will also emphasize learning to read music and execute fundamental musical skills.

MUSC 1001. Professional Orientation and Seminar for Music Majors. 0 Hours.

Graded Satisfactory or Unsatisfactory. An Orientation and seminar courses designed for first-year students and first- semester transfer students. Course includes presentations on issues of student responsibility; personal, social, academic, and musical growth.

MUSC 1011. Music Theory I. 3 Hours.

Prerequisites: MUSC 1000 (Music minors only). Co-requisites: MUSC 1051. The first course of a four-semester sequence. An introductory study of the harmonic, structural, melodic, and rhythmic elements of tonal music through composition and analysis.

MUSC 1012. Music Theory II. 3 Hours.

Prerequisite: MUSC 1011 and 1051. The second course of a four-semester sequence. An introductory study of the harmonic, structural, melodic, and rhythmic elements of tonal music through composition and analysis.

MUSC 1016. An Introduction to Computer Applications in Music. 1 Hour.

Pre-requisite: Music or Music Education majors. Permission of the Instructor. This course is designed as an introduction to the use of computer applications in music.

MUSC 1051. Music Theory Lab I. 1 Hour.

Co-requisite: MUSC 1011. The first course of a four-semester sequence. A laboratory course to accompany MUSC 1011 designed to develop skills in sight singing and rhythmic reading and in melodic, harmonic, and rhythmic dictation and identification.

MUSC 1052. Music Theory Lab II. 1 Hour.

Prerequisite: MUSC 1011, and 1051. The second course of a four-semester sequence. A laboratory course for MUSC 1012 designed to develop skills in sight signing, rhythmic reading, and in melodic, harmonic, and rhythmic dictation and identification.

MUSC 1100. Music Appreciation. 3 Hours.

Introduction to music history and literature.

MUSC 1101. Diction for Singers I. 1 Hour.

Introduction to the International Phonetic Alphabet and pronunciation and phonetics of Italian, and German languages as applied to solo and ensemble singing,.

MUSC 1102. Diction for Singers II. 1 Hour.

Prerequisites: MUSC 1101. A study of pronunciation and phonetics of French and English languages as applied to solo and ensemble singing.

MUSC 1120. Music Appreciation: American Popular Music. 3 Hours.

Survey of a broad range of American popular music from 1840 to the present. Characteristic aspects of rhythm, melody, instrumentation, and other technical factors are studied. The relationship with and influence of other musical traditions and cultures is examined.

MUSC 1130. Music Appreciation: Jazz. 3 Hours.

Survey of the history of jazz, from 1860 to present. Study of jazz origins, styles, literature, important composers and performers. Additional study of international influences.

MUSC 1171. Theoretical Foundations of Jazz Improvisation I. 1 Hour.

Prerequisite: Permission of the instructor. The first course of a four-semester sequence. Designed to develop skills in jazz improvisation.

MUSC 1172. Theoretical Foundations of Jazz Improvisations II. 1 Hour.

Prerequisite: Permission of the instructor. The second course of a four-semester sequence. Designed to develop skills in jazz improvisation.

MUSC 1210. Private Piano. 1 Hour.

Private Piano - Secondary.- May be repeated for credit.

MUSC 1211. Secondary Class Piano. 1 Hour.

An instructional and performance class which includes the study of basic piano skills, piano technique and solo piano performance, and the development of an appreciation for classical piano playing. This class may be repeated for credit.

MUSC 1220. Private Piano. 2 Hours.

Private Piano - Principal. May be repeated for credit.

MUSC 1240. Private Piano. 4 Hours.

Private Piano - Major. May be repeated for credit.

MUSC 1410. Private Voice. 1 Hour.

Private Voice - Secondary. May be repeated for credit.

MUSC 1411. Secondary Class Voice. 1 Hour.

An instructional and performance class that includes the basic skills of singing, vocal techniques and solo performance; and the appreciation of the classical vocal artistry. May be repeated for credit.

MUSC 1420. Private Voice. 2 Hours.

Private Voice - Principal. May be repeated for credit.

MUSC 1440. Private Voice. 4 Hours.

Private Voice - Major. May be repeated for credit.

MUSC 1610. Private Brass. 1 Hour.

Private Brass - Secondary. May be repeated for credit.

MUSC 1620. Private Brass. 2 Hours.

Private Brass - Principal. May be repeated for credit.

MUSC 1640. Private Brass. 4 Hours.

Private Brass - Major. May be repeated for credit.

MUSC 1910. Private Woodwinds. 1 Hour.

Private Woodwinds - Secondary. May be repeated for credit.

MUSC 1920. Private Woodwinds. 2 Hours.

Private Woodwinds - Principal. May be repeated for credit.

MUSC 1940. Private Woodwinds. 4 Hours.

Private Woodwinds - Major. May be repeated for credit.

MUSC 2011. Music Theory III. 3 Hours.

Prerequisite: MUSC 1012 and 1052. The third course of a four-semester sequence. An advanced study of the harmonic, contrapuntal, formal, melodic, and rhythmic elements of tonal music through composition and analysis.

MUSC 2012. Music Theory IV. 3 Hours.

Prerequisite: MUSC 2011 and 2051. The fourth course of a four-semester sequence. A continuation of MUSC 2011 that also includes the study of the music of the 20th century to the present through composition and analysis.

MUSC 2051. Music Theory Lab III. 1 Hour.

Prerequisite: MUSC 1012, and 1052. The third course in a four-semester sequence. A laboratory course to accompany MUSC 2011 designed to develop skills in sight singing and rhythmic reading and in melodic, harmonic, and rhythmic dictation and identification.

MUSC 2052. Music Theory Lab IV. 1 Hour.

Prerequisites: MUSC 2011 and 2051. The fourth course in a four-semester sequence. A laboratory course for MUSC 2012 designed to develop skills in sight singing, rhythmic reading, and in melodic, harmonic, and rhythmic dictation and identification.

MUSC 2131. Class Piano I. 1 Hour.

Prerequisites: MUSC 1011, MUSC 1012; Music majors only. The first of a four-semester sequence of courses designed to develop basic keyboard skills essential to music study.

MUSC 2132. Class Piano II. 1 Hour.

Prerequisites: MUSC 2131; Music majors only. The second of a four-semester sequence of courses designed to develop basic keyboard skills essential to music study.

MUSC 2171. Theoretical Foundations of Jazz Improvisation III. 1 Hour.

Prerequisite: Permission of the instructor. The third course of a four-semester sequence. Designed to develop advanced skills in jazz improvisation.

MUSC 2172. Theoretical Foundations of Jazz Improvisation IV. 1 Hour.

Prerequisite: Permission of the instructor. The fourth course of a four-semester sequence. Designed to develop advanced skills in jazz improvisation.

MUSC 2310. Private Percussion. 1 Hour.

Private Percussion - Secondary. May be repeated for credit.

MUSC 2320. Private Percussion. 2 Hours.

Private Percussion - Principal. May be repeated for credit.

MUSC 2340. Private Percussion. 4 Hours.

Private Percussion - Major. May be repeated for credit.

MUSC 2410. Private Strings. 1 Hour.

Private Strings - Secondary. May be repeated for credit.

MUSC 2411. Secondary Class Guitar. 1 Hour.

The study of the basic guitar skills, including technique and solo performance and the development of an appreciation of traditional guitar music through the study of artistic guitar literature. May be repeated for credit.

MUSC 2420. Private Strings. 2 Hours.

Private Strings - Principal. May be repeated for credit.

MUSC 2440. Private Strings. 4 Hours.

Private Strings - Major. May be repeated for credit.

MUSC 3010. Music Analysis. 2 Hours.

Prerequisites: MUSC 2012 and 2052 or permission of the instructor. The application of analytic techniques to the study of musical scores.

MUSC 3100. Arranging for Band, Chorus, and Orchestra. 2 Hours.

Prerequisites: MUSC 2012 and MUSC 2052. Basic techniques of scoring for choral and instrumental groups of all levels.

MUSC 3101. Advanced Diction I. 1 Hour.

Advanced skills needed to sing in English and German.

MUSC 3102. Advanced Diction II. 1 Hour.

Advanced skills needed to sing in Italian and French.

MUSC 3110. Jazz Arranging. 2 Hours.

Prerequisites: MUSC 2012 and 1172, or permission of instructor. Study of basic techniques of scoring for vocal and instrumental ensembles of jazz-oriented styles.

MUSC 3120. Rhythm Section Techniques and Pedagogy. 1 Hour.

Techniques of performance and methods of teaching piano, guitar, string bass, drums, vibes, and other instruments typically used in the jazz rhythm section. Music or Music Education majors only.

MUSC 3131. Class Piano III. 1 Hour.

Prerequisite: MUSC 2132; Music majors only. The third of a four-semester sequence of courses designed to develop intermediate keyboard skills essential to music study.

MUSC 3132. Class Piano IV. 1 Hour.

Prerequisites: MUSC 3131; Music majors only. The fourth of a four-semester sequence of courses designed to develop intermediate keyboard skills essential to music study.

MUSC 3150. Counterpoint. 3 Hours.

Prerequisite: MUSC 2012. Analysis and writing of modal and tonal counterpoint.

MUSC 3160. Intermediate Computer Applications in Music. 2 Hours.

Prerequisites: MUSC 2012 and 1016 or permission of the instructor. The use of computer application programs that involve the use of MIDI (Musical Instrument Digital Interface).

MUSC 3170. Music Composition I. 1 Hour.

Prerequisite: MUSC 1012 or permission of instructor. Foundations in music composition employing both traditional and contemporary techniques.

MUSC 3220. Private Piano. 2 Hours.

Private piano - principal. May be repeated for credit.

MUSC 3230. Accompanying. 1 Hour.

Study and performance of piano accompaniments in vocal and instrumental literature with an emphasis on techniques and style. May be repeated for credit.

MUSC 3240. Private Piano. 4 Hours.

Private piano - major. May be repeated for credit.

MUSC 3420. Private Voice. 2 Hours.

Private voice - principal. May be repeated for credit.

MUSC 3430. History of Jazz. 2 Hours.

Prerequisite: MUSC 2172 or permission of instructor. A comprehensive study of the development of jazz from its origins through present day. Emphasizes on the evaluation of stylistic trends and techniques.

MUSC 3440. Private Voice. 4 Hours.

Private voice - Major. May be repeated for credit.

MUSC 3610. Applied Music for Minors. 1 Hour.

Individual applied music study. Requirements for each semester include weekly private lessons as well as attendance at master classes arranged by the instructor, and either a final examination performance for a faculty jury at the end of the semester or a student recital performance sometime during the semester. Normally, only students who are pursuing a minor in music may enroll in Minor Applied level courses. Exceptions must be approved by the Department Head. May be repeated for credit.

MUSC 3620. Private Brass. 2 Hours.

Private brass - Principal. May be repeated for credit.

MUSC 3640. Private Brass. 4 Hours.

Private brass - Major. May be repeated for credit.

MUSC 3650. Introduction to Conducting. 1 Hour.

Prerequisites: MUSC 2012 and 2052 or permission of the instructor. The first of a two-semester sequence of courses designed to develop conducting skills essential to leading an ensemble.

MUSC 3710. Upper Division Secondary Applied Music. 1 Hour.

Prerequisite: Permission of the instructor. Advanced training in a non-principal performance medium. Requirements to be determined by the instructor and will include at least one of the following activities: ensemble performance, studio class, student recital performance, student recital attendance, evening recital attendance, and jury. This course may not be used to satisfy the Major Applied or Principal Applied requirements. May be repeated for credit.

MUSC 3800. Musical Union. 1 Hour.

Participating in a choral ensemble emphasizing the performance of choral masterworks often performed with orchestra. The Musical Union chorus is designed to enhance the musical, creative and expressive qualities of all students. Ensemble open to community members, VSU students, faculty, and staff. Performances occur several times annually. Ensemble commitment follows the regular student semester class schedule. May be repeated for credit.

MUSC 3810. Chamber Singers. 1 Hour.

Prerequisite: Successful audition required. Principal ensemble option for voice principals and other principals according to assignment by the Head of the Department of Music. This select ensemble emphasizes choral and vocal chamber music repertoire. May be repeated for credit.

MUSC 3820. Concert Choir. 1 Hour.

Principal ensemble option for voice principals and other principals according to assignment by the Head of the Department of Music. The course is open to any VSU student by permission of the instructor. May be repeated for credit.

MUSC 3830. The Spotlighters. 1 Hour.

A select choral ensemble emphasizing popular, jazz, blues, and show tune repertoire. Selection by audition only. May be repeated for credit.

MUSC 3840. Opera and Musical Theatre. 1 Hour.

Music drama production and ensemble work. Preparation of scenes and full-scale productions. May be repeated for credit.

MUSC 3850. Concert Band. 1 Hour.

Principal ensemble for wind and percussion principals and other principals according to assignment by the Head of the Department of Music. Open to any VSU student by permission of the instructor. May be repeated for credit.

MUSC 3860. Orchestra. 1 Hour.

Prerequisites: Applied lessons or permission of instructor. Principal ensemble for orchestral string principals and majors according to assignment by the Head of the Department of Music. Open to any VSU student by permission of the instructor. May be repeated for credit.

MUSC 3861. String Ensemble. 1 Hour.

Principal ensemble for string principals and other principals according to assignment by the Head of the Department of Music. Open to any VSU student by permission of the instructor. May be repeated for credit.

MUSC 3870. Jazz Ensemble. 1 Hour.

Principal ensemble for jazz principals and majors and other principals according to assignment by the Head of the Department of Music. Selection by audition only. May be repeated for credit.

MUSC 3880. Marching Band. 1 Hour.

Performance at all football games and various exhibitions. Auditions are required for marching percussion, danceline, and color guard. This course meets fall semester only. May be repeated for credit.

MUSC 3890. Instrumental Ensembles. 1 Hour.

Study and performance of repertoire for a variety of combinations of instruments. Open by permission of instructor. May be repeated for credit.

MUSC 3920. Private Woodwinds. 2 Hours.

Private Woodwinds - Principal. May be repeated for credit.

MUSC 3940. Private Woodwinds. 4 Hours.

Private Woodwinds - Major. May be repeated for credit.

MUSC 4320. Private Percussion. 2 Hours.

Private Percussion - Principal. May be repeated for credit.

MUSC 4340. Private Percussion. 4 Hours.

Private Percussion - Major. May be repeated for credit.

MUSC 4420. Private Strings. 2 Hours.

Private Strings - Principal. May be repeated for credit.

MUSC 4440. Private Strings. 4 Hours.

Private Strings - Major. May be repeated for credit.

MUSC 4451. History of Music to 1750. 3 Hours.

Prerequisites: MUSC 1100 and MUSC 2012 or permission of the instructor. History of music through the Baroque Era.

MUSC 4452. History of Music since 1750. 3 Hours.

Prerequisites: MUSC 1100 and MUSC 2012 or permission of the instructor. History of music from the Classical Era to the present.

MUSC 4511. Song Literature. 2 Hours.

A survey course of German, French, Spanish, Italian, British, American, and Russian art song literature from the Renaissance through the 21st century.

MUSC 4541. Piano Literature I. 1 Hour.

Survey courses in piano literature. The keyboard instruments and literature of the Renaissance, Baroque, and Classical eras.

MUSC 4542. Piano Literature II. 1 Hour.

Survey courses in piano literature. The piano literature of the Romantic period and representative repertory of the last one hundred years.

MUSC 4600. Special Topics in Music. 1-3 Hours.

An elective music course for the special topics in music. May be repeated for credit if different topics are studied.

MUSC 4710. Organ Pedagogy. 1 Hour.

Study of methods and materials or organ teaching with lab teaching experience. Required of all organ majors and organ principals.

MUSC 4721. Piano Pedagogy I. 1 Hour.

Study of various contemporary teaching methods and materials, with practice teaching under faculty supervision.

MUSC 4722. Piano Pedagogy II. 1 Hour.

Piano Pedagogy II.

MUSC 4730. Drumset Techniques and Pedagogy. 1 Hour.

Drumset instruction in a classroom setting and a review and survey of instructional materials for drumset. Open to all University students with permission of the instructor. Ability to read music required.

MUSC 4731. Percussion Pedagogy. 1 Hour.

Orientation to and experience with the fundamentals of percussion pedagogy.

MUSC 4732. Brass Pedagogy. 1 Hour.

Orientation to and experience with the fundamentals of brass pedagogy.

MUSC 4733. Woodwind Pedagogy. 1 Hour.

Orientation to and experience with the fundamentals of woodwind pedagogy.

MUSC 4734. String Pedagogy. 1 Hour.

Orientation to and experience with the fundamentals of string pedagogy.

MUSC 4735. Guitar Pedagogy. 1 Hour.

Orientation to and experience with the fundamentals of guitar pedagogy.

MUSC 4750. Vocal Pedagogy. 2 Hours.

Fundamental principles of teaching techniques essential to private studio and class voice work.

MUSC 4760. Jazz Pedagogy. 2 Hours.

The study of jazz teaching methods and materials, including rehearsal techniques for large and small jazz ensembles.

MUSC 4850. Wind Ensemble. 1 Hour.

Principle ensemble for all music majors whose principal performing medium is wind or percussion as assigned by Head of Department of Music. Open to any VSU student by permission of instructor. May be repeated for credit.

MUSC 4870. Jazz Combo. 1 Hour.

Study of performance of a wide variety of jazz styles for 5-8 member ensemble. Participation by audition only. May be repeated for credit.

MUSC 4900. Directed Study in Music. 1-3 Hours.

Directed reading and independent study on an approved project. Enrollment is by permission of Department Head and instructor. May be repeated for credit.

Music Education (MUE)

MUE 2700. Brass Methods. 1 Hour.

Prerequisite: Music or Music Education majors only. Techniques of performance and methods of teaching brass instruments.

MUE 2710. Woodwind Methods. 1 Hour.

Prerequisite: Music or Music Education majors only. Techniques of performance and methods of teaching woodwind instruments.

MUE 2730. Percussion and Woodwind Methods. 1 Hour.

Techniques of performance and methods of teaching percussion and woodwind and percussion instruments. Music or Music Education majors only.

MUE 2999. Entry to the Education Profession. 0 Hours.

Graded Satisfactory/Unsatisfactory. A required non-credit course for all teacher education candidates pursuing a VSU recommendation for initial certification; must be successfully completed prior to admission to teacher education. Candidates are required to establish an electronic portfolio and provide evidence that all teacher education admission requirements have been satisfactorily met. If an unsatisfactory grade is earned, the course must be repeated until a satisfactory grade is received.

MUE 3000. Music Teaching. 2 Hours.

An overview of music teaching for individuals and ensembles in studios and school environments. Students explore music teaching and transference of professional skills and knowledge within diverse settings that build upon the assets and resources that students bring to their learning.

MUE 3600. General Music Curriculum. 2 Hours.

Prerequisite: Grade of "S" in MUE 2999. Materials and methods of elementary music instruction in schools, K-12, including the historical and philosophical foundations of general music education. Instruction in basic pedagogy of all classroom instruments: fretted, recorders, percussion, and barred. Instruction in technology included. Includes daytime field experience in area schools.

MUE 3660. Intermediate Conducting. 2 Hours.

Prerequisites: MUSC 3650. The second of a two-semester sequence of courses designed to develop essential conducting skills, with a focus on working with instrumental or choral ensembles and applying conducting skills to rehearsal. Course may be repeated once for credit to take each section.

MUE 3720. String Methods. 1 Hour.

Techniques of performance and methods of teaching string instruments. Music or Music Education majors only.

MUE 3730. Percussion Methods. 1 Hour.

Techniques of performance and methods of teaching percussion instruments in heterogeneous groups. Music or Music Education majors only.

MUE 3750. Vocal Methods. 1 Hour.

Techniques of performance and methods of teaching vocal music. Music or Music Education majors only.

MUE 3780. String and Brass Methods. 1 Hour.

Techniques of performance and methods of teaching brass and string instruments. Music or Music Education majors only.

MUE 4600. Choral Curriculum and Techniques. 2 Hours.

Prerequisites: Grade of "S" in MUE 2999. Materials and techniques of choral music instruction and curriculum in schools, including rehearsal techniques, vocal development, repertoire, administration, instructional approaches, and assessment strategies. Music or Music Education majors only. Includes daytime field experience in area schools.

MUE 4610. Instrumental Curriculum and Techniques. 2 Hours.

Prerequisites: Grade of "S" in MUE 2999. Materials and techniques of instrumental music instruction and curriculum in schools, including rehearsal techniques, repertoire, administration, instructional approaches, and assessment strategies. Music or Music Education majors only. Includes daytime field experience in area schools.

MUE 4620. Advanced Choral Conducting. 2 Hours.

Prerequisite: MUSC 3650. Conducting and rehearsal techniques used in choral music classes. Students will refine their conducting skills and acquire knowledge of the latest developments in rehearsal strategies for use with choral singers of any age.

MUE 4630. Advanced Instrumental Conducting. 2 Hours.

Prerequisite: MUSC 3650. Conducting and rehearsal techniques used in instrumental music classes. Students will refine their conducting skills and acquire knowledge of the latest developments in rehearsal strategies for use with instrumentalists of any age.

MUE 4700. Marching Band Techniques. 1 Hour.

Marching fundamentals, drill routines; and arranging for, organizing, and producing a high school marching band. Includes the use of computer-assisted design techniques.

MUE 4720. Advanced String Methods. 1 Hour.

Prerequisite: MUE 3720. Intermediate and advanced techniques of secondary string instrument performing, advanced methods of teaching and basic knowledge of school string orchestra repertoire.

MUE 4790. Student Teaching in Music. 10 Hours.

Prerequisites: Completion of coursework, consent of department, and admission to teacher education program at Valdosta State University. Co-requisite: MUE 4800.

MUE 4800. Seminar for Student Teaching. 2 Hours.

Prerequisites: Student Teaching registration. Discussion of issues and problems related to student teaching.

Native American and Indigenous Studies (NAIS)

NAIS 3000. Survey of Native American Languages. 3 Hours.

A survey of the diversity in Native American languages families, problems of classification, language particulars and social uses, and contemporary issues. Topics include language mapping, language contact, historical language shift, oral histories, literacy, contemporary language shift, language revitalization programming, and the complex connections between language and identity.

NAIS 3030. African to African American Philosophy and Religious Studies. 3 Hours.

Also offered as PHIL 3030, REL 3030, and AFAM 3030. An examination of philosophies and religious traditions which begin in Africa and move through the Caribbean into the Americas. The course emphasizes ontological and epistemological themes that begin in Africa and cross the Atlantic as well as Indigenous African influences in the philosophies and religions of the Caribbean and the Americas.

NAIS 3500. Contemporary Native American Experience. 3 Hours.

An examination of the Native American experience from WWII to the present. This course addresses issues of expectations of enfranchisement, poverty, termination, and self-determination as well as, the development of social movements focusing on issues of Native American enfranchisement, cultural revitalization, and civil rights.

NAIS 3610. Native American Thought and Culture. 3 Hours.

Also offered as PHIL 3610 and REL 3610. A study of Native American cultures in the areas of epistemology, ontology, metaphysics, religion and spirituality. The course will examine historic and current trends related to the interaction between Native American and Western cultures.

NAIS 3620. Post Colonization Issues in Indigenous Cultures. 3 Hours.

Also offered as PHIL 3620 and REL 3620. An examination of post-colonial issues in Indigenous cultures throughout the world. The course will focus on the individual and academic voices of Indigenous people. Attention will be given to issues of epistemology, ontology, metaphysics, religion, spirituality, ethics, and a range of social and political issues.

NAIS 3630. Native American Women. 3 Hours.

Also offered as PHIL 3630 or REL 3630 or WGST 3630. An examination of the contributions of North and South American Indigenous women in the areas of epistemology, ontology, metaphysics, religion, spirituality, and ethics. The course will include a range of Indigenous cultures, such as Alaskan, Hawaiian, and Pacific and Atlantic islanders and will explore the issues faced by Indigenous women in the Western Hemisphere.

NAIS 3640. Alternative Religions of the Worlds. 3 Hours.

Also offered as REL 3640. An examination of the religions of the world not typically counted among the major world religions. The course will include the religions of Africa, South American, the Pacific and Atlantic islanders, and Wiccan and Neo-Pagan religions. The focus will be on the traditions as they are expressed and experienced by the followers of the religions.

NAIS 4100. Native Americans and Criminal Justice. 3 Hours.

Also offered as CRJU 4680. An examination of the Native American experience in terms of the American criminal justice system. Cultural conflict, poverty, colonization, forced assimilation, and deculturalization will be examined as possible sources of crime in the Native American community. Further, the subject of victimization, as well as that of the importation of crime patterns and behaviors, will be explored.

NAIS 4200. Federal Indian Law. 3 Hours.

Also offered as CRJU 4700, and POLS 4820. An examination of the development and state of federal Indian law. The legal premise of "discovery", matters of jurisdiction, the plenary power of Congress, and the development of self-determination, and other topics will be illustrated through a review of relevant federal case law.

NAIS 4226. Colonial South. 3 Hours.

Also offered as HIST 4226. A study of the American South in colonial times, with special emphasis on the Deep South. The course will examine the interaction of African, English, French, Native American, and Spanish cultures.

NAIS 4241. Native American History to 1850. 3 Hours.

Also offered as HIST 4241. Overview of Native American history in North America from the earliest human occupation of the continent to 1850. The course examines the economic, cultural, diplomatic, military, and social history of Native Americans including the development and implementation of Indian policies by non-natives.

NAIS 4242. Native American History Since 1850. 3 Hours.

Also offered as HIST 4242. Overview of Native American history in North America since 1850. The course examines the economic, cultural, diplomatic, military, and social history of Native Americans including the development and implementation of United States Indian policy.

NAIS 4243. Native People in the American Southeast. 3 Hours.

Also offered as HIST 4243. A study of the native peoples in the southeastern United States from prehistory to Removal. The course will emphasize social and cultural changes as well as relationships among native groups.

NAIS 4244. The Hollywood Indian: Native Americans in Film. 3 Hours.

Also offered as HIST 4244. The study of the portrayal of Native Americans in film, particularly in terms of accuracy and the extent to which films have created, perpetuated, or corrected ethnic stereotypes. The course will also study how films about Native Americans reflect attitudes prevalent in American culture as a whole.

NAIS 4303. U.S. Spanish Borderlands. 3 Hours.

Also offered as HIST 4303. A study of the history of Spanish North America and its influence on the history of the United States and Native Americans, 1513 to 1850. Special emphasis will be placed on the region's diversity of peoples and intercultural relations as well as aspects of social, cultural, economic, imperial, and military history.

NAIS 4500. Special Topics in Native American and Indigenous Studies. 3 Hours.

Topics vary. An intensive study in a current topic relevant to Native American and Indigenous Studies. This course may be repeated for credit twice.

Nursing (NURS)

NURS 2700. Pathophysiology. 3 Hours.

Prerequisite: BIOL 2651 and BIOL 2652. A study of cellular concepts, organ systems, and holistic aspects of health and disease. The course relates normal body physiological function to pathological changes that occur as a result of disease, compensatory mechanisms made by the body, and adaptive lifestyles strategies. Integration of developmental and preventive aspects of health across the age continuum is included.

NURS 3050. Field Study in Transcultural Care. 1-8 Hours.

Focuses on the application of concepts of transcultural nursing in selected culturally diverse settings. Students are encouraged to explore personal cultural orientation and its influence on the delivery of care and services. Selected ethnocultural groups will be studied. Variability will occur in undergraduate and graduate study intensity (concentration and length of study).

NURS 3060. Special Topics in Nursing. 1-5 Hours.

Prerequisite: Permission of faculty. An intensive study of an aspect of nursing care.

NURS 3070. Health Care Issues of Vulnerable Populations in the U.S.. 3 Hours.

Prerequisite: SOCI 1101 or 1160 or permission of instructor. Course is open to all majors. An examination of the historical, cultural, social, and political issues that render certain populations in the U.S. vulnerable to ill health. The course utilizes appropriate theories to study these issues, with emphasis on ameliorating the health of vulnerable populations. It will examine issues related to health care access and policies and programs developed to reduce risks of disease and injury. It is also designed to raise awareness of the disparities in health among certain groups, including the poor, ethnic minorities, high risk women and children, the homeless, the uninsured and underinsured, among others.

NURS 3080. Strategies for Evidence-Based Nursing Practice. 3 Hours.

Strategies for identification and interpretation of evidence for nursing and healthcare protocols. Variables affecting care of vulnerable and at-risk populations in south Georgia, and participation in the collection, analysis, and interpretation of data generated in acute care and community-based healthcare settings will be examined.

NURS 3102. Pharmacology in Nursing Practice. 3 Hours.

Prerequisite: Full admission to the College of Nursing and Health Sciences. Safe dosage calculation and pharmacotherapy, including pharmacological and parenteral agents, actions, therapeutic benefits, side effects, client response, and nursing implications.

NURS 3103. Health Assessment Across the Lifespan. 4 Hours.

Prerequisite: Full admission to the College on Nursing and Health Sciences. Assessment of physical, psychosocial, functional, and environmental status. Focus is on health assessment of individuals across the lifespan. Concepts and techniques of assessment, including therapeutic communication, critical thinking, and interprofessional relationship, are introduced, practiced, and evaluated in the classroom and laboratory experiences.

NURS 3104. RN-BSN Pathophysiology for the Practicing Nurse. 3 Hours.

An overview of pathophysiology of selected conditions of the human organism across the lifespan focusing on the etiology, pathogenesis, physiological changes, and clinical manifestations of common health problems. The influence of genetics, ethnicity, environment, and age will be explored.

NURS 3105. RN-BSN Professional Nursing Development I. 3 Hours.

Prerequisites: Core curriculum and admission to VSU College of Nursing. Foundations of professional nursing development, including history, theory, education, research, and practice. Transformation of self and others begins through reflective practice, therapeutic communication, critical thinking, and professional relationships.

NURS 3106. RN-BSN Health Assessment Across the Lifespan. 4 Hours.

Prerequisites: Completion of NURS 3104 and 3105 with a grade of "C" or better. Assessment of physical, psychosocial, functional, and environmental status. Focus is on health assessment of individuals across the lifespan. Concepts emphasize refinement of health history and physical assessment techniques, recognition of normal findings, and differentiation of normal from common abnormal findings.

NURS 3111. Nursing Care I: Health Promotion and Competencies. 8 Hours.

Prerequisite: Full admission status to College of Nursing and Health Sciences. Prerequisites or Corequisites: NURS 3103. Individual health promotion and illness prevention across the lifespan, includes an overview of nursing history, theory, education, research, and practice. Fundamental nursing skills and concepts, including medication administration skills, are introduced, practiced, and evaluated in the classroom, laboratory, and clinical setting.

NURS 3201. Professional Nursing Development I: Research and Evidence-Based Practice. 3 Hours.

Prerequisite: Successful completion of all Junior I courses. Development of skills in reading, interpreting, and evaluating nursing and health care research to become knowledgeable consumers in evidence-based nursing practice. Quantitative, qualitative, and mixed methodology research designs are studied as they apply to the development, dissemination, and utilization of research studies in the practice of professional nursing.

NURS 3202. Mental Health Nursing Care. 5 Hours.

Prerequisite: Successful completion of all Junior I courses. Evidence-based practice for the psychosocial care of self and other across the lifespan. Students actively engaged in an exploration of behavioral health issues, including ethical, legal, cultural, public policy, and safety issues. Clinical experiences within an interdisciplinary team are used to provide client-centered care.

NURS 3203. Nursing Care II: Acute Health Alterations. 7 Hours.

Prerequisite: Successful completion of all Junior I courses. The application and integration of holistic nursing care of clients with acute, physiologic health alterations. Content builds upon foundational concepts and basic nursing skills to care for adults and families. Clinical experiences within interdisciplinary teams provide the opportunity to assist clients to attain optimal health.

NURS 3210. Mental Health Nursing Care. 5 Hours.

Prerequisite: Completion of all Junior I semester courses. Evidence-based practice for the psychosocial care of self and others across the lifespan. Students are actively engaged in an exploration of behavioral health issues, including ethical, legal, cultural, public policy, and safety issues. Clinical experiences within an interdisciplinary team area used to provide client-centered care.

NURS 3212. Nursing Care II: Acute Health Alterations. 7 Hours.

Prerequisite: Successful completion of Junior I courses. The application and integration of holistic nursing care of clients with acute, physiologic health alterations. Content builds upon foundational concepts and basic nursing skills to care for children, adults, and families. Clinical experiences within interdisciplinary teams provide the opportunity to assist clients to attain optimal health.

NURS 3214. Health and Well-Being in Older Adults. 2 Hours.

Prerequisite: All Junior semester I courses or permission of the instructor. Health promotion and aging in older adults. This course integrates developmental aspects and theories of aging to promote well-being.

NURS 3216. RN-BSN Health and Well-Being of Older Adults. 2 Hours.

Prerequisites: NURS 3106 with a grade of "C" or better. Health promotion and aging in older adults. This course integrates developmental aspects and theories of aging to promote well-being.

NURS 3220. Community as Client. 5 Hours.

Prerequisites: NURS 3110, NURS 3130, NURS 3100, NURS 3100K. Co-requisites: NURS 3211 and NURS 3221. Focus is on the community as client. Establishes a foundation of the global organizational structure of community. Emphasizes promotion and maintenance of optimal health throughout the life cycle. Laboratory experiences provide the opportunity to practice health promotion in a variety of settings. Open to non-nursing majors with permission.

NURS 3240. Introduction to Forensic Nursing. 3 Hours.

The application of the principles of forensic science, nursing science, and other knowledge to the nursing care of patients. Public and legal communities are explored.

NURS 3250. Society, Wellness, and Illness. 3 Hours.

Cultural diversity and the relationships among societal practices, ethnicity, religion, wellness, and illness. The course explores the connection between social settings, and health/illness practices, including folk remedies and other traditional health practices.

NURS 3800. Student Success: Problem-Based Learning. 3 Hours.

Specific teaching/learning activities aimed at improving academic performance among at-risk nursing students. Students will engage in problem-based learning in order to strengthen their skills of holistic assessment; expression of caring and empowerment of clients; and critical thinking ability to provide safe, efficient, and compassionate professional nursing care.

NURS 3900. Student Success: Clinical Applications in Problem-based Learning. 3 Hours.

Specific teaching/learning clinical activities aimed at clinical and academic performance among at-risk nursing students. Students will engage in problem-based learning in a clinical environment in order to strengthen their skills of holistic assessment; expression of caring and empowerment of clients; and their ability to provide safe, efficient, and compassionate professional nursing care.

NURS 3990. Palliative and End-of-Life Care. 3 Hours.

Prerequisites: Successfully completion of J1 courses. A study of the palliative care, the dying process, death and grieving across cultures and developmental life stages. The course focuses on end-of-life issues including physical care, cultural and spiritual perspectives, and legal/ethical concerns related to quality of life decisions.

NURS 4010. Legal and Ethical Issues in Health Care. 3 Hours.

Introduces aspects of bioethics, organizational, legal and healthcare ethical issues with particular emphasis on aspects of law that serve as regulations and principles to govern ethical business practices in the healthcare industry.

NURS 4060. Advanced Health Assessment. 4 Hours.

Prerequisite: Licensure as a Registered Nurse or permission of faculty. Focuses on advanced comprehensive assessment skills utilized in a variety of clinical settings. Builds on basic and experiential knowledge of health assessment. Emphasis is placed on applying critical thinking and diagnostic reasoning skills in assessing, diagnosing, and monitoring the health status of adult clients and families. Clinical practicum will focus on the application of these advanced assessment skills. Note: This course or demonstrated competency in the content of this course is required for admission to the graduate program.

NURS 4070. Directed Study in Nursing. 1-5 Hours.

Prerequisite: Permission of faculty. Special study in an area of nursing of special interest to the student under the direction of selected faculty.

NURS 4102. Professional Nursing Development II: Research and Evidence-Based Practice. 3 Hours.

Prerequisite: Successful completion of all Junior I courses. Development of skills in reading, interpreting, and evaluating nursing and health care research to become knowledgeable consumers in evidence-based nursing practice. Quantitative, qualitative, and mixed methodology research designs are studied as they apply to the development, dissemination, and utilization of research studies in the practice of professional nursing.

NURS 4104. RN-BSN Nursing Informatics. 3 Hours.

An examination and application of information technology to decision making in client care. The course focuses on concepts of informatics and the use of Health Care Systems.

NURS 4105. RN-BSN Professional Nursing Development II: Research and Evidence Based Practices. 3 Hours.

Prerequisites: NURS 3105 with a grade of "C" or better. Development of skills in reading, interpreting, and evaluating nursing and health care research to become knowledgeable consumers in evidence-based nursing practice. Quantitative, qualitative, and mixed methodology research designs are studied as they apply to the development, dissemination, and utilization of research studies in the practice of professional nursing.

NURS 4113. Nursing Care III: Chronic and Multisystem Health Alterations. 7 Hours.

Prerequisite: All Junior 2 courses. Application and integration of holistic nursing care of clients with chronic and multisystem, physiologic health alterations. Content builds upon concepts and nursing skills acquired in previous courses to care for children, adults, and families. Clinical experiences within interdisciplinary teams provide the opportunity to assist clients to attain optimal health.

NURS 4114. Nursing Care III: Chronic and Multisystem Alterations. 7 Hours.

Prerequisites: NURS 3202 and NURS 3203. The application and integration of holistic nursing care of clients with chronic and multisystem, physiologic health alterations. Content builds upon concepts and nursing skills acquired in previous courses to care for adults and families. Clinical experiences within interdisciplinary teams provide the opportunity to assist clients to attain optimal health.

NURS 4123. Nursing Care of Women, Neonates, and Childbearing Families. 4 Hours.

Prerequisite: NURS 3212. Focus on nursing theories and skills related to culturally competent health promotion and maintenance for women, childbearing families, and neonates. Clinical experiences provide opportunities to perform and evaluate nursing support to women, childbearing families, and neonates.

NURS 4124. Nursing Care of Women, Children, and Families. 8 Hours.

Prerequisites: NURS 3202 and NURS 3203. Nursing theories and skills related to culturally competent health promotion and maintenance for women, children, and families. Incorporates concepts of family-centered care, collaboration, patient safety, quality improvement, and informatics, utilizing and evidence-based practice approach. Clinical experiences provide opportunities to perform and evaluate nursing practice for women, children, and families.

NURS 4200. Community Health Nursing Care. 4 Hours.

Prerequisite: Successful completion of all Senior I courses. Focus on community as client. Emphasis is on holistic nursing care to promote and preserve health of culturally diverse families, groups, and populations in the community. Clinical experiences provide opportunities to collaborate with community agencies to assess, plan, implement, and evaluate services.

NURS 4201. Community Health Nursing Care. 4 Hours.

Prerequisite: Successful completion of all Senior I courses. A study emphasizing holistic nursing care to promote and preserve the health of culturally diverse families, groups, and populations in the community. Clinical experiences provide opportunities to collaborate with community agencies to assess, plan, implement, and evaluate services.

NURS 4202. Professional Nursing Development II: Leadership and Management. 3 Hours.

Prerequisite: Successful completion of all Senior I courses. Preparation for the transition from student to professional nurse, focusing on the development of leadership skills and the introduction of management concepts and competencies.

NURS 4203. Professional Nursing Development III: Leadership and Management. 3 Hours.

Prerequisite: Completion of all senior I courses. Preparation for the transition from student to professional nurse, focusing on the development of leadership skills and the introduction of management concepts. Emphasis is on building leadership and management competencies in organizing and coordinating the delivery of nursing care through communication, teamwork, accountability, delegation, problem-solving, client safety and quality management, and evidence-based practice within the context of health care systems and organizations.

NURS 4204. RN-BSN Community Health Nursing Care. 4 Hours.

Prerequisites: Completion of NURS 3104, 3105, 3106, 3216, 4104 and 4105 with a grade of "C" or better. A study of holistic nursing care to promote and preserve the health of culturally diverse families, groups, and populations in the community.

NURS 4205. RN-BSN Professional Nursing Development III: Leadership & Management. 3 Hours.

Prerequisites: NURS 3105 and 4105 with a grade of "C" or better. Preparation for the transition from student to professional nurse, focusing on the development of leadership skills and the introduction of management concepts. Emphasis is on building leadership and management competencies in organizing and coordinating the delivery of nursing care through communication, teamwork, accountability, delegation, problem-solving, client safety, and quality management, and evidence-based practice within the context of health care systems and organizations.

NURS 4224. Professional Nursing Practice. 8 Hours.

Prerequisites: Successful completion of all Senior I courses. Prerequisites or Corequisites: Senior 2 courses. A comprehensive course combining directed conceptual review, professional nursing practice, and simulation to develop students' abilities to manage care for a group of clients that approximates a beginning professional nurse's workload.

NURS 4225. Professional Nursing Practice. 7 Hours.

Prerequisite: Completion of all senior semester 1 courses. Co-requisite: Senior 2 courses. Capstone course combining professional nursing practice, seminars, and simulation to develop students' abilities to manage care for a group of clients that approximates a beginning professional nurse's workload.

NURS 4226. RN-BSN Professional Nursing Practice. 5 Hours.

Prerequisites: Completion of all other RN-BSN curriculum with a grade of "C" or better. A capstone course combining nursing theory, online discussions, clinical practice, and experiential learning activities. The course emphasizes professional nursing care of individuals, groups, and populations at the point of care.

NURS 4250. Introduction to Nursing Financial Management. 3 Hours.

A broad introduction to nursing financial concepts, issues, tools, and vocabulary. Topics include financial statement analysis, working capital management, budgeting, cost finding, and rate setting. Minimal accounting proficiency is expected.

NURS 4400. Nursing Informatics. 3 Hours.

Prerequisite: BVED 2400 or CS 1000. Analyzes concepts related to health care informatics and information technologies in health care. Provides students with opportunities to develop theoretical knowledge and enhance technology skills through laboratory application of didactic content.

Nutrition (NUTR)

NUTR 3100. Applied Nutritional Science. 3 Hours.

Prerequisite: BIOL 2651; Pre- or Co-requisite: BIOL 2652. Introduction to essential dietary nutrients and their metabolic functions. Students will explore the biochemical and physiological responses to macro and micronutrients and apply nutritional science to dietary choices for health promotion.

NUTR 3250. Special Topics in Nutrition. 3 Hours.

Prerequisite: Basic nutrition course or permission of Instructor. An intensive study in any area of student interest related to nutrition or a current topic relevant to nutritional science or complementary nutrition care. Topics may vary depending on selected area of nutrition.

NUTR 3300. Nutrition, Fitness, and Health. 3 Hours.

Basic nutrients and their role in fitness and health. This course focuses on the effect of nutrients and foods on physical fitness and health.

NUTR 3350. Weight Management and Behavior. 3 Hours.

Assessment and interventions for management of unhealthy weights. Emphasis is on the relationship between weight and health problems. The role of behavior change and nutritional strategies in health promotion will be discussed.

NUTR 4000. Advanced Nutritional Therapy. 3 Hours.

Prerequisites: NUTR 3100 or permission of instructor. Nutritional assessment and interventions for health management in hospital and community settings. Emphasis is on therapeutic diets and physiologic responses to individual nutrients in the treatment of acute and chronic disease.

NUTR 4900. Lifecycle Nutrition. 3 Hours.

The study of nutritional needs from birth through old age. Emphasis is on factors that influence nutritional requirements for growth and development, maturation, and aging.

NUTR 4950. Community Nutrition and Health. 3 Hours.

Role of nutrition policy and research in community health and nutrition programs. Emphasis is placed on application and utilization of tools to assess, analyze, and develop programs to meet the nutrition and health needs of communities.

Organizational Leadership (ORGL)

ORGL 3000. Reflective Seminar I: Self as Learner. 1 Hour.

Graded "Satisfactory" or "Unsatisfactory". An introduction to the major conceptual frameworks for reflective learning that require students to reflect on and document their own assumptions, beliefs, and biases and how they affected their prior learning experiences.

ORGL 3050. Reflective Seminar II: Self in Context. 1 Hour.

Graded "Satisfactory" or "Unsatisfactory". A seminar that develops students' understanding of the conceptual frameworks for reflective learning and asks students to reflect on and document the social networks, environmental context, and political context that has affected their prior learning experiences.

ORGL 3220. Business Entities. 3 Hours.

The study of corporate, partnership and agency law. This course will examine the applicable law as well as the formation and dissolution of various types of business entities.

ORGL 4000. Reflective Seminar III: Transforming Self, Self-Transformation. 1 Hour.

Graded "Satisfactory" or "Unsatisfactory". A seminar including critical self-evaluation of prior learning experiences using frameworks for reflection and analysis and development of students' own capacity to adapt and transform their own learning practices.

ORGL 4200. Family Law. 3 Hours.

The study of the applicable law surrounding family relationships. The issues of adoption, marriage, divorce, alimony, child custody and support, and property division will be addressed.

ORGL 4210. Consumer Law. 3 Hours.

The study of the laws that govern consumer practices. The law surrounding commercial paper, contracts, sales, and secured transactions will be emphasized.

ORGL 4220. Administrative Law. 3 Hours.

The study of laws governing administrative agencies of government. Special emphasis will be placed on the role of the paralegal in dealing with various administrative agencies.

ORGL 4230. The Law of Real Property Transactions. 3 Hours.

The study of laws that control real property transactions. Topics covered include the conveyancing of real property, title search methods and landlord-tenant issues.

ORGL 4280. Health Care Law. 3 Hours.

A basic study of the U.S. legal system and the issues involving the management and delivery of health care services. Emphasis is placed on law as it pertains to negligence, contracts, informed consent, confidentiality, labor relations, patient care, and reimbursement issues. Current medical, legal, and ethical questions are examined.

ORGL 4690. Capstone Seminar in Organizational Leadership. 3 Hours.

A capstone course in which students combine reflection on prior learning with research and analysis on the learning outcomes of their current degree program and specialization, culminating in a life learning paper that addresses their own abilities and limitations as learners and their progress in their degree program.

Perspectives (PERS)

PERS 2110. Ethical Concepts in Technology. 2 Hours.

Examination of technological issues and decisions which involve ethical considerations to understand their impact on society, including the role of ethics in problem solving, safety and risk in design, and risk-benefit analysis, applied to global and regional issues.

PERS 2120. Ethics and the News Media. 2 Hours.

A study of ethical issues in the news media from various regions across the country and various nations with special emphasis on the pursuit of news (objectivity, conflict of interest, making or reporting news, investigative journalism), advertising, terrorism in the media, the reporter and personal ethics, and freedom of the press.

PERS 2150. Ethical Issues in the Arts: Censorship in the United States. 2 Hours.

Review of case studies in areas of the Arts involving censorship and other ethical issues.

PERS 2160. Perspectives on Leadership. 2 Hours.

An examination of the nature of leadership from a local, regional, and global perspective. The course is designed to engage students in thinking critically about leadership. Students will actively communicate with fellow students and community leaders about the qualities and characteristics of effective leadership.

PERS 2160H. Honors Perspectives on Leadership. 2 Hours.

An enhanced examination of the nature of leadership from a local, regional, and global perspective. The course is designed to engage Honors students in thinking critically about leadership. Students will communicate with fellow students and community leaders to observe, analyze, and apply the qualities and characteristics of effective leadership in real life situations.

PERS 2170. Human Nature/Human Futures. 2 Hours.

An examination of how various advances in the natural sciences, including genomics and biotechnology, are redefining traditional understandings of human nature. Emphasis will be placed on ethical challenges that these new understandings pose at local, regional, and global levels.

PERS 2170H. Honors Human Nature/Human Futures. 2 Hours.

An examination of how various advances in the natural sciences, including genomics and biotechnology, are redefining traditional understandings of human nature. Emphasis will be placed on ethical challenges that these new understandings pose at local, regional, and global levels.

PERS 2199. Special Topics in Perspectives. 2 Hours.

Designed to provide a study in current topics through global regional, and interdisciplinary approaches. Topics vary.

PERS 2210. Women's Voices. 2 Hours.

The changing tradition of women's writing from the Middle Ages to the contemporary works of Chicana and Southern women authors. The multiplicity of women's identities and experiences as viewed through world literature written by women. Authors may include but are not limited to: Christine De Pisan, Aphra Behn, Sor Juana Ines de la Cruz, Luisa Valenzuela, Sandra Cisneros, Gabrielle Roy, Maxine Hong Kingston, and Fannie Flagg.

PERS 2220. Georgia, A Spanish Borderland. 2 Hours.

A study of Georgia's native American and Spanish heritage from A.D. 1000 to 1743. Beginning with prehistory, the course will focus on the impact of Spanish exploration and settlement, using both the disciplines of history and anthropology.

PERS 2230. Culture and Politics of the South. 2 Hours.

A focus on the distinctive sociology, anthropology, and politics of the southern region and its relationship to global regional studies. Special emphasis is placed on developing an understanding of the influence that political culture has on human behavior. An appreciation of the difference and similarities in the scope and methods of the social science disciplines is fostered.

PERS 2240. Shape-note Singing and The Sacred Harp. 2 Hours.

An introduction to shape-note singing and The Sacred Harp, examining the history and culture of this regional music. This course will explore nineteenth-century shape-note literature, authors and composers, and their context in world music. Students will learn to sing using the shape-note method.

PERS 2299. Special Topics in Perspectives. 2 Hours.

Designed to provide a study in current topics through global regional, and interdisciplinary approaches. Topics vary.

PERS 2300. Stimulating Creative Behavior. 2 Hours.

A study of creative problem-solving, including an overview of selected models of creativity, the application of selected problem-solving strategies, the identification of regional and global exemplars of creative problem-solving, and the utility of technology for information acquisition and manipulation.

PERS 2313. Counter-Cultural Movements of the Cold War Era, 1945-68. 2 Hours.

An examination of the interrelationship between literature, music, and history during the first 23 years of the Cold War era. Students will gain an understanding of how counter-cultural movements helped shape contemporary society.

PERS 2313H. Honors Counter-Cultural Movements of the Cold War Era 1945-68. 2 Hours.

An enhanced examination of the interrelationship between literature, music, and history during the first 23 years of the Cold War era through discussion of primary sources in the studied fields. In a seminar format students will gain an understanding of how counter-cultural movements helped shape contemporary society.

PERS 2315H. Honors Narrative and Identity. 2 Hours.

An enhanced exploration of the role that narrative plays in non-literary settings. Emphasis will be placed on the role that various "master narratives" play in constructing human identity at the regional, national, and global levels.

PERS 2330. Women in the Visual Arts. 2 Hours.

A study of the global and regional artistic and cultural achievements by women from the prehistoric period to the late 20th century, in the context of social, political, economic, and historic issues.

PERS 2340. Female Heroes in Religion and Art. 2 Hours.

Explores myths, legends, folklore and visual imagery representing female heroes in various religious traditions across cultures (global and regional) and across centuries. Themes explored include determining what constitutes a heroic religious female figure within a particular culture, artistic conventions that influence the representation of the female hero, and reading images in the visual arts as texts.

PERS 2350. Religion and Culture. 2 Hours.

An interdisciplinary, multicultural course that present an academic study of religion in the context of the social sciences and humanities. The course will explore why people are religious, how they are religious, how religion bonds them together but they often kill each other over religious concerns. Materials emphasizing human religiousness within global, national, and regional cultural settings are implemented as illustrations or case studies. Novels, movies, and visits to traditional religious ceremonies will be used as data in the course.

PERS 2360. The Development of Rock and Roll. 2 Hours.

An exploration of the historic and stylistic periods of Rock and Roll, the influence of regional, national, and international cultures on its development, and the impact that Rock and Roll has had on those cultures. Course content includes terminology, technology, politics, artists, culture, history, and musical elements.

PERS 2380. Arts Perspective. 2 Hours.

A broad, interdisciplinary overview of the arts as communication, expression, and environment in both a southern and national cultural perspective. It includes emphasis areas from the departments of communication arts, music, and art. Students will be involved in a broad range of learning activities to include direct experience, observation, research, and class presentations.

PERS 2390. Music in Film. 2 Hours.

Designed to provide insight into the use of music in the cinema and how music presented itself in various forms within the film genre; to look at music in film from a global perspective; to understand how music in film is affected by certain regions of the United States, specifically the Southern region. This course traces film music from its operatic roots to present-day filmmaking by looking at aspects of the orchestral score, and soundtrack, and the movie musical. No prerequisites are required.

PERS 2391. Experiences in Communication Arts. 2 Hours.

Provides a broad, interdisciplinary overview of public modes of oral, human expression. Course includes oratorical, theatrical, and electronic media experiences.

PERS 2399. Special Topics in Perspectives. 2 Hours.

Designed to provide a study in current topics through global regional, and interdisciplinary approaches. Topics vary.

PERS 2410. History of Spaceflight. 2 Hours.

A brief survey of the history of space technology from Leonardo da Vinci to the modern era, followed by an examination of the development of spaceflight from Sputnik to the Space Station, including the impact of the space program on the Southeastern region.

PERS 2430. Nourish to Flourish. 2 Hours.

An introduction to the interrelationships among nutrients, nutrition, food, fitness, diet, health, and the environment as they impact health regionally and globally.

PERS 2440. The Built Environment. 2 Hours.

A study of significant world, national, and regional architectural achievements, from Stonehenge to American shopping malls, in the context of historical achievements, economic factors, and political events.

PERS 2450. Environmental Issues for the New Millennium. 2 Hours.

Scientific, philosophic, and sociocultural causes, effects, and implications of environmental degradation; discussion of future scenarios and plausible solutions to environmental problems. The first part is an overview of ecological systems, population processes, and the nature of biological diversity; categories of natural resources; summary of forms of environmental decay (e.g. pollution, acid rain, global warming, extinction) affecting the natural world and human health; and ethical and cultural perspectives on environmental problems and solutions. The second part is an in-depth analysis of a particular topic, offered in 5 modules: 1) Causes and consequences of population growth; 2) Issues in biodiversity and wilderness preservation; 3) Pollution and global climate change; 4) Issues in energy and materials production and consumption; 5) Cultural views of nature, environmental ethics, and building a sustainable future.

PERS 2460. Science and Humanities Exploring the World. 2 Hours.

Focus on the intersection between science and literature regarding the global and regional environment. An examination of scientific principles behind the natural regulation of the earth's atmosphere and consequences of an imbalance in those principles, coupled with reading important literary documents responsible for the general public's understanding of scientific processes in ecology.

PERS 2480. Infectious Diseases and History. 2 Hours.

Survey of the role of infectious diseases in shaping world and regional history. Diseases and other topics to be covered each semester will vary. Examples include plague, Hansen's disease (leprosy), smallpox, cholera, tuberculosis, typhus, yellow fever, influenza, AIDS, and biological warfare.

PERS 2485. Medical Terminology for Health and Wellness. 2 Hours.

Focus on medical terminology as a health care language. Students will explore the terminology and language used by health care professionals in a variety of settings.

PERS 2490. History and Use of Medicinal Plants. 2 Hours.

A brief history of medicinal plants from prehistory to the present. The course examines the use of herbal and non-timber forest products found locally and in different cultures and countries. The course defines social, economic, and ecological importance of botanicals worldwide along with exploring their biological uses and plant chemistry. Zoopharmacognosy is also introduced.

PERS 2499. Special Topics in Perspectives. 2 Hours.

Designed to provide a study in current topics through global regional, and interdisciplinary approaches. Topics vary.

PERS 2510. African American Art and Culture. 2 Hours.

A study of African American art, life, and culture from the late 18th century to the late 20th century. The course will focus on the role of Africa and its impulses and traditions, the role of European influences, and national literary and artistic movements. Emphasis will be placed on the contributions of African American artists in the Southeastern region of the United States.

PERS 2530. Gender, Justice, and the Family. 2 Hours.

An exploration of the nature of laws and their implications for men and women and children. Possible topics include: gender-based justice; justice and "family values"; legal theory and the politics of sexual equality. Cross-cultural comparisons and contrasts will be drawn between the domestic laws of other cultures and those of the south-east United States.

PERS 2560. African-American Music and Culture. 2 Hours.

A selective study of African-American music, musicians, and culture from the late 18th century to the late 20th century.

PERS 2599. Special Topics in Perspectives. 2 Hours.

Designed to provide a study in current topics through global regional, and interdisciplinary approaches. Topics vary.

PERS 2600. International Film. 2 Hours.

The historical and critical survey of major international film directors and their contributions to the world of cinema.

PERS 2605. Geopolitics and Ethnic Conflicts. 2 Hours.

An examination of ethnic conflicts throughout the world. Documentaries, reading materials, and in-class discussions will be used to shed light on the histories, dynamics, and possible future developments of global ethnic tensions.

PERS 2610. Tradition and Identity. 2 Hours.

A study of the literary representation of selected universal concepts underlying the traditions that shape individual and national identity within diverse cultures. Cross-cultural themes and metaphors such as the relationship between the individual and family, land, ritual, and society will be explored in works from different nations, with readings from such writers as Lorca, Yeats, Esquivel, Synge, Williams, LeGuin, and Mitchell. The course will feature readings and films, a presentation by a regional writer, and a field trip.

PERS 2615. Politics and Film. 2 Hours.

A study of regional and global political processes and institutions, policy issues, and political personalities, using documentaries and movies as the teaching medium. Techniques will include analysis of plot, theme, significant characters, and selected criticism.

PERS 2630. Holocaust: Arts Under the Third Reich. 2 Hours.

An exploration of the visual and performing arts during the Holocaust in Hitler's Reich and Nazi Germany including an examination of artistic activities through the contexts of history, culture, the Holocaust, and the Nazi regime, with parallels drawn to contemporary society.

PERS 2640. Law and Justice Around the World. 2 Hours.

A cross-disciplinary course in which law and criminal justice in the United States are compared with major systems of law and justice in the world. The course gives extensive attention to the rule of law and particular attention to the influence of other systems of law on that of Georgia and the United States.

PERS 2650. Christianity and Islam. 2 Hours.

An exploration of the principal defining characteristics of two major world religions, Christianity and Islam. A brief historical overview is followed by discussion of the global proliferation of these traditions and their contributions to the cultures in which they are established. Global and regional issues confronting each tradition in the present day are identified and discussed.

PERS 2670. Latin American Studies. 2 Hours.

An exploration of a variety of topics related to the study of Latin America and the Hispanic populations of the United States, including language, literature, geography, ethnicity, social structure, religion, music, and contemporary issues. United States and Latin American perspectives will be covered with specific attention given to the Hispanic community in the southeastern United States.

PERS 2680. Crossroads, Cross Cultures: Exploring the Global Village. 2 Hours.

An introduction to selected cultures of the major world regions including the Americas, Western Europe, Africa, Asia, the Middle East, the Far East, and Indonesia. The cultural cluster areas covered will be: 1) language and communication, 2) social variables, 3) geographical variables, 4) cross cultural environment, and 5) current political systems. Students will also look at the regional culture of south Georgia and integrate knowledge of that culture within the international context, thereby increasing awareness of the diversity/similarity of communities within the global village.

PERS 2690. Multicultural America. 2 Hours.

An examination of issues raised by living in a multicultural society. Through discussions of films and readings, students will consider how different cultures have shaped the United States in the past and where such shapings might lead in the future.

PERS 2695. World Music Cultures. 2 Hours.

An introduction to selected world music cultures, using a case study approach that emphasizes the distinctive contexts, sounds, and meanings of music performance worldwide. The course looks at music as culture and focuses on the role and function of music in relation to such topics as identity; belief, ritual, and worship; politics; memory; migration; festival; and dance.

PERS 2699. Special Topics in Perspectives. 2 Hours.

Designed to provide a study in current topics through global, regional, and interdisciplinary approaches. Topics vary.

PERS 2710. Exploring Success. 2 Hours.

An exploration of success writings in biographies, research publications, and the self-help literature. Areas of application include Business, Sports, Personal Development, and Interpersonal Relations.

PERS 2720. Techniques of Problem Solving. 2 Hours.

An introduction to problem solving methodology and techniques that pertain to everyday problems, both regional and global, in varied disciplines. Techniques include counting arguments, graphical methods, logical and analytical techniques such as contradiction, analogy, induction, generalization, specialization, exhaustion, and reformulation.

PERS 2730. Internet Technology. 2 Hours.

An introduction to networking concepts, the Internet, and the World Wide Web with regional and global applications. Students will work with FTP, telnet, email, Usenet, listserv, and Internet-based electronic bulletin boards, search strategies, and web page construction.

PERS 2740. Women and Work. 2 Hours.

An exploration of the changing relationship between women's roles in the family and in the workforce, and the ways in which that relationship has been shaped by social and political forces over time. The course will trace historical trends in women's employment and will include an examination of the effects of economic globalization on women's employment, both in the southeast United States and around the world.

PERS 2750. Exploring the Information Society. 2 Hours.

An exploration of information, examining how it is generated, evaluated, organized, and used. Students investigate the impact of information in society from regional, national, and global perspective with a focus on the political, economic, and ethical aspects.

PERS 2760. Survey of Entrepreneurship. 2 Hours.

An introduction to the entrepreneurial process, challenges, problems, and issues faced by those who start businesses. Students will identify business opportunities, understand the role that entrepreneurship plays in the regional and global economy, and explore the preliminary steps to entrepreneurship, including basic business planning, marketing, accounting, and finance principles.

PERS 2799. Special Topics in Perspectives. 2 Hours.

Designed to provide a study in current topics through global, regional, and interdisciplinary approaches. Topics vary.

Philosophy (PHIL)

PHIL 2010. Fundamentals of Philosophy. 3 Hours.

An introduction to the principal problems with which philosophy is concerned: methods of inquiry; principles of critical reasoning; analysis of value systems; appraisals and analysis of basic beliefs and attitudes. Emphasis is on the contribution of important movements and major philosophers and on the relevance of philosophy to religious, political, social, ethical, and/or scientific issues.

PHIL 2010H. Honors Fundamentals of Philosophy. 3 Hours.

An introduction to the principal problems with which philosophy is concerned: methods of inquiry; principles of critical reasoning; analysis of values and value systems; appraisals and analysis of basic beliefs and attitudes, taught in an enriched, discussion-oriented environment. Emphasis is on the contribution of important movements and major philosophers and on the relevance of philosophy to religions, political, social, ethical, and/or scientific issues.

PHIL 2020. Principles of Logic and Argumentation. 3 Hours.

An introduction to the principles of logic and the nature of argumentation. Attention is given to language analysis, fallacies of reasoning, deductive and inductive procedures, subjective factors of reasoning and scientific method. Emphasis is on the practical application of basic principles to the analysis of ethical, political, and legal arguments and theories.

PHIL 2020H. Honors Principles of Logic and Argumentation. 3 Hours.

An introduction to the principles of logic and the nature of argumentation, taught in a discussion-oriented environment emphasizing reasoned discourse. Attention is given to language analysis, fallacies of reasoning, deductive and inductive procedures, subjective factors of reasoning and scientific method. Emphasis is on the practical application of basic principles to the analysis of ethical, political, and legal arguments and theories.

PHIL 2030. Ethics and Contemporary Society. 3 Hours.

An introduction to the philosophical study of morality, including the theory of right and wrong behavior, the theory of value, and the theory of virtue.

PHIL 3030. African to African American Philosophy and Religious Studies. 3 Hours.

Also offered as PHIL 3030, REL 3030, and NAIS 3030. An examination of philosophies and religious traditions which begin in Africa and move through the Caribbean into the Americas. The course emphasizes ontological and epistemological themes that begin in Africa and cross the Atlantic as well as Indigenous African influences in the philosophies and religions of the Caribbean and the Americas.

PHIL 3060. History of Ancient Philosophy. 3 Hours.

A historical survey of philosophy of the ancient period, including Greek, Roman and other traditions.

PHIL 3070. History of Medieval Philosophy. 3 Hours.

A historical survey of philosophy of the medieval period.

PHIL 3080. History of Early Modern Philosophy. 3 Hours.

A historical survey of philosophy of the early modern period, ranging from the 16th to the 18th centuries A.C.E.

PHIL 3090. History of Late Modern Philosophy. 3 Hours.

A historical survey of philosophy of the late modern period, ranging from the 19th to the 20th centuries A.C.E.

PHIL 3100. Ethics and Health Care. 3 Hours.

A study of ethical issues in health care delivery, with special emphasis on abortion, euthanasia, paternalism, and autonomy, confidentiality, medical experimentation and informed consent, allocation of scarce resources, and the right to health care.

PHIL 3110. Aesthetics. 3 Hours.

A study of the nature of art and theories of value, with special attention to the definition of "art", what we mean by "having aesthetic taste", what "creativity" is, and how visual arts, music, poetry, and scientific images and models relate to issues in ethics, human emotions, and our social/political context.

PHIL 3120. Ethical Theory. 3 Hours.

An introduction to ethical theory, with special emphasis on survey of classical theorists and on the study of theoretical debates in normative ethics.

PHIL 3130. Social and Political Philosophy. 3 Hours.

An introduction to social theory and practice, with special emphasis on survey of classical theories and the study of practical policy issues.

PHIL 3140. Ethics and Law. 3 Hours.

A study of ethical issues in law and society, with special emphasis on the nature of law and legal reasoning, of responsibility and punishment, constitutional adjudication, procedural justice, the limits of liberty, and civil disobedience.

PHIL 3150. Ethics and Business. 3 Hours.

A study of ethical issues in business and society, with special emphasis on corporate responsibility, regulation of business, and the protection of workers, consumers and the environment.

PHIL 3160. Ethics and Media. 3 Hours.

A study of ethical issues in the media, with special emphasis on the pursuit of news, advertising, media lobbying, terrorism and the media, the reporter and personal ethics, freedom of the press, and ethics and the Internet.

PHIL 3170. Ethics and Sport. 3 Hours.

A study of ethical issues in sport and society, with special emphasis on issues such as contest and competition, commercialization of sport, cheating, drug use, violence, gender, and racial discrimination.

PHIL 3180. Ethics and the Environment. 3 Hours.

A study of ethical issues in our interaction with the environment, with special emphasis on the defining of an environmental ethic and on specific issues such as local and global environmental case studies, deep ecology, ecofeminism, the history of the land ethic and its refinements, international governmental and non-governmental policies, and the protection of endangered species and habitats.

PHIL 3190. Ethics and the Social Sciences. 3 Hours.

A study of ethical issues in the social sciences, with special emphasis on issues such as human and animal experimentation, counseling, behavior control, punishment, psychological and sociological determination, and gender and racial discrimination.

PHIL 3200. Philosophy of Science. 3 Hours.

A study of philosophical problems and issues in science, including theories of explanation, scientific method, implications of science practice on society.

PHIL 3210. Ethics and Technology. 3 Hours.

A study of ethical issues in technology and society, with emphasis on developing a philosophy of technology and on issues such as automation, artificial intelligence, nuclear technologies, and the impact of new technologies on existing social structures.

PHIL 3230. Philosophy of Mind. 3 Hours.

A study and analysis of main issues in philosophical psychology and cognitive science, including the nature of the mental, models of thought and rationality, the role of emotions, the problem of free will, and virtual reality.

PHIL 3240. Philosophy of Sex. 3 Hours.

Also offered as REL 3240 and WGST 3240. An examination of the historic and current definitions and scholarly trends involving human sexuality. Religious and philosophical constructs in both Western and non-Western cultures will be emphasized.

PHIL 3300. Philosophy of Religion. 3 Hours.

The study of basic problems of religious belief and critical analysis of proposed solutions to these problems.

PHIL 3400. Existentialism. 3 Hours.

The study of some of the principal existentialist thinkers such as Kierkegaard, Nietzsche, Sartre, Heidegger, Simone de Beauvoir, Camus, Buber, and Jaspers. Also offered as REL 3400.

PHIL 3430. American Philosophy. 3 Hours.

A study of American philosophical thought, including the traditions of transcendentalism, Native American philosophy, African American philosophy, American feminism, with a focus on American pragmatism, including the works of C.S. Peirce, W. James, J. Dewey, and G.H. Mead.

PHIL 3530. Christian Ethics. 3 Hours.

Classical and contemporary sources, methods, and norms evident in a variety of approaches to Christian ethics such as Biblical ethics, feminist ethics, Catholic and Protestant social teachings, and liberation theology. Applies the social teachings of Christian traditions to relevant issues in social ethics today.

PHIL 3540. Ecology and World Religions. 3 Hours.

Also offered as REL 3540. An exploration of how Eastern and Western religious traditions address the question of the environment. This study will include the relationship of harmony with nature found in indigenous cultures, such as Native Americans and Aborigines, and will also emphasize the reading of contemporary ecological spiritualities.

PHIL 3610. Native American Thought and Cultures. 3 Hours.

Also offered as REL 3610 and NAIS 3610. A study of native American cultures in the areas of epistemology, ontology, metaphysics, religion, and spirituality. The course will examine historic and current trends related to the interaction between Native American and Western cultures.

PHIL 3620. Post-Colonization Issues in Indigenous Cultures. 3 Hours.

Also offered as REL 3620 and NAIS 3620. An examination of post-colonial issues in Indigenous cultures throughout the world. The course will focus on the individual and academic voices of Indigenous people. Attention will be given to issues of epistemology, ontology, metaphysics, religion, spirituality, ethics and a range of social and political issues.

PHIL 3630. Native American Women. 3 Hours.

Also offered as REL 3630 or WGST 3630 or NAIS 3630. An examination of the contributions of North and South American Indigenous women in the areas of epistemology, ontology, metaphysics, religion, spirituality, and ethics. The course will include a range of Indigenous cultures, such as Alaskan, Hawaiian, and Pacific and Atlantic islanders and will explore the issues faced by Indigenous women in the Western hemisphere.

PHIL 3640. Environmental Philosophy. 3 Hours.

An introduction of environmental philosophy, with special emphasis on varying philosophical positions on epistemology, ontology, and aesthetics.

PHIL 3650. Mysticism and Social Justice. 3 Hours.

Also offered as REL 3650. An examination of the link between mysticism and social justice through selected writings of Western and Eastern mystical thinkers. The course will explore the historical and social contexts that gave rise to these mystical theologies and the personal and social commitment to integrate the contemplative life and the active life.

PHIL 3700. Buddhism. 3 Hours.

An exploration of major historical, cultural, and philosophical developments of the Buddhist tradition from its inception in the 5th century B.C.E. in India to its flourishing in modern times. Buddhist teachings, texts, and practices in Theravada, Mahayana, and Zen contexts are examined. Also offered as REL 3700.

PHIL 3710. Hinduism. 3 Hours.

An exploration of major historical, cultural, and philosophical developments of the Hindu tradition from its inception in 2300 B.C.E. in India to its flourishing in modern times. Hindu teachings, texts, cosmology, ritual, symbolic expression, and ethical practices will be explored. Also offered as REL 3710.

PHIL 3800. Philosophy, Religion and Film. 3 Hours.

Also offered as REL 3800. A study of the role of film in culture. This explores social context, religious themes, symbols, motifs, and images through screenings of films combined with an introduction to the growing literature on religion, ethics, and film.

PHIL 3850. Philosophy of Race. 3 Hours.

A study of issues of race in society, with emphasis on developing a philosophy of race and anti-racism. The historical conceptualization of race will be addressed through the history of philosophy and in works by such philosophers as Aristotle, Kant, Hegel, Dworkin, and Rawls. Various American philosophers of race will be introduced, including W. E. B. DuBois, Cornel West, Angela Davis, Michele Moddy-Adams, Patricia Hill Collins, and Marilyn Frye.

PHIL 3900. Philosophy of Happiness. 3 Hours.

An in-depth examination of the philosophy of happiness, drawing from the work of contemporary applied philosophy and classic historical figures, from antiquity to the modern era.

PHIL 4120. Ethics and Public Policy. 3 Hours.

A study of ethical issues involved in public policy, with special emphasis on issues such as environmental and urban planning, allocation of community resources, equal opportunity and affirmative action policies, allocation of medical resources, abortion, euthanasia, capital punishment, free speech, and privacy.

PHIL 4220. Ethics and Public Administration. 3 Hours.

Study of ethical issues in public administration. Special emphasis will be given to developing analytical skills in ethical decision-making in the public sector, highlighting the role of ethics and professional responsibility in public cases in public administration for ethical and theoretical underpinnings, and identifying situations involving professional malfeasance and conflict of interest. Students will analyze the environmental and human rights concerns that public administrators must incorporate into all their decision-making.

PHIL 4800. Special Topics in Philosophy. 1-3 Hours.

A study of selected topics in philosophy. May be repeated for up to 9 hours of credit when topics differ.

PHIL 4810. Directed Study in Philosophy. 1-3 Hours.

An individual study of a special area of philosophy under supervision of the instructor. May be repeated for up to 6 hours of credit when topics differ.

PHIL 4900. Special Topics in Ethics. 1-3 Hours.

A study of selected topics in theoretical and applied ethics. May be repeated for up to 9 hours of credit when topics differ.

PHIL 4910. Directed Study in Ethics. 1-3 Hours.

An individual study of a special area of ethics under supervision of the instructor. May be repeated for up to 6 hours of credit when topics differ.

PHIL 4920. Metaphilosophy. 3 Hours.

Prerequisite: Senior Philosophy Major. A capstone course for senior philosophy majors, which includes individual research projects on selected themes, presented by students to their peers and to the philosophy faculty, who are participants in the course. World Wide Web Internet technology is included in course research and presentation.

Physical Science (PHSC)

PHSC 1100. The Universe of Energy. 3 Hours.

Prerequisite: MATH 1111 or equivalent, or consent of the instructor. A survey of the physical sciences focuses upon the theme of energy. The concept of energy as a physical quantity is developed, and implications of the Law of Conservation of Energy are explored. Issues related to the utilization of energy in an industrial society are discussed, and examples of geological, meteorological, astrophysical, and chemical processes which involve energy are presented.

PHSC 1100H. Honors The Universe of Energy. 3 Hours.

Prerequisite: MATH 1111 or equivalent, or consent of the instructor. An enhanced survey of the physical sciences focused upon the theme of energy. The concept of energy as a physical quantity is developed, and implications of the Law of Conservation of Energy are explored. Issues related to the utilization of energy in an industrial society are discussed, and examples of geological, meteorological, astrophysical, and chemical processes which involve energy are presented.

PHSC 3010. Experimental Physical Science. 4 Hours.

Prerequisite: MATH 1111 or equivalent. This course covers the basic principles of physical science, and how apparatus can be built from commonly available materials in order to demonstrate these principles.

PHSC 3050. Observational Astronomy. 4 Hours.

Prerequisite: PHSC 1100, and GEOL 3020 or ASTR 1020, or the consent of the instructor. A study of the observation of celestial objects visible to the unaided eye, with astronomical photography, the position and motion of objects in the sky, locating celestial objects with the telescope and the use of star charts. The course consists of about 25 hours of lecture and 50 hours of laboratory work.

Physics (PHYS)

PHYS 1111K. Introductory Physics I. 4 Hours.

Pre or co-requisite: MATH 1112 or MATH 1113. Part I of an introductory course in physics. Topics include mechanics, thermodynamics, and waves. Elementary algebra and trigonometry will be used. Three lecture hours, one two-hour laboratory per week, and one one-hour recitation session per week.

PHYS 1112K. Introductory Physics II. 4 Hours.

Prerequisite: PHYS 1111K with a grade of "C" or better. Part II of an introductory course in physics. Topics include electromagnetism, optics, and modern physics. Three lecture hours, one two-hour laboratory, and one one-hour recitation session per week.

PHYS 2010. Tools of Physics. 1 Hour.

An introduction to research techniques for the incoming Physics major. Includes laboratory safety, research methods, exploration of resources (library and Internet), and an outline of the discipline.

PHYS 2211K. Principles of Physics I. 4 Hours.

Co- or prerequisite: MATH 2261. Part I of an introductory course in calculus-based physics. Topics include mechanics, thermodynamics, and waves. Elementary differential and integral calculus will be used. Three lectures, one two-hour laboratory per week, and one one-hour recitation session per week.

PHYS 2212K. Principles of Physics II. 4 Hours.

Prerequisite: PHYS 2211K with a grade of C or better. Co- or prerequisite: MATH 2262. Part II of an introductory course in calculus-based physics. Topics include electromagnetism, optics, and waves. Elementary and integral calculus will be used. Three lecture hours, one two-hour laboratory per week, and one one-hour recitation session per week.

PHYS 2700. Modern Physics. 1 Hour.

Prerequisite: PHYS 2212K. A preparatory course for the upper-division physics curriculum, emphasizing topics not covered in PHYS 2211K and PHYS 2212K but essential for the success in upper level courses. Topics include fluids, elementary thermodynamics, and wave phenomena.

PHYS 2950. Directed Study. 0-3 Hours.

Supervised research on a specific physics or topic as agreed upon by the instructor. A maximum of 6 credit hours may be taken, and they can only be applied toward the general elective requirements for the physics major.

PHYS 3040. Electronics. 4 Hours.

Prerequisite: PHYS 2212K. A lecture-laboratory study of basic electrical circuits and techniques, including extensive use of the oscilloscope. Both continuous wave and pulse phenomena are treated.

PHYS 3100. Optics. 4 Hours.

Prerequisites: PHYS 2212K with a grade of "C" or better, Pre- or Co-requisite: MATH 2263. An intermediate level course with emphasis on physical optics. Lens matrices, interference, polarization, dispersion, absorption, resonance, and quantum effects will be covered. The electromagnetic nature of light is emphasized.

PHYS 3800. Differential Equations in Physical Systems. 3 Hours.

Prerequisite: PHYS 2212K with a grade of "C" or better, Pre- or Co-requisite: MATH 2263. Ordinary differential equations of first and second order, linear equations of higher order, and a brief introduction to partial differential equations. The course will emphasize equations and methods which are important to understanding advanced topics in physics, such as fluid flow, mechanics, wave equations, Schrodinger's time-independent equation, and boundary equations.

PHYS 3810. Mathematical Methods of Physics. 3 Hours.

Prerequisites: PHYS 2212K with a grade of "C" or better, Pre- or Co-requisite: MATH 2263. Special topics in mathematics as related to advanced study in physics. Topics include vector analysis, differential equations, orthogonal functions, eigenvalue problems, matrix methods, and complex variables.

PHYS 3820. Computational Physics I. 4 Hours.

Prerequisites: PHYS 2212K with a grade of "C" or better, Pre- or Co-requisite: MATH 2263. Formulation of equations describing physical systems and the use of computers to solve them, computer simulations of physical systems, the use of computers to acquire and analyze data, and graphical methods of displaying data.

PHYS 3821. Computational Physics II. 3 Hours.

Prerequisite: PHYS 3820 with a grade of "C" or better. Application of advanced numerical and computational techniques to real world problems, and utilizes multiple computer languages to solve them. Topics include matrix algebra, boundary value problems, nonlinear systems, and partial differential equations.

PHYS 4040. Experimental Physics. 4 Hours.

Prerequisite: PHYS 2212K. A lecture-laboratory course devoted to techniques of research in experimental physics. Topics include treatment of data, vacuum techniques, magnetic devices, preparation and manipulation of beams of particles, and radioactivity. A number of modern physics experiments are studied and performed.

PHYS 4111. Theoretical Mechanics I. 3 Hours.

Prerequisites: PHYS 2212K with a grade of "C" or better, Pre- or Co-requisite: MATH 2263. Topics include Newtonian mechanics, conservation laws, simple harmonic motion, and Lagrange's equations.

PHYS 4112. Theoretical Mechanics II. 3 Hours.

Prerequisite: PHYS 4111 with a grade of "C" or better. Topics include Newtonian mechanics, rotational motion, waves relativity, and Hamiltonian formalism.

PHYS 4211. Electromagnetism I. 3 Hours.

Prerequisites: PHYS 2212K with a grade of "C" or better, Pre- or Co-requisite: MATH 2263. Topics include electrostatics, magnetostatics, charge distributions, and Maxwell's equations in differential form.

PHYS 4212. Electromagnetism II. 3 Hours.

Prerequisite: PHYS 4211 with a grade of "C" or better. Topics include electrodynamics, time-varying electric and magnetic fields, and propagation of electromagnetic waves.

PHYS 4300. Plasma Physics. 3 Hours.

Prerequisites: PHYS 4211 with a grade of "C" or better. An introduction to the physics of ionized gases.

PHYS 4310. Thermodynamics. 3 Hours.

Also offered as ENGR 4310. Prerequisites: PHYS 2212K with a grade of "C" or better, Pre- or Co-requisite: MATH 2263. Basic principles of classical thermodynamics which includes open and closed systems for both steady and transient processes.

PHYS 4411. Quantum Mechanics I. 3 Hours.

Prerequisites: PHYS 2212K with a grade of "C" or better, Pre- or Co-requisite: MATH 2263 and PHYS 4111. Topics include the wave particle duality of light and matter, Schrodinger's equation, and time-independent solutions to Schrodinger's equation. Dirac notation and matrix formalism are introduced.

PHYS 4412. Quantum Mechanics II. 3 Hours.

Prerequisite: PHYS 4411. Topics include angular momentum and spin operators, time-independent perturbation theory, and the WKB approximation.

PHYS 4501. Capstone Seminar I. 1 Hour.

Prerequisite: Senior standing. A study of current development in the fields of physics. Oral presentations will be required of all students and will be based on recent research articles in physics and related journals.

PHYS 4800. Internship in Physics. 3-6 Hours.

Active participation in research in physics or in a field of science closely allied with physics, such as biophysics. A daily log of activities, a report on the work done, and a research paper relating the work done to the field of physics are required.

PHYS 4900. Special Topics in Physics. 1-6 Hours.

Prerequisite: Consent of advisor and instructor, and at least junior standing. Topics to be assigned by instructor; may be taken more than once if topics are different, up to a total of 6 credit hours.

PHYS 4950. Directed Study in Physics. 1-6 Hours.

Prerequisite: At least Junior standing; permission of advisor, instructor, and department head. Study in area or subject not normally found in established courses offered by the department; may also allow student to explore in more detail and/or depth an area or subject covered by the department in physics. Up to a maximum of 12 credit hours.

Political Science (POLS)

POLS 1101. American Government. 3 Hours.

An examination of the fundamental institutions and political processes of the American system of government. Students are also given an overview of Georgia's Constitution, state politics, and state government institutions. POLS 1101 satisfies legislative requirements for U.S./Georgia Constitutions.

POLS 1101H. Honors American Government. 3 Hours.

A survey course to provide honors students with an understanding of the institutions and political processes of the American system of government, taught in an enriched environment. Students are also given an overview of Georgia's Constitution, state politics, and state government institutions. POLS 1101H satisfies legislative requirements for U.S./Georgia Constitutions.

POLS 2101. Introduction to Political Science. 3 Hours.

An introduction to Political Science as a field of inquiry. Surveys the subfields of the discipline of Political Science, including American, comparative, and international politics; political theory, public law, and public administration.

POLS 2401. Introduction to Global Issues. 3 Hours.

A survey of contemporary political issues arising both internationally and in the United States. Discussion will focus upon a number of controversial political topics currently being debated in the United States such as electoral reform, social and welfare issues, and role of the U.S. in the world. The course will also examine issues of a more international nature such as global security, international trade and economics, human rights, and the moral responsibilities of nation-states.

POLS 2401H. Honors Introduction to Global Issues. 3 Hours.

A survey of contemporary political issues arising both internationally and in the United States for honors students, taught in an enriched environment. Discussion will focus upon a number of controversial political topics currently being debated in the United States such as electoral reform, social and welfare issues, and the role of the U.S. in the world. The course will also examine global issues such as international trade and economics, human rights, and the moral responsibilities of nation-states.

POLS 2501. Current Issues in American Politics. 3 Hours.

A discussion of current political issues in America as well as their roots in the American social, economic, and political environments.

POLS 3000. Writing in Political Science. 3 Hours.

The introduction to tools necessary to write effectively in the field of Political Science.

POLS 3100. Scope and Methods of Political Science. 3 Hours.

An introduction to the foundations of politics as a science by examining what political scientists (and other social scientists) do and study. The course examines the basic concepts and approaches to understanding the political world and all it embodies, from analyzing a public policy to examining electoral behavior. It is designed to: introduce students to political science research; prepare students to evaluate research critically; interpret social scientific research; and provide students with the requisite skills to initiate and conduct research. POLS 3100 is taught in an electronic classroom using appropriate software packages.

POLS 3200. American State and Local Government and Politics. 3 Hours.

A study of American subnational governments and politics with special emphasis upon intergovernmental relations.

POLS 3210. United States Congress. 3 Hours.

A study of the United States Congress, focusing on the relationship between Congress and other political actors. Course topics will include congressional elections, the interaction between congress and executive and judicial branches of government, the roles of political parties, and leadership in the legislative process.

POLS 3220. Elections, Voting Behavior, and Political Parties. 3 Hours.

An overview of American elections with a focus on voter turnout, voting behavior, political parties, electoral systems and campaign strategies. Both congressional and presidential elections will be studied. Special emphasis will be placed on the history of American elections, the impact of partisan polarization, and the role of American third parties.

POLS 3230. Political Psychology. 3 Hours.

An examination of the mental processes that represent the source of public opinion and political behavior. The course addresses how public opinion and political behavior shape and are shaped by institutions such as the media, political parties, and interest groups as well as a consideration of the role of political elites are addressed.

POLS 3240. American Judicial Process and Behavior. 3 Hours.

A comprehensive examination of the workings of the American judiciary, its impact and compliance at both the state and the federal levels and the complex environment within which the courts function. Critical to the examination of both criminal and civil courts is the assumption that decisions made by judges play a powerful role in shaping public policy and that courts themselves are strongly influenced by other institutions and forces in the society.

POLS 3270. Public Opinion and Political Socialization. 3 Hours.

An examination of the origins, content, and impact of public opinion. Special emphasis is placed on the advantages and limitations of public opinion polling. The course also examines the main agents of political socialization. Topics of particular interest include the role of the family in political learning, racial differences in political socialization, and the influence of television on the formation of pre-adult political opinions.

POLS 3280. African American Politics. 3 Hours.

Also offered as AFAM 3280. A study of African Americans within the American political environment. Specific foci include representation, voting rights, attitudes toward policies seen as impacting African-Americans, and the role of race in elections.

POLS 3290. The American Presidency. 3 Hours.

The study of the role, powers, and responsibilities of the President of the United States within the constitutional system and the changing nature of the presidency.

POLS 3300. Comparative Politics. 3 Hours.

A study of key concepts and theories of comparative politics. Examines case studies from different types of political systems and regions of the world.

POLS 3400. International Relations. 3 Hours.

A study of key concepts of international relations. The course examines the evolution of the contemporary international system and conflict and cooperation among nation-states.

POLS 3520. Introduction to Political Philosophy. 3 Hours.

An investigation of the key arguments and strands of Western political philosophy. The course specifically focuses on the liberal philosophical tradition, from the Enlightenment to the present. The course thus examines the source of ideas that shape our government and politics today.

POLS 3530. American Political Thought. 3 Hours.

A study of the foundations of American political thought from the Puritan era to contemporary times.

POLS 3600. Introduction to Public Administration. 3 Hours.

A focus on the study of public administration processes and underlying theories within American government structures. Emphasis is on the pragmatic aspects of current government leadership and public agency management.

POLS 3610. Public Administration and Public Policy Formation. 3 Hours.

An examination of the basic problems involved in the development of public policy by government actors and institutions, with emphasis on public decision making, organizational theory, and political and administrative influences on the policy making process.

POLS 4100. Political Science Capstone Course. 3 Hours.

Prerequisite: POLS 3100. An application of Political Science research skills to the study of any topic within political science or its sub-disciplines. Students will prepare and present a formal research paper in political science in general or in their area of concentration.

POLS 4200. American Constitutional Law I. 3 Hours.

A comprehensive study of American constitutional law dealing with the structure and powers of the national government outlined in the first four Articles of the Constitution. The primary focus is on the Supreme Court's decisions and the doctrinal impact of those decisions on the structure and relationships of the three branches of the government (separation of powers) and between the national government and state governments (federalism).

POLS 4202. American Constitutional Law II. 3 Hours.

A comprehensive study of American constitutional law with emphasis on property rights and economic liberties, substantive and procedural due process, obtaining evidence, and rights to privacy. The primary focus is on the Supreme Court's decisions and the doctrinal impact of those decisions on the relationships among the national government, state governments, and citizens of the United States.

POLS 4203. American Constitutional Law III. 3 Hours.

A comprehensive study of American constitutional law focusing on civil rights, civil liberties, and equal protection. Constitutional claims examined include denial of rights under the Bill of Rights, the equal protection of laws under the 14th Amendment, and civil rights legislation enacted by Congress since the Civil War.

POLS 4210. Separation of Powers in the American Political System. 3 Hours.

An exploration of the political theory behind a separation of powers. Primary emphasis is placed on the relations between Congress and the President. Topics of particular interest include the origins and impact of divided government, the role of the Supreme Court in arbitrating disputes between the branches of government, and reform proposals to bridge the separation of powers.

POLS 4220. Administrative Law and Government. 3 Hours.

An overview of the administrative law process with the focus upon protecting the interests of all parties involved in the complex process of administrative law, policy formation and implementation.

POLS 4240. Politics and the Supreme Court. 3 Hours.

A review of landmark decisions of the Supreme Court. This course addresses issues related to the political climate surrounding such decisions. The political ramifications of Supreme Court cases are emphasized.

POLS 4250. Trial Advocacy. 3 Hours.

An examination of all aspects of presenting a case in trial. Students develop effective methods for analyzing and preparing cases for presentation in trial. Students will learn and use basic technical skills necessary as members of the University's Mock Trial Team at tournaments sponsored by the American Mock Trial Association. May be repeated for credit up to 9 hours for political science majors, with no more than 3 credit hours applicable to the major.

POLS 4251. Trial Advocacy II. 3 Hours.

Also offered as LEAS 4251. Supervised study of all aspects of presenting a case in trial with practice of trial skills in a mock setting. Students will compete in one or more mock trial competitions within the region and will write a research paper. The course may be taken three times for credit.

POLS 4260. Alternative Dispute Resolution. 3 Hours.

Also offered as LEAS 4260. The study of various methods of alternative dispute resolution. Topics include preparation for and techniques used in mediation, arbitration, and alternative dispute resolution. Ethics and professionalism in dealing with represented and unrepresented individuals will also be addressed.

POLS 4270. Southern Politics. 3 Hours.

An exploration of the unique and colorful political history and political culture of the American South. After considering the defining characteristics of the "old" southern politics, the course examines the most important features of the "new" southern politics and analyzes the changing role of the South in national politics. This course will focus on the "three R's" of southern politics: race, republicanism, and realignment.

POLS 4300. European Politics. 3 Hours.

A study of the politics and government of Europe. The course focuses on key political institutions and issues in major European countries, and the impact of integration on the nation-state.

POLS 4301. The European Union. 3 Hours.

A study of European Union politics and policies. The course examines the nature of the EU as a political system, key EU policies, and the EU's evolving role as a global actor. It also examines major theoretical debates about European integration and EU governance, including the relationship between the EU and its member states.

POLS 4310. Politics in Russia. 3 Hours.

A comprehensive study of the Russian political system with careful attention to the Soviet communist era. Major topics include the role of political parties, institutional changes, political culture, and leadership.

POLS 4320. Latin American Politics. 3 Hours.

A study of the politics and governments of the nation-states of Central and South America. The course focuses on key political institutions and issues in major Latin American countries.

POLS 4330. African Politics. 3 Hours.

Also offered as AFAM 330. A study of the domestic and international politics of Africa from the pre-colonial period to the present day.

POLS 4350. Politics in Developing Nations. 3 Hours.

The study of political institutions, processes and behavior within a comparative perspective.

POLS 4370. Comparative Constitutional Law and Judicial Politics. 3 Hours.

A cross-cultural examination of constitutional legal systems. The course focuses on such topics as institutions, legal professionals, judicial selection, judicial decision-making, and methodological issues involved in the cross-cultural study of legal processes and behavior.

POLS 4390. Constitutional Law and Judicial Politics of the European Union. 3 Hours.

An examination of constitutional law and judicial politics with emphasis on the legal and political framework of the European Union. The focus is on the following topics: legal and political institutions of the European Union, legal and political elites, judicial selection/recruitment of judges, judicial/political decision making and relevant issues involved in cross-cultural study of legal and political systems, and how decisions of the Court of Justice impact the economic balance and political stability of the European Union.

POLS 4400. International Organization and Law. 3 Hours.

Readings, cases, lectures and research on the functioning of the legal structures in the international system with special emphasis on the relation between law and politics.

POLS 4410. American Foreign Policy. 3 Hours.

A study of the domestic and external pressures that guide American foreign policy planners. Specific policies toward Russia, West Europe, China, and Latin America will receive special attention.

POLS 4420. Global Security Policy. 3 Hours.

The study of the political efforts to deal with threats to world order arising from war, nuclear proliferation, international terrorism, the environment, the economy, and related factors.

POLS 4430. National Security Administration and Policy. 3 Hours.

An examination of the organizational dynamics, political features, and policy outcomes of the national security decision-making process. Special attention will be placed on the changing role of the National Security Council.

POLS 4440. Model United Nations. 3 Hours.

A study of the role of the UN in the world today. Students will obtain experience in practicing diplomatic skills in a mock setting. Prepares students to represent accurately a member state of the UN in regional competition. The course may be taken three times for credit.

POLS 4442. Model UN II: Negotiation and Diplomacy. 3 Hours.

Supervised study of the UN, including all aspects of organizing a Model UN conference on campus and participating in the National Model UN Conference. The course may be taken three times for credit.

POLS 4450. Comparative Environmental Politics and Policy. 3 Hours.

A comparative examination of environmental movements, parties, and policies in selected countries and regions of the world. The course will also focus on cross-national forces such as non-governmental and international regimes.

POLS 4460. Terrorism and Counter-Terrorism. 3 Hours.

An examination of the causes, effects, and variations in terrorist activity throughout the world. The course will also include political psychological, sociological, and medical readings. The course will also examine approaches, responses, and preventions of terrorism.

POLS 4600. Government Organization and Administrative Theory. 3 Hours.

A systematic analysis of theories of organization, management, and administration. Special consideration will be given to institutional, behavioral, and psychological factors.

POLS 4610. Public Personnel Administration. 3 Hours.

An examination of procedures and problems of governmental personnel administration. Studies of governmental agencies are encouraged to give students first-hand knowledge of governmental personnel administration.

POLS 4620. Public Finance Administration. 3 Hours.

A study of the activities involved in the collection, custody, and expenditure of public revenue, such as the assessment and collection of taxes, public borrowing and debt administration, the preparation and enactment of the budget, financial accountability and the audit.

POLS 4630. Public Marketing and Branding for the Public Sector. 3 Hours.

An overview of public marketing and branding practices that exist in the public sector setting.

POLS 4640. Urban Politics and Administration. 3 Hours.

An analysis of the governmental function in urban areas. Emphasis is placed on the management role in a political context.

POLS 4650. Intergovernmental Relations. 3 Hours.

A study of federal, state, and local governmental interactions, with an emphasis on the implications of these interactions for public management.

POLS 4670. Quality Management in Public Administration. 3 Hours.

An examination of key current issues in public administration. The course explores the most current literature illuminating the issues facing public administration in today's demanding environment.

POLS 4700. Directed Study in Political Science. 1-3 Hours.

Directed readings in selected areas of political science with regular conferences between instructor and students. The course may be repeated for up to 9 hours of credit if topics are different.

POLS 4700H. Honors Directed Study in Political Science (Thesis). 1-3 Hours.

Directed study in selected areas of political science, with regular conferences between instructor and students, leading to the writing of a thesis. For students in the Political Science Honors Track.

POLS 4820. Special Topics in U.S. Government and Politics. 3 Hours.

Selected topics of political and current interest in U.S. government and politics. The course may be repeated for credit if topics are different.

POLS 4820H. Honors Special Topics in US Government and Politics. 3 Hours.

Special topics in U.S. government and politics for Political Science Honors Track. May be repeated for credit.

POLS 4830. Special Topics in Comparative Politics. 3 Hours.

Selected topics of political and current interest in U.S. government and politics. The course may be repeated for credit if topics are different.

POLS 4830H. Honors Special Topics in Comparative Politics. 3 Hours.

Special topics in comparative politics for Political Science Honors Track. May be repeated for credit.

POLS 4831. Special Topics in EU Politics. 3 Hours.

A study of selected topics in EU politics. Topics can include EU law and legal systems, federalism and multi-level governance, EU environmental policy, EU social policy, EU science and technology policy, EU media and communications policy, and European economic and monetary union.

POLS 4840. Special Topics in International Politics. 3 Hours.

Selected topics of political and current interest in international politics. The course may be repeated for credit if topics are different.

POLS 4840H. Honors Special Topics in International Politics. 3 Hours.

Special topics in International politics for Political Science Honors Track. May be repeated for credit.

POLS 4850. Special Topics in Political Theory. 3 Hours.

Selected topics of political and current interest in political theory. The course may be repeated for credit if topics are different.

POLS 4850H. Honors Special Topics in Political Theory. 3 Hours.

Special topics in political theory for Political Science Honors Track. May be repeated for credit.

POLS 4860. Special Topics in Public Administration. 3 Hours.

Selected topics of political and current interest in public administration. The course may be repeated for credit if topics are different.

POLS 4860H. Honors Special Topics in Public Administration. 3 Hours.

Special topics in public administration for Political Science Honors Track. May be repeated for credit.

POLS 4861. Public Economic Development. 3 Hours.

An examination of local economic development planning.

POLS 4862. Effective Writing in Public Administration. 3 Hours.

An overview of types of written communications in public administration and effective writing techniques for preparing those documents.

POLS 4863. Writing and Managing Grants in the Public Sector. 3 Hours.

A study of the different grant types and grant requirements. Students will identify an organization and consult with the leadership on a grant opportunity. Students will demonstrate their acquired knowledge through the completion of a grant.

POLS 4864. Information Management in the Public Sector. 3 Hours.

An examination of management of information resources within the public sector and the role of e-Government at local, state, federal, and international levels. Information technology aspects including hardware, software, and systems development will be addressed.

POLS 4865. Nonprofit Organization Management. 3 Hours.

Discussion of the vital role played by the nonprofit sector in society by addressing needs that neither business nor government are prepared to fulfill. Examines the scope, dimensions, and roles of nonprofit organizations, particularly those designated by the IRS as 5019d)(3), in order to understand their distinctive characteristics and functions.

POLS 4866. Project Management in the Public Sector. 3 Hours.

An overview of project management with a focus on public sector projects. Students will learn about project lifecycles including planning, executing, tracking, delivering, and project closure.

POLS 4867. Public Relations in Public Administration. 3 Hours.

An exploration of the importance of communication government and its constituents, which promotes the democratic process. Topics include the role of public information as a communication strategy; the impact of today's technology on public information; crisis and emergency communications; and ethical, legal and political aspects of public communications.

POLS 4868. Creating and Publishing Public Sector Websites. 3 Hours.

An examination of website content strategies used by leaders in government, education, nonprofits, and other organizations.

POLS 4900. Internship in Political Science. 3-12 Hours.

Supervised study in a structured governmental, political or other suitable environment, as approved by the department. Open to any student, regardless of major. The number of credit hours granted is dependent upon the particular program, academic work, requirements, and nature of participation. If a 6, 9, or 12 hour internship is taken, the student must use those additional hours as elective courses. The student may not use any additional hours above 3 in lieu of a political science course that is part of the major. Graded satisfactory and unsatisfactory.

Psychology (PSYC)

PSYC 1101. Introduction to General Psychology. 3 Hours.

A general survey course designed to introduce the student to fundamental methods and content of contemporary psychology. PSYC 1101 is required all of Psychology majors.

PSYC 1101H. Introduction to General Psychology Honors. 3 Hours.

A general survey course designed to introduce the student to fundamental methods and content of contemporary psychology. PSYC 1101H substitutes for PSYC 1101.

PSYC 2100. Intro to Brain and Behavior. 3 Hours.

Prerequisite: PSYC 1101 with a grade of "C" or better. an introduction to the biological aspects of psychology. This course will provide the foundation for subsequent coursework related to behavioral and cognitive neuroscience.

PSYC 2103. Introduction to Human Development. 3 Hours.

The study of human development across the lifespan, with emphasis on normal growth and achievements in physical, cognitive, social, and emotional domains.

PSYC 2998. Entry into Psychology Major. 0 Hours.

Prerequisite: Grade of "C" or better ENGL 1101, 1102, PSYC 1101, and MATH 1101 or 1111 or 1112 or 1113 or 1401. Graded "Satisfactory" or "Unsatisfactory". A required non-credit course for all incoming psychology majors pursuing a VSU-recommended course of study. The course must be successfully completed prior to admission to the psychology major. A grade of "S" is awarded with a GPA of 2.5, based on 30 earned hours of Core Requirements, including successful completion ("C" or better) of ENGL 1101, 1102, PSYC 1101, and MATH 1101 or 1111 or 1112 or 1113 or 1401.

PSYC 3110. Educational Psychology. 3 Hours.

Prerequisite: PSYC 1101 with a grade of "C" or better. Theory, methodology, and application of psychological principles to issues of teaching and learning with children and youth in schools or other formal learning environments.

PSYC 3120. Psychoeducational Aspects of Early Childhood. 3 Hours.

Prerequisite: PSYC 1101 or PSYC 2103 with a grade of "C" or better and ECED 2999 or SPEC 2999, or approval of instructor. Application of psychological principles, theories, and methodologies to issues of physical, cognitive, affective, and social development of the young child in school settings, especially ages three through eight. Successful completion of 20 hours of field experience required.

PSYC 3130. Educational Psychology for Teachers of Adults. 3 Hours.

Prerequisite: PSYC 1101 with a grade of "C" or better or acceptance to the WED degree program in the College of Education. Application of psychological principles, theories, and methodologies to issues of teaching and learning for adults.

PSYC 3200. Child Psychology. 3 Hours.

Prerequisite: PSYC 1101 with a grade of "C" or better. The findings and applications of child psychology in the context of developments in physical, cognitive, social, and emotional domains.

PSYC 3210. Adolescent and Young Adult Psychology. 3 Hours.

Prerequisite: PSYC 1101 with a grade of "C" or better. The findings and applications of adolescent and young adult psychology in the context of developments in physical, cognitive, social and emotional domains.

PSYC 3220. Adult Psychology and Gerontology. 3 Hours.

Prerequisite: PSYC 1101 with a grade of "C" or better. The findings and applications of middle-age and older adult psychology in the context of developments in physical, cognitive, social, and emotional domains.

PSYC 3300. Introduction to Behavior Modification. 3 Hours.

Prerequisite: PSYC 1101 with a grade of "C" or better. Concepts of human capacity to learn new behaviors that lead to improved coping in changing circumstances. Emphasis is on procedures associated with classical and operant conditioning. A field-based behavior modification experiment is required of all students.

PSYC 3400. Abnormal Psychology. 3 Hours.

Prerequisite: PSYC 1101 with a grade of "C" or better. The nature and etiology of the various forms of behavior disorder, mental deficiency, and other deviations.

PSYC 3450. Theories of Personality. 3 Hours.

Prerequisite: PSYC 1101 with a grade of "C" or better. Introduction to the nature, study, and conceptualization of personality. Historical and contemporary theoretical perspectives of personality will be critically examined, and applications will be discussed.

PSYC 3500. Statistical Methods in Psychology. 3 Hours.

Prerequisite: Grade of "S" in PSYC 2998 and PSYC 1101 with a grade of "C" or better. Univariate and bivariate statistical methods for research in the behavioral sciences.

PSYC 3600. Experimental Psychology. 3 Hours.

Prerequisite: PSYC 1101 and PSYC 3500 with grade of "C" or better. An introduction to scientific/experimental research methods used in the study of behavior.

PSYC 3680. Psychology of Motivation. 3 Hours.

Prerequisite: PSYC 1101 with a grade of "C" or better. Explores selection and avoidance behaviors in theoretical, systemic, and biological context. The impact of motivation principles on human and animal decision making and survival will be examined.

PSYC 3700. Rehabilitation Psychology. 3 Hours.

Prerequisite: PSYC 1101 with a grade of "C" or better. The study of adults with disabilities and the vocational rehabilitation process, including program characteristics, outcomes, independent living, and community integration.

PSYC 3710. Social Psychology. 3 Hours.

Prerequisite: PSYC 1101 with a grade "C" or better. The study of how one's thoughts, feelings, and behaviors are influenced by others. Theoretical and practical applications are discussed.

PSYC 3800. Industrial/Organizational Psychology. 3 Hours.

Prerequisite: PSYC 1101 with a grade of "C" or better. Theory and application of psychological principles to industrial and organizational settings.

PSYC 3850. Psychology and Law. 3 Hours.

Prerequisite: PSYC 1101 with a grade of "C" or better. An introduction to the intersection between the legal and mental health systems. Emphasis is placed on how psychologists interact with, and operate within, the legal system.

PSYC 3900. Tests and Measurements. 3 Hours.

Prerequisite: PSYC 3500 with a grade of "C" or better. Principles, techniques, and theory underlying construction and use of tests for educational and psychological measurement.

PSYC 3950. Applied Topics in Psychology. 3 Hours.

Prerequisite: PSYC 1101 with a grade of "C" or better. Examination of topical and applied issues in psychology, including contemporary attitudes, knowledge, and research. May be repeated for a maximum of 6 hours credit.

PSYC 4000. Cognitive Psychology. 3 Hours.

Prerequisite: PSYC 3600 with a grade of "C" or better.. A survey of the cognitive processes, including topics on attention, memory, language, imagery, problem solving, intelligence, and neurocognition. Data collection required.

PSYC 4025. Human Memory. 3 Hours.

Prerequisite: PSYC 3600 with a grade of "C" or better. An overview of the scientific approach to the study of human memory, including short/working and long-term memory, memory encoding and retrieval, a survey of the different models of memory, as well as survey of the neuropsychology of memory.

PSYC 4050. Psychology of Learning. 3 Hours.

Prerequisite: PSYC 3600 with grade of "C" or better. An introduction to the basic principles of human and animal learning, memory, and problem solving.

PSYC 4100. Physiological Psychology. 3 Hours.

Prerequisite: PSYC 3600 with a grade of "C" or better. An introduction to the structure and function of the human nervous system and its relation to behavior.

PSYC 4150. Sensation and Perception. 3 Hours.

Prerequisite: PSYC 3600 with a grade "C" or better. An overview of the physiology of the senses and how sensory information is integrated so perception can occur. Laboratory experiments included.

PSYC 4170. Drugs, Mental Health, and Behavior. 3 Hours.

Prerequisites: PSYC 1101 with a grade of "C" or better and senior standing or permission of instructor. Introduction to the principles of psychopharmacology with a focus on recreational substances and drugs used in the treatment of psychiatric and behavioral disorders.

PSYC 4400. Psychology of Gifted and Talented. 3 Hours.

Prerequisite: PSYC 3600 with a grade of "C" or better or SPEC 3000. Exploration of the psychological nature and needs of gifted and talented individuals, including characteristics, identification, family, underachievement, twice/multi-exceptional, gender, diversity, curriculum and instructional strategies, assessment, and evaluation.

PSYC 4450. Treatment of Addictions. 3 Hours.

Prerequisite: PSYC 1101 with a grade of "C" or better. Coverage of the impact chemical dependency may have on individuals, families, and American society. Diagnosis of substance abuse, models of treatment, and treatment planning will be key elements of the course.

PSYC 4500. Special Topics in Psychology. 3 Hours.

Prerequisite: PSYC 3600 with a grade "C" or better and Senior standing, or permission of instructor. Issues of topical importance in psychology are explored. May be repeated for a maximum of 6 hours credit in the major.

PSYC 4600. Psychology of Sex. 3 Hours.

Prerequisite: PSYC 3600 with a grade of "C" or better. A survey course examining contemporary knowledge and attitudes toward human sexuality relying on theoretical and empirical research. Emphasis is placed on the analysis and synthesis of research on sexuality in the context of current social and cultural influences.

PSYC 4800. Introduction to Clinical Practices. 3 Hours.

Prerequisite: PSYC 3400 and either PSYC 3600 or 3900 all with a "C" or better.. An overview of the clinical activities involved in the provision of mental health services. Diagnostic and therapeutic practices are presented along with current clinical issues.

PSYC 4850. Directed Study in Psychology. 3 Hours.

Prerequisite: PSYC 1101 with a grade of "C" or better and Approval of instructor and Head of the Department. Individualized study of an existing course not offered during the particular semester needed.

PSYC 4870. Workshop in Applied Psychology. 1-3 Hours.

Prerequisite: Approval of advisor and Head of the Department. An intensive study of a topic relevant to applied psychology services provision. May be repeated for a maximum of 6 hours credit.

PSYC 4900. History of Psychology. 3 Hours.

Prerequisite: Senior standing and PSYC 3600 with a grade "C" or better. Traces the origins of psychology from philosophy and physiology and its development into the science psychology is today.

PSYC 4950. Senior Seminar. 3 Hours.

Prerequisite: Senior standing and PSYC 3600 with a grade "C" or better. Students will explore the diverse career options, debate various controversial issues, and discuss other select topics of current concern in the field of psychology.

PSYC 4991. Senior Thesis I. 1 Hour.

Prerequisite: "B" or better in PSYC 3500 and PSYC 3600, consent of instructor and junior standing. A multi-semester course during which the student will develop, conduct, and write up a novel psychological study.

PSYC 4992. Senior Thesis II. 1 Hour.

Prerequisite: "B" or better in PSYC 3500 and PSYC 3600, consent of the instructor and junior standing. A multi-semester course during which the student will develop, conduct and write up a novel psychological study.

PSYC 4993. Senior Thesis III. 1 Hour.

Prerequisite: "B" or better in PSYC 3500 and PSYC 3600, consent of instructor and junior standing. A multi-semester course during which the student will develop, conduct, and write up a novel psychological study.

Public Relations (PREL)

PREL 2000. Introduction to Public Relations. 3 Hours.

Prerequisites: Sophomore standing. The first course in public relations dealing with concepts of communicating with various publics.

PREL 3210. Strategic Design for Public Relations. 3 Hours.

Prerequisites: COMM 1500, 1800, and PREL 2000. Exploration of the basics of design, color, and type to a wide variety of strategically aligned print applications.

PREL 3220. Strategic Writing for Public Relations. 3 Hours.

Prerequisites: COMM 1800, PREL 2000, and JOUR 3510. A study of the writing of public relations materials for print, broadcast, and electronic media.

PREL 3230. Public Relations Case Studies. 3 Hours.

Prerequisite: COMM 3031 and PREL 2000. Use of public relations case studies to explore legal and ethical issues, public relations theory, and best practices for developing a variety of relationships with targeted publics.

PREL 3240. Strategic Design for Digital Media. 3 Hours.

Prerequisite: PREL 3210. Electronic applications in public relations including online media design.

PREL 3250. Public Relations in Health Care. 3 Hours.

Prerequisites: PREL 2000 or Health Communication Minor. Introduction to the use of public relations planning and techniques in health promotion, education, and relationship management.

PREL 4200. Public Relations Research. 3 Hours.

Prerequisites: COMM 3111, COMM 3112, and PREL 2000. Applications of theory and practice in public relations research.

PREL 4220. Integrated Communication. 3 Hours.

Prerequisites: PREL 3240. Study of how public relations, marketing, and advertising work together to achieve strategic goals through the creative use of tools, tactics, objectives, goals, and media planning in public relations and all other communication activities.

PREL 4230. Public Relations Capstone. 3 Hours.

Prerequisites: PREL 3220, and PREL 4200. Development of public relations programs and campaigns for organizations.

PREL 4600. Special Topics in Public Relations. 3 Hours.

Study of specialized public relations theories, contexts, and processes. May be repeated for credit when topics differ.

PREL 4610. Directed Study in Public Relations. 3 Hours.

Prerequisite: Approval of supervising instructor and Department Head. An exploration of topics outside the prescribed curriculum of public relations. Topics assigned by instructor. May be repeated for credit when topics differ.

PREL 4670. Internship in Public Relations. 3-9 Hours.

Prerequisite: Completion of Communication Core, COOP 1100, and PREL 3220. Graded "Satisfactory" or "Unsatisfactory". Apprenticeship or internship in public relations environments.

Reading Education (READ)

READ 0099. Developmental Reading. 4 Hours.

Basic reading skills for students who have not demonstrated a level of reading ability sufficient for college work.

READ 3200. Integrating Literature and the Fine Arts in the Teaching of Reading. 3 Hours.

Prerequisite: ECED 2999 or SPEC 2999. An integrated approach to the teaching of reading that incorporates aesthetic appreciation and creative expression. Emphasis is placed on methods for using children's literature and the fine arts to develop life-long readers.

READ 3500. Teaching Children to Read in the Primary Grades. 3 Hours.

Prerequisite: ECED 2999 or SPEC 2999. This is a check-point course, and check-point requirements must be met. An introduction to methods of teaching young children to read with an emphasis on balanced reading instruction. Major topics include building a literacy foundation, phonic and contextual analysis, comprehension instruction, and guided reading instruction.

READ 4030. Directed Study in Reading. 3 Hours.

Prerequisite: Consent of the Department Head. An opportunity for intensive individual study in the student's field of specialization.

READ 4100. Assessment and Correction of Reading Difficulties. 3 Hours.

Prerequisites: READ 3500. Emphasizes diagnostic and assessment strategies for corrective instruction with young children experiencing moderate difficulty in learning to read. Includes causes of reading disability, methods of diagnosis, and procedures for group and individual remedial work.

READ 4200. Reading and Writing to Learn in the Intermediate Grades. 3 Hours.

Prerequisite: READ 3500. Teaching strategies for comprehending and composing expository text. Emphasis is placed on teaching reading and writing across the content areas in grades 3-5. Motivating students to read and write; developing vocabulary, comprehension strategies, higher level thinking, and study skills; and utilizing technology will be addressed in relation to reading and writing expository text.

READ 4550. Reading in the Content Areas (Middle and Secondary Education). 3 Hours.

The simultaneous teaching of reading skills and course content. Emphasis is placed on preparing students for content area reading assignments, providing support during reading, and promoting higher level thinking. Motivating students to read widely and developing vocabulary, reading comprehension, and study skills will be dealt with in relation to the content areas.

READ 4560. Reading Theory and Current Issues. 3 Hours.

Review of the major research, theories, and current issues in reading. Reading research findings will be applied to classroom instruction.

READ 4570. Integrating Reading Assessment and Instruction in the Classroom. 3 Hours.

Planning and management of classroom literacy events based on assessment information. Emphasis includes an examination of ways of recording, and analyzing, using assessment information in daily classroom instruction and differentiating instruction to meet the needs of students from varying cultural, psychological, and linguistic background.

Religious Studies (REL)

REL 2010. Introduction to Religion and Culture. 3 Hours.

An analysis of how different religions respond to a variety of human issues such as marriage and family, war and peace, gender roles, poverty, child labor, and increasing globalization.

REL 2020. World Religions. 3 Hours.

A study of the major religious traditions in their historical and cultural contexts. Concepts of the Holy, sacred stories, rituals, symbols, ethical codes, and sacred communities are examined in pre-literate cultures, Hinduism, Buddhism, Taoism, Confucianism, Judaism, Christianity, and Islam.

REL 2020H. Honors World Religions. 3 Hours.

An enriched study of the major religious traditions in their historical and cultural contexts. Concepts of the Holy, sacred stories, rituals, symbols, ethical codes, and sacred communities are examined in pre-literate cultures, Hinduism, Buddhism, Taoism, Confucianism, Judaism, Christianity, and Islam. A research component is selected from a variety of options relevant to the world's religions.

REL 3030. African to African American Philosophy and Religious Studies. 3 Hours.

Also offered as PHIL 3030, REL 3030, and NAIS 3030. An examination of philosophies and religious traditions which begin in Africa and move through the Caribbean into the Americas. The course emphasizes ontological and epistemological themes that begin in Africa and cross the Atlantic as well as Indigenous African influences in the philosophies and religions of the Caribbean and the Americas.

REL 3240. Philosophy of Sex. 3 Hours.

Also offered as PHIL 3240 and WGST 3240. An examination of the historic and current definitions and scholarly trends involving human sexuality. Religious and philosophical constructs in both Western and non-Western cultures will be emphasized.

REL 3300. Philosophy of Religion. 3 Hours.

The study of basic problems of religious belief and critical analysis of proposed solutions to these problems.

REL 3330. New Testament. 3 Hours.

A general academic introduction to the history, thought and literature of the New Testament, and to some of the major problems addressed in the area of New Testament studies.

REL 3340. Old Testament/Hebrew Bible. 3 Hours.

A presentation of the principle characters, events, social structures and theological perspectives reflected in texts of the Hebrew Bible. Old Testament/Hebrew Bible introduces methods and interpretive frameworks shaped by current biblical scholarship.

REL 3400. Existentialism. 3 Hours.

The study of some of the principal existentialist thinkers such as Kierkegaard, Nietzsche, Sartre, Heidegger, Simone de Beauvoir, Camus, Buber, and Jaspers. Also offered as PHIL 3400.

REL 3500. Women and Gender in Early Christianity. 3 Hours.

Also offered as WGST 3500. A study of images and representations of women and gender in the New Testament and other early Christian texts including apocrypha, pseudepigrapha, and Gnostic writings with special attention paid to historical and contemporary significance.

REL 3505. Varieties of Early Christianity. 3 Hours.

A study of variety of early Christian thought and practice in the first three centuries of the Common Era with a focus on an examination of extra-canonical literature.

REL 3510. Judaism. 3 Hours.

An inquiry that examines historical and cultural implications of the diaspora from the post-biblical period in Judaism to the present. The course addresses sacred texts, significant figures and the influence of social and political change on the integrity and perseverance of this tradition.

REL 3520. Islam. 3 Hours.

An introduction to Islam from its inception in the 7th century to the present. This inquiry examines historical and social dimensions of Islam in several geographic and cultural contexts including major contributions to western civilization. The study of principal figures, sacred texts and traditions will familiarize students with the basic features of this world religion.

REL 3530. Christian Ethics. 3 Hours.

Classical and contemporary sources, methods, and norms evident in a variety of approaches to Christian ethics such as Biblical ethics, feminist ethics, Catholic and Protestant social teachings, and liberation theology. Applies the social teachings of Christian traditions to relevant issues in social ethics today.

REL 3540. Ecology and World Religions. 3 Hours.

Also offered as PHIL 3540. An exploration of how Eastern and Western religious traditions address the question of the environment. This study will include the relationship of harmony with nature found in indigenous cultures, such as Native Americans and Aborigines, and will also emphasize the reading of contemporary ecological spiritualities.

REL 3600. Women and Religion. 3 Hours.

Also offered as WGST 3600. An introduction to historical, theological, spiritual and liturgical dimensions of women's experience within religious traditions. Research opportunities increase students' awareness of the implication of gender as an interpretive category in religion.

REL 3610. Native American Thought. 3 Hours.

Also offered as PHIL 3610 and NAIS 3610. A study of Native American cultures in the areas of epistemology, ontology, metaphysics, religion, and spirituality. The course will examine historic and current trends related to the interaction between Native American and Western cultures.

REL 3620. Post Colonization Issues in Indigenous Cultures. 3 Hours.

Also offered as PHIL 3620 and NAIS 3620. An examination of post-colonial issues in Indigenous cultures throughout the world. The course will focus on the individual and academic voices of Indigenous people. Attention will be given to issues of epistemology, ontology, metaphysics, religion, spirituality, ethics and a range of social and political issues.

REL 3630. Native American Women. 3 Hours.

Also offered as PHIL 3630 or WGST 3630 or NAIS 3630. An examination of the contributions of North and South American Indigenous women in the areas of epistemology, ontology, metaphysics, religion, spirituality, and ethics. The course will include a range of Indigenous cultures, such as Alaskan, Hawaiian, and Pacific and Atlantic islanders and will explore the issues faced by Indigenous women in the Western hemisphere.

REL 3640. Alternative Religions of the World. 3 Hours.

Also offered as NAIS 3640. An examination of the religions of the world not typically counted among the major world religions. The course will include the religions of Africa, South America, the Pacific and Atlantic islanders, and Wiccan and Neo-Pagan religions. The focus will be on the traditions as they are expressed and experienced by the followers of the religions.

REL 3650. Mysticism and Social Justice. 3 Hours.

Also offered as PHIL 3650. An examination of the link between mysticism and social justice through selected writings of Western and Eastern mystical thinkers. The course will explore the historical and social contexts that gave rise to these mystical theologies and the personal and social commitment to integrate the contemplative life and the active life.

REL 3700. Buddhism. 3 Hours.

An exploration of major historical, cultural, and philosophical developments of the Buddhist tradition from its inception in 5th century B.C.E. India to its flourishing in modern times. Buddhist teachings, texts, and practices in Theravada, Mahayana, and Zen contexts are examined. Also offered as PHIL 3700.

REL 3710. Hinduism. 3 Hours.

An exploration of major historical, cultural, and philosophical developments of the Hindu tradition from its inception in 2300 B.C.E. India to its flourishing in modern times. Hindu teachings, texts, cosmology, ritual, symbolic expression, and ethical practices will be explored. Also offered as PHIL 3710.

REL 3800. Philosophy, Religion and Film. 3 Hours.

Also offered as PHIL 3800. A study of the role of film in culture. This explores social context, religious themes, symbols, motifs, and images through screenings of films combined with an introduction to the growing literature on religion, ethics, and film.

REL 4700. Topics in Religious Studies. 1-3 Hours.

A forum for dialogue and discourse on a variety of timely issues in Religious Studies. The course reflects interests and concern of faculty and students by addressing particular subjects that relate the nexus of religion and human experience. May be repeated for up to 9 hours of credit when topics differ.

REL 4710. Directed Study in Religious Studies. 1-3 Hours.

An individual study of a special area of religious studies under supervision of instructor. May be repeated for up to 6 hours of credit when topics differ.

REL 4920. Senior Capstone Course. 3 Hours.

A capstone course for senior students in the Department of Philosophy who are taking the Religious Studies track. It includes individual research on selected themes, presented by students to their peers and to the Philosophy and Religious Studies faculty.

Russian (RUSS)

RUSS 1001. Beginning Russian Language and Introduction to Russian Culture I. 3 Hours.

Emphasis on the development of proficiency and communicative competence at the novice level in the four basic skills: speaking, listening, reading, and writing, as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines. Awareness of various sociocultural aspects and the distinctiveness of certain cultural traditions. RUSS 1001 is not open for credit to students with two or more years of high school Russian or the equivalent.

RUSS 1002. Beginning Russian Language and Introduction to Russian Culture II. 3 Hours.

Prerequisite: RUSS 1001 or the equivalent. A continuation of RUSS 1001, with emphasis on proficiency and communicative competence at the novice level in the four basic skills: speaking, listening, reading, and writing, as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines. Awareness of various sociocultural aspects and the distinctiveness of certain cultural traditions.

RUSS 1111. Intensive Russian Language and Culture. 3 Hours.

Prerequisite: Two or more years of high school Russian or the equivalent. Emphasis on the development of proficiency and communicative competence at the novice level in the four basic skills: speaking, listening, reading, and writing, as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines. Awareness of various sociocultural aspects and the distinctiveness of certain cultural traditions. RUSS 1111 is a one-semester combination of RUSS 1001 and RUSS 1002. This course is designed for those students not fully prepared for the 1002 level. RUSS 1111 reviews the concepts presented in RUSS 1001 and advances the student through the material of RUSS 1002.

RUSS 2001. Intermediate Russian Language and Russian Culture I. 3 Hours.

Prerequisite: RUSS 1002 or the equivalent. Emphasis is on the development of proficiency and communicative competence at the intermediate level in the four basic skills: speaking, listening, reading, and writing, as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines. Awareness and understanding of various sociocultural aspects and the distinctiveness of certain cultural traditions.

RUSS 2002. Intermediate Russian Language and Russian Culture II. 3 Hours.

Prerequisite: RUSS 2001 or the equivalent. A continuation of RUSS 2001, with emphasis on proficiency and communicative competence at the intermediate level in the four basic skills: speaking, listening, reading, and writing, as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines. Awareness and understanding of various sociocultural aspects and the distinctiveness of certain cultural traditions.

RUSS 3010. Intermediate Russian Grammar and Conversation. 3 Hours.

A study of conversational and writing techniques integrating grammatical structures and appropriate vocabulary. Emphasis is given to practicing all four skills - listening, speaking, reading, and writing - using authentic materials to increase cultural competency.

RUSS 3900. Intermediate Russian through Film. 3 Hours.

Prerequisites: RUSS 3010 or approval of Instructor. A study of Russian films, to strengthen oral and written language skills at the intermediate level. The course focuses on films portraying contemporary Russian culture and society.

Secondary Education (SEED)

SEED 2000. Written and Verbal Communication for Secondary Education Teachers. 3 Hours.

Practice and application of techniques in verbal and written communication specifically for the middle and secondary classroom. The use of standardized English will be emphasized in speaking, reading, writing, and listening.

SEED 2999. Entry to the Education Profession. 0 Hours.

Graded Satisfactory/Unsatisfactory. A required non-credit course for all teacher education candidates pursuing a VSU recommendation for initial certification; must be successfully completed prior to admission to teacher education. Candidates are required to establish an electronic portfolio and provide evidence that all teacher education admission requirements have been satisfactorily met. If an unsatisfactory grade is earned, the course must be repeated until a satisfactory grade is received.

SEED 3000. Issues and Trends in Secondary Education. 3 Hours.

Prerequisite: SEED 2999. This a check-point course, and check-point requirements must be met. An advanced study of contemporary practices and problems in grades 6-12, with an emphasis placed on philosophy, multiculturalism, reflective practices, and management of time, resources, and students. Successful completion of a 40-hour middle school field experience in required.

SEED 3020. Introduction to Standards, Planning, and Assessment. 2 Hours.

Prerequisites: Appropriate 2999 course; Co-requisite: SEED 4610. An introduction to the basic principles of instructional design and lesson planning. The course emphasizes the interrelationships among content standards, instructional objectives, planning, and assessment. The course includes evidence-based practices and theories related to student learning. A field experience is required.

SEED 3991. Differentiated Instruction in Secondary Education. 3 Hours.

Prerequisite: Appropriate 2999 course. A study of how differentiating content, process, products, and assessment can impact student achievement of diverse populations. Emphasis is on developing the knowledge and skills to design a differentiated classroom and exploring technology as a tool to enhance student learning.

SEED 4000. Assessment for Secondary Education. 3 Hours.

Prerequisite: Appropriate 2999 course. A study of the curriculum and assessment strategies needed for effective teaching and learning in the secondary education classroom. Candidates will develop reliable and valid assessments, make instructional plans and decisions based on data, and measure students' mastery of learning.

SEED 4010. Integrating Technology in Secondary Education. 1 Hour.

Prerequisite: ACED 2400 and SEED 3000 or FLED 3500. Focus on advancing a learner's systematic, progressive migration to a student-centered, technology-empowered class. The course's central theme is integrating technology into the curriculum.

SEED 4100. Mathematics Methods for Secondary Education. 3 Hours.

Prerequisite: Appropriate 2999 course. An examination of methods and materials appropriate in teaching mathematics in grades 6-12 in accordance with national and state standards. A field experience is required.

SEED 4200. Science Methods for Secondary Education. 3 Hours.

Prerequisites: Appropriate 2999 course. An examination of methods and materials appropriate in teaching science in grades 6-12 in accordance with national and state standards. A field experience is required.

SEED 4300. Social Studies Methods for Secondary Education. 3 Hours.

Prerequisites: Appropriate 2999 course. An examination of methods and materials appropriate in teaching social studies in grades 6-12 in accordance with national and state standards. A field experience is required.

SEED 4400. English/Language Arts Methods for Secondary Education. 3 Hours.

Prerequisites: Appropriate 2999. An examination of methods and materials appropriate in teaching composition, literature, and oral expression in grades 6-12 in accordance with national and state standards. A field experience is required.

SEED 4610. Secondary Education Practicum I. 1 Hour.

Prerequisites: Appropriate 2999 course; Co-requisite: SEED 3020. A supervised introductory teaching experience in grades 6-12. Debriefing seminars address the appropriateness of content, teaching strategies, management techniques, and professional behavior. Practicum I is the first course in a series of three scaffolded clinical experiences specific to the teaching field and certification sought.

SEED 4620. Secondary Education Practicum II. 3 Hours.

Prerequisite: Appropriate 2999 course. A supervised intermediate teaching experience in grades 9-12. Debriefing seminars address the appropriateness of content, teaching strategies, management techniques, and professional behavior. Practicum II is the second course in a series of three scaffolded clinical experiences specific to the teaching field and certification sought.

SEED 4790. Student Teaching in Secondary Education. 10 Hours.

Prerequisites: Appropriate 2999 course; Co-requisite: SEED 4800 and completion of all requirements to student teach as listed in the University's undergraduate catalog. Graded "Satisfactory" or "Unsatisfactory". The culminating clinical experience specific to the teaching field and certification sought. Student teaching is a full-day, semester-long experience in which candidates fully engage in the processes of planning, instruction, and assessment under the immediate supervision of a mentor teacher and with the additional support of a university supervisor.

SEED 4800. Professional Practices Seminar. 2 Hours.

Prerequisite: Appropriate 2999. Co-requisite: SEED 4790. Graded "Satisfactory" or "Unsatisfactory". Reflection of educational practices and refinement of concepts emanating from student teaching experience.

SEED 4900. Special Topics in Secondary Education. 1-3 Hours.

Prerequisites: Senior Standing and a 3.0 GPA. Opportunity for intensive individual study in student's field of specialization.

Sociology (SOCI)

SOCI 1101. Introduction to Sociology. 3 Hours.

Fundamentals of sociology, focusing on basic concepts, theories, and methods of research and inquiry. Emphasis is on applying the sociological perspective to understanding social inequalities and social stratification, culture, social institutions and groups, social change, and the relation of the individual to society.

SOCI 1101H. Introduction to Sociology, Honors. 3 Hours.

Fundamentals of sociology, at the honors level, focusing on basic concepts, theories, and methods of research and inquiry. Emphasis is on applying the sociological perspective to understanding social inequalities and social stratification, culture, social institutions and groups, social change, and the relation of the individual to society.

SOCI 1160. Introduction to Social Problems. 3 Hours.

An analysis of major national and international social problems, using the sociological perspective. Sociological principles, theories, and methods will be used in data interpretation, analysis of ideologies, and evaluation of social policy.

SOCI 3000. Social Statistics. 3 Hours.

Prerequisites: SOCI 1101 or SOCI 1160. An introduction to the foundations of sociology and anthropology as well as basic statistical analysis. The course will examine social scientific research design including conceptualization, operationalization, problem definition, database management, and sampling. Data analysis will include descriptive, inferential, and multivariate statistics and use of data analysis software.

SOCI 3060. Race and Ethnic Relations. 3 Hours.

Prerequisites: SOCI 1101 or SOCI 1160 or permission of instructor. An introduction to the sociology of race and ethnic relations. A study of systems of social inequalities based upon race and ethnic divisions in society. Case studies including African-American and international ethnic conflicts are explored.

SOCI 3090. Mass Media and Popular Culture. 3 Hours.

Prerequisites: SOCI 1101 or SOCI 1160 or permission of instructor. A sociological analysis of the impact of mass media and popular culture on individuals and groups in such areas as violence, consumerism, political participation, social deviation, and interpersonal communication.

SOCI 3150. Sociology of Religion. 3 Hours.

Prerequisites: SOCI 1101 or SOCI 1160 or permission of instructor. The study of religion as one of the basic institutions in society. The course will cover the functions of religion within society; problems and conflicts within religion, such as racism and sexism; and how religion is expressed by persons in a variety of groups and cultures.

SOCI 3160. Education and Society. 3 Hours.

An examination of social influences on education and, in turn, the effects of education and schooling on the social experiences and identities of individuals and groups in contemporary society. A focus on the sociological analysis of education includes an application of sociological theory and methods for understanding the social embeddedness of schooling in the culture and institutions of the United States and other countries.

SOCI 3190. Clinical Sociology. 3 Hours.

Prerequisites: SOCI 1101 or SOCI 1160 or permission of instructor. Introduces students to the skills needed for direct work with clients, such as effective engagement, active listening, interviewing, assessment and goal setting, and ethical concerns. Focus is placed on the whole person and the sociological model of assessment.

SOCI 3200. Applied Sociology. 3 Hours.

Prerequisites: SOCI 1101 or SOCI 1160 or permission of instructor. An analysis of the approaches and techniques used by sociologists and human service workers in applied/clinical settings. Emphasis on sociological principles and their application in the diagnosis and treatment of individuals and groups. Applied/clinical sociology as a profession as well as ethical issues will also be addressed.

SOCI 3350. Social Deviance. 3 Hours.

Prerequisites: SOCI 1101 or SOCI 1160 or permission of instructor. A study of the nature and dimension of deviance in society, with special emphasis on the problems of definition, identification, explanation, and social reaction. Specific forms of deviance, including the construction of deviant identities and deviant careers, will be discussed.

SOCI 3500. Sociological Theory. 3 Hours.

Prerequisites: SOCI 1101 or 1160. An essentially historical survey of the development of sociological theory. Strategies of theory building and conducting research will also be considered. Students will develop a competent review of literature in an area of sociology.

SOCI 3510. Social Research Methods. 3 Hours.

Prerequisite: SOCI 1101 or 1160 or permission of the instructor. An introduction to social research techniques with an emphasis on firsthand data collection. Project work introduces students to issues in research design, ethical concerns, conceptualization, sampling, data analysis, interpretation of research results, report writing, and application of research findings.

SOCI 3650. Sociology of Sport. 3 Hours.

Prerequisites: SOCI 1101 or SOCI 1160 or permission of instructor. The study and analysis of the spectacle, business, and power of sport in society. Coursework examines both the socially integrative and disintegrative aspects of sport as an institution. Includes international analysis and multicultural examples.

SOCI 3710. Social Psychology. 3 Hours.

Prerequisites: SOCI 1101 or SOCI 1160 or permission of instructor. A sociological analysis of the relationship between social situational influences and individual behavior. Survey of social psychological theories as they relate to social perception, attitudes and behaviors, group productivity, prejudice, and socialization.

SOCI 3750. Medical Sociology. 3 Hours.

Prerequisites: SOCI 1101 or SOCI 1160 or permission of instructor. An analysis of the social processes affecting conditions of health and disease and the cluster of social relationships and organizations that comprise the institution of medicine. Emphasis on social and cultural factors which influence definitions of health and illness, causes, preventions, and treatments, cross cultural comparisons, stress, delivery of health care, and health care professionals.

SOCI 3800. Social Stratification. 3 Hours.

Prerequisite: SOCI 1101 or SOCI 1160 or permission of instructor. A study of systems of stratification, including race, class, and gender. Course includes exploration of research, concepts, and theories in the study of social class, race, and gender and the effect these systems have on power, life chances, and social mobility in our society. A primary focus of the course is the explanation of social inequality.

SOCI 3900. Environment and Society. 3 Hours.

Prerequisites: SOCI 1101 or SOCI 1160 or permission of the instructor. An examination of environmental problems within their sociological context. Topics include sustainable development, global population change, energy and society, the environmental movement, globalization, and current environmental policy discussion.

SOCI 4100. Family Sociology. 3 Hours.

Prerequisites: SOCI 1101 or SOCI 1160 or permission of instructor. An analysis of the institution of family in contemporary society. Emphasis is on understanding the historical development of current family systems; a sociological analysis of family dynamics; the interaction between family and other institutions; the connection between family and systems of social class, race, and gender; and current family problems and issues.

SOCI 4200. Organizations and Work. 3 Hours.

Prerequisites: SOCI 1101 or SOCI 1160 or permission of instructor. Sociological study of the nature of work within formal and informal organizations. Course includes a study of the relationship between occupations and careers, the social organization of work in bureaucracies, voluntary organizations, theory and concepts associated with the study of organizations, and individual strategies for career study.

SOCI 4300. Population Problems. 3 Hours.

Prerequisites: SOCI 1101 or SOCI 1160 or permission of the instructor. An examination of population issues within their sociological context. These include the study of demography, food problems, hunger, environmental decline, immigration, HIV/AIDS crisis, epidemiology, fertility and family planning, population aging, global inequality and economic development, and the consequences of globalization.

SOCI 4540. Internship in Sociology. 3-9 Hours.

Prerequisites: Students must be in good academic standing; have a minimum of 90 credit hours earned; and have successfully completed or be concurrently enrolled in SOCI 3000, 3190, 3200, 3500, and 3510; or permission of the Internship Coordinator. An application for Internship must be completed by midterm of the semester before enrollment. Graded "Satisfactory" or "Unsatisfactory". Supervised on-site experience in an appropriate community, government, or private organization for students who are completing the applied/clinical sociology concentration. Professionalism, workforce transition, and application of sociological knowledge and skills are emphasized.

SOCI 4550. Poverty and Social Welfare. 3 Hours.

Prerequisite: SOCI 1101 or SOCI 1160 or permission of instructor. An examination of the history, causes, and consequences of poverty in the United States. Also discussed will be the history, philosophy, policies, programs, concepts, and practices in the field of social welfare.

SOCI 4680. Sociology of Gender. 3 Hours.

Prerequisite: SOCI 1101 or SOCI 1160 or permission of instructor. A micro and macro analysis of the social construction of gender and its resulting inequalities in the major areas of contemporary society, including the economic, family, and political institutions.

SOCI 4690. Sociology of Queer and LGBT Communities. 3 Hours.

Prerequisite: SOCI 1101 or 1160 or permission of the instructor. A sociological examination of lesbian, gay, bisexual, transgender and queer communities, including the historical and social contexts of personal, cultural, and political aspects of LGBTQ life, and LGBT and Queer liberation movements in relation to families, religion, education, laws, and society using intersectional lenses that consider gender, ethnicity, race, class, and ability.

SOCI 4800. Issues in Sociological Practice. 3 Hours.

Prerequisites: SOCI 1101 or SOCI 1160. The application of sociological knowledge to specific topics within sociological practice. These will include but are not limited to the following: Domestic Violence, Rural Sociology, Environmental Sociology, Family Stress and Trauma, and Drug Use and Drug Policy. May be taken concurrently with SOCI 4810. May be repeated for credit with different topics.

SOCI 4810. Issues in Sociological Practice. 3 Hours.

Prerequisites: SOCI 1101 or SOCI 1160. The application of sociological knowledge to specific topics within sociological practice. These will include but are not limited to the following: Social Gerontology, Child Welfare, Mental Health and Substance Abuse, Community Development, and Nonprofit Organizations. May be taken concurrently with SOCI 4800. May be repeated for credit with different topics.

SOCI 4900. Special Topics in Sociology. 1-3 Hours.

Prerequisites: SOCI 1101 or SOCI 1160 or permission of instructor. Topics vary. Designed to provide an intensive study in a current topic relevant to sociology. May be repeated for credit.

SOCI 4980. Directed Topics in Sociology. 1-3 Hours.

Prerequisites: SOCI 1101 or SOCI 1160 or permission of instructor. Study in an area or subject not normally found in established courses offered by the department; may also allow the student to explore in more detail a topic which is normally covered by the department. May be repeated for credit.

SOCI 4990. Senior Capstone. 3 Hours.

Prerequisites: Successful completion of SOCI 3000, the Foundation courses, and a minimum of 6 hours of departmental concentration courses. An application for Capstone must be completed by midterm of the semester before enrollment. Summative end of program. Designed to enhance the student's undergraduate sociological or anthropological studies through involvement in guided research or field experience. Students will be required to write and present a senior paper.

Spanish (SPAN)

SPAN 1001. Beginning Spanish Language and Introduction to Hispanic Cultures, I. 3 Hours.

Emphasis on the development of proficiency and communicative competence at the novice level in the four basic skills: speaking, listening, reading, and writing, as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines. Various sociocultural aspects and the distinctiveness of certain cultural traditions are studied.

SPAN 1002. Beginning Spanish Language and Introduction to Hispanic Cultures, II. 3 Hours.

Prerequisite: SPAN 1001 or the equivalent. A continuation of SPAN 1001, with emphasis on proficiency and communicative competence at the novice level in the four basic skills: speaking, listening, reading, and writing, as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines. Awareness of various sociocultural aspects and the distinctiveness of certain cultural traditions.

SPAN 1111. Intensive Spanish Language and Hispanic Cultures. 3 Hours.

Prerequisite: Two or more years of high school Spanish or the equivalent. Emphasis on the development of proficiency and communicative competence at the novice level in the four basic skills: speaking, listening, reading, and writing, as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines. Awareness of various sociocultural aspects and the distinctiveness of certain cultural traditions. SPAN 1111 is a one-semester combination of SPAN 1001 and SPAN 1002. This course is designed for those students not fully prepared for the 1002 level. SPAN 1111 reviews the concepts presented in SPAN 1001 and advances the student through the material of SPAN 1002.

SPAN 2001. Intermediate Spanish Language and Hispanic Cultures I. 3 Hours.

Prerequisite: SPAN 1002 or the equivalent. Emphasis on the development of proficiency and communicative competence at the intermediate level in the four basic skills: speaking, listening, reading, and writing, as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines. Awareness and understanding of various sociocultural aspects and the distinctiveness of certain cultural traditions.

SPAN 2002. Intermediate Spanish Language and Hispanic Cultures II. 3 Hours.

Prerequisite: SPAN 2001 or the equivalent. A continuation of SPAN 2001, with emphasis on proficiency and communicative competence at the intermediate level in the four basic skills: speaking, listening, reading, and writing, as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines. Awareness and understanding of various sociocultural aspects and the distinctiveness of certain cultural traditions.

SPAN 2011. Intermediate Conversation. 1 Hour.

Prerequisite or Corequisite: SPAN 2002, and SPAN 2010. A course in conversational Spanish with emphasis on increasing the speaking performance level of students and preparing them to take the assessment interview, the Oral Proficiency Interview, as a requirement for entry into the major. The course is to be taken concurrently with SPAN 2010 as an introduction to the major or minor in Spanish. Students may repeat SPAN 2011 for elective credit without enrolling in SPAN 2010. SPAN 2011 may be repeated to a maximum of 3 hours credit.

SPAN 2020. Spanish for Communication in the Criminal Justice Fields. 3 Hours.

Basic Spanish for practical use in criminal justice, with a focus on in-take and basic procedural communication. This course will address cultural norms and facets of the Latino community with the United States. Includes field trips and practicum experiences with relevance to the discipline.

SPAN 3000. Intermediate Grammar and Conversation. 3 Hours.

Prerequisites or corequisites: SPAN 2002. A study of selected lexical items and grammatical structures and concepts of the Spanish language along with development of speaking skills through conversation in the target language. The course serves as an introduction to the major in Spanish.

SPAN 3010. Culture, Conversation and Composition. 3 Hours.

Prerequisite: SPAN 2002 or consent of the instructor. A cultural approach to the improvement of writing and speaking skills in Spanish. The essays in the writing workshop and the class discussions will focus on the themes found in stories, films, or videos from the Hispanic world. Emphasis will be placed on Hispanic culture, vocabulary building, writing techniques, and problematic Spanish language structures.

SPAN 3012. Applied Spanish Conversation for Professionals. 3 Hours.

Prerequisite: SPAN 2002 or consent of instructor. Practice in both formal and informal discourse for communication in professional settings such as social services, law enforcement, business and healthcare. Designed for the intermediate level student, this course focuses on refining fluency through discussions and practical experiences.

SPAN 3014. Language, Culture, and Advanced Conversation. 3 Hours.

Prerequisite: SPAN 2002 or consent of instructor. Advanced practice in both formal and informal discourse for communication in professional settings such as social services, law enforcement, business and healthcare. Conversational practice will focus upon discussing and debating how the historic and contemporary cultural realities of the Spanish-speaking world affect language and oral communication.

SPAN 3150. Civilization and Culture of Spain. 3 Hours.

Prerequisite: SPAN 2002 or consent of the instructor. Study of the religious, philosophical, geographical, historical, sociopolitical, and economic beliefs that form the identity of Spain. Emphasis will be placed on the development of the modern nation, the significance of the Golden Age in Spain's history, and the major events of the twentieth-century. The works of representative artists, composers, and writers from the various historical periods will be studied.

SPAN 3160. Civilization and Culture of Latin America. 3 Hours.

Prerequisite: SPAN 2002 or consent of the instructor. Study of the religious, philosophical, geographical, historical, sociopolitical, and economic beliefs that form the identity of Latin America. Emphasis will be placed on pre-Columbian societies, Discovery and Conquest, Revolutions and Dictatorships, and Contemporary Latin America.

SPAN 3200. Introduction to Hispanic Literature. 3 Hours.

Prerequisite: SPAN 2002 or consent of the instructor. Introduction to major representative literary works and some non-canonical texts of Spain and Latin America. The acquisition of critical and organizational skills in reading and their application to Hispanic texts will be emphasized.

SPAN 3250. Survey of Peninsular Literature. 3 Hours.

Prerequisite: SPAN 3200 or consent of the instructor. Study of representative literary texts from the Middle Ages to the present within their historical context. The development of poetry, drama, and narrative prose will be emphasized.

SPAN 3260. Survey of Latin American Literature. 3 Hours.

Prerequisite: SPAN 3200. Survey of selected essays, poems, short stories, and other literary works from Latin America.

SPAN 3300. Introduction to Spanish Phonetics and Phonology. 3 Hours.

Prerequisite: SPAN 2002 or consent of instructor. Introduction to the phonetics of the Spanish sound system and to the principles of phonological analysis and transcription. Emphasis is placed on the contrast between Spanish and English pronunciation of vowels and consonants, as well as on intonation and rhythm. Review of some dialectal variations in various areas of the vast Spanish speaking world will be reviewed.

SPAN 4010. Advanced Grammar. 3 Hours.

Prerequisite: SPAN 3010 or consent of the instructor. Advanced study of the structure of the Spanish language, with emphasis on practical composition and refinement of written expression.

SPAN 4020. Advanced Conversation. 3 Hours.

Prerequisites: SPAN 3010 or consent of the instructor. Intensive approach to spoken Spanish at the advanced level with emphasis on increasing the speaking performance level of students and preparing them to take the exit assessment interview, the Oral Proficiency Interview, at the end of their program of study. SPAN 4020 may be repeated for a maximum of 6 hours credit.

SPAN 4110. Spanish Phonetics and Phonology. 3 Hours.

Prerequisite: SPAN 3010 and ESOL 4010. Introduction to the phonetics and phonemics of the Spanish sound system, including but not limited to phonological analysis and transcription. Emphasis is placed on the study of those sounds found in the dialects of what has been traditionally labeled American Spanish (Mexico, Central America, and the South American highlands); however important dialectal variations, such as those found in Caribbean and peninsular Spanish, will also be presented.

SPAN 4220. Hispanic Women Writers. 3 Hours.

Also offered as WGST 4220. Prerequisite: SPAN 3200 or consent of the instructor. Exploration of the way in which Hispanic women writers have created voices and identities through a variety of textual strategies. A study of the development of feminist discourse through these works will also be covered. Readings may include works from Sor Juana Ines de la Cruz, Isabel Allende, Julia de Burgos, Luisa Valenzuela, Angeles Maestretta, Rosario Castellanos, Merce Rodoreda, Ester Tusquets, Santa Teresa de Avila, Ana Maria Matute, Carmen Martin Gaité, and Rosa Montero.

SPAN 4230. Medieval Spanish Literature. 3 Hours.

Prerequisite SPAN 3150 and 3250 or consent of instructor. A study of Medieval Spanish Literature. The course will consider various literary genres such as the lyric, the epic, the romance, as well as prose within an historical and cultural time frame.

SPAN 4240. Golden Age Spanish Literature. 3 Hours.

Prerequisite: SPAN 3150 and 3250 or consent of instructor. Study of selected texts, literary movements, and the cultural background of Spanish literature of the Golden Age (Renaissance/Baroque), including selections of poetry, prose and drama.

SPAN 4250. Twentieth Century Spanish Literature. 3 Hours.

Prerequisite: SPAN 3150 or consent of the instructor. Study of the genres, movements and writers most representative of the literature of Spain during the twentieth century. The course begins with the writers of the Generation of '98, continues with selected works in fiction, drama, and poetry of the years prior to and immediately following the Civil War, and concludes with examples of the literature of Spain in the last decades of the twentieth-century.

SPAN 4260. Latin American Prose: Twentieth-Century Novel. 3 Hours.

Prerequisite: SPAN 3160 or consent of the instructor. Study of selected Latin American novels which reflect the major trends in the development of the genre during the twentieth century.

SPAN 4270. Latin American Prose: Twentieth-Century Short Story. 3 Hours.

Prerequisite: SPAN 3160 or consent of the instructor. Study of selected Latin American short stories which reflect the major trends in the development of the genre during the twentieth century.

SPAN 4500. Profession-Related Practicum or Study Abroad. 3 Hours.

Prerequisite: SPAN 3014 or consent of the instructor. Supervised service learning in a Spanish-speaking community or study abroad in a Spanish-speaking country. Appropriate courses in the student's major field may be substituted.

SPAN 4501. Research Project in Spanish for Professionals. 3 Hours.

Prerequisites or consent of instructor. Professional and practical use of oral and written Spanish through the development of a community-based project for improving successful communication with Spanish speaking clients. An appropriate course in the student's major field may be substituted.

SPAN 4800. Special Topics. 3 Hours.

Prerequisites: SPAN 3010 or consent of the instructor. Special topics in Spanish language or Hispanic literature, civilization, or culture. May be repeated up to a maximum of 6 hours if topics are different.

SPAN 4903. Spanish in the USA. 3 Hours.

Special topics in Spanish language or Hispanic literature, civilization, or culture. Conducted in Spanish.

SPAN 4950. Directed Study. 1-3 Hours.

Prerequisite: SPAN 3010 and SPAN 3200 or consent of the instructor. Study in an area or topic of Spanish language or Hispanic literature, civilization, or culture not normally found in established courses offered by the department. Students may also study more extensively an area or topic covered by the departmental curriculum. May be repeated up to a maximum of 3 hours if topics are different.

SPAN 4970. Study Abroad Practicum. 1 Hour.

Prerequisite: SPAN 2002 or consent of the instructor. Orientation to the study abroad experience. Pre-departure sessions will focus on preparing the student to achieve the maximum learning potential from his/her stay in the selected site. Assigned readings and videos and regular discussion with the supervising instructor will familiarize the student with significant cultural practices that may differ from those of U.S. society and with geographical and historical features of the region as well as prepare him/her to function in the daily life of the community. A series of activities will be designed for the student to complete during the study abroad stay, and upon his/her return, the student will make at least three preparations related to the study abroad experience to university Spanish classes, elementary, middle or high school classes, or community organizations. The course is a requirement for all Spanish majors and minors who participate in a study abroad program. Credit for the course is in addition to other credit earned through the study abroad program.

SPAN 4980. Community Practicum. 1-3 Hours.

An experiential learning course consisting of supervised volunteer activities in schools, libraries, community organizations, or businesses. Students apply language and/or culture skills in helping their community. Practicum activities develop specialized vocabulary and/or cultural skills appropriate to their areas of work. Weekly reports and conferences with the supervising instructor are required. Course can be repeated for credit up to 3 credits.

SPAN 4990. Senior Seminar. 3 Hours.

Prerequisite: Senior Standing. Capstone course, focused on selected special topics, designed to help students synthesize their knowledge and reinforce the skills they have acquired as Spanish majors. Required of all Spanish majors.

SPAN 4993. Senior Seminar for eMajor. 3 Hours.

Prerequisite: Senior Standing. Capstone course, focused on selected special topics, designed to help students synthesize their knowledge and reinforce the skills they have acquired as Spanish majors. Required of all Spanish eMajors only.

Special Education (SPEC)

SPEC 2000. Serving Students with Diverse Needs. 3 Hours.

A survey of individuals with special needs, including possible impact, causes, and characteristics of specific needs across life spans and cultural diversity. Topics include legal requirements, ethical implications, education strategies, collaboration between regular and special educators, inclusion, family involvement, and current issues relating to individuals with special needs.

SPEC 2999. Entry to the Education Profession. 0 Hours.

Graded "Satisfactory" or "Unsatisfactory". A required non-credit course for all teacher education candidates pursuing a VSU recommendation for initial certification; must be successfully completed prior to admission to teacher education. Candidates are required to establish an electronic portfolio and provide evidence that all teacher education admission requirements have been satisfactorily met. If an "Unsatisfactory" grade is earned, the course must be repeated until a "Satisfactory" grade is received.

SPEC 3000. Serving Students with Diverse Needs. 3 Hours.

Introduction to major issues in the field of special education. Emphasis is placed on understanding the characteristics and etiologies of individuals with diverse needs and on identifying the qualities of home, school, and community environments that support these individuals in achieving their potential.

SPEC 3020. Applied Behavior Analysis for Teachers. 3 Hours.

A study of the general principles of applied behavior analysis including the foundations for understanding behavior, increasing appropriate behavior, and managing challenging behaviors across a variety of learning environments with individuals who have disabilities.

SPEC 3040. Legal and Ethical Issues for Special Educators. 3 Hours.

Prerequisite: SPEC 2999. A study of the legal and ethical aspects of special education and services for individuals with disabilities. Topics will include an overview of the U. S. legal system; discrimination, constitutional, statutory, regulatory issues; and case law related to education.

SPEC 4000. Individualized/Independent Study. 1-3 Hours.

Study directed by faculty designed to meet identified, individual needs of students.

Theatre (THEA)

THEA 1000. Voice and Diction. 3 Hours.

Application of the International Phonetic Alphabet's vowel and consonant symbolization for production of Standard American Speech with emphasis on resonance, breath control, vocal relaxation, and posture using a variety of contemporary approaches to vocal training.

THEA 1100. Theatre Appreciation. 3 Hours.

Survey and appreciation of theatre as a performing art; introduction to and improvement of critical and aesthetic evaluation of theatrical performances, including the contributions of the playwright, the actor, the director, the designer, and the audience member.

THEA 1120. Introduction to Theatrical Design. 3 Hours.

Introduction to the theatrical design process, including basic elements of theatrical design, rendering, and collaboration techniques.

THEA 1710. Improvisation. 1 Hour.

Application of the principles of improvisation both as an actor-training approach and as a rehearsal technique.

THEA 2020. Musical Theatre Vocal Techniques. 1 Hour.

An introduction to the principles and application of musical theatre singing through the use of traditional and contemporary musical theatre repertoire, implementing musical theatre vocal colors and styles.

THEA 2110. Stage Dialects. 3 Hours.

Prerequisite: THEA 1000. An exploration of dialect frequently used in performance, based on an understanding and usage of the International Phonetic Alphabet.

THEA 2730. Theatrical and Film Makeup. 2 Hours.

An introduction to design principles and color theory, with practical experience in makeup mixing, design, and application.

THEA 2750. Basic Technical Theatre and Stage Lighting. 3 Hours.

An introduction to stagecraft and stage lighting, including the tools, materials, equipment, and techniques used for the construction of scenery, properties, and basic lighting for the stage.

THEA 2800. Fundamentals of Acting. 3 Hours.

An introduction to the principles of acting, including proper preparation for acting, physical and vocal control and flexibility, and the analysis and creation of character.

THEA 2810. Basic Stage Movement. 2 Hours.

The principles of physicalizing characters through movement, by developing a kinesthetic awareness and an understanding of gesture, bodily expression, and basic unarmed combat.

THEA 2830. Fundamentals of Stage Combat. 2 Hours.

An introduction to the fundamental principles and practices of stage violence and choreographed fighting for the stage and film.

THEA 2840. Stage Management. 2 Hours.

An introduction to the principles and practices of stage management; an investigation into the role of the stage manager in theatre production.

THEA 2850. Acting for the Non-Theatre Major. 3 Hours.

An introduction for the non-theatre major to the fundamental principles of acting. Role playing, effective physical and vocal presentation, and the ability to interact and problem solve with others are emphasized.

THEA 3010. Oral Interpretation. 2 Hours.

Prerequisite: THEA 1000. An introduction to the fundamentals of performance-based activities in oral interpretation emphasizing group, choral, and solo readings. Open as an elective to all undergraduate majors.

THEA 3020. Theatre Voice. 1 Hour.

Private instruction in musical theatre vocal techniques. May be repeated for credit.

THEA 3021. Sight Singing and Aural Training for Musical Theatre I. 1 Hour.

Prerequisite: MUSC 1000. Skills development in sight singing and aural training in relation to Musical Theatre performance.

THEA 3031. Sight Singing and Aural Training for Musical Theatre II. 1 Hour.

Prerequisite: THEA 3021. Advanced skills development in sight singing and aural training in relation of musical theatre.

THEA 3090. VSU Interpreters. 1 Hour.

Performance-based activities in Oral Interpretation emphasizing group performance; choral and solo readings. Membership open to all VSU undergraduate students. May be repeated for credit.

THEA 3100. Directed Study. 1-9 Hours.

Individual instruction for enrichment of advanced majors in their areas of specialization. May be repeated for credit.

THEA 3200. Audition Techniques. 1 Hour.

Prerequisite: THEA 2800 or approval of Instructor. Theory, technique and application of auditions skills for the performer.

THEA 3300. Costume Construction. 2 Hours.

Introduction to the principles and theory of costume construction for professional theatre and dance, with practical experience in the basic elements of sewing.

THEA 3700. Play Analysis for Production. 3 Hours.

An overview of the major genres of dramatic literature with an emphasis on the impact of critical evaluation on the work of the director, the actor, and the designer.

THEA 3710. Theatre Performance. 1 Hour.

Application of performance techniques in approved VSU theatrical productions. Selection by audition or approval of the instructor. May be repeated for credit.

THEA 3720. Theatre Production. 1 Hour.

Prerequisite: THEA 2750. Directed experience in technical theatre. Students will participate in the building of scenery or costumes or the hanging of lights for theatre productions. Course may be repeated for credit.

THEA 3725. Stage Management Practicum. 1 Hour.

Directed experience in stage management. Students will apply management techniques in approved VSU theatrical production. Course may be repeated for credit.

THEA 3730. Theatre Management Practicum. 1 Hour.

Prerequisite: Permission of Instructor. Directed experience in theatre management. Students will participate box office operations and generate publicity documents and playbills. Course may be repeated for credit.

THEA 3740. Theatre Management. 3 Hours.

An investigation of current approaches to theatrical production including budget preparation, financial management, audience engineering, and promotional techniques used in American commercial, nonprofit professional, educational, and community theatres.

THEA 3745. Front of House Management. 2 Hours.

A study of approaches to and procedures in box office management and house management, including performance settlements, cash handling procedures, and contracts.

THEA 3750. Costume History. 3 Hours.

A survey of costume from ancient Greek to modern times, with emphasis on historically significant theatrical periods.

THEA 3760. Lighting Design. 3 Hours.

Prerequisite: THEA 1120 and THEA 2750. A study of lighting design in theatrical productions, including the use of color, composition and instrumentation.

THEA 3770. Costume Design. 3 Hours.

Prerequisite: THEA 1120 and THEA 3750. An introduction to the principles and elements of design and their relation to stage costume. The student will learn how to communicate design choices both visually and verbally.

THEA 3780. Scene Design. 3 Hours.

Prerequisite: THEA 1120 and THEA 2750. A study of scenic design through an exploration of design principles, art media, and skills necessary for communicating ideas and solutions with theatre artists.

THEA 3785. Theatre Design Practicum. 1-2 Hours.

Prerequisites: THEA 3760 or THEA 3770 or THEA 3780. Directed experience in design for theatre. Students act as Costume, Lighting, or Scenic Designer for a realized theatre production. Course may be repeated for credit.

THEA 3790. Computer-aided Drafting for the Theatre. 2 Hours.

Prerequisite: THEA 2750. An introduction to theatrical drafting procedures and skills using computer aided design software.

THEA 3800. Scene Study. 3 Hours.

Prerequisite: THEA 2800 or permission of instructor. The advanced study of scene analysis, rehearsal techniques and audition preparation using material primarily from the Modern Theatre repertory with application of the study in performance situations.

THEA 3850. Acting for the Camera. 2 Hours.

Prerequisites: THEA 2800. The development of techniques required to act in front on the camera.

THEA 3880. Theatre History I. 3 Hours.

Prerequisite: THEA 110 or permission of instructor. The study of the development of theatre from its origins up to the 18th century with emphasis on dramatic theory, play writing styles, theatrical production styles, physical theatres, and the impact of theatre on society.

THEA 3890. Theatre History II. 3 Hours.

Prerequisite: THEA 1100 or permission of instructor. The study of the development of theatre from the 18th century to the present with emphasis on dramatic theory, play writing styles, theatrical production styles, physical theatres, and the impact of theatre on society.

THEA 3950. Fundamentals of Play Directing. 3 Hours.

Prerequisites: THEA 2750, THEA 2800 and 3700. The study of the role of the director in theatrical production, including practical application of theories in class-room exercises.

THEA 4010. Advanced Oral Interpretation. 3 Hours.

Application of oral interpretation skills in choral reading and Reader's Theatre. Emphasis is placed on the vocalization of the script rather than traditional theatrical staging. Open as an elective to all VSU undergraduate students.

THEA 4020. Advanced Theatre Voice. 1 Hour.

Prerequisite: Permission of Instructor. Instruction in advanced musical theatre vocal techniques, musical theatre styles, and musical theatre repertoire. May be repeated for credit.

THEA 4030. Special Topics in Theatre. 1-3 Hours.

The study of specific topics in theatre not covered in existing courses. May be repeated for credit if different topics are studied.

THEA 4270. Play Writing. 3 Hours.

An overview of the principles of writing for theatrical production with primary emphasis on the development of the structure for both one act and full length play scripts.

THEA 4730. Advanced Makeup Techniques. 2 Hours.

Prerequisite: THEA 2730 or permission of Instructor. Exploration of advanced theatrical makeup materials and techniques for developing character makeup and for masks.

THEA 4740. Theatre, Labor Relations, and the Law. 3 Hours.

Prerequisite: THEA 3740. An overview of legal problems and procedures related to theatre, including profit and nonprofit corporations, contracts agreements, collective bargaining and federal law, federal and state regulations, and personnel policies.

THEA 4760. Principles of Technical Theatre. 3 Hours.

Prerequisite: THEA 2750. Advanced study of the principles and techniques of technical theatre needed to engineer and complete the requirements for theatrical productions, including rigging, welding, advanced construction technology, as well as special problems which arise in the execution of a set design.

THEA 4770. Scene Painting. 3 Hours.

An introduction to basic scene painting techniques, paint media, and materials.

THEA 4790. Portfolio and Resume Presentation. 2 Hours.

Prerequisite: Senior Standing with a major in Theatre or Dance. Assembly and presentation of a portfolio and resume for professional use. The course is designed to assist the graduating student in preparation of materials needed for job placement or graduate school admission.

THEA 4800. Period Styles of Acting. 3 Hours.

Prerequisites: THEA 2800. The study of pre-modern acting styles and application of the styles in a series of class scene performances.

THEA 4810. Musical Theatre Technique. 3 Hours.

Prerequisite: THEA 2800 and THEA 3020, or permission of instructor. The advanced study of scene analysis, rehearsal techniques and audition preparation using materials from the Musical Theatre repertory with application of the study in performance situations.

THEA 4850. Applied Theatre. 3 Hours.

An examination of the theories and methodologies used by practitioners of applied theatre in their work with communities outside of traditional theatre.

THEA 4950. Advanced Directing. 2 Hours.

Prerequisite: THEA 3950. The study and application of various directing styles, aesthetics, theories, skills, and techniques from historical and contemporary practitioners. The course will culminate in the workshop performance of a one-act play.

THEA 4970. Internship in Theatre. 3-9 Hours.

Prerequisite: Senior Standing. The placement of students in apprentice and intern positions in professional environments.

THEA 4980. Theatre Tour. 3 Hours.

The placement of students in touring positions conducted in a professionally oriented environment and involving the preparation and presentation of productions for regional and/or local audiences. This placement is to enlarge the student's professionalism. Admission to the tour is by audition only.

Transatlantic Studies (TASP)

TASP 3110. Transatlantic Relations and Russia/Eurasia: Spanish. 1 Hour.

Spanish language companion course for TASP 4110. Readings and assignments in Spanish on transatlantic relations and Russia/Eurasia.

TASP 3111. Transatlantic Relations and Russia/Eurasia: French. 1 Hour.

French language companion course for TASP 4110. Readings and assignments in French on transatlantic relations and Russia/Eurasia.

TASP 3220. Transatlantic Relations and the Global Economy: Span. 1 Hour.

Spanish language companion course for TASP 4220. Readings and assignments in Spanish on transatlantic relations and global economy.

TASP 3221. Transatlantic Relations and the Global Economy: French. 1 Hour.

French language companion course for TASP 4220. Readings and assignments in French on transatlantic relations and global economy.

TASP 3240. Transatlantic Relations and Global Health and Welfare: Spanish. 1 Hour.

Spanish language companion course for TASP 4240. Readings and assignments in Spanish on transatlantic relations and global health and welfare.

TASP 3241. Transatlantic Relations and Global Health and Welfare: French. 1 Hour.

French language companion course for TASP 4240. Readings and assignments in French on transatlantic relations and global health and welfare.

TASP 4000. Transatlantic Relations. 3 Hours.

A study of relations between the United States and Europe. Topics include the economic, security, and nongovernmental dimensions of the transatlantic relationship. The course also examines transatlantic cooperation on global issues and the potential of the transatlantic partnership to serve as a catalyst for global governance.

TASP 4110. Transatlantic Relations and Russia/Eurasia. 3 Hours.

A study of Russia/Eurasia from a transatlantic perspective. The course examines the impact of political, economic, social, and cultural developments in Russia/Eurasia on transatlantic relations and the impact of the transatlantic relationship on Russia/Eurasia.

TASP 4220. Transatlantic Relations and the Global Economy. 3 Hours.

A study of global economy from a transatlantic perspective. The course examines the US-Europe economic relationship and its role in the broader global economy.

TASP 4240. Transatlantic Relations and Global Health and Welfare. 3 Hours.

A study of global health and welfare from a transatlantic perspective. The course examines major health and welfare issues and their impact on the transatlantic community and US-European cooperative to address these issues.

VSU Freshman Orientation (VSU)

VSU 1101. Keys to College Success. 2 Hours.

Open only to first-year students and first-year transfer students. Introduction to lifelong learning with emphasis on college study skill strategies. Topics include: learning styles, time management, learning and memory skills, learning from texts and lectures, note-taking, objective and essay examinations, and critical thinking skills.

VSU 1102. Effective Leadership Skills. 2 Hours.

Open only to students in the Emerging Leaders program. Empowering students to make responsible choices in college and in life. The course includes practical and self-reflective exercises in promoting growth and change, computer information technology, personal and leadership development, service learning, diversity, and career development.

Women's and Gender Studies (WGST)

WGST 2020. Race, Class, and Gender. 3 Hours.

Also offered as AFAM 2020. An exploration of social class, gender, and racial/ethnic relations as distinct, but linked dimensions of social inequality. Includes an examination of the historic underpinnings of discrimination by race, class, and gender and the present status of these issues.

WGST 3000. Introduction to Women's Studies. 3 Hours.

An exploration of the diversity of women's lives through essays, readings, and the study of scholarly theories and research. The course will examine a wide range of social issues which affect the status of women in an historical context and in contemporary society.

WGST 3030. Women's Health and Nutritional Issues. 3 Hours.

Also offered as NURS 3030. An introduction to the holistic health care and nutritional needs of women throughout their lifespan. Health care and nutrition issues area discussed from historical and contemporary perspectives. The course explores self-care practices of culturally diverse women, women, including health maintenance, illness prevention, and complementary healing.

WGST 3100. Feminist Theory. 3 Hours.

Prerequisite: WGST 3000 or permission of instructor. An examination of the development of feminist thought. Historical and contemporary feminist theoretical perspectives will be critically examined. Local and global perspectives on how race, ethnicity, class, nationality, and sexuality intersect with gender to shape women's situations and identities will also be addressed.

WGST 3240. Philosophy of Sex. 3 Hours.

Also offered as PHIL 3240 and REL 3240. An examination of the historic and current definitions and scholarly trends involving human sexuality. Religious and philosophical constructs in both Western and non-Western cultures will be emphasized.

WGST 3330. Studies in Women and Literature. 3 Hours.

Prerequisite: ENGL 2111 or 2111H or 2112 or 2112H or 3113, or 2113H or 2050. Also offered as ENGL 3330. An examination of selected topics in literature by or about women.

WGST 3500. Women and Gender in Early Christianity. 3 Hours.

Also offered as REL 3500. A study of images and representations of women and gender in the New Testament and other early Christian texts including apocrypha, pseudepigrapha, and Gnostic writings with special attention paid to historical and contemporary significance.

WGST 3600. Women and Religion. 3 Hours.

Also offered as REL 3600. An introduction to historical, theological, spiritual and liturgical dimensions of women's experience within religious traditions. Research opportunities increase students' awareness of the implications of gender as an interpretive category.

WGST 3630. Native American Women. 3 Hours.

Also offered as PHIL 3630 or REL 3630 or NAIS 3630. An examination of the contributions of North and South American Indigenous women in the areas of epistemology, ontology, metaphysics, religion, spirituality, and ethics. The course will include a range of Indigenous cultures, such as Alaskan, Hawaiian, and Pacific and Atlantic islanders and will explore the issues faced by Indigenous women in the Western hemisphere.

WGST 4000. Masculinity Studies. 3 Hours.

An examination of the topic of masculinity in a variety of social arenas. This course explores the interconnectedness of masculinity to other relevant social constructs, with particular attention to the constructs of race, class, and sexuality. Topics will be approached from a social constructionist paradigm and will examine the social forces, processes and structures that create and sustain notions of masculinity and "manhood".

WGST 4100. Queer Theory. 3 Hours.

An introduction to queer theory, looking at the cultural context from which it emerges, its central tenets, debates within an field, and the activist strategies that have been connected with it.

WGST 4261. Women in the U.S. to 1869. 3 Hours.

Also offered as HIST 4261. A study of United States history from the perspective of women. Includes social, cultural, political, intellectual, and economic aspects of the nation's history, more specifically, the ways women shaped and were influenced by various events and movements in U.S. history from the Colonial period to 1869.

WGST 4262. Women in the U.S., 1869 to the Present. 3 Hours.

Also offered as HIST 4262. A study of United States history from the perspective of women. Includes social, cultural, political, intellectual, and economic aspects of the nation's history, more specifically, the ways women shaped and were influenced by various events and movements in U.S. history from 1869 to present.

WGST 4270. History of Women in the U.S. South. 3 Hours.

Also offered as HIST 4270. A study of the U.S. South from women's perspectives. An examination of the contributions of women to southern social, cultural, and political developments, and of the ways gender, class, and race influence women's regional identity.

WGST 4280. History of U.S. Women Activists and Social Reformers. 3 Hours.

Also offered as HIST 4280. An examination of women activists and reformers at different periods in U.S. history; of the issues that have motivated women to activism and reform efforts; and of the ways women have contributed to, influenced, and been influenced by various social movements in U.S. history.

WGST 4300. Global Feminism. 3 Hours.

An examination of the historical, political, economic, and social spaces women inhabit in various parts of the world. The course will expose students to different theories of women's organizing. It will analyze the conditions that promote and inhibit activism around women's lives, taking into account how gender is defined, deployed, and deconstructed.

WGST 4400. Women's and Gender Studies Seminar. 3 Hours.

Prerequisites: WGST 3000, and at least nine hours of approved electives with a grade of "C" or better. Sopen to WGST minors only. A capstone project culminating in a senior research paper that critically analyzes women and/or gender issues from a feminist theoretical perspective.

WGST 4450. Internship in Women's and Gender Studies. 3 Hours.

Prerequisites: WGST 3000 and at earned at least nine hours on approved 4000-level courses with at least a "C" or better; overall 2.5 GPA. Graded Satisfactory or Unsatisfactory. Maybe corss-listed with SOCI 4540. Open to WGST minors only. Supervised on-site field experience in a community, government, or private organization that serves women or educates the public about women and gender issues. Students will apply knowledge from WGST coursework, especially regarding gender equity and cultural diversity, to their internship setting. Must have approval of WGST Coordinator in collaboration with Internship agency. This course may be repeated for credit once.

WGST 4500. Directed Study. 3 Hours.

Prerequisite: WGST 3000 and permission of the Director. An interdisciplinary study designed in consultation with one or more instructors and/or departments participating in Women's and Gender Studies.

WGST 4600. Special Topics in Women's and Gender Studies. 3 Hours.

Topics vary. Designed to provide an intensive study in a specific area of Women's and Gender Studies. May be repeated for credit.

Graduate

2022-2023

Graduate Catalog

A Comprehensive University of the University System of Georgia

Revised May 2022

The Graduate School

Valdosta State University

Valdosta, GA 31698

Telephone 229-333-5694

The Graduate School

*Dr. Becky K. da Cruz, Associate Provost for Graduate Studies and Research
3100 Converse Hall*

Vision

To lead the region in graduate education.

Mission Statement

The Graduate School centrally supports the University's graduate programs and policies while promoting the research and scholarly activities of our graduate, post-master's, and doctoral students and graduate faculty.

To fulfill its mission, the Graduate School focuses on the following strategic areas:

- leadership in graduate education strategies, standards, curriculum, and best practices;
- governance to ensure integrity, fairness, and base-level standards of consistency in the management of graduate students, policies, and programs;
- efficient administrative services that facilitate the graduate student experience and program success in the recruitment, admission, retention, and graduation of an academically strong and diverse graduate student body;
- awarding of graduate assistantship positions to offices across campus that further the university mission as well as recognize, recruit, and retain a diverse group of outstanding student scholars;
- enhancement of the intellectual life of the University by enabling graduate and doctoral students to undertake scholarly study and advance research;
- partnering with graduate faculty, program coordinators, department heads, and college deans to best serve its graduate students and programs;
- intentional inclusion of the online graduate students in graduate activities, organizations, and research opportunities.

Strategic Priorities

- Raise the visibility of the graduate school and serve as a conduit for the professional development of students at every stage of their careers.
- Ensure transformative educational opportunities through student-centric, discipline-focused programs that drive innovation and encourage intellectual curiosity, creative thinking, and social responsibility.
- Champion our students to be active, thoughtful participants in their communities.
- Garner resources for graduate faculty to pioneer new fields of study.
- Embody respect for and commitment to the ideals of a pluralistic, inclusive, open, and democratic society.

The vision and the mission of the Graduate School are founded on the principle that the students are its greatest assets.

Graduate Programs

Valdosta State University offers over 56 graduate programs and degrees in on-campus, online, and hybrid delivery formats. Descriptions of these programs can be found in this catalog. For specific information about each program's admission requirements, policies, and graduation requirements, click here (<http://www.valdosta.edu/academics/graduate-school/our-programs/>).

Additionally, Valdosta State University provides several fully online, collaborative education programs through partnerships with other USG institutions. Information on these programs is located throughout this catalog and online (<http://www.valdosta.edu/colleges/education/deans-office/online-programs/>).

Application Procedures

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Application Procedures

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Application Procedures

After successfully completing a university program at the undergraduate level for a master's-level program, or at the appropriate graduate level for education specialist and doctoral programs (as evidenced by receipt of a degree from a regionally accredited institution), an applicant may be considered for admission to the Graduate School at Valdosta State University. Please submit all application-related materials to:

The Graduate School

Valdosta State University
Converse Hall Suite 3100
1500 North Patterson Street
Valdosta, GA 31698-0005

Please consult our programs page (<http://www.valdosta.edu/academics/graduate-school/our-programs/>) for a list of specific requirements for each program. General requirements are as follows:

1. **Applicants must complete the online Graduate Application and fee.** Visit the Graduate School homepage (<http://www.valdosta.edu/academics/graduate-school/>) and click Apply Now.

2. **Official Transcripts**

Applicants seeking a Master's degree must submit official transcripts from from their bachelor's degree-granting college or university and from any graduate coursework. Please note: if the department determines that undergraduate transfer credits transcripts are necessary for review, the Graduate School will contact applicants for their submission. The M.S. in Biology requires official transcripts from all colleges/universities attended, including transfer credit. Applicants seeking Education Specialist or doctoral degrees must submit an official transcript from each graduate institution previously attended. For Education Specialist and doctoral applicants, transcripts from undergraduate institutions are not required. If additional transcripts are required, the Graduate School will contact applicants for their submission. For non-degree certification only programs, please consult the program admissions information page for the required transcripts.

3. All applicants must include a final college transcript including date of degree from a regionally accredited institution. Applicants may be accepted pending graduation if their degree will be awarded after the admissions deadline but before enrollment. If an applicant attended school outside the United States, a course-by-course evaluation of all transcripts from outside the U.S. is required.

Please note: the M.A.T. in Special Education requires two transcripts from each institution attended.

4. **Official Test Scores**

Applicants should select the appropriate entrance examination from the options available for their degree program. All programs do not accept all tests. Visit the Degrees and Programs page (<http://www.valdosta.edu/academics/graduate-school/our-programs/>) to see if test scores are necessary for your program and, if so, which tests are required.

The Graduate Record Examination (GRE), Graduate Management Admission Test (GMAT), or Miller Analogies Test (MAT) scores are considered official when they are sent directly to the Graduate School from the Educational Testing Service (GRE), the Graduate Management Admissions Council (GMAT), or Pearson Publishers (MAT). Scores are only retained by the testing service for a period of five years. If the applicant's test date is over five years old and scores cannot be obtained directly from the testing service, the applicant may contact another institution to which the scores have been previously submitted to request confirmation of the scores. Confirmation may come in the form of a letter from the institution providing the score(s) and the test date or an official transcript with the scores printed on the document. Please note: some departments may not accept scores older than five years. Valdosta State University reserves the right to verify or validate all information submitted for consideration for admission into graduate study. Validation may include the submission of additional standardized admissions test scores.

5. **Language Proficiency Requirement**

Students whose first language is not English must present evidence of English language proficiency by submitting one of the following documents: official scores on the Test of English as a Foreign Language (TOEFL), official scores on the International English Language Testing System (IELTS), or completion of Level 6 at VSU's English Language Institute with a B average or better. Minimum acceptable scores on the TOEFL are:

- 523 on the paper-based test
- 193 on the computer-based test
- 70 on the internet-based test.

The minimum acceptable score on the IELTS is 6.0.

Some programs at VSU may require higher scores. If you were born in a non-English speaking country but received a high school or college degree in the US, you are exempt from submitting the language proficiency requirement.

6. Supplemental Materials

Many degree programs have supplemental application requirements. Examples include but are not limited to: recommendations, letters of support, Ed.D. Letter of Support Form, Ed.S. Letter of Assurance Form, written statements, goal statements, essays, résumés, and more. Applicants should refer to the admission requirements for their program for specific requirements. For required forms, click here (<http://www.valdosta.edu/academics/graduate-school/our-programs/>).

7. Medical Form

The VSU Medical Form, also known as the Certificate of Immunization or Health Form, must be completed and signed by the applicant. The completed form must be received before enrollment.

The Certification of Health Care provider section must be completed and signed by a health official and must include dates of immunization, dates of the diseases, or date of immune titer. The student must complete the Student Information Section and sign the second page of the document. Immunization records from other institutions are accepted; however, VSU's form with the student information, along with signature, must be submitted.

Exceptions: Former and current VSU students are exempt from submitting this document. Online students must submit the distance learning exemption of the medical form. Visit your program information page (<http://www.valdosta.edu/academics/graduate-school/our-programs/>) to see if your program qualifies for the distance learning exemption.

VSU reserves the right to verify all application materials submitted. This includes contacting recommendation sources to verify authorship or requesting additional documentation of test scores or transcripts, if needed. Once an application has been submitted, applicants can check graduate application status online. Visit the online Application Status Check (<https://www.valdosta.edu/academics/graduate-school/application-status-check.php>).

Verification of Lawful Presence

The Board of Regents of the University System of Georgia (USG) requires that individuals submit documentation of US citizenship or permanent residency before being considered for in-state tuition.

The following documents serve as proof of lawful presence in the United States. One of the following is required before you are eligible for in-state tuition:

- Your completed FAFSA for the current or next financial aid year. Lawful presence can be determined through this process.
- A certified US birth certificate showing the applicant was born in the US or a US territory. Photocopies are not acceptable.
- Copy of a current US passport.
- Copy of a current driver's license issued by the state of Georgia after January 1, 2008.
- Copy of a US certificate of naturalization.
- Copy of a US certificate of citizenship.
- A US certificate of birth abroad issued by the Department of State or a consular report of birth abroad.

Please note: Any applicant whose status cannot be verified is not eligible for in-state tuition regardless of how long he or she has lived in Georgia.

International Applicants

Valdosta State University welcomes applications from international students. At VSU, international students are defined as citizens of countries other than the United States who require a valid visa in order to study in the US. International students who require a visa are not eligible for non-degree or irregular admission. Please note: online programs do not qualify for issuance of an I-20 student visa per Department of Homeland Security guidelines. To be considered for admission, international students must submit the following materials to:

The Graduate School

1500 N. Patterson Street

Valdosta State University

Valdosta, GA 31698-0005 USA

1. **A completed Graduate Application for Admission/Readmission and application fee.** Applications may be submitted online (<https://www.valdosta.edu/academics/graduate-school/apply-now.php>). International applicants who are unable to submit the application fee online may submit a paper application. International applicants may request a paper application from the Graduate School online (<http://www.valdosta.edu/academics/graduate-school/>) or in writing.
2. **A course-by-course evaluation of international transcripts conducted by an international education evaluation service in the USA must be completed.** For a list of potential evaluation services, click here (<https://www.naces.org/>). Fees for this service are to be paid by the applicant. Official original language transcripts are not required by the Graduate School. Some academic programs require the official original language transcripts. Please check program requirements for each program's policy.

3. **Students whose first language is not English must present evidence of English language proficiency by submitting one of the following documents:** official scores on the Test of English as a Foreign Language (TOEFL), official scores on the International English Language Testing System (IELTS), or completion of Level 6 at VSU's English Language Institute with a B average or better.

Minimum acceptable scores on the TOEFL are:

- 523 on the paper-based test
- 193 on the computer-based test
- 70 on the internet-based test.

The minimum acceptable score on the IELTS is 6.0. Please note: the M.B.A. program only accepts TOEFL scores and completion of Level 6 at VSU's English Language Institute with a B average or better.

Some programs at VSU may require higher scores. If you were born in a non-English speaking country but received a high school or college degree in the US, you are exempt from submitting the language proficiency requirement.

4. **Applicants should select the appropriate entrance examination from the options available for their degree program.** All programs do not accept all tests. Visit the Degrees and Programs (<http://www.valdosta.edu/academics/graduate-school/our-programs/>) page to see if test scores are necessary for your program and, if so, which tests are required. The Graduate Record Examination (GRE), Graduate Management Admission Test (GMAT), or Miller Analogies Test (MAT) scores are considered official when they are sent directly to the Graduate School from the Educational Testing Service (GRE), the Graduate Management Admissions Council (GMAT), or Pearson Publishers (MAT). Valdosta State University reserves the right to verify or validate all information submitted for consideration for admission into graduate study. Validation may include the submission of additional standardized admissions test scores. Information on the administration of these tests is available from US embassies, from American Cultural Centers, or online.
5. **A completed Certificate of Finances statement guaranteeing that the student will have funding available for personal and educational expenses for the academic year.** The Certificate of Finances form is available from the Center for International Programs. Please note: the amount necessary for the Certificate of Finances changes based on current tuition rates. For the current academic year, please view the Certificate of Finances form (<https://www.valdosta.edu/academics/international-programs/student-information/forms/graduatecof.pdf>).

6. Supplemental Materials

Many degree programs on campus have supplemental application requirements. Examples include but are not limited to: recommendations, letters of support, Ed.D. Letter of Support Form, Ed.S. Letter of Assurance Form, written statements, goal statements, essays, résumés, and more. Applicants should refer to the admission requirements for their program for specific requirements. For required forms, click here (<http://www.valdosta.edu/academics/graduate-school/our-programs/graduate-application-related-forms.php>).

7. Medical Form

The VSU Medical Form, also known as the Certificate of Immunization or Health Form, must be completed and signed by the applicant. The completed form must be received before enrollment.

The Certification of Health Care provider section must be completed and signed by a health official and must include dates of immunization, dates of the diseases, or date of immune titer. The student must complete the Student Information Section and sign the second page of the document.

Immunization records from other institutions are accepted; however, VSU's form with the student information, along with signature, must be submitted. Documents submitted to satisfy immunization requirements must be in English or a translation must be provided.

Former and current VSU students are exempt from submitting this document.

When all requirements are received, the academic program will evaluate the applicant's credentials and render an admission decision. The applicant will be notified of the University's decision by mail and, if admitted, will be issued an I-20 immigration form. This form must be taken to the nearest US embassy or consular office, which will issue a visa for entry to the United States. Because of Homeland Security guidelines, student visas cannot be issued for online programs. Individuals living and working in the US whose visa status permits graduate enrollment and who do not require a student visa may be considered for admission. For further instructions on the visa process, please consult the International Programs website (<http://www.valdosta.edu/academics/international-programs/>).

Additional information on international student admissions to the Graduate School at Valdosta State University is available from the Center for International Programs, Valdosta State University, Valdosta, GA 31698, USA.

Non-Degree-Seeking Applicants

Applicants who wish to take graduate courses but do not intend to pursue a degree may be considered for non-degree seeking admission status such as add-on certification, an endorsement, certificate renewal, or for personal enrichment. Non-degree seeking applicants must submit:

1. **The completed Graduate Application for Admission /Readmission Form and the application fee.**
2. **One of the following as proof of an undergraduate degree:**
 - a. A copy of a transcript from an accredited or approved institution indicating that a baccalaureate degree has been completed; or
 - b. A copy of a clear/renewable teaching certificate of a type which requires a baccalaureate degree for its issuance.
3. **The completed VSU Medical Form (prior to enrollment).** Students enrolling in face-to-face courses must complete the immunization record and have the document certified by a health care provider. Students enrolling in only online courses should complete the Student Information Section and Distance Learning Exemption portions of the form. Former and current VSU students are exempt from resubmitting this form.

Some add-on and endorsement programs may have additional admission requirements. Applicants should check the non-degree admission requirements for that major to determine if any additional documents are required. Not all programs or majors accept non-degree students. Please check

program requirements (<http://www.valdosta.edu/academics/graduate-school/our-programs/>) for additional information. Please note: non-degree students are not eligible for financial aid.

Transient Students

Individuals enrolled as graduate students in good standing at another regionally accredited college or university may be accepted on a transient basis.

Transient students must submit:

1. **The completed Graduate Application for Admission/Readmission Form and application fee.**
2. **A letter of good standing from their institution.**
3. **The completed VSU Medical Form (prior to enrollment).** Students enrolling in face-to-face courses must complete the immunization record and have the document certified by a health care provider. Students enrolling in only online courses should complete the Student Information Section and Distance Learning Exemption portions of the form. Former and current VSU students are exempt from resubmitting this form.

Some graduate programs may not consider transient requests. Contact the Graduate School to determine eligibility.

Collaborative Online Education Programs

Valdosta State University provides several fully online programs through collaborations with other USG institutions. Formerly known as GeorgiaOnMyLine programs, the collaborative online education programs include:

- Master of Arts for Teachers (M.A.T.) in Special Education-General Curriculum
- Master of Arts for Teachers (M.A.T.) in Special Education-Adapted Curriculum
- Master of Education (M.Ed.) in Curriculum and Instruction: Accomplished Teaching
- Master of Education (M.Ed.) in Middle Grades Math/Science
- Education Specialist (Ed.S.) in Teacher Leadership
- Gifted In-Field Endorsement
- Online Teaching Endorsement
- Certificate in Online Teaching

For more information, click here (<http://www.valdosta.edu/colleges/education/deans-office/online-programs/>).

These programs provide opportunities for graduate education in an online learning environment. The tuition cost for these programs is a flat GOML tuition rate of \$385 per credit hour (for the 2022-2023 academic year). The programs consider applications each semester. Students in collaborative online education programs are subject to the policies and guidelines governing academic standards, appeals, and progress outlined in subsequent pages of the catalog.

Application Policy

Application Fee

The application fee is non-refundable. This rule includes, but is not limited to, the following cases: an applicant is denied, an applicant does not complete the application process, the applicant applies to a program for which he or she is ineligible, or the admitted applicant does not enroll as a student.

Retention of Documents by the Graduate School

All documents and materials submitted for a graduate application at VSU become the property of the University and will not be returned. Application materials submitted without an application are retained for a period of two years. Application materials for incomplete applications, denied applicants, and admitted applicants who did not enroll are retained for a period of three years. Application records for students who enroll are retained for a period of seven years from the date of last enrollment.

Changes to Applications

Applicants who wish to change their desired term, program, or major following submission of an application may do so in some circumstances. Applicants are permitted one update or change per application. Subsequent changes in term, program, or major will require a new application and application fee.

Admitted applicants should be aware that any offer of admission is valid for that semester only (as notated in official acceptance letter). Admitted applicants who do not begin taking courses for the semester they are admitted must contact the Graduate School to request a change in the semester prior to the admission deadline of that semester. Deferment of admission is not guaranteed and will be evaluated on a case-by-case basis.

Please contact the Graduate School for further information on application updates and eligibility.

Admission and Readmission

Official acceptance or denial is verified by a letter from the Graduate School. Students can check the progress of their application by going to the Graduate School homepage (<http://www.valdosta.edu/academics/graduate-school/>) and selecting the application status feature. Students who were previously enrolled but have not been in attendance within the last three semesters must apply to the Graduate School for readmission. Former students who completed graduate degrees at VSU and who wish to seek another graduate degree at VSU must submit a new Graduate Application for Admission/Readmission and fee. In addition, they should check with the Graduate School to determine what, if any, previously submitted materials are on file. Students seeking to change graduate programs or change their status from non-degree to degree-seeking must submit a new application and fee in addition to any materials required for the new program or status.

Graduate Admission Appeals Process

Any applicant who is denied admission to a graduate program at Valdosta State University has the right to appeal the decision.

There are three levels of appeal: (1) the department level, (2) the college level, and (3) the Graduate School level. The Graduate School will not hear an admission appeal unless the applicant has exhausted the appellate procedures in the department and college and has been unable to reach a satisfactory resolution of the problem. A denied applicant must initiate the appeal within 30 days of the date noted on the official denial letter sent by the Graduate School.

Please visit the Graduate School website for details on the appeals process (<http://www.valdosta.edu/academics/graduate-school/appeals.php>). The applicant completes the top portion of the form and provides an explanation for the basis of the appeal. Please include any supporting documents related to the appeal. Next, the applicant must contact the program coordinator for his or her program to discuss the appeal. The applicant must be prepared to submit any additional materials needed by the department appeals committee. The applicant should submit the completed appeal form, as well as any supporting or required documents, to the Graduate School. The form will be forwarded to the appropriate department. An applicant who is denied admission by the department may appeal to the college.

Applicants whose appeals have been denied at the departmental and college levels may submit the appeal form to the Associate Provost for Graduate Studies and Research. Once the appeals form, signed by the department head and the dean of the college (or chair of the College Graduate Appeals Committee), is received by the Associate Provost for Graduate Studies and Research, the Associate Provost for Graduate Studies and Research will contact the applicant to discuss the appeal. The Associate Provost for Graduate Studies and Research will notify each applicant, in writing, of the final decision of the Graduate School.

Graduate Student Classifications and Admission Criteria

On this page:

- Regular Admission (p. 445)
- Probationary Admission (p. 446)
- Irregular Admission (p. 446)
- Transient (p. 446)
- Non-Degree (p. 446)
- Letters of Good Standing (p. 446)
- Enrollment by Undergraduates (p. 447)
- Registration (p. 447)

Valdosta State offers several admission classifications to graduate students. Students who have met all requirements may be considered for admission. Criteria and limitations for all categories of admission are shown below.

Some colleges and departments have criteria that exceed the minimums shown below. For individual college and department listings to determine specific standards, click here (<http://www.valdosta.edu/academics/graduate-school/our-programs/>). Please note: graduate admission is highly competitive. Meeting the minimum requirements does not guarantee admission to a program.

Regular Admission

To be considered for admission as a "regular" graduate student in a master's program, the applicant must hold a bachelor's degree from a regionally accredited or approved college or university with an undergraduate major in, or prerequisites for, the planned graduate field of study, where applicable. The applicant must, at a minimum, have an undergraduate grade point average of at least 2.5 on a 4.0 scale, as indicated by their official final college transcript; however, some programs require minimum grade point averages that are higher than the Graduate School minimum or are based on the cumulative grade point average.

Education Specialist, Doctor of Education, and Doctor of Public Administration applicants must hold a master's degree from a regionally accredited institution. Applicants for Ed.S. and Ed.D. programs will be admitted only as "regular."

Verification of the degree and grade point average in the form of official transcripts is required. Many degree programs require acceptable entrance exam scores on the GRE, MAT, or GMAT, and some programs have additional admission criteria. Please refer to the departmental listings (<http://www.valdosta.edu/academics/graduate-school/our-programs/>) for all these specific requirements.

Probationary Admission

Applicants who have submitted all required documents but fail to meet one or more of the criteria for regular admission may be considered for probationary admission under conditions specified at the time of admission by the academic department. Probationary admission is not guaranteed nor is it offered by all programs. Please refer to the departmental listings for specific requirements and required supplemental material. Go to our programs page (<http://www.valdosta.edu/academics/graduate-school/our-programs/>) (<http://www.valdosta.edu/academics/graduate-school/our-programs/>) and click on the program of interest.

Students admitted as probationary are eligible for financial aid. Students admitted on a probationary basis remain in this category for 9 semester hours of work. The grade point average for these 9 semester hours must be 3.0 or higher, and the student must meet all contingencies stipulated by the department in the acceptance letter issued by the Graduate School, in order to be reclassified as “regular” students. Probationary admission is not offered for Ed.S. or doctoral programs and is not offered for all master's programs. Because of the highly competitive nature of admissions, probationary admission cannot be guaranteed.

For more information on financial aid requirements and eligibility, visit the Office of Financial Aid's website (<http://www.valdosta.edu/admissions/financial-aid/>).

Irregular Admission

Applicants who have not submitted one or more of the required documents (not including transcripts) may sometimes be admitted as “irregular” to a master's program. To be eligible for an Irregular Request, an applicant must hold a bachelor's degree from a regionally accredited institution at the point of application and must have submitted the application and application fee, all official transcripts, and a completed Request for Irregular Admission Form prior to the admission deadline for that semester. Students in this category will not be fully admitted to a degree program until they have met all admission requirements.

Prior to the completion of 9 hours, students must submit all outstanding requirements meeting minimum standards. Once all outstanding requirements have been received, the application will be reviewed for full admission. Full admission is not guaranteed. Submission of outstanding documents is subject to deadlines for each term. Students who have not submitted all requirements will not be allowed to continue in the program. Students admitted as irregular are not eligible for financial aid or graduate assistantships. Irregular admission is not offered by all master's programs and is not offered for any Ed.S. or doctoral programs. Please contact the Graduate School or visit the Degrees and Programs page (<http://www.valdosta.edu/academics/graduate-school/our-programs/>) to see if a program qualifies.

Transient

Graduate students currently enrolled in good standing at another college or university may register in courses offered by Valdosta State University for credit at their home institution. Applicants are strongly advised to check with their home institution before applying to see if the VSU credit is applicable. Transient admission is valid only for one term and is subject to semester admissions deadlines. The Langdale College of Business Administration will not consider requests for transient admission. Transient admission and course availability is not guaranteed and is subject to departmental approval. Contact the Graduate School for questions regarding transient eligibility.

Non-Degree

Applicants who hold an undergraduate degree and wish to take graduate or undergraduate courses for add-on certification, an endorsement, certificate renewal, or personal enrichment without pursuing an advanced degree may be admitted as “non-degree.” Non-degree students may be considered for admission to a graduate degree program if they meet the following requirements: maintain a cumulative average of B or higher in VSU graduate courses taken as a non-degree student; submit a new application and fee to the Graduate School for a degree program; and submit all admission documents required for the program by the established deadline. Non-degree admission and subsequent admission to a degree-seeking program cannot guarantee and will be subject to departmental approval. A maximum of 9 semester hours taken as a non-degree VSU student may be transferred into a degree granting program if approved by the department. Please consult the program coordinator of the degree program of interest for information on what can be transferred. Students admitted as non-degree are not eligible for financial aid or graduate assistantships.

Letters of Good Standing

Letters of Good Standing are issued for VSU degree-seeking students only. Graduate students wanting to take courses at other institutions for credit should consult with their program advisors regarding acceptable courses and allowable hours for transfer credit. Graduate students MUST follow the procedures outlined below:

1. Students should consult with their advisor regarding the appropriateness of a course offered at another institution.
2. The student's advisor (not the student) should request a Letter of Good Standing through the online LOGS request form (<http://www.valdosta.edu/academics/graduate-school/forms/logs-request-form.php>). Include student name, ID, courses to be taken, credit hours, and the institution address. DO NOT USE TRANSIENT FORMS FROM THE REGISTRAR'S OFFICE.

3. If approved by the Associate Provost of Graduate Studies and Research, a Letter of Good Standing is then forwarded to the appropriate institution, with copies going to the student and the advisor.
4. After students complete courses and grades are posted, they must have an official transcript sent to VSU's Graduate School. If the course will substitute for a VSU course, the advisor and student must complete a Course Substitution Form and, after signatures are obtained from the advisor, the department head, and the appropriate college dean, forward it to the Dean of the Graduate School.
5. The deficiency point policy will apply to graduate courses that are transferred.

Enrollment by Undergraduates

A student with senior standing at Valdosta State University, with an overall academic grade point average of 3.0 or better, may register for graduate courses during the final two semesters of undergraduate work under the following conditions:

1. No more than a total of 9 semester hours may be taken for graduate credit, and no more than 6 semester hours of graduate work may be taken in a given semester.
2. An undergraduate student registering for one or more graduate courses is limited to a total academic course load of 12 semester hours per semester.
3. Permission for a student to take graduate courses under this provision is granted only by the Associate Provost of Graduate Studies and Research upon recommendation of the student's advisor. To request permission, the student's advisor must submit a request to the Associate Provost for Graduate Studies and Research on behalf of the student. The request should contain the student's full name, the student ID number, and verification that the student meets all requirements outlined.
4. Permission must be obtained for each semester in which the student desires to take graduate courses. Once permission is granted, the academic department must manually place the undergraduate into the approved graduate-level courses.
5. Deficiency points will apply if graduate courses taken by undergraduates are counted toward graduate degree requirements.

Enrollment by Undergraduates in Accelerated Programs (4 + 1)

1. A student enrolled in an Accelerated (4 + 1) Program may enroll in graduate hours if they have earned at least 60 undergraduate hours and have an overall academic grade point average of 3.0.
2. The number of hours of graduate coursework taken as an undergraduate will be established by the Accelerated Program guidelines.
3. Permission for an undergraduate student to take graduate courses in the Accelerated Program is granted only by the Associate Provost for Graduate Studies and Research upon recommendation of the student's advisor. To request permission, the student's advisor must submit a request to the Associate Provost for Graduate Studies and Research on behalf of the student. The request should contain the student's full name, the student ID number, and verification that the student meets all requirements outlined in the Accelerated Program guidelines.
4. Students in the Accelerated Program must take at least 21 graduate hours post-baccalaureate to earn the master's degree.
5. Deficiency points will apply once a student is admitted to her/his graduate program and the courses are counted toward graduate degree requirements.

Registration

Currently enrolled students may register for courses during the following registration periods.

Early Registration

Held approximately six weeks before the term begins. Registration priority is based on student classification in the following order: graduate students and seniors; juniors; sophomores; freshmen.

Regular Registration and Drop/Add

Held immediately prior to the beginning of classes. Registration is held on a first-come, first-served basis. For fee schedules and course schedules, click here (<http://www.valdosta.edu/administration/finance-admin/financial-services/students/welcome.php>).

Late Registration and Continued Drop/Add

Held for approximately three or four days after the term begins. A late fee is assessed for registration during the Late Period.

All students must be advised before registration. Students who have not been advised will not be able to access the registration system.

Note that the collaborative online education programs have different registration periods; click here (<http://www.valdosta.edu/colleges/education/deans-office/online-programs/calendar.php>) to view the calendar.

Registration in all courses offered by the University is under the direct supervision of the Registrar. Published schedules, policies, and procedures for registration must be strictly observed. Registrations are canceled for students who do not pay fees by the published deadlines. Please refer to the Registrar's website (<http://www.valdosta.edu/academics/registrar/>) for more information.

Academic Standards and Regulations

On this page:

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Time to Degree Completion for Doctoral Programs

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Grading System

The semester hour is the basic unit of work, in which each course offered has credit value in terms of a certain number of semester hours normally conforming to the number of contact class hours per week. For example, courses meeting three hours a week carry three hours credit. A typical exception occurs in laboratory work, in which two or three hours of class contact time would have a one-credit-hour value.

Grades and quality points represent the instructor's final estimate of the student's performance in a course. All grades assigned remain on the student's permanent record and transcript. The following letters denote grades that are included in the computation of the grade point average:

A = Excellent	4 per hour
B = Good	3 per hour
C = Satisfactory	2 per hour
D = Passing	1 per hour
F = Failing	0
WF = Withdrew failing	0

Graduate students may calculate their graduate grade point average by dividing the number of graduate semester credit hours taken into the total number of quality points earned.

The following letters denote cases in which the grade is not included in the computation of the grade point average:

I = Incomplete

IP = In progress (course scheduled for more than one semester)

K = Credit by examination

NR = Not reported by instructor or course ending date is after the scheduled end of the semester

S = Satisfactory

U = Unsatisfactory

V = Audit

W = Withdrew without penalty

Cumulative grade point averages are calculated at the close of every semester in which course work is taken. This calculation appears on the permanent record of each student. Students may review this grade record and grade point average by viewing their transcript located inside BannerWeb. To view their transcripts, students should log in and follow prompts to "Student Services and Financial Aid." Matters requiring interpretation of a graduate record should normally be referred to the student's advisor or the Graduate School. Undergraduate grades will not be calculated as part of the graduate student's semester or cumulative average.

A report of "I" (incomplete) indicates that a student was doing satisfactory work at the end of the term but, for non-academic reasons, was unable to complete all requirements for the course. A report of "I" requires the subsequent completion of all course requirements within a time limit specified by the instructor, not to exceed one calendar year from the end of the term in which a grade of incomplete is assigned, regardless of the student's enrollment status during the period specified for completion. It is the student's responsibility to request that a grade of "I" be assigned for a class. To request a grade of incomplete, students should go to the website (<http://www.valdosta.edu/academic/registrar/forms/request-for-incomplete-form.pdf>) and read the procedures and download the Request for Assigning a Grade of Incomplete form. Students should remember that they should keep attending class, if possible, until the paperwork for the "I" is submitted. Additionally, their graduation dates will be adjusted if their incompletes are not resolved by their projected graduation date.

A grade of "IP" indicates that credit has not been given in courses that require a continuation of work beyond the semester for which the students signed up for the course. The use of the symbol is approved for dissertation and thesis hours and project courses. It cannot be substituted for an "I."

The computation of the overall grade point average treats "WF" and "F" grades identically: both are failing grades. Grades of "W" do not enter into the computation. Earning grades below "B" in graduate courses will result in the following consequences:

- Students will be dismissed from the Graduate School if they accumulate three or more academic deficiency points unless otherwise indicated by individual program policy. A grade of "C" (although it may be credited toward a degree) equals one deficiency point. A grade of "D," "WF" or "F," or "U" (none of which will be credited toward a degree) equals two deficiency points unless otherwise indicated by individual program policy.
- Warning letters will be issued to students for each earned deficiency point until enough points are accumulated to warrant dismissal.

For additional policies related to retention, dismissals, and readmission, click here (<http://www.valdosta.edu/academics/graduate-school/our-programs/>).

Students should work with their advisors and professors to avoid earning deficiency points (e.g., withdrawing from school before receiving failing grades). To view withdrawal policies, click here (<https://www.valdosta.edu/academics/graduate-school/appeals.php>).

Appeal of Dismissal from Graduate School

For the appeal form for dismissal from the Graduate School, click here (<http://www.valdosta.edu/academics/graduate-school/documents/dismissal-appeal-form-9-13.pdf>).

Graduate students who wish to appeal a dismissal must first discuss the issue with their advisor. Further appeals are then directed, in order, to their professor's Department Head, College Dean, and the Associate Provost for Graduate Studies and Research.

Expectations for Satisfactory Graduate-Level Student Performance

Graduate students are expected to earn grades of at least "B" in most of their course work for their degree. For graduation, a graduate student must have earned a cumulative grade point average (GPA) of at least 3.0 in all graduate course work at Valdosta State University. Throughout their program, students' performance must be acceptable on a continuing basis. If their GPA falls below a 3.0, students must maintain an overall GPA of not less than 2.5. No grade below "C" will be credited toward a graduate degree. All grades received for graduate courses taken at or transferred to VSU, after admission to the Graduate School, will be used to calculate the graduate cumulative grade point average. Courses may be retaken, if desired or required, but all graduate grades received will affect this average.

Grade Appeals

Grade appeals are handled at the departmental and college levels. Students should contact their advisor or department head for information about the appeals process and forms.

Absence Regulations

For students, success in class, whether face-to-face or online, begins with regular attendance/participation. Instructors must clearly outline their absence/participation expectations in their course syllabus, including any penalties for absence or non-participation and any procedures for missed work. All students are responsible for knowing the specific attendance/participation requirements as prescribed by their instructors and for the satisfactory make-up of missed work. When students are compelled for any reason to be absent from or unable to participate in class, they should immediately contact the instructor.

Attendance Verification:

During a designated period each term, instructors are required to verify student attendance for disbursement of Financial Aid. If a faculty member reports that a student has not attended a class, the Registrar's Office will assign "W" for that student.

For Online Classes:

To comply with Federal Financial Aid regulations for considering "attendance" in an online class, instructors:

- Must not count students' logging into a course's learning management system (e.g., BlazeVIEW, Google Apps Sites) as participation in that course.
- Must count any "academically related" activity in a given course as participation in that course. For online classes, the activities in the following categories are considered "academically related":
- Participating in any assigned activity (e.g., attending a synchronous teleconference or video conference class session, submitting prepared material, taking examinations, engaging in an assigned study group, providing a self-introduction to the class in a discussion forum designated for this purpose);
- Completing interactive tutorials or interactive, computer-assisted instruction; or
- Discussing the course's subject matter (e.g., online with other students, by email with the instructor)

Whether online or face-to-face, a student who misses or does not participate in more than 20% of the scheduled course or course activities could be subject to receiving a failing grade in the course.

The University does not issue an excuse to students for class absences. In case of absences as a result of illness or special situations, instructors may be informed of reasons for absences, but these are not excuses.

Students participating in authorized activities as an official representative of the University (i.e., athletic events, delegate to regional or national meetings or conferences, participation in university-sponsored performances) **are automatically excused by the university**: These students will not receive academic penalties and, in consultation with the instructor of record, will be given reasonable opportunities to complete assignments and exams or given compensatory assignment(s) if needed. The student must provide written confirmation from a faculty or staff advisor to the course instructor(s) not fewer than 10 days prior to the date for which the student will be absent from the class, except in the case of short notice events. Written confirmation and explanation of short notice events must be provided to the instructor as soon as possible. The student is responsible for all material presented in class and for all announcements and assignments. When possible, students are expected to complete these assignments before their absences. In the event of a disagreement regarding this policy, an appeal may be made by either the student or the instructor of record to the department head.

Students with Military Obligations that require their absence from class may seek an exemption from the class attendance policy. Students requesting an exemption should provide their military orders to the college Associate Dean, along with a request for an exemption prior to the start of the first week of classes. Working with the appropriate college Associate Dean, the student's instructors are contacted and made aware of the request for an exemption. Instructors will carefully consider all such requests and base their decision upon the course attendance policies and the student's ability to catch up on missed course materials upon his or her return.

Religious Observances:

The University permits students, faculty, and staff to observe those holidays set aside by their chosen religious faith. The faculty should be sensitive to the observance of these holidays so that students who choose to observe these holidays are not seriously disadvantaged. It is the responsibility of those who wish to be absent to make arrangements in advance with their instructors.

Appeals for Attendance Disputes:

Attendance issues which cannot be resolved between the instructor and student should be referred immediately to the department head responsible for the course. Students who stop attending or participating in a course without officially withdrawing from a course will receive the penalties indicated in the instructor's syllabus.

Withdrawals:

If students wish to withdraw, they should consult with their instructors. Students officially withdrawing from a course prior to the designated withdrawal date will receive a "W" for the course (unless the withdrawal exceeds the number allowed under the limited withdrawal policy). After the designated withdrawal date, students experiencing a documentable medical or hardship situation may complete a Petition for Withdrawal form, which is available in office of the Dean of Students. If the petition is approved, the grade awarded is "W" (withdrew passing).

Auditing Classes

Students may be permitted to audit selected courses, provided regular enrollment in the course is permitted and provided such arrangement is agreeable to the instructor. Fees for auditing are the same as for regular registration. Students are not permitted to change from audit to credit or from credit to audit after the last day for course changes as specified in the official calendar.

Withdrawal from Courses Policies

These policies apply to all students (undergraduate and graduate) at Valdosta State University for all classes offered by VSU, whether delivered face-to-face or online. However, some VSU students may be enrolled in classes offered through collaborative partnerships with other institutions or eCore (eMajor, GOML, WebMBA, etc.). In these programs, some policies and process may differ slightly. Students taking classes in those programs should visit the appropriate program links for further information.

Before the Designated Withdrawal Date

Students may withdraw from courses following the drop/add period until approximately one week after midterm by completing the online withdrawal process on BANNER. A grade of "W" will appear in the student's official records.

However, a student may not exercise this right to withdraw to avoid sanction for academic dishonesty (<http://www.valdosta.edu/academics/academic-affairs/academic-dishonesty.php>). Instructors may assign a "W" on the proof roll for students not attending class. It is the responsibility of the student to complete the withdrawal process. A withdrawal is official when it is received and processed by the Office of the Registrar.

After the Designated Withdrawal Date

Students will not be allowed to withdraw after the designated withdrawal date as published in the school calendar as required by Board of Regents' policy; however, students may petition an exception to the Board of Regents' withdrawal deadline for cases of hardship by completing a petition for withdrawal form available in the Office of Centralized Advising. The petition will become a permanent part of the student's file. If the petition is approved, the instructor may assign a grade of "W" or "WF" after mid-term. Note that "WF" is calculated in the grade point average the same as "F." Any student who discontinues class attendance after midterm and does not officially withdraw may be assigned a grade of "F." No fee adjustment will be made for withdrawals except as outlined in the Tuition, Fees, and Costs section of this catalog. The Office of Student Financial Services will receive a copy of the withdrawal form for refunding if applicable. Students receiving financial aid or graduate assistantships should be aware that withdrawal from courses may affect continued financial aid and assistantship eligibility.

To petition for withdrawal after the designated date, students must document either a medical or hardship situation and follow the process below:

Medical Withdrawals from the University

A student who has an injury or illness that prevents the completion of all classes for that term may request a Medical Withdrawal through the Office of Centralized Advising. The Medical Withdrawal process is outlined below. It should be noted that a Medical Withdrawal can be requested only after the designated withdrawal date. A student wanting to withdraw before the designated withdrawal date must follow the Withdrawal from Course Policy outlined in the undergraduate and graduate catalogs. If a student has to withdraw from a class before the designated withdrawal date for a documented medical reason, that student may use this process to appeal to change a regular withdrawal to a medical withdrawal. Questions regarding this policy should be directed to the Office of the Registrar (229-333-5727). **Questions regarding the late withdrawal process should be directed to the Office of the Dean of Students(229-333-5941).** It is the student's responsibility to withdraw officially in accordance with university regulations. Only in very rare instances will a partial withdrawal be considered, such as in cases in which a student may not be able to complete a specific class because of a medical condition or injury that prohibits class participation. For more detailed information on the Medical Withdrawal policy and procedures, click here (<http://www.valdosta.edu/academics/academic-affairs/advising/medical-withdrawal-process.php>).

Hardship Withdrawals from the University

A student who has an emergency that prevents the completion of all classes for that term may request a Hardship Withdrawal through the Office of Centralized Advising. The Hardship Withdrawal process is outlined below. It should be noted that a Hardship Withdrawal can be requested only after the designated withdrawal date. A student wanting to withdraw before the designated withdrawal date must follow the Withdrawal from Course Policy outlined in the undergraduate and graduate catalogs. If a student has to withdraw from a class before the designated withdrawal date for a documented hardship reason, that student may use this process to appeal to change a regular withdrawal to a hardship withdrawal. Questions regarding this policy should be directed to the Office of the Registrar (229-333-5727). **Questions regarding the late withdrawal process should be directed to the Office of the Dean of Students(229-333-5941).** It is the student's responsibility to withdraw officially in accordance with university regulations. Only in very rare instances will a partial withdrawal be considered, such as in cases in which a student may not be able to complete a specific class because of a hardship that prohibits class participation. For more detailed information on the Hardship Withdrawal policy and procedures, click here (<http://www.valdosta.edu/academics/academic-affairs/advising/hardship-withdrawals.php>).

Mental Health Withdrawals from the University

To ensure that its students receive due process rights, Valdosta State University has initiated the following Mental Health Withdrawal Procedure. Before a student may be withdrawn for mental health reasons, there must first be the following chain of events:

1. The student displays behavioral indicators, which are determined by a mental health professional to be of danger to the student or others.
2. When a mental health professional recommends that a student needs to be withdrawn from school for mental health reasons, an informal hearing will then be set up to determine whether or not the student should be withdrawn.
3. In this informal hearing conducted by the Office of the Dean of Students, the student or his or her representative may present any pertinent information that he or she believes will have a bearing on the particular case.

This procedure is enacted to ensure that the student's legal rights are not violated and that the University has the right to remove any student who it feels, based on professional evaluation, may present a danger to himself or herself or to others. No fee adjustment will be made for withdrawals except as outlined in the Tuition, Fees, and Costs section of this catalog. The Office of Student Financial Services will receive a copy of the withdrawal form for refunding if applicable.

Graduate Course Numbering

At Valdosta State University, courses numbered 1000-4999 are for undergraduate students only. Some courses numbered 3000-3999 are open to graduate students; such courses carry dual numbers, with the graduate version of the course numbered between 5000 and 5999. Similarly, courses numbered 4000-4999 are dual numbered 6000-6999 for graduate credit.

Courses numbered 7000-8999 are open to graduate students only. Courses numbered 9000-9999 are open to doctoral students only.

Graduate students should be sure that they are registered for graduate courses. This information appears on the official class roll and on the student's schedule. While a graduate student may be permitted to take an undergraduate course, this course will not fulfill graduate degree requirements. Only courses numbered 5000 or above are graduate-level courses.

In programs with thesis requirements, a minimum of 30 semester hours of academic course work is required. Of these 30 semester hours, at least 9 semester hours must be in courses numbered 7000 or above, with a minimum of 6 hours of thesis. In programs without thesis requirements, a minimum of 30 semester hours of academic course work is required. Of these 30 semester hours, at least 15 semester hours must be in courses numbered 7000 or above. The remainder must be completed in courses numbered 5000 or above.

Determination of Credit Hours

Valdosta State University utilizes the federal definition of the credit hour as a basis for determining the amount of credit assigned for student work, complying with Federal Regulation Program Integrity Rules, University System of Georgia (USG) Policy 3.4, and the Southern Association of Colleges and Schools Commission on Colleges Principle 10.7 and Policy Statement on Credit Hours. The Academic Committee of the VSU Faculty Senate is responsible for ensuring that credit hours awarded for course work are appropriate, and the VSU Registrar's Office ensures that credit hours are accurately attached to courses in the student information system. The Registrar's Office ensures that the number of class minutes for lecture- and laboratory-based courses have been accounted for in the scheduling of courses. The full policy statement is available upon request from the Office of Academic Affairs or the Registrar's Office.

Cross-Disciplinary Courses

Certain courses, because of their scope and focus, are identified by different designations, that is, cross-listed, such as SOCI 9070 / PADM 9070. Students may decide which designation they wish to register for, depending on their needs, but such a dual listed or cross-listed course can count only once and cannot be taken a second time for credit under a different designation. Cross-disciplinary courses are clearly identified in the "Courses of Instruction" section by the phrase "Also offered as"

Maximum Course Loads and Other Restrictions

The normal full load for a graduate student is 9-15 hours of graduate-level work per semester.

Course loads in excess of these limits may be allowed by permission of the major professor or the department head and the Associate provost for Graduate Studies and Research.

Graduate assistants must register for a minimum of 6 hours per semester. The normal full load for a student with a graduate assistantship is 9 semester hours (fall/spring) and 6 semester hours in summer.

For all financial aid programs, 9 semester hours is considered full time, and 5 semester hours is considered half-time enrollment for graduate students. At least half-time enrollment, 5 semester hours, is required for eligibility under all federal loan programs.

Undergraduate courses will not be calculated when determining a graduate student's full-time or part-time status or assistantship eligibility. However, these hours will be included in determining a student's maximum load, as stated above.

General Requirements for Graduate Degrees

To determine specific program requirements, including those for degree completion and graduation, visit our Programs page (<http://www.valdosta.edu/academics/graduate-school/our-programs/>) and click on the program in which they are interested.

Time to Degree Completion or Admission to Doctoral Candidacy

After admission, courses taken more than seven years prior to the semester of degree completion cannot be used to meet graduate degree requirements or admission to doctoral candidacy requirements unless otherwise indicated by individual program requirements. Under extenuating circumstances, however, the student's advisor may appeal in writing for a onetime extension of this limitation. A student's advisor must send a memo to the Associate Provost for Graduate Studies and Research requesting an extension. The memo must include a brief justification and the student's ID

number. The student's transcript will be reviewed; the Associate Provost will then approve or deny the request in a memo to the advisor and will send a copy to the Registrar's Office. The maximum extension for completion of the program typically cannot exceed one additional calendar year unless otherwise approved by the Associate Provost for Graduate Studies and Research.

Time to Degree Completion for Doctoral Programs

Students have five years to complete their dissertations after admission to candidacy unless otherwise indicated by program policy and/or approved by the Associate Provost for Graduate Studies and Research.

Transfer Credit

The academic advisor reviews official transcripts to determine course equivalence/similarity. If the advisor determines the course is an appropriate transfer course, he/she sends a course substitution form to the Graduate School for approval. The course substitution form specifies the course, hours, institution of origin, and how the course should be applied (e.g., general elective or a course substitution for an existing course in the curriculum). Courses considered for transfer credit must: (1) be no more than 7 years of age at the time of admission, unless otherwise approved by the program; (2) be earned at an institution that is regionally accredited; (3) be graduate-level courses; and (4) not exceed specific program limitations on total number of hours. All transfer requests are subject to approval by the Associate Provost for Graduate Studies and Research, and grades transferred fall under the current deficiency point system.

Comprehensive Examinations

All graduate programs require a Comprehensive Examination or an acceptable substitute. Successful completion of this exam indicates that students have nearly completed their work toward the degree. The Comprehensive Examination may not be taken until all required course work has been completed or is in the process of being completed, and the language requirements have been fulfilled. The Associate Provost for Graduate Studies and Research shall be notified upon the student's successful completion of this requirement.

Theses and Dissertations

The thesis or dissertation represents the culmination of students' academic programs. It is a major achievement, reflecting their development as professionals in their chosen fields. Students have an opportunity to demonstrate their intellectual capabilities through the production of an original piece of research. While students will have the assistance of many others in completing this project, including faculty and fellow graduate students, the finished thesis or dissertation reflects their work, their effort, and their intellectual development.

Students should review the sections below pertaining to their thesis or dissertation project. Also, students using human or animal subjects in their research should consult the Office of Sponsored Programs and Research Administration's webpage on Research Ethics (<http://www.valdosta.edu/academics/graduate-school/research/office-of-sponsored-programs-research-administration/research-ethics.php>) for necessary forms and approvals.

Thesis

All students must register for thesis credit each semester in which they are actively working on their thesis. The total number of thesis credit hours required for the degree will be determined by the individual departments. Students must enroll in the thesis course in the semester in which they graduate. All thesis courses will be graded on a "satisfactory" or "unsatisfactory" basis. For general thesis regulations, click here (<http://www.valdosta.edu/academics/graduate-school/thesis-and-dissertation-information.php>).

When a thesis is required, the defended thesis must be submitted to the Graduate School not less than 21 days before the scheduled date of graduation. The Thesis Committee shall certify in writing to the Associate Provost for Graduate Studies and Research that the student has successfully defended the thesis at a scheduled defense. The student must submit the final, defended thesis to gradreviewer@valdosta.edu. After the Graduate School's review, students are required to submit a copy in Word to the University Archives for its online repository (V-text).

Optional: After review and approval, students may submit copies to the Library to be bound. A completed Binding Fee form must accompany copies to be bound. The Binding Fee form and V-text instructions are included on the Thesis and Dissertation Information web pages.

Signature on the thesis by the Associate Provost for Graduate Studies and Research indicates final acceptance of the student's thesis and marks the completion of requirements for the master's degree. The Associate Provost for Graduate Studies and Research will notify the Registrar's Office to authorize the student's graduation.

Dissertation

Students enrolled in a Doctor of Education (Ed.D.) program or the Doctor of Speech Language Pathology (S.L.P.D.) program must complete a dissertation. Students enrolled in a Doctor of Public Administration (D.P.A.) program must complete a dissertation-quality final project. All three programs follow the dissertation guidelines referenced below.

All students must register for dissertation credit each semester in which they are actively working on this project. A minimum of 9 semester hours of dissertation credit is required for the degree. Students must be enrolled in dissertation hours in the semester in which they graduate. All dissertation

courses must be graded on a “satisfactory” or “unsatisfactory” basis. For general dissertation regulations, click here (<http://www.valdosta.edu/academics/graduate-school/thesis-and-dissertation-information.php>).

The defended dissertation must be submitted to the Graduate School no fewer than 21 days before the scheduled date of graduation. The student must submit the final, defended dissertation to gradreviewer@valdosta.edu. The Dissertation Committee shall certify in writing to the Associate Provost for Graduate Studies and Research that the student has successfully defended the dissertation at an announced open meeting. After the Graduate School's review and approval, students are required to submit a copy in Word to the University Archives for its online repository (V-text). A completed Binding Fee form must accompany copies to be bound. The Binding Fee form and V-text instructions are included on the Thesis and Dissertation Information page.

Signature of the Associate Provost for Graduate Studies and Research on the dissertation indicates final acceptance of the student's dissertation and marks the completion of requirements for the Ed.D. degree, the S.L.P.D. degree, or the D.P.A. degree. The Associate Provost for Graduate Studies and Research will notify the Registrar's Office to authorize the student's graduation.

S econd Master's Degree Program of Study

Students seeking a second master's degree must submit a Program of Study that is approved by their program and faculty advisor, department head, and the Associate Provost for Graduate Studies and Research. The Program of Study should list all courses to be taken for the second graduate degree. Transfer courses cannot be older than 7 years at the time of admission to the second degree. Courses may be drawn from a completed graduate degree or from a concurrent VSU degree upon the approval of the program, faculty advisor, department head, and the Associate Provost for Graduate Studies and Research. No graduate course in either category may be used in which the grade was below a “B.”

Application for Graduation

Students must apply for graduation at least one semester in advance.

Procedures for Graduation Application

1. Download the online Application for Degree and Instructions (<http://www.valdosta.edu/academics/registrar/documents/graduation-packet.pdf>). (<http://www.valdosta.edu/academics/registrar/documents/graduation-packet.pdf>)
2. Complete section A of the Application for Degree.
3. Complete the New Alumni section.
4. Pay the \$25 Application for Graduation Fee online (https://secure.touchnet.com/C20243_ustores/web/product_detail.jsp?PRODUCTID=257&SINGLESTORE=true).
5. Send the Application for Degree Form, copy of receipt for payment of fees, and the alumni form to your advisor, who will submit the form and supporting documents to the Registrar. A special graduate-student-only commencement ceremony is held for graduate students, their families, and friends. For commencement information, click here (<http://www.valdosta.edu/administration/advancement/event-services/commencement/welcome.php>).

Students planning to attend graduation should make arrangements with the VSU Bookstore for purchase of cap, gown, and hood. The Registrar's Office should be consulted early in the program (at least one semester before graduation) for procedures and deadlines. For more details, consult the VSU Commencement webpage (<http://www.valdosta.edu/administration/advancement/event-services/commencement/welcome.php>).

The Application for Graduation fee is valid for one year beyond the initial term selected for completing degree requirements. A 3.0 cumulative GPA on all graduate courses completed at VSU after acceptance to the Graduate School is required for graduation. All financial obligations to the University must be cleared before an official diploma will be issued.

Graduate Assistantships

Valdosta State University's graduate assistantships are designed to promote the research, teaching, and service responsibilities of the University and to provide students with valuable professional development opportunities while earning graduate degrees. Therefore, the graduate assistantship involves the dual responsibilities of maintaining a satisfactory academic performance and of successfully performing the assigned teaching, research, or other responsibilities. The graduate assistant is expected to enroll and earn credit for a minimum of 6 graduate semester hours each term in which the assistantship is held. Graduate students work a minimum of 14 hours and a maximum of 19 hours per week. Graduate students may not have another job on campus while serving in an assistantship position.

Eligibility Requirements

Valdosta State University offers a limited number of graduate assistantships. The student must be accepted as either “Regular” or “Probationary” in an approved graduate degree or post-master's program at VSU. Students classified as either “Irregular” or “Non-Degree” are not eligible for assistantships. To apply, please visit the Graduate Assistantship website (<https://www.valdosta.edu/academics/graduate-school/graduate-assistantships.php>).

Tuition Rates and Other Financial Obligations

The graduate assistantship program allows graduate assistants to pay a flat, per-semester tuition rate of \$38.00, applicable to both in-state and out-of-state residents. Tuition is reduced in the following manner for both in-state and out-of-state students:

Fall and spring: A GA will receive a tuition waiver after payment of the first \$38 of tuition each semester for a total of up to 15 credit hours in the fall and 15 credit hours in the spring. Any additional credits taken will be charged to the GA at the in-state rate.

Summer: A GA will receive a tuition waiver after payment of the first \$38 of tuition for a total of up to 9 semester credit hours in the summer (semester I, II, III, IV). Any additional credits taken will be charged to the GA at the in-state rate.

Students are also required to pay the student-related fees. These fees include but are not limited to the Health, Athletic, Student Activity, Transportation, Technology, Access Card, and other fees. In addition, students are required to maintain health insurance, either through the VSU United Healthcare Plan or their own plan. Students are also responsible for their own living expenses and books. Visit the tuition website (<http://www.valdosta.edu/academics/graduate-school/tuition-and-financial-aid.php>) for a complete list of student-related fees.

Academic Dishonesty

Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics. The Student Code of Conduct outlines academic integrity violations as well as the academic response and disciplinary response to such violations. For more information, click here (<https://www.valdosta.edu/administration/student-affairs/student-conduct-office/student-handbook.php>).

The online VSU Student Code of Conduct (<https://www.valdosta.edu/administration/student-affairs/student-conduct-office/student-handbook.php>) reflects the most current policy on academic integrity. Academic integrity violations may result in suspension or expulsion from the university.

NOTE: Students may withdraw from courses following the drop/add period until the mid-term by completing the withdrawal process on Banner. A withdrawal before mid-term is non-punitive, and a grade of "W" is assigned. However, a student may not exercise this right to withdraw to avoid sanction for academic dishonesty.

In cases of academic dishonesty, including plagiarism, in which a graduate student violates Section I after having been warned or sanctioned by one or more professors, he or she may then be referred to the Dean of Students Office where official charge may be drawn up and the student subjected to the established VSU disciplinary process. If an instructor assigns a grade of "F" or "U" for a course due to academic dishonesty, including but not limited to plagiarism, and the student receives a Medical or Hardship withdrawal, the instructor may assign a "WF."

Plagiarism

Cheating and plagiarism are academic integrity violations. These violations are serious and will result in negative consequences. For information on policies and procedures for students committing these academic integrity violations, click here (<https://www.valdosta.edu/academics/academic-affairs/academic-dishonesty.php>).

Plagiarism is defined as "the copying of the language, structure, programming, computer code, ideas, and/or thoughts of another and passing off the same as one's own original work, or attempts thereof," (Article I of the Virginia Tech Honor Code Constitution (<http://www.honorsystem.vt.edu/?q=node/5>)) (<http://www.honorsystem.vt.edu/?q=node/5>). The violation, then, consists of both copying and misrepresenting the material in question. When a student places his or her name on any kind of work, he or she claims responsibility for the originality of the contents except for those parts that are specifically attributed to another or that are considered common knowledge. If a student has consulted any outside source, whether published or not, and has incorporated any of its "language, structure, programming, computer code, ideas, and/or thoughts" into his or her work without acknowledging that source, he or she may be guilty of misrepresenting the work's originality. When paraphrasing material from an outside source, the student must change both the sentence structure and the vocabulary (where possible) in expressing the original material in his or her own words. Any instance in which the "language, structure, programming, computer code, ideas, and/or thoughts" have been borrowed from another's work, paraphrased or not, without proper reference/citation, the act constitutes plagiarism on the part of the writer. For more information and resources regarding plagiarism, click here (<https://www.valdosta.edu/academics/academic-affairs/academic-dishonesty.php>).

Course sections may use plagiarism-prevention technology. Students may have the option of submitting their written work online through a plagiarism-prevention service or of allowing the instructor to submit their work. The written work may be retained by the service for the sole purpose of checking for plagiarized content in future student submissions.

Student E-Mail Responsibilities

All students accepted to VSU receive an e-mail account through the University. It is the students' responsibility to access this account frequently, as their graduate program and the Graduate School will send important information to that e-mail address. Indeed, the Graduate School will use

graduate students' university-given e-mail address as the official site of notifications to them. For information on university e-mail, click here (<http://www.valdosta.edu/administration/it/helpdesk/vsu-accounts/office-365.php>).

Graduate Degree Programs

Harley Langdale, Jr. College of Business Administration

Dr. Karin Roland, Dean

Health Sciences and Business Administration Building 3002A

Dr. Raymond Elson, Interim Associate Dean

Health Sciences and Business Administration Building 3002C

Dr. Ellis B. Heath, Director of Graduate Programs

Health Sciences and Business Administration Building 3002M

The Harley Langdale, Jr. College of Business Administration at Valdosta State University offers a Master of Business Administration (MBA) program with tracks in General Business and in Healthcare Administration and a Master of Accountancy (MAcc) program. With six other AACSB-accredited business schools in Georgia, the Langdale College also offers a collaborative, web-based Master of Business Administration (WebMBA) program. Valdosta State University graduates from both programs receive the same VSU Master of Business Administration degree.

The MBA and WebMBA programs are designed to offer graduate business education that prepares graduates for management careers in both for-profit and not-for-profit organizations. The programs integrate knowledge of the functional areas of business with ongoing developments in business practice. Furthermore, the programs seek to develop students' critical thinking, problem-solving, and communication skills; their appreciation for diverse cultural perspectives; and their ability to solve real-world business problems.

The Healthcare Administration track of the MBA provides an opportunity for medical professionals and those interested in the medical profession to acquire business knowledge so that they may advance in their careers and/or move into administrative positions.

The MAcc is a specialized graduate degree that prepares its graduates for careers in accounting. The program integrates accounting knowledge within the broader context of the other functional areas of business. The MAcc program seeks to develop students' critical thinking, problem-solving, communication, and technology skills.

The MAcc, MBA, and WebMBA programs are fully accredited by AACSB International—The Association to Advance Collegiate Schools of Business, the premier national accrediting agency for programs in business administration. This accreditation places the Langdale College in the top 5% of all business schools worldwide.

The Langdale College, on VSU's Steele North Campus, has state-of-the-art facilities including multi-media classrooms, a student computer lab, and two computer teaching classrooms.

Prior to admission to any graduate program at Valdosta State University, applicants must first submit a completed application packet to the Graduate School. A completed application packet includes official transcripts from all institutions previously attended, official test scores (GMAT or GRE), completed application form, fee, and any additional program requirements submitted by the admission deadline. To be considered for the preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents.

Admission Requirements for the MBA Program

Applicants must have completed the following four prerequisites before being admitted to the program:

Code	Title	Hours
ACCT 2101	Principles of Accounting I	
ACCT 2102	Principles of Accounting II	
BUSA 2100	Applied Business Statistics	
FIN 3350	Financial Management	

These prerequisites may be satisfied by taking an on-campus course from an accredited college or university or by completing self-paced CD modules developed for this purpose.

Admission requirements include a minimum GMAT score of 400, a minimum GPA of 2.50, and a minimum of 950 points using the formula: GMAT score + (200 x GPA). In lieu of the GMAT, applicants may submit GRE scores. Minimum GRE scores are 146 Verbal and 142 Quantitative.

The MBA committee will consider waiving the GMAT/GRE test requirement under any of the following conditions:

- The applicant has 5 years or more acceptable business experience; or
- The applicant already holds a master's degree or higher from an accredited college or university; or
- The applicant has a minimum 3.00 GPA or higher in a bachelor's degree in business from an AACSB-accredited college of business.

To be considered for a test waiver, e-mail Dr. Heath (ebheath@valdosta.edu (eaktas@valdosta.edu)) and attach copies of your transcript(s) and a detailed resume.

Georgia WebMBA® Program

"Georgia's MBA for the New Millennium"

The collaborative, web-based Master of Business Administration (WebMBA) program is offered by seven AACSB-accredited business schools in Georgia (Valdosta State University, Augusta University, Columbus State University, Kennesaw State University, Georgia College and State University, Georgia Southern University, and the University of West Georgia). The purpose of this program is to enhance the graduate educational opportunities for working business professionals in Georgia. To view the Georgia WebMBA Consortium Web Site, click here (<http://www.webmbaonline.org>).

All seven schools admit students, who participate in a common curriculum. Each WebMBA consortium school provides faculty who are academically or professionally qualified. The faculty members for this program are among the strongest graduate faculty for each school in terms of teaching, research, and business experience.

A new WebMBA cohort is admitted each fall semester. Two WebMBA courses will be offered each semester, including summer terms. A student may complete the entire program in five semesters.

Web MBA Learning Goals

1. **Analysis:** Graduate students will analyze and evaluate alternative courses of action using appropriate qualitative and quantitative tools to support organizational decision making.
2. **Application:** Graduate students will be able to evaluate the utility of business concepts and apply them in specific situations.
3. **Ethics and Social Impact:** Graduate students will recognize and assess the ethical and social dimensions of business activities and evaluate their impact on business decisions.
4. **Information Technology:** Graduate students will evaluate and appropriately use information technology to enhance personal and organizational effectiveness.
5. **Integration:** Graduate students will solve problems and make decisions that integrate multiple business functions across a broad range of situations.
6. **Leadership:** Graduate students will integrate effective interpersonal skills with organizational leadership abilities.

Examples of Goal Assessments

1. Students complete knowledge test related to relevant learning objectives for each course.
2. Students complete class exercises, and group projects and present cases in oral and written form.
3. Faculty observe and rate students on teamwork and leadership skills.

Admission Deadlines

See the WebMBA website (<http://www.webmbaonline.org>) for the most current admission deadlines.

Go to the Graduate School website (<http://www.valdosta.edu/academics/graduate-school/welcome.php>) and click on Our Programs, then click on WebMBA Program for information on:

- Specific WebMBA Program Admission Requirements
- WebMBA Program Retention, Dismissal, and Readmission Policies
- WebMBA Program Graduation Requirements

To Apply Online, click here (<https://www.applyweb.com/apply/vsug/menu.html>).

WebMBA Courses

The WebMBA graduate curriculum consists of the following 10 three-hour courses offered exclusively by the approved course-management system, plus a required, on-site student orientation course. Attending our 2-day orientation is mandatory unless you live outside the continental U.S.

Code	Title	Hours
WMBA 6000	Human Behavior in Organizations	3
WMBA 6010	Managerial Accounting	3
WMBA 6030	Global and International Business	3

WMBA 6040	Managerial Decision Analysis Using Business Intelligence	3
WMBA 6050	Strategic Marketing	3
WMBA 6060	Managerial Finance	3
WMBA 6070	Entrepreneurship	3
WMBA 6080	Management Information Systems	3
WMBA 6100	Operations and Supply Chain Management	3
WMBA 6110	Business Strategic Management	3
Total Hours Required for the Degree		30

Course Load

WebMBA students normally enroll for six semester hours each semester for five semesters, progressing through the program as a single cohort.

Special WebMBA Program Costs

Students accepted by Valdosta State University for the WebMBA program will enroll and pay for all classes through VSU. Additionally, each student is required to have the necessary computer hardware, software, and internet connection to complete the program. Details of program tuition rates and computer requirements are listed on the WebMBA website (<http://www.webmbaonline.org>).

Common Platform

The WebMBA will use Desire2Learn (D2L) as a common platform. Support for D2L is available on the individual campuses as well as at the University System level. Students will learn how to use D2L during the two-day Student Orientation.

The WebMBA Degree

Students accepted by Valdosta State University for the WebMBA program will receive the MBA degree from VSU (identical to the on-campus MBA degree).

Master of Business Administration (MBA)

The Master of Business Administration program offers two tracks. The General Business track of the Master of Business Administration (MBA) is an on-campus, part-time, evening program. Each class meets one night per week. Students can begin the General Business track of the MBA program any semester. The program offers four 3-hour MBA courses in Fall and Spring Semesters and at least two 3-hour MBA courses in Summer Semester. The program can be completed in three to four semesters; however, students may choose to take up to seven years to complete the program.

The Healthcare Administration track of the MBA is an online, part-time, program designed for students interested in a career in the area of healthcare.

Admission Deadlines

Fall Deadline: July 15

Spring Deadline: November 15

Go to the Graduate School website (<http://www.valdosta.edu/academics/graduate-school/welcome.php>) and click on Our Programs, then click on MBA Program for information on:

- Specific MBA Program Admission Requirements
- MBA Program Retention, Dismissal, and Readmission Policies
- MBA Program Graduation Requirements

To Apply Online, click here (<https://www.applyweb.com/apply/vsug/menu.html>).

MBA Learning Goals

Learning Goal #1: Knowledge and Integration of Functional Area Content

Students will successfully apply and integrate the functional areas of business to improve strategic decision making.

- Objective 1.1: Demonstrate competence in the business disciplines, using appropriate accounting, marketing, and finance knowledge and tools to make a business decision in that functional area.
- Objective 1.2: Demonstrate the ability to integrate knowledge of the core business functions to solve complex, ambiguous, and unfamiliar management problems.

Learning Goal #2: Critical Thinking

Students will develop the ability to analyze complex management situations to improve decision making in new or unpredictable environments.

- Objective 2.1: Demonstrate the ability to use concepts from strategic management to integrate relevant information, decision-making techniques, and concepts from multiple business functions to make decisions.

Learning Goal #3: Globalization

Students will be global thought leaders learning the ability to recognize management issues from different perspectives.

- Objective 3.1: Demonstrate the ability to identify management issues with disparate business views and culturally diverse customers and employees.

Learning Goal #4: Teamwork

Students will be team players and leaders, demonstrating team work skills needed to make a business decision.

- Objective 4.1: Demonstrate the ability to work effectively in teams to make business decisions.

Examples of Goal Assessments

1. Students complete knowledge tests related to relevant learning objectives for each course.
2. Students complete class exercises and group projects and present cases in oral and written form.
3. Faculty observe and rate students on teamwork and leadership skills.

Accelerated Undergraduate-to-Graduate Track

Contingent upon acceptance in to the Accelerated Undergraduate-to-Graduate Track, students wishing to pursue a Master of Business Administration (M.B.A.) or a Master of Accountancy (M.Acc.) at Valdosta State University may take up to 9 semester hours of graduate-level coursework (courses numbered 5000 or above) that will count toward Business electives for their major (Accounting, Economics, Finance, Healthcare Administration, International Business, Management, and/or Marketing) or toward general electives for the undergraduate degree.

Acceptance in to the Accelerated track requires:

1. written notification by an LCOBA professional advisor from the Student Engagement Center to the LCOBA Director of Graduate Programs of her/his willingness to serve as the student's Accelerated Undergraduate-to-Graduate Track advisor.
2. completion of 75 credit hours of undergraduate coursework:
 - a. at least 15 hours must be LCOBA courses, with at least a 3.0 GPA for those LCOBA credits; and
 - b. a grade of "C" or better must be earned in each of those LCOBA courses.
3. an overall GPA in undergraduate course work of at least 3.0.

Once accepted, a specific course of study will be developed with the student's advisor.

Students interested in continuing their graduate education may apply for admission to the graduate program in LCOBA in their senior year or upon completion of their undergraduate degree. Full admission to the Graduate School requires completion of the bachelor's degree. Students in the Accelerated Undergraduate-to-Graduate Track will not be required to take admission tests but must meet all other graduate admission requirements. See the Graduate School website (<https://www.valdosta.edu/academics/graduate-school/our-programs/>) for admission requirements. Students who have completed 9 hours of graduate level course work to complete their bachelor's degree will be required to complete the remaining requirements of the graduate degree they choose to pursue.

General Business Track

Course Requirements

Code	Title	Hours
MBA-General Business Track Core		12
MBA 7030	Managerial Accounting	3
MBA 7050	Marketing	3
MBA 7350	Managerial Finance	3
MBA 7900	Strategy and Competiton	3
Electives		18
Choose any six electives from MBA or MAcc programs; SOCI 7000 may also be used as an elective.		
Total Hours Required for the Degree		30

Electives may be used to earn Graduate Certificates. These may be found in the Graduate Certificate section of Harley Langdale, Jr., College of Business Administration Graduate Programs section of the Graduate Catalog.

Course Load

MBA students normally enroll for either three or six semester hours in Fall and Spring Semesters and three hours in Summer Semesters.

Enrollment by Undergraduates

Graduate School policy permits senior undergraduate students with an overall GPA of 3.0 to take a maximum of 9 semester hours of graduate courses for graduate credit. Undergraduates wishing to take an MBA course must also present a GMAT test score of at least 400.

Program Costs

See the Financial Information and Business Regulations in the Graduate Catalog.

Master of Accountancy (MAcc) Program

The Master of Accountancy is a specialized graduate degree that prepares students for careers in public accounting. It also integrates accounting knowledge within the broader context of the other functional areas of business. The MAcc program develops its students' critical thinking and problem-solving, oral and written communications, and technology skills.

Students graduate from the MAcc program having fulfilled the educational requirements to become Certified Public Accountants (CPA).

Admission Requirements for the MAcc Program

Admission requirements include a minimum GMAT score of 400, a minimum GPA of 2.50, and a minimum composite score of 950 points using the formula: $\text{GMAT score} + (200 \times \text{GPA})$. Automatic acceptance is granted to applicants with a composite score of 1100 or more. NOTE: GMAT scores may be waived for applicants with a bachelor's degree in accounting (minimum 3.0 cumulative GPA) awarded by an AACSB-accredited institution. For applicants whose first language is not English, a Test of English as a Foreign Language (TOEFL) score is required and considered.

Accelerated Undergraduate-to-Graduate Track

Contingent upon acceptance in to the Accelerated Undergraduate-to-Graduate Track, students wishing to pursue a Master of Business Administration (M.B.A.) or a Master of Accountancy (M.Acc.) at Valdosta State University may take up to 9 semester hours of graduate-level coursework (courses numbered 5000 or above) that will count toward Business electives for their major (Accounting, Economics, Finance, Healthcare Administration, International Business, Management, and/or Marketing) or toward general electives for the undergraduate degree.

Acceptance in to the Accelerated track requires:

1. written notification by an LCOBA professional advisor from the Student Engagement Center to the LCOBA Director of Graduate Programs of her/his willingness to serve as the student's Accelerated Undergraduate-to-Graduate Track advisor.
2. completion of 75 credit hours of undergraduate coursework:
 - a. at least 15 hours must be LCOBA courses, with at least a 3.0 GPA for those LCOBA credits; and
 - b. a grade of "C" or better must be earned in each of those LCOBA courses.
3. an overall GPA in undergraduate course work of at least 3.0.

Once accepted, a specific course of study will be developed with the student's advisor.

Students interested in continuing their graduate education may apply for admission to the graduate program in LCOBA in their senior year or upon completion of their undergraduate degree. Full admission to the Graduate School requires completion of the bachelor's degree. Students in the Accelerated Undergraduate-to-Graduate Track will not be required to take admission tests but must meet all other graduate admission requirements. See the Graduate School website (<https://www.valdosta.edu/academics/graduate-school/our-programs/>) for admission requirements. Students who have completed 9 hours of graduate level course work to complete their bachelor's degree will be required to complete the remaining requirements of the graduate degree they choose to pursue.

Educational Outcomes

Upon completion of this degree, students should be able to:

1. demonstrate knowledge of the theory and application of financial accounting
2. use critical thinking and problem-solving skills
3. effectively communicate accounting information orally and in writing
4. apply computer technologies as they relate to the accounting profession

Examples of Outcome Assessments

These outcomes will be assessed by:

1. course-embedded assessment questions
2. case studies to evaluate critical thinking and problem-solving skills
3. oral presentations in class and required written reports
4. application-based testing of spreadsheets, accounting databases research skills, and other accounting software.

Admission Deadlines

Fall Deadline: July 15

Spring Deadline: November 15

Summer Deadline: April 15

Go to the Graduate School website (<http://www.valdosta.edu/academics/graduate-school/welcome.php>) and click on Our Programs, then click on the MAcc Program for information on:

- Specific MAcc Program Admission Requirements
- MAcc Program Retention, Dismissal, and Readmission Policies
- MAcc Program Graduation Requirements

To Apply online, click here (<https://www.applyweb.com/apply/vsug/menu.html>).

MAcc Prerequisites

Applicants must have completed the following prerequisite courses or their equivalents before being admitted to the MAcc program:

Required Course	VSU Course Number
Intermediate Accounting I	ACCT 3201
Intermediate Accounting II	ACCT 3202
External Reporting	ACCT 3203
Accounting Information Systems	ACCT 4410
Individual Income Tax	ACCT 4500
Auditing	ACCT 4800

MAcc Dismissal Policy

Policy provides for automatic dismissal if a student accumulates more than three (3) deficiency points based on the following scale:

Grade	Deficiency Points
A	0
B	0
C	1
D	2
WF or F	3
U	2

A student may appeal the dismissal decision within 30 business days of grades being posted on the VSU Banner system. The form for appeals is available on the VSU Graduate School website (<https://www.valdosta.edu/academics/graduate-school/appeals.php>). Graduate students who wish to appeal a dismissal must first discuss the issue with their professor. Further appeals are then directed, in order, to their professor's department head, the director of the MAcc program, the dean of the Langdale College, the dean of the Graduate School, the Associate Provost for Graduate Studies and Research, and the Vice President for Academic Affairs/Provost.

MAcc Course Requirements

The MAcc graduate curriculum consists of the following courses:

Code	Title	Hours
Core Courses		18
MAcc 7100	Seminar in Financial Accounting	3
MAcc 7220	Consolidations and Partnership Accounting	3

MACC 7390	Governmental and Not-For-Profit Accounting	3
MACC 7410	Advanced Accounting Information Systems	3
MACC 7510	Corporate and Partnership Taxation	3
MACC 7800	Advanced Auditing	3
Electives		12

Any MACC 7xxx or MBA 7xxx courses (MBA 7030 may not be taken for credit in the MAcc program); SOCI 7000 may also be used as an elective.

Total Hours Required for the Degree	30
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Dual Master of Business Administration/Master of Accountancy

Dual Master of Business Administration/Master of Accountancy Program

A student completing the MBA or the MAcc program may use 7000-level courses from one degree program as electives for a second graduate degree.

Course Requirements

Code	Title	Hours
MACC 7100	Seminar in Financial Accounting	3
MACC 7220	Consolidations and Partnership Accounting	3
MACC 7390	Governmental and Not-For-Profit Accounting	3
MACC 7410	Advanced Accounting Information Systems	3
MACC 7510	Corporate and Partnership Taxation	3
MACC 7800	Advanced Auditing	3
MBA 7030	Managerial Accounting	3
MBA 7050	Marketing	3
MBA 7350	Managerial Finance	3
MBA 7630	Leadership and Motivation	3
MBA 7660	Advanced Quantitative Methods	3
MBA 7500	Managerial Economics	3
MBA 7900	Strategy and Competition	3
International Elective		
Select one of the following:		3
MBA 7401	International Business	
MBA 7402	International Economics	
MBA 7403	International Financial Management	
MBA 7409	International Business and Culture	
Total Hours Required for the Degree		42

Graduate Certificate in Healthcare Administration (Online)

Entrance Requirements

Individuals who have bachelor's degrees from regionally accredited colleges and universities are eligible to apply to the Graduate Certificate in Healthcare Administration program. Regular admission will be based on an overall GPA of 3.00 on a 4-point scale. Applicants must submit transcripts to the Valdosta State University Graduate School for review prior to final admission.

Candidates who are not currently VSU students must apply to VSU and to the MBA program as certificate program students. Students who enroll as majors in programs other than the MBA/HCAD at VSU must apply to the Graduate Certificate in Healthcare Administration program through the Graduate School. Students enrolled in the MBA/HCAD program are not eligible for the certificate.

Certificate courses may be applied toward the MBA/HCAD degree. Applicants must meet all MBA program and Graduate School admissions requirements before acceptance into a degree program. Students completing the Graduate Certificate in Healthcare Administration with a 3.5 GPA or higher will not be required to take the GMAT or GRE exams for admission into the MBA/HCAD program.

Completion of Certificate Requirements

Candidates for the graduate certificate administered by the MBA program must maintain a 3.0 GPA in the certification courses. Students who have previously taken one of the four certificate courses at another university will take an additional MBA course selected by the MBA committee.

Course Requirements

Requirements for the Graduate Certificate in Healthcare Administration

Code	Title	Hours
MBA 7800	Introduction to Healthcare Systems and Policies	3
MBA 7810	Healthcare Economics	3
MBA 7840	Legal Aspects of Healthcare	3
MBA 7850	Healthcare Information Systems (MBA 7800 prerequisite)	3
Total Hours		12

James L. and Dorothy H. Dewar College of Education & Human Services

Dr. David A. Slykhuis, Dean
Room 2046, Education Center

Dr. Kate Warner, Associate Dean
Room 2047, Education Center

Dr. Crystal C. Randolph
Interim Head, Department of Communication Sciences and Disorders

Dr. Heather Kelley
Head, Department of Human Services

Dr. Steven E. Downey
Head, Department of Leadership, Technology, and Workforce Development
Interim Head, Department of Library and Information Studies

Dr. Debbie Paine
Head, Department of Teacher Education

The James L. and Dorothy H. Dewar College of Education and Human Services prepares professionals for a variety of roles in educational settings and community agencies; fosters a culture of reflective practice and inquiry within a diverse community of students, faculty, and staff; provides leadership in the improvement of the education, health, and well-being of citizens in this region, the nation, and the world; and develops effective, responsive scholars and practitioners who use theory and research to enhance their work in a global, diverse, and technological society. The College offers three levels of graduate degree programs: the master's degree (Master of Education, Master of Arts in Teaching, Master of Science [with a major in psychology or in marriage and family therapy], Master of Library and Information Science, and Master of Social Work); the Education Specialist degree; and the doctoral degree (Doctor of Education and Doctor of Speech Language Pathology). Course Descriptions and programs of study leading to these degrees are listed by department. For detailed information about program majors and concentrations, visit the COEHS website (<http://www.valdosta.edu/colleges/education/deans-office/degrees%20and%20programs.php>).

Accreditation

The Dewar College of Education and Human Services maintains accreditation with the Council for the Accreditation of Educator Preparation (CAEP), and all of its educator preparation programs leading to initial certification are approved by the Georgia Professional Standards Commission (GaPSC). The master's program in Communication Disorders is nationally accredited by the Council on Academic Accreditation in Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA), and the master's program in School Counseling is nationally accredited by the Council for Accreditation of Counseling and Related Educational Programs. The master's program in marriage and family therapy is accredited by the Commission on Accreditation for Marriage and Family Therapy Education of the American Association for Marriage and Family Therapy (AAMFT), and the master's program in social work is accredited by the Council on Social Work Education (CSWE). In addition, the Master of Library and Information Science is accredited by the American Library Association Committee on Accreditation (ALA-COA).

The College of Education and Human Services also houses graduate programs that are nationally recognized by specialized professional associations:

- Instructional Technology-Technology Applications and Instructional Technology [Ed.S.] (Association for Educational Communications and Technology),

- Instructional Technology-Library Media (Association for Educational Communications and Technology and American Library Association/American Association of School Librarians)
- Special Education/Deaf Education (Council for Exceptional Children)

Diversity

Diversity is a foundational element in the mission and vision of the Dewar College of Education and Human Services. As defined, diversity refers to the variety of personal experiences, values, and worldviews that arise from differences of culture and circumstance. Such differences include race, ethnicity, gender, age, religion, language, abilities/disabilities, sexual orientation, gender identity, socioeconomic status, geographic region, and more. The Dewar College of Education and Human Services recognizes and embraces the critical role of diversity and concurs with the Valdosta State University Diversity Council that “Effective management of Valdosta State University’s unique cultural characteristics will provide benefits to students, faculty, and staff in the form of enhanced educational opportunities, respectful workplaces and classrooms, reduced workforce turnover, reduced rates of poverty and low socioeconomic status and stronger strategic approaches to long term planning.”

Advising

For initial guidance, new graduate students in the Dewar College of Education and Human Services should consult with the head of the department in which they plan to pursue a degree. Each student will be assigned an advisor in the appropriate area of study. The student and advisor will collaborate in designing the program to meet the individual needs of the student within the guidelines of the approved program of study. Students are expected to initiate contact with their advisors at least once per semester to ensure that all program requirements are being met.

Student Responsibilities

Graduate students are expected to become familiar with the rules and requirements of the Dewar College of Education and Human Services and to assume full responsibility for the regulations concerning their programs of study. In addition, students are expected to attend all classes regularly and abide by the student code of conduct published in the Valdosta State University Student Handbook.

Master’s Degree Programs

Master’s degree programs are designed to enhance and extend the knowledge and skills of students beyond the undergraduate level. Programs at the master’s level develop the students’ ability to use and apply research skills, become familiar with current issues and trends in their fields, and review material related to legal issues and ethics. The degree programs offered are as follows:

Department of Communication Sciences and Disorders

M.Ed. Communication Disorders

Department of Teacher Education

M.Ed. Elementary Education (online)
 M.Ed. Middle Grades Education-Math/Science (online)
 M.Ed. Curriculum and Instruction Accomplished Teaching (online)
 M.A.T. Special Education--Adapted Curriculum or General Curriculum (online)
 M.Ed. Special Education--Deaf Education (online)
 M.A.T. Special Education--Deaf Education (online)
 M.A.T. Education
 M.A.T. Middle Grades Education
 M.A.T. Secondary Education
 M.A.T. Agriculture Education
 M.Ed. Health and Physical Education (online)
 M.A.T. Health and Physical Education (online)

Department of Leadership, Technology, and Workforce Development

M.Ed. Adult and Career Education (online and face-to-face)
 M.Ed. Educational Leadership
 M.Ed. Instructional Technology (online)

Department of Library and Information Studies

M.L.I.S. Library and Information Science (online)

Department of Human Services

M.Ed. Counselor Education
 M.S. Psychology

M.S. Marriage and Family Therapy
M.S.W. Social Work

Education Specialist Degree Programs

The Education Specialist (Ed.S.) degree is designed to enhance and extend the knowledge and skills of students beyond the master's level. The core course at the specialist level is designed to develop the students' ability to apply research skills in the field to solve problems and improve services in a variety of settings. The degrees offered are:

Department of Human Services

Ed.S. School Counseling (online)

Department of Leadership, Technology, and Workforce Development

Ed.S. Educational Leadership
Ed.S. Instructional Technology (online)

Department of Teacher Education

Ed.S. Coaching Pedagogy in Physical Education (online)
Ed.S. Special Education (online)
Ed.S. Teacher Leadership (online)

Doctoral Degree Programs

The doctoral degree program is an advanced program of study based upon the assumption that an interdisciplinary curriculum can serve as the primary intellectual framework for investigating, understanding, and affecting a broad range of academic, social, economic, cultural, and organizational issues. The degrees offered are as follows:

Department of Communication Sciences and Disorders

SLP.D. with a major in Speech-Language Pathology

Department of Leadership, Technology, and Workforce Development

Ed.D. Adult and Career Education
Ed.D. Leadership
Ed.D. Curriculum and Instruction

Certifications and Endorsements

The College also offers non-degree programs approved for GaPSC certification and endorsement:

Gifted Endorsement (online)
Online Teaching Endorsement (online)
Performance-Based Leadership Certification
Reading Endorsement (online)
School Library Media Certification
K-5 Science Endorsement (online)
K-5 Mathematics Endorsement (online)

The Department of Curriculum, Leadership, and Technology also offers an Online Teaching Certificate, a professional development program designed for individuals who teach in online environments outside the P-12 educational setting or who teach in school settings outside of Georgia.

Additional Education Degrees

Other education degrees and programs offered in cooperation with departments outside the Dewar College of Education and Human Services are listed below. Information related to these degrees may be found in the catalog section of the pertinent departments.

Department of Music, College of the Arts

M.A.T. Music/Music Education

Department of Modern and Classical Languages, College of Arts and Sciences

M.A.T. Education/French Foreign Language Education
M.A.T. Education/Spanish Foreign Language Education

M.A.T. Education/English to Speakers of Other Languages
 ESOL Endorsement
 TESOL Certificate

Graduate Admissions

Go to the Graduate School website (<http://www.valdosta.edu/academics/graduate-school/welcome.php>) and click on Our Programs, then click on the specific graduate program of interest for information on:

- Specific Program Admission Requirements
- Program Retention, Dismissal, and Readmission Policies
- Program Graduation Requirements

To apply for admission to all programs in the Dewar College of Education and Human Services, click here (<https://www.applyweb.com/apply/vsug/menu.html>).

Progression/Retention in Professional P-12 Education Programs

Students must enroll in EDUC 2999 or 5999 (course number depends on their program) the first semester of their program, and the course is prerequisite to progressing in the educator preparation program. The satisfactory grade in this course must be earned by the first day of classes in their second semester. Students who do not earn a satisfactory grade by this time may only enroll in EDUC 2999 or 5999 each semester until a satisfactory grade is earned in the course or they can change their major to a non-education preparation program. Education majors are required to earn minimum grades of "C" in all professional education courses. Students must also maintain a minimum 3.00 GPA, update criminal background checks as requested, and assure that professional liability insurance is current in order to continue to progress through the professional program. Student progress will be monitored through (a) GPA, (b) observations, (c) faculty's and public school teachers' documented feedback, and (d) demonstration of appropriate dispositions. Students who do not maintain these requirements will be prevented from continuing in professional education coursework, may be placed on a Professional Improvement Plan, and may be dismissed from the program.

Field Experiences in P-12 Educator Preparation Programs

Valdosta State University's educator preparation program places a strong emphasis on professional field experiences in schools or other educational settings. Many of the major courses require that students be involved in field-based activities; these activities will be coordinated by the instructors responsible for the courses. With each of the field-based courses, students will be evaluated on their performances in the public school environment. A criminal background check, a GaPSC Pre-Service Certificate or other approved professional certification, and current liability insurance are required for all students participating in field experiences. The COEHS reserves the right to make all final decisions about field placements. For additional information, consult with the Office of Professional Education Services (<http://www.valdosta.edu/colleges/education/student-teaching-and-field-experiences/welcome.php>).

Clinical Practice in P-12 Educator Preparation Programs

Student teaching is the culminating professional experience and involves full-time teaching experience in an assigned P-12 school. It is scheduled during the last term of university enrollment.

Student teachers are required to take the appropriate GACE Content Assessment for their major. Students do not have to pass the GACE Content Assessment in order to complete student teaching successfully, but they do have to provide evidence that they have taken both GACE Content Assessment tests for their major. Students who do not meet this requirement will receive an Incomplete ("I") in student teaching/internship for the semester and will not graduate.

A student who receives a grade of Unsatisfactory ("U") for student teaching or who has been withdrawn from the student teaching location at the request of the school may apply for student teaching only one additional time. At any time a student is removed at the request of the school, a COEHS Professional Improvement Plan must be completed. The Professional Improvement Plan will describe criteria for successful completion of the remediation. The student will be required to complete the prescribed plan before being permitted to attempt student teaching a second time. During the second semester of enrollment in student teaching, a student who receives a grade of Unsatisfactory ("U") or who is requested to be removed from the student teaching location by the school will be permanently dismissed from all COEHS teacher education programs and will not be recommended for teacher certification by Valdosta State University. The student may appeal this action through the COEHS appeals procedure.

The COEHS reserves the right to make all final decisions about student teacher placements. For additional information, consult with the Office of Professional Education Services.

Dissertation Credit Guidelines

Doctoral candidates will be required to register for a minimum of 2 semester hours of dissertation credit for each fall and spring semester in which written materials are to be submitted for feedback from their chairs and committees. Candidates who are not actively engaged with their chairs or committees would continue to register for a minimum of 1 hour credit for fall and spring. Registration for summer is dependent upon candidates' active engagement

with their chairs or committees. Candidates will be required to register for a minimum of 2 semester hours of dissertation credit during the summer if written materials are to be submitted for feedback from their chairs or committees.

P-12 Educator Certification

The Georgia Professional Standards Commission (GaPSC) requires applicants seeking initial certification to demonstrate proficiency in their certification area by passing the content tests appropriate to their program of study. These certification tests are the GACE Content Assessments (for Communication Disorders majors, the Praxis II Assessment), and registration applications are available online at <http://gace.ets.org> (for Praxis II, the website is www.ets.org (<http://www.ets.org>)). The GaPSC also required applicants seeking initial certification to pass the state-approved performance-based effectiveness assessment (edTPA) and pass the Georgia Educators Ethics Assessment--Exit. A passing score must be obtained on all of these assessments before a student may be recommended to the GaPSC for a certificate of eligibility or induction certificate. The GACE Program Admission Assessment (or exemption) and Georgia Educator Ethics Assessment--Entry are also required for certification, but these are met through the admission requirements for Teacher Education.

Certification Programs for Students with Degrees

Students who already have a degree and are coming to Valdosta State University to obtain a teaching certificate must meet the requirements for admission to Teacher Education and be accepted into a certification-only program. The student's prior academic course work will be used to design a plan of study to satisfy the standards for certification through the approved GaPSC program. A part of the certification requirements, as determined by each department for individual students, must be completed at VSU.

The College of Education and Human Services reserves the right to refuse to recommend individuals for GaPSC certification who have not completed part of their course work at VSU.

Specific questions regarding certification should be directed to the department.

Program Dismissal

Earning grades below a "B" in graduate courses will result in the following consequences:

- Students admitted in Fall 2011 and thereafter will be dismissed from the Graduate School if they accumulate three or more academic deficiency points unless otherwise indicated by individual program policy. A grade of "C" (although it may be credited toward a degree) equals one deficiency point. A grade of "D," "WF" or "F," or "U" (none of which will be credited toward a degree) equals two deficiency points. Students admitted BEFORE Fall 2011 and receiving two grades below "C" ("D," "F," "WF," "U") will be dismissed from the program. One grade below a "C" results in a warning. Courses attempted for zero credit hours will not be assigned deficiency points, and grades in these courses will not be counted toward program dismissal.
- All graduate students in the COEHS educator preparation programs are required to maintain a minimum 2.75 graduate GPA to remain in the program. Exceptions to this policy include students enrolled in the M.Ed. in Adult and Career Education (Workforce Education and Development and Business Education and Information Technology), the M.Ed. in Educational Leadership (Higher Education and Student Affairs), the M.S. in Marriage and Family Therapy, the M.S. in Psychology (Clinical Psychology and Industrial/Organizational Psychology), and the M.S.W. in Social Work, who must maintain a minimum 2.5 graduate GPA. Doctoral students must maintain a minimum 3.0 graduate GPA. Please refer to individual programs for additional program retention requirements.

Appeals Process

The COEHS has an appeals process in place to help students and faculty resolve academic issues. The process endeavors to protect both faculty and students by assuring a process that allows dialogue at each step. In general, students who wish to appeal must first discuss the problem with their instructor/staff member or advisor. While the initial appeal may be informal, such as a conversation between the student and the faculty/staff member, if the situation is not resolved, the formal appeals process is initiated. The appeals process is student driven, so students may decide at each stage if they wish to go to the next stage. The student must initiate this process within 10 instructional days after notification of the decision. For an outline of the appeals process for all academic matters and other concerns, click here (<http://www.valdosta.edu/colleges/education/deans-office/appeals-process/welcome.php>).

Department of Communication Sciences and Disorders

Dr. Crystal C. Randolph, Interim Department Head
Room 2017, Health Sciences and Business Administration Building

The Doctorate in Speech-Language Pathology (SLPD) will prepare advanced practitioners and future university clinical faculty in Communication Sciences and Disorders through provision of rigorous, high quality clinical training. The clinical doctorate emphasizes the social and cultural aspects of communication sciences and disorders as it applies to both allied health care and educational services to under-served populations. This clinical doctorate is designed to deepen the knowledge, leadership, and problem-solving skills of current practitioners with a focus on coursework and applications that incorporate current research, ethical decision-making, and models of best practice. The curriculum will prepare doctoral students

to analyze, synthesize, and apply research-based theory to their current work environment and through the development of the applied dissertation. Individuals completing this program will receive a Doctor of Speech-Language Pathology (SLPD) degree in Communication Sciences and Disorders.

- Doctor of Speech-Language Pathology in Communication Sciences and Disorders (p. 468)
- Master of Education with a Major in Communication Disorders (p. 469)

Doctor of Speech-Language Pathology in Communication Sciences and Disorders

Selected Educational Outcomes

1. Program graduates will demonstrate the ability to design and deliver professional development programs to meet the needs of underserved client populations in their region with an emphasis on cultural and linguistic diversity.
2. Program graduates will demonstrate the ability to successfully supervise individuals.
3. Program graduates will produce a relevant applied research dissertation.

Examples of Outcome Assessments

1. Successful completion of a written and oral comprehensive examination.
2. Successful defense of an applied research dissertation.

Prior to admission to any graduate program at Valdosta State University, applicants must first submit a completed application to the Graduate School. A completed packet includes official transcripts from all institutions previously attended, official GRE scores, a letter of application, minimum three years full-time experience as a speech-language pathologist, three letters of recommendation, fee, and any additional program requirements submitted by the admission deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents.

Admission Deadline

Fall Deadline: April 1

Go to the Graduate School website (<http://www.valdosta.edu/gradschool/programs.shtml/>) and click on Our Programs, then click on CSD Program for information on:

- Specific SLPD program Admission Requirements

To Apply Online, click here (<https://www.applyweb.com/apply/vsug/menu.html>).

Requirements for the SLPD Degree in Communication Sciences and Disorders

Code	Title	Hours
Research Core		18
CSD 9521 & CSD 9998	Single Subject Design in Clinically Based Research and CSD Dissertation Proposal and Defense	6
CSD 9999	CSD Dissertation	9
Select one of the following:		3
RSCH 9840	Quantitative Research Methods in Education	
RSCH 9820	Qualitative Research Methods in Education	
RSCH 9800	Research Design and Foundations for Advanced Quantitative, Qualitative, and Mixed Methods Research	
Social and Cultural Aspects Core		6
CSD 9530 & CSD 9531	Social & Cultural Aspects of Underserved Populations and Assessment and Management of Underserved Populations	6
Advanced Clinical Intervention Core		6
CSD 9110	Advanced Clinical Supervision	3
CSD 9220	Advanced Clinical Intervention I	3
Professional Development Core		2
CSD 9000	Orientation to Doctoral Studies in CSD	0
CSD 9100 & CSD 9200	Professional Seminar in Doctoral Studies I and Professional Seminar in Doctoral Studies II	2
Major Content Focus ¹		9
CSD 9500	Advanced Topics Major Focus-Literature Review	3

CSD 9510	Advanced Topics Major Focus-Applications	3
CSD 9520	Advanced Topics Major Focus-Product	3
Minor Content Focus ¹		3
CSD 9400	Advanced Topics Minor Force-Literature Review	3
Elective Strands		12
Students will choose four courses outside the department		
Total Hours Required for the Degree		56

¹ for Major/Minor topic focus, students can choose from one of the following topical areas:

- Autism Spectrum Disorder and Assessment/Intervention
- Dysphagia
- Neurogenics
- Fluency and related Disorders
- Early Intervention (birth-5 years)
- School-Aged Language Disorders
- Voice and related Disorders
- Alternative/Augmentative Communication
- Phonological Disorders
- Adult Language Disorders

Master of Education with a Major in Communication Disorders

The Master of Education (M.Ed.) degree program in the Department of Communication Sciences and Disorders is designed to allow students to apply knowledge from the pre-professional degree while continuing to gain information regarding effective diagnosis of, and intervention for, clients with a variety of communication disorders and diverse needs. Students also concentrate on self-reflection regarding intervention, effectiveness, course content knowledge, and implementation of research to guide practice. The program includes the study of research methods and findings so that students become knowledgeable consumers of data and are prepared to engage in research activities. The program reflects the mission of the College of Education and Human Services by developing skills in intervention and evidence-based practices.

The combination of academic coursework and practica prepares the successful candidate to meet the challenges of a career in speech-language pathology across a wide variety of medical and school-based settings. The degree in communication disorders is designed to meet current standards required for certification by the American Speech-Language-Hearing Association (ASHA), certification for public school service personnel, and state licensure.

Selected Educational Outcomes

1. Program graduates will demonstrate content knowledge concerning speech and hearing anatomy and physiology, normal speech and language development, communication disorders, and learning styles.
2. Program graduates will demonstrate ability to apply content and intervention skills by designing and implementing appropriate diagnostic and intervention techniques to meet client needs and developmental levels.

Examples of Outcome Assessments

1. Successful completion of the ASHA examination and/or written comprehensive exam.
2. Direct and indirect observations and ratings of interventions designed and implemented by students for clients with various disabilities and disorders in a variety of settings.

Prior to admission to any graduate program at Valdosta State University, applicants must first submit a completed application to the Graduate School. A completed application packet includes official transcripts from all institutions previously attended, official test scores (GRE or MAT), completed application, fee, and any additional program requirements submitted by the admission deadline. To be considered for the preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents.

Admission Deadlines

Fall Deadline: March 1
Spring Deadline: July 1
Summer Deadline: October 1

Go to the Graduate School website (<http://www.valdosta.edu/academics/graduate-school/welcome.php>) and click on Our Programs, then click on CSD Program for information on:

- Specific CSD Program Admission Requirements
- CSD Program Retention, Dismissal, and Readmission Policies
- CSD Program Graduation Requirements

To Apply Online, click here (<https://www.applyweb.com/apply/vsug/menu.html>).

Requirements for the M. Ed. Degree with a Major in Communication Disorders

Code	Title	Hours
College of Education and Human Services Core		4
CSD 5110 or RSCH 7100	Science and Research in Communication Disorders Research Methodology in Education	3
CSD 5240	Motor Speech Disorders	1
CSD 5010	Language Disorders in Young Children	3
CSD 5030	Advanced Speech Sound Disorders	3
CSD 5040	Fluency Disorders	3
CSD 5050	Beginning Practicum	2
CSD 5060	Language Disorders of School Age Children	3
CSD 5080	Dysphagia	3
CSD 5090	Aural Habilitation/Rehabilitation	3
CSD 5100	Intermediate Practicum	3
CSD 5120	Aphasia and Other Neurogenic Disorders	3
CSD 5130	Congenital & Multifactorial Syndromes and Disorders	3
CSD 5140	Advanced Practicum	3
CSD 5160	Voice Disorders	3
CSD 5190	Applied Practicum in the Public School	9
CSD 5210	Externship in Communication Disorders	9
CSD 5200 or CSD 5230	Augmentative/Alternative Communication Thesis	3
Total Hours Required for the Degree		60

Department of Human Services

Dr. Heather Kelley, Head

2002B Health Sciences and Business Administration Building

The department offers the M.S. degree with a concentration in clinical/counseling psychology or in industrial/organizational psychology. Graduates are prepared to perform services in mental health settings, businesses, community colleges, government or industries that require graduate training in psychology at the subdoctoral level.

The department also offers programs leading to the M.Ed. and Ed.S. degrees with a major in school counseling. These programs train and endorse program graduates specifically for employment in the public school setting and community. Students in these programs are required to satisfy all Georgia Professional Standards Commission requirements for certification as a component part of the degree programs. These programs are approved by the Georgia Professional Standards Commission, and the College of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE). The school counseling programs are approved by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Department faculty instruct courses and serve on doctoral committees for students enrolled in the College of Education doctoral programs. All department faculty hold the doctorate. Information concerning these programs, their admission requirements (which differ by degree program), continuing education, and other services offered by the department can be obtained by contacting the department.

The Marriage and Family Therapy Program is accredited by the Commission on Accreditation for Marriage and Family Therapy Training and Education (COAMFTE) of the American Association for Marriage and Family Therapy (AAMFT).

The Department also offers the Master of Social Work degree. Social Work is a profession committed to improving the quality of life for all individuals. Social workers perform a variety of roles in many settings and are eligible for professional certification and state licensure. The Master of Social Work degree program at Valdosta State University is designed to prepare students for advanced generalist practice. Social workers in advanced generalist

practice use their skills as direct service providers in interventions with individuals, families, groups, organizations, as well as in communities in the role of supervisors, managers, administrators, researchers, and social planners.

- Master of Education with a Major in Counselor Education (p. 471)
- Master of Science with a Concentration in Industrial/Organizational Psychology (p. 473)
- Master of Science with a Major in Marriage and Family Therapy (p. 474)
- Master of Social Work Degree (p. 476)
- Education Specialist with a Major in School Counseling (p. 479)

Master of Education with a Major in Counselor Education

The faculty prepares students to become school counselors who are eligible for certification by the Georgia Professional Standards Commission. Students become scholars and practitioners, who think critically and apply their knowledge with skill and compassion.

Admission and Program Information

Beginning with students who start the program in Fall 2018, the Counselor Education Program requires a minimum of 60 hours of course work. Applicants who do not have competencies in curriculum and computer technology will be required to complete courses in those areas. In addition, certification in school counseling by the Georgia Professional Standards Commission requires the completion of a special education course. Admission to the program is not guaranteed, even though an applicant may have met the minimum admission standards.

Go to the Graduate School website (<http://www.valdosta.edu/academics/graduate-school/welcome.php>) and click on Our Programs, then click on Counselor Education for information on:

- Specific Counselor Education M.Ed. Program Admission Requirements
- Counselor Education Program Retention, Dismissal, and Readmission Policies
- Counselor Education M.Ed. Program Graduation Requirements
- Accreditation Status

Remediation Process

Steps 1-3, below, constitute “due process.” Student are advised of the areas that need improvement and the actions needed to improve these areas; are given an opportunity to correct the problems they are experiencing; and are made aware of the possible consequences of failure to make improvements in the areas in which they are experiencing difficulty.

Step 1: Faculty regularly confer about the progress of each student in the School Counseling Program. When a student is experiencing difficulties, the student’s advisor gathers relevant documentation identifying any particular problems the student is experiencing. Students are informed that this information is being gathered. The written documentation gathered includes grades, coursework, semester reports, and information from the student’s advisor, instructors, site supervisors, and other school personnel who have had contact with the student.

Step 2: The faculty advisor then meets with the student, summarizes the documentation gathered, and discusses the problem with the student.

Step 3: When appropriate, a written remediation plan will be approved by the advisor and two other program faculty members. This plan will clearly state:

- a. specific areas needing improvement
- b. specific changes that are expected
- c. the steps needed to make the outlined changes
- d. the time frame in which the changes must be made
- e. that failure to remediate may result in termination from the program
- f. the appeals process

Selected Educational Outcomes

Students will:

1. demonstrate an understanding of the history, trends, ethical and legal issues, and relevant research in the school counseling or clinical mental health counseling fields.
2. demonstrate an understanding of professional counseling organizations, credentialing, licensure, and accreditation.
3. develop counseling skills needed to be an effective professional school counselor or clinical mental health counselor with the ability to address concerns of students or clients and implement evidence-based individual and group counseling interventions.
4. understand the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, gender, and sexual orientation, and equity issues in a multicultural and pluralistic society.
5. develop knowledge and understanding of community, environmental, and institutional opportunities that enhance and barriers that impede the academic, career, and emotional success of students or clients.
6. develop knowledge and application of current career programming, including program development, career assessment interventions and issues, college and career readiness, and program evaluation.
7. demonstrate an understanding of procedures to follow in the case of a crisis, including assessment and intervention.
8. develop and evaluate either a comprehensive development school counseling program, including a mission statement, objectives, lesson plans, classroom management, and differentiated instruction; or a comprehensive clinical mental health counseling treatment plan.
9. demonstrate an understanding of the use of data to inform decision making to advocate for students or clients, the counselor education program, and the counseling profession; and in evaluation.
10. demonstrate an understanding of the role of the professional school counselor or clinical mental health counselor as a leader, an advocate, and a system change agent.
11. demonstrate professional dispositions including integrity, openness, commitment, self-awareness, and respect.

Examples of Outcome Assessments

Students will:

1. demonstrate content knowledge and skills through individual case studies.
2. demonstrate the ability to impact student learning through a project that requires students or clients to use a pre-assessment, implement an intervention, and conduct a post-assessment to determine impact.
3. demonstrate their ability to effectively conduct a counseling session during a faculty observation.
4. demonstrate their ability to use data to develop a project that focuses on closing achievement gaps or develop a treatment plan.

Requirements for M.Ed. Degree with a Major in Counselor Education: School Counseling Concentration

Code	Title	Hours
Required Courses		27
EDUC 5999	Professional Orientation	0
COUN 7400	Counseling Theory and Practice	3
COUN 7800	Orientation to Counseling as a Profession	3
COUN 7820	Career Counseling	3
COUN 7450	Group Counseling	3
COUN 7900	Counseling Skills and Techniques	3
COUN 7030	Measurement and Evaluation	3
COUN 8250	Developmental Psychology	3
RSCH 7100	Research Methodology in Education	3
School Counseling Concentration		27
COUN 7430	Ethics and Professional Issues in Counseling	3
COUN 7010	Comprehensive Developmental School Counseling	3
PSYC 7020	Principles of Learning and Classroom Management	3
COUN 7020	Principles of Learning and Classroom Management	3
COUN 7420	Counseling Children and Adolescents	3
COUN 7930	College and Career Development	3
COUN 7830	Consultation and Advocacy in School Counseling	3
COUN 7981	Practicum	3
COUN 7991	Internship I	3
COUN 7992	Internship II	3
Electives		6

COUN 7200	Psychopathology and Diagnosis
COUN 7850	Clinical Mental Health Counseling
COUN 7020	Principles of Learning and Classroom Management
COUN 7950	Assessment in Counseling
COUN 7890	Issues in Mental Health Counseling
COUN 8892	Special Topics Seminar

Total Hours Required for the Degree **60**

Competency Requirements

Additional Competency Requirement Course: SPEC 3000 Serving Students with Diverse Needs.

Requirements for M.Ed. Degree with a Major in Counselor Education: Clinical Mental Health Counseling Concentration

Code	Title	Hours
Required Courses		27
EDUC 5998	Professional Orientation	0
COUN 7400	Counseling Theory and Practice	3
COUN 7800	Orientation to Counseling as a Profession	3
COUN 7820	Career Counseling	3
COUN 7450	Group Counseling	3
COUN 7470	Counseling Culturally Diverse Populations	3
COUN 7900	Counseling Skills and Techniques	3
COUN 7030	Measurement and Evaluation	3
COUN 8250	Developmental Psychology	3
RSCH 7100	Research Methodology in Education	3
Clinical Mental Health Counseling Concentration		27
COUN 7200	Psychopathology and Diagnosis	3
COUN 7420	Counseling Children and Adolescents	3
COUN 7430	Ethics and Professional Issues in Counseling	3
COUN 7850	Clinical Mental Health Counseling	3
COUN 7950	Assessment in Counseling	3
COUN 7890	Issues in Mental Health Counseling	3
COUN 7981	Practicum	3
COUN 7991	Internship I	3
COUN 7992	Internship II	3
Electives		6
COUN 7020	Principles of Learning and Classroom Management	
COUN 7830	Consultation and Advocacy in School Counseling	
COUN 7930	College and Career Development	
COUN 8610	Behavior Modification	
SCHC 8300	Crisis Counseling	
COUN 8892	Special Topics Seminar	
Total Hours Required for the Degree		60

Master of Science with a Concentration in Industrial/Organizational Psychology

The faculty trains students in the application of psychological principles and approaches to solve a wide variety of human problems in organizational settings. Through course work and field placements, students appreciate the importance of designing work environments and behavioral systems that maximize employee effectiveness, satisfaction, and well-being. Program graduates are prepared for positions in the public and private sectors, or to seek more advanced training.

Selected Educational Outcomes

1. Program graduates will collect, summarize, analyze, and interpret data utilizing univariate and multivariate statistical procedures.
2. Program graduates will demonstrate a comprehensive understanding of the knowledge, research, and theories appropriate to the M.S. in Industrial/Organizational Psychology by developing written responses to program questions.
3. Program graduates will develop, administer, and evaluate tests and assessment techniques as related to personnel and organizational issues.

Examples of Outcome Assessments

1. Candidates will successfully develop data analyses in several courses, including research design, to be assessed by faculty members.
2. Candidates will successfully develop a portfolio that requires the application of the knowledge gained from a series of courses. The portfolio will be evaluated by a committee of faculty, using established criteria.
3. Candidates will be assessed by their practicum and faculty supervisors on the assignments performed in their industrial/organizational practica.

Requirements for Master of Science Degree with a Concentration in Industrial/Organizational Psychology

Code	Title	Hours
Required Courses		36
IOPY 5500	Statistical Methods in Psychology	3
IOPY 5800	Industrial/Organizational Psychology	3
IOPY 7050	Consulting in Industrial-Organizational Psychology I	3
IOPY 7060	Consulting in Industrial-Organizational Psychology 2	3
IOPY 7080	Group Dynamics	3
IOPY 7090	Organizational Development	3
IOPY 7600	Personnel Selection	3
IOPY 7610	Performance Appraisal	3
IOPY 7690	Professional Issues in I/O Psychology	3
IOPY 7961	I/O Psychology Practicum I	3
IOPY 7962	I/O Psychology Practicum 2	3
IOPY 8000	Research Design and Analysis	3
IOPY 8100	Research Methods in I/O Psychology	3
IOPY 8110	Psychometrics	3
IOPY 8350	Psychology of Motivation	3
IOPY 8360	Human Resource Development	3
IOPY 8370	Human Factors Psychology	3
IOPY 8380	Employment Law and Personnel Practices	3
Guided Electives		6
Total hours required for the degree		60

Master of Science with a Major in Marriage and Family Therapy

Marriage and Family Therapy addresses the interpersonal and social context of mental health and emotional problems. To qualify students to practice MFT, the curriculum for the master's degree program in marriage and family therapy focuses on the knowledge and skills necessary to assess and intervene in the interactions among people. It prepares students to use an active, positive approach to therapy that will help individuals and their families build on their strengths, improve communication, and develop solutions to their problems.

The Master of Science degree in Marriage and Family Therapy prepares students for licensure in Georgia as Marriage and Family Therapists and for Professional membership in the American Association for Marriage and Family Therapy (AAMFT). The curriculum, developed to meet national accreditation standards, links theory and practice throughout training. A twelve-month clinical practicum is required. Students accrue a minimum of 500 hours of direct client contact and 100 hours of AAMFT-approved supervision. Practicum experience is provided at FamilyWorks, the on-site Marriage and Family Therapy training clinic, and through off-campus community placements. Course work includes some assignments and activities that encourage self-exploration and personal growth.

MFT Program Mission Statement

The mission of the Valdosta State University Marriage and Family Therapy Program is to provide students the academic and clinical training required to practice relationally informed clinical work and to ready graduates for work in a variety of mental health settings.

MFT Program Philosophy

The philosophy of the Valdosta State University Marriage and Family Therapy Program is guided by a commitment to diversity and the belief that the differences that make up the weave of humanity must be embraced and cherished. The MFT Program assumes a relational understanding that all human behavior and meaning-making are context-dependent; thus, a deep appreciation of each client's context is a prerequisite of respectful treatment. The faculty believes that each student is unique and should be respected and developed through active, engaged learning with an accessible and supportive faculty.

Selected Educational Outcomes

Upon successful completion of the MFT program, students will:

1. Practice from a multi-culturally sensitive lens.
2. Practice from a systemic lens.
3. Be prepared to obtain entry-level employment in mental health settings.
4. Claim the professional identity of Marriage and Family Therapist.
5. Recognize the ways that research shapes the field of Family Therapy.
6. Practice informed by ethics.

Examples of Outcome Assessments

1. Faculty assessment of student performance in all courses includes requiring students to demonstrate their ability to integrate course content and translate their coursework to clinical practice.
2. The comprehensive exam taken by students prior to graduation evaluates the students' ability to integrate and apply information from the training program as a whole. It also measures effectiveness of the program in teaching essential concepts.
3. Practica supervisors will evaluate the clinical performance of all students. Community practicum site directors will also complete a form evaluating and giving their impressions of students.
4. The aggregated pass rate for graduates achieving licensure by passing the national MFT exam is an additional outcome measure.

Prior to admission to any graduate program at Valdosta State University, applicants must first submit a completed application to the Graduate School. A completed application packet includes the application and fee, official transcripts from all previously attended institutions, a personal essay, and three academic and/or personal letters of recommendation to be submitted by the admission deadline. It is the responsibility of the applicant to allow adequate time for document submission and review and to ensure receipt of all required documents.

Admission Deadlines

Fall Deadline: July 15

Go to the Graduate School website (<http://www.valdosta.edu/academics/graduate-school/welcome.php>) and click on Our Programs, then click on Marriage & Family Therapy for information on:

- Specific MFT Program Admission Requirements
- MFT Program Retention, Dismissal, and Readmission Policies
- MFT Program Graduation Requirements

To Apply Online, click here (<https://www.applyweb.com/apply/vsug/menu.html>).

Required Course Work

Code	Title	Hours
Area I: Theoretical Foundations		8
MFTH 6900	Foundations of Family Therapy	
MFTH 7101	Family Systems Theories ¹	
MFTH 7103	Advanced Theories Seminar	
Area II: Clinical Practice		15
MFTH 7102	Interventions in MFT	
MFTH 7400	Psychopathology & Pharmacology in MFT	
MFTH 7601	Treatment Issues in Family Therapy	
MFTH 7602	Couples and Sex Therapy	
MFTH 7700	Assessment in Marriage and Family Therapy.	
Area III: Individual Development & Family Relations		6

MFTH 7500	Development in the Family System	
MFTH 7050	Diversity, Inclusion, and Social Justice	
Areas IV: Professional Identity & Ethics		5
MFTH 6800	Relational Theory, Practice, and Ethics	
MFTH 7350	Legal Issues in MFT	
MFTH 7880	Professional Ethics Seminar	
Area V: Research		3
MFTH 7200	Research in Marriage and Family Therapy	
Area VI: Electives (minimum 5 hours)		5
MFTH 6700	Family Sociology	
SOCI 7021	Statistical Applications in Sociology	
MFTH 7510	Human Sexuality and Gender	
MFTH 7550	Family Stress and Crisis	
MFTH 7650	Special Topics in MFT	
Other approved courses		
Area VII: Supervised Clinical Practice		18
1 year, minimum 500 hours direct client contact		
MFTH 7600	Practicum in Marriage and Family Therapy	
Total Required for the Degree		minimum of 60

¹ Additional Theoretical Foundations included in MFTH 6800

A minimum of 60 semester hours is required for the degree, which includes summer study and requires a minimum of two years to complete. Students can reduce their per-semester course load and complete the program in three or four years.

The Marriage and Family Therapy Clinical Internship for Undergraduates

The Marriage and Family Therapy (MFT) program offers junior and senior undergraduate students the opportunity to participate in a virtual or face-to-face clinical undergraduate internship or a mini-clinical experience. Both provide hands-on experience for students as they learn what it means to work with families, individuals, couples, and children by participating in our consultation teams at FamilyWorks family therapy clinic.

Admission for the MFT Clinical Internship for Undergraduates

Prior to admission to MFT Clinical Internship for Undergraduates, all applicants must first submit a completed application to the MFT program. A completed application packet includes unofficial transcripts from the students' current institution and a completed application form submitted by the admission deadline. It is the responsibility of the applicant to allow adequate time for document submission and review and to ensure receipt of all required documents.

Specific MFT clinical internship for undergraduates admission requirements include:

1. A minimum GPA of 2.75 on all attempted course work or a minimum GPA of 3.0 during the last two years of attempted course work.
2. A minimum of 60 credits completed by the time of the internship, some of which may be transferred credits from another university.
3. A personal interview with a faculty member
4. Registration with Minors on Campus (MOC), which includes signing the Authorized Adult Code of Conduct; completion of the 40-minute online MOC training through LawRoom (every four years); and signing permission to conduct a criminal background check that includes a sexual predator search. Before or after the start of the internship, the MOC office will send all new students links and information for completing these steps. There is no cost to the student.

Master of Social Work Degree

Selected Educational Outcomes

1. Using the strengths perspective, graduates will practice without discrimination and with respect, knowledge, and skills that are appropriate for the range of human differences.
2. Graduates will demonstrate the ability to practice at increasing levels of complexity using specialized theories and practice methods.
3. Graduates will demonstrate elements of leadership and the ability to shape the professional environment.
4. Graduates will demonstrate an increasing ability to engage in informed and systematic self-directed practice.

Examples of Outcome Assessments

1. Students must complete all academic requirements to a satisfactory degree, including 1,000 clock hours of practicum.

This program is accredited by the Council on Social Work Education (CSWE). VSU graduate students who are not enrolled in the M.S.W. program may take elective courses with the permission of the Head of the Department of Human Services, but required courses are restricted to M.S.W. students. The M.S.W. program is cohort-based, and the order of courses is strictly determined by selection of program. Academic credit will not be given for life experience or previous work experience.

Program cohort options and detailed programs of study are available at the Social Work Program website (<http://www.valdosta.edu/colleges/education/social-work/>). Students are admitted to one of the following cohort options:

1. Web Hybrid Option: Full-Time (2-year); Part-Time (3-year)
2. Advanced Standing Option: Full-Time (1-year)

The Web Hybrid option is for applicants with an undergraduate degree not in social work.

The Advanced Standing option is available only to students who received a Bachelor of Social Work (B.S.W.) from a Council on Social Work Education (CSWE) accredited program in the last 5 years. Additional admission requirements apply. Enrollment in this option is extremely competitive, and space is limited.

Two specialization tracks have been developed for MSW students: Direct Practice Social Work and Macro Practice for Social Workers. MSW students will select one of the tracks to guide their program of study during their advanced year. Courses have been selected for each track based on their applicability. In addition, one course from the track not selected may be used as an elective for the track selected.

Prior to admission to any graduate program at Valdosta State University, applicants must first submit a completed application to the Graduate School. A completed application packet includes official transcripts from all institutions previously attended, completed application form, fee, and any additional program requirements, submitted by the admission deadline. To be considered for the preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents.

Application Deadlines

Deadline for applications is January 14 of each year for Advanced Standing Admissions (applicants who have earned a B.S.W. from a C.S.W.E.-accredited institution within the last 5 years) and February 14 of each year for standard applications. Applications received after the deadline will be considered on a space-available basis. Classes start in August for both regular M.S.W. students and Advanced Standing M.S.W. students.

Go to the Graduate School website (<http://www.valdosta.edu/academics/graduate-school/welcome.php>) and click on Our Programs, then click on MSW Program for information on:

- Specific MSW Program Admission Requirements
- MSW Program Retention, Dismissal, and Readmission Policies
- MSW Program Graduation Requirements

To Apply Online, click here (<https://www.applyweb.com/apply/vsug/menu.html>).

Requirements for the Master of Social Work Degree

Code	Title	Hours
First Year - Generalist Courses		27
SOWK 6203	Human Behavior in the Social Environment	3
SOWK 6204	Diversity	3
SOWK 6301	Generalist Practice I: Individuals and Families	3
SOWK 6302	Generalist Practice II Organizations and Communities	3
SOWK 6310	Models of Intervention	3
SOWK 6400	Social Welfare Policy and Services	3
SOWK 6500	Generalist Practice in Research and Evaluation Methods in Social Work	3
SOWK 6800	Field Practicum and Seminar I	3
SOWK 6900	Field Practicum and Seminar II	3
Second Year - Specialization Courses		33
SOWK 7500	Advanced Practice in Research and Program Evaluation	3
SOWK 7611	Advanced Social Work Practicum I	3

SOWK 7612	Advanced Social Work Practicum II	3
SOWK 7613	Advanced Practice Seminar	3
SOWK 7810	Psychopathology and Assessment	3
Specialization Track (Select either Direct Practice or Macro Practice)		9
General Practice Electives		9
SOWK 7000	Independent Study in Social Work	
SOWK 7001	Special Topics in Social Work	
SOWK 7400	Advanced Practice in Social Welfare Policy and Practice	
SOWK 7700	Social Work Practice with Older Adults	
SOWK 7775	Social Work and Trauma	
SOWK 7776	Military Social Work	
SOWK 7800	Social Work Practice in Health Settings	
SOWK 7820	Issues in Substance Use	
SOWK 7840	Seminar on Loss and Bereavement	
SOWK 7850	Social Work Practice in Schools	
SOWK 7860	Grant Writing and Program Development for Human Services	
SOWK 7861	Human Services Organization Management	
SOWK 7870	Working with Victims and Perpetrators of Abuse and Neglect	
SOWK 7871	Advanced Direct Practice with Children and Adolescents	
SOWK 7890	Spirituality in Social Work Practice	
SOWK 7910	Advanced Cognitive Behavioral Therapy	
Total Hours Required for the Degree		60

Field Practicum

Students in the M.S.W. program complete two separate year-long practicum experiences. These field placements in social service agencies run concurrently with coursework and allow students an opportunity to integrate classroom content with actual practice experiences. Students are required to complete 16 to 18 hours per week in practicum, depending on program cohort option. Practicum placements are geographically limited and determined by the Director of Field Instruction.

Requirements for the Master of Social Work Degree--Advanced Standing

Code	Title	Hours
Required Courses		33
SOWK 7500	Advanced Practice in Research and Program Evaluation	3
SOWK 7611	Advanced Social Work Practicum I	3
SOWK 7612	Advanced Social Work Practicum II	3
SOWK 7613	Advanced Practice Seminar	3
SOWK 7810	Psychopathology and Assessment	3
SOWK 7000	Independent Study in Social Work	3
Specialization Track (select either Direct Practice or Macro Practice)		9
General Practice Electives		9
SOWK 7000	Independent Study in Social Work	
SOWK 7001	Special Topics in Social Work	
SOWK 7400	Advanced Practice in Social Welfare Policy and Practice	
SOWK 7700	Social Work Practice with Older Adults	
SOWK 7775	Social Work and Trauma	
SOWK 7776	Military Social Work	
SOWK 7800	Social Work Practice in Health Settings	
SOWK 7820	Issues in Substance Use	
SOWK 7840	Seminar on Loss and Bereavement	
SOWK 7850	Social Work Practice in Schools	
SOWK 7860	Grant Writing and Program Development for Human Services	
SOWK 7861	Human Services Organization Management	
SOWK 7870	Working with Victims and Perpetrators of Abuse and Neglect	

SOWK 7871	Advanced Direct Practice with Children and Adolescents	
SOWK 7890	Spirituality in Social Work Practice	
SOWK 7910	Advanced Cognitive Behavioral Therapy	
Total Hours Required for the Degree		33

Specialization Tracks

Code	Title	Hours
Direct Practice Track		9
SOWK 6004	Social Work Practice with Groups	3
SOWK 7300	Advanced Practice with Individuals	3
SOWK 7310	Advanced Practice with Families	3

Code	Title	Hours
Macro Practice Track		9
SOWK 7320	Advanced Practice with Organizations and Communities	3
SOWK 7321	Community Organizing and Planning	3
SOWK 7322	Program Development for Human Services	3

Education Specialist Degree with a Major in School Counseling

The faculty prepares students, who are already certified school counselors, to become leaders and researchers in school counseling. School Counselors develop advanced skills in counseling, consulting, and research.

The Education Specialist Degree in School Counseling is designed to enhance and advance the knowledge and skills of school counselors beyond the Master's level in the following areas: counseling, supervision, leadership, consultation, research, and mental health care systems. The Ed.S. program prepares those who are already certified as school counselors to become leaders and researchers in the educational environment and to gain the knowledge and skills needed to address mental health issues found in the school environment.

Admission Requirements

1. An applicant must hold a master's degree and be a fully certified school counselor.
2. An applicant must have one year experience working as a certified school counselor in a school setting. Because this is a degree only program and not a certification program, the applicant must hold professional standard renewable certification in school counseling. Proof of certification is required with the application to the program. The one year of experience may not include practica and internships.
3. An applicant will not be admitted with a grade point average of less than 3.0 on all previous graduate work attempted.
4. Only applicants who have been granted "Regular" admission status may enter the Education Specialist Degree in School Counseling. Graduate work taken prior to admission to an Education Specialist degree program will not be counted toward the degree requirements.

Selected Educational Outcomes

Program graduates will:

1. demonstrate and model appropriate counseling and supervision skills and strategies in the supervision relationship.
2. demonstrate a systematic conceptualization of the major roles and responsibilities of counselor supervision.
3. evaluate their school counseling program to determine its effectiveness as a comprehensive school counseling program using standards set by the school's accrediting body and the American School Counseling Association.
4. design individual and group treatment strategies that are developmentally appropriate for children and youth that address the academic, social, and career success of all students.
5. demonstrate a disposition appropriate for a leader in the school environment.
6. follow appropriate professional and ethical guidelines.

Examples of Outcome Assessments

1. Candidates will be assessed by performance in Ed.S. level courses.
2. Candidates will be assessed by a faculty member using a standard observation and evaluation form in the Ed.S. School Counseling Practicum.
3. The process of developing the thesis and the results of the thesis will be evaluated by faculty using established criteria.

Requirements for the Ed.S. Degree with a Major in School Counseling

Code	Title	Hours
SCHC 8150	Program Evaluation	3
SCHC 8160	Advanced Practice in Cognitive Behavioral Therapy	3
SCHC 8220	Social Justice in Professional Practice	3
SCHC 8300	Crisis Counseling	3
SCHC 8891	School Counseling Practicum I	3
SCHC 8995	Capstone Seminar	3
COUN 8200	Child Psychopathology	3
COUN 8610	Behavior Modification	3
RSCH 8000	Advanced Research Methodology	3
SCHC 8892	School Counseling Special Topics Seminar	3
Total Hours Required for the Degree		30

Gifted In-Field Endorsement

A Collaborative Online Education Program

The Gifted In-Field Endorsement enables educators to provide “direct instruction” only in the grade levels and fields of the base certificate(s). Individuals with this endorsement may serve as a resource teacher for “indirect services” for gifted education in any content area or grade level P-12.

Admission Deadlines

Check the VSU collaborative online education program website for admission deadlines.

Program Admission Requirements

To pursue the endorsement, applicants must:

1. submit a graduate application for admission as a non-degree seeking student;
2. hold an undergraduate degree from a regionally accredited college or university
3. possess a current clear/renewable teaching certificate.

Program Retention, Dismissal, and Readmission Policies

1. The maximum time allowed for completion of the endorsement is seven calendar years. No work completed more than seven years prior to endorsement completion will be considered.
2. Students must successfully complete the four endorsement courses with an average grade of “B” or better to be recommended for the endorsement.

Requirements for Gifted In-Field Endorsement

Code	Title	Hours
Required Courses		
PSYG 5610	Nature and Needs of Children Who are Talented and Gifted	3
PSYG 6600	Methods & Materials for Children Who Are Talented and Gifted	3
PSYG 6620	Curriculum for Children Who Are Talented and Gifted	3
PSYG 7600	Assessment of Children Who Are Talented and Gifted	3
Total Hours		12

Department of Leadership, Technology, and Workforce Development

Dr. Steven E. Downey, Department Head
Suite 2000, Communication Arts and Curriculum Building

The mission of the Department of Leadership, Technology, and Workforce Development is to develop practitioners and researchers who are knowledgeable and skilled in improving schools and other learning organizations. To accomplish its mission, the department offers programs in curriculum and instruction at the doctoral level; leadership at the doctoral level, educational leadership at the specialist and master's levels; and

instructional technology at the specialist and master's levels. The department also offers a variety of certifications and endorsement programs. All programs have distance education components and are strongly supported by research courses offered within the department.

The Curriculum and Instruction major (Ed. D.) provides interrelated courses and guided experiences to develop student understanding of effective instructional systems and application of theoretical foundations in curriculum and instruction. Course work requires doctoral candidates to research, design, develop, implement, evaluate, and disseminate innovative educational practices in a variety of learning environments and academic disciplines. The program offers concentrations for both non P-12 educators and P-12 educators (GaPSC level 6/7 certificate).

The Leadership major (Ed. D.) seeks to develop doctoral candidates who are effective, ethical, and diverse leaders seeking to maximize achievement in schools and other organizations. Skill applications serve as the connection between the knowledge and inquiry skills developed in the core curriculum and research courses and the increasingly complex world of restructured practice and school or organizational improvement. The program offers concentrations for both non P-12 educators and P-12 educators (GaPSC level 6/7 certificate).

Programs offered in educational leadership lead to an Education Specialist degree (Ed. S.) in educational leadership (performance-based building- or system-level GaPSC PL-6 certificate options), and to a Master of Education degree (M.Ed.) with a major in educational leadership (higher education leadership or P-12 school leadership) and/or GaPSC level 5 certification options. The department also offers a GaPSC PL-6/7 certification program in performance-based building- or system-level educational leadership. The educational leadership programs provide quality instruction, research, and service to prospective and practicing educational leaders. In particular, the Master of Education degree programs are designed to provide candidates with the basic knowledge, skills, and values to perform competently at entry-level leadership roles in higher education and student affairs. Candidates who complete the Education Specialist degree will be equipped with advanced knowledge and skills to perform competently as professionals in educational leadership. The doctoral program is intended to prepare candidates to assume active leadership roles in a variety of organizations. All programs emphasize ethical decision-making and leadership for change.

The instructional technology program is offered at the master's and specialist levels. The Master of Education (M.Ed.) degree program accepts qualified graduates from all disciplines and has three concentrations: library media (GaPSC S-5 certificate), P-12 technology applications (GaPSC S-5 certificate), and technology application. The library media concentration prepares candidates to be school media specialists. The technology applications concentrations prepare candidates to be technology coordinators or instructional developers in a variety of contexts: business, industry, government, military service, health fields, and schools.

The Education Specialist (Ed. S.) with a major in instructional technology emphasizes leadership development and applied research skills in instructional technology practice and prepares candidates to meet present and future technological challenges within an educational organization. The program accepts qualified graduates from all disciplines and has three concentrations: library media (GaPSC S-5 certificate), P-12 technology applications (GaPSC S-5 certificate), and technology application. The library media concentration prepares candidates to be school media specialists. The technology applications concentrations prepare candidates to be technology coordinators or instructional developers in a variety of contexts: business, industry, government, military service, health fields, and schools.

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- Education Specialist Degree with a Major in Instructional Technology (p. 492)
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Master of Education with a Major in Adult and Career Education

Candidates select one of three program options:

1. Workforce Education and Development Option
2. Career and Technical Education Option
3. Business Education and Information Technology Option

Workforce Education and Development Option

Selected Educational Outcomes

1. Candidates will demonstrate a comprehensive understanding of the knowledge, research, and theories appropriate to their major field.
2. Candidates will demonstrate advanced knowledge and skills appropriate to adult workforce education.
3. Candidates will demonstrate the ability to engage in focused inquiry on a topic relevant to their particular area of concentration.

Examples of Outcome Assessments

1. Candidates will successfully develop an approved capstone experience that requires the application of knowledge and skills gained from a series of courses. The capstone project will be evaluated by a team of faculty members.
2. Candidates will successfully complete culminating assessments in ACED 7640 and ACED 7150.
3. Program graduates will successfully research a topic including a relevant literature review as part of the requirements of the capstone project.

Career and Technical Education Option

Selected Educational Outcomes

1. Candidates in advanced teacher education programs have an in-depth knowledge of the content that they teach.
2. Candidates in advanced teacher education programs select and use a broad range of instructional strategies and technologies that promote student learning, and they will clearly explain the choices they make in their practice.
3. Candidates in advanced teacher education programs reflect on their practice and are able to identify their strengths and areas of needed improvement.
4. Candidates in advanced teacher education programs analyze student, classroom, and school performance data and make data-driven decisions about strategies for teaching and learning so that all students learn.

Examples of Outcome Assessments

1. Candidates in advanced teacher education programs will demonstrate the level of their content knowledge as it relates to current issues in the field as part of the requirements for the capstone project. Candidates will research relevant issues related to their content field and to the pedagogy in that field which will lead to the successful completion of the Capstone Experience Current Issue Research Project.
2. Candidates in advanced teacher education programs will demonstrate their use of instructional strategies and technologies through completion of a teaching episode.
3. Candidates in advanced teacher education programs will document reflection on their teaching and will identify areas of strengths and areas for improvement through completion of the COEHS Advanced Teacher Self-Assessment Instrument.
4. Candidates in advanced teacher education programs will demonstrate their ability to positively impact P-12 learning through performance on an approved capstone experience that requires the application of knowledge and skills gained from a series of courses. The capstone experience will be evaluated by a team of faculty members.

Business Education and Information Technology Option

Selected Educational Outcomes

1. Candidates will demonstrate a comprehensive understanding of the knowledge, research, and theories appropriate to their major field.
2. Candidates will demonstrate knowledge and skills in advanced Business Education and Information Technology computer applications.
3. Candidates will demonstrate the ability to engage in focused inquiry on a topic relevant to their particular area of concentration.

Examples of Outcome Assessments

1. Candidates will successfully develop an approved capstone experience that requires the application of knowledge and skills gained from a series of courses. The capstone project will be evaluated by a team of faculty members.
2. Candidates will successfully complete specified assessments in the five classes of the Area of Concentration.

3. Candidates will successfully research a topic and successfully complete a relevant literature review as part of the requirements of the capstone project.

Prior to admission to any graduate program at Valdosta State University, applicants must first submit a completed application to the Graduate School. A completed application packet includes official transcripts from all institutions previously attended, official test scores (GRE or MAT), completed application form, fee, and any additional program requirements, submitted by the admission deadline. To be considered for the preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents.

Admission Deadlines

Fall Deadline: July 15
Spring Deadline: November 15
Summer Deadline: May 1

Go to the Graduate School website (<http://www.valdosta.edu/gradschool/programs.shtml/>) and click on ACED M.Ed. Program for information on:

- Specific ACED M.Ed. Program Admission Requirements
- ACED M.Ed. Program Retention, Dismissal, and Readmission Policies
- ACED M.Ed. Program Graduation Requirements

To Apply Online, click here (<https://www.applyweb.com/apply/vsug/menu.html>).

Requirements for the M.Ed. Degree with a Major in Adult and Career Education Workforce Education and Development Option

Code	Title	Hours
Core Courses		15
RSCH 7100	Research Methodology in Education	3
PSYC 7010 or PSYC 7040	Learning and Assessment Adult Learning and Assessment	3
ACED 7640	Issues and Trends in Adult and Career Education	3
ACED 7990	Analysis of Research in Adult and Career Education	3
ACED 7620	Evaluation of Adult and Career Education Programs	3
Area of Concentration		21
ACED 7100	Current Practices in Workforce Education and Development	3
ACED 7110	Workforce Human Performance Improvement	3
ACED 7150	Adult Learning and Development	3
ACED 7530	Supervision and Mentoring in Adult and Career Education	3
ACED 7680 or ACED 7350	Contemporary Instructional Practices in Workforce Education Organizational Learning and Development	3
Capstone Option A		6
Comprehensive Exam		
Guided Electives ¹		6
Capstone Option B		6
ACED 7950	Directed Study in Adult and Career Education	3
Guided Elective ¹		3
Total Hours Required for the Degree		36

¹ Recommended Guided Electives: ACED 7020, ACED 7120, PSYC 7610, PSYC 8360

Requirements for the M.Ed. Degree with a Major in Adult and Career Education Career and Technical Education Option

Code	Title	Hours
Core Courses		12
RSCH 7100	Research Methodology in Education	3
ACED 7620	Evaluation of Adult and Career Education Programs	3

ACED 7990	Analysis of Research in Adult and Career Education	3
ACED 7950	Directed Study in Adult and Career Education	1-3
Area of Concentration		12
ACED 7020	History and Philosophy of Adult and Career Education	3
ACED 7410	New Teacher Institute	3
or ACED 7680	Contemporary Instructional Practices in Workforce Education	
Select one of the following:		3
ACED 7120	Electronic Courseware Design and Development	
ACED 7430	Advanced New Teacher Institute	
ACED 8450	Multimedia Authoring and Design	
ACED 7150	Adult Learning and Development	3
or ACED 7710	Managing the Classroom and Laboratory Learning Environment	
Guided Electives		6
Total Hours Required for the Degree		30

Requirements for the M.Ed. Degree with a Major in Adult and Career Education Business Education and Information Technology Option

Code	Title	Hours
Core Courses		12
RSCH 7100	Research Methodology in Education	3
ACED 7620	Evaluation of Adult and Career Education Programs	3
ACED 7990	Analysis of Research in Adult and Career Education	3
ACED 7950	Directed Study in Adult and Career Education	1-3
Area of Concentration		12
ACED 7220	Improvement of Instruction and Training in Technology	3
ACED 7610	Advanced Web Design and Development	3
ACED 7700	Advanced Desktop Publishing	3
ACED 8450	Multimedia Authoring and Design	3
Guided Electives		6
Total Hours Required for the Degree		30

Master of Education with a Major in Educational Leadership

The educational leadership M.Ed. degree allows candidates to obtain an advanced degree in the field of educational leadership. There are two tracks:

- The Higher Education Leadership Track prepares candidates to be administrators in institutions of higher education.
- The P-12 School Leadership Option prepares candidates to serve as entry-level administrators in schools or school systems.

Higher Education Option

Selected Educational Outcomes

1. Candidates will demonstrate knowledge of ethical leadership practices in higher education settings.
2. Candidates will establish operational plans and processes to accomplish strategic goals, utilizing practical applications of theory.
3. Candidates will describe the processes of educational leadership and relate them to programs in higher education.
4. Candidates will interact effectively with internal and external audiences.

Examples of Outcome Assessments

1. Candidates will develop a written budget in response to established criteria.
2. Candidates will prepare a professional portfolio as evidence of their mastery of course content and ability to apply course content to real-world settings.
3. Candidates will write a narrative as part of their professional portfolio, in which they establish operational plans and processes to accomplish strategic goals, utilizing practical applications of organizational theories.
4. Candidates will successfully complete the requirements for their internships.

Prior to admission to any graduate program at Valdosta State University, applicants must first submit a completed application to the Graduate School. A completed application packet includes official transcripts from all institutions previously attended, official test scores (GRE or MAT), completed application form, fee, and any additional program requirements submitted by the admission deadline. To be considered for the preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents.

Go to the Higher Education Leadership website (<http://www.valdosta.edu/academics/graduate-school/our-programs/higher-education-leadership.php>) for information on:

- Specific Higher Education Leadership Track, M.Ed. Educational Leadership Program Admission Requirements
- Higher Educational Leadership Track, M.Ed. Educational Leadership Program Retention, Dismissal, and Readmission Policies
- Higher Educational Leadership Track, M.Ed. Educational Leadership Program Graduation Requirements

To Apply Online, click here (<https://www.applyweb.com/apply/vsug/menu.html>).

Requirements for the M.Ed. Degree in Educational Leadership Higher Education Leadership Option

Code	Title	Hours
Core Courses		
HEDL 7650	Leadership Issues in Higher Education	3
HEDL 7800	Organization and Governance of Higher Education	3
HEDL 7810	Finance and Budgeting in Higher and Education	3
HEDL 7820	Assessment and Evaluation in Higher Education	3
HEDL 7840	History and Philosophy of Higher Education	3
HEDL 7860	Student Development Theory	3
HEDL 7865	Collegiate Environments	3
HEDL 7870	Introduction to Higher Education Leadership	3
HEDL 7880	Counseling in Student Affairs	3
HEDL 8300	Social Context of Educational Leadership	3
RSCH 7100	Research Methodology in Education	3
Guided Elective		3
Select one of the following:		
HEDL 7700	The Community and Technical College	
LEAD 7830	Law and Policy in Higher Education	
HEDL 7850	Ethics and Standards in Higher Education	
HEDL 8700	Special Topics in Higher Education Leadership	
HEDL 7890	Technology in Student Affairs	
LEAD 7922	Internship in Higher Education Leadership	
Field Experiences (internships)		3
HEDL 7921	Internship Preparation in Higher Education Leadership	
Total Hours Required for the Degree		39

P-12 School Leadership Option

The P-12 school leadership program allows candidates to become entry-level school or system administrators. Candidates can obtain an M.Ed. or can add P-12 School Leadership and become GaPSC-certified in educational leadership at level 5 by completing the program and posting a passing score on the GACE Educational Leadership Assessment.

Selected Educational Outcomes

1. Candidates will demonstrate knowledge of the pedagogy in their fields as delineated in professional, state, and institutional standards.
2. Candidates will use data and current research to inform practices.
3. Candidates will create positive environments for student learning.
4. Candidates will demonstrate skills and knowledge to build upon the developmental levels of students with whom they work; the diversity of students, families, and communities; and the policy contexts within which they work.

Examples of Outcome Assessments

1. Candidates will demonstrate content knowledge through passing the state-required content assessment.
2. Candidates will demonstrate their ability to use data and current research to inform their practice through completion of a project designed to improve student achievement.
3. Candidates will demonstrate their ability to create positive environments for student learning during a faculty and mentor observation of their clinical practice.
4. Candidates will demonstrate their ability to positively impact P-12 schools through their completion of an Inventory of Leadership Experiences.

Prior to admission to any graduate program at Valdosta State University, applicants must first submit a completed application to the Graduate School. A completed application packet includes official transcripts from all institutions previously attended, official test scores (GRE or MAT), completed application form, fee, and any additional program requirements submitted by the admission deadline. To be considered for the preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents.

Requirements for the M.Ed. Degree in Educational Leadership P-12 School Leadership Option

Code	Title	Hours
Area A -- Leadership		12
LEAD 7420	Ethical and Legal Issues for Leadership	
LEAD 8030	School Culture, Change and Organizational Dynamics	
LEAD 8240	Managing Resources for School Improvement	
LEAD 7310	Leadership for Community and Public Relations	
Area B -- Curriculum and Instruction		12
RSCH 8000	Advanced Research Methodology	
LEAD 7120	Instructional Leadership and Supervisory Practices for Improved Teaching and Learning	
LEAD 7130	Technology Leadership for School Improvement	
CIED 7060	Curriculum, Instruction, and Technology Integration	
Area C -- Field-based Activities		6
LEAD 7920	Leadership Field Experiences I	
LEAD 7930	Leadership Field Experiences II	
Total Hours Required for the Degree		30

Other Degree Requirements

Candidates must take the GACE Content Assessment in educational leadership.

Additional Certification Requirements

Please note that all students who hold or are seeking GaPSC educator certification must successfully complete EDUC 5999. Prior to being recommended for a clear/renewable Georgia leadership certificate, a candidate must meet the PSC Special Requirements (PSC 505-2-20)-- Identification and Education of Children with Special Needs and pass the GACE Content Assessment in Educational Leadership.

Tier 1 Certification Only Program in Educational Leadership

The Tier 1 Certification non-degree program offers candidates the opportunity to become certified at Tier 1 in educational leadership (level 5). Candidates must hold a Tier 1 GaPSC certification and a master's degree or higher in a field recognized by the GaPSC as a related field.

Go to the Graduate School website (<http://www.valdosta.edu/academics/graduate-school/welcome.php>) and click on Our Programs, and then click on Certification in Educational Leadership for information on:

- Specific Tier 1 Certification in Educational Leadership Admission Requirements
- Tier 1 Certification in Educational Leadership Program Completion Requirements

To Apply Online, click here (<https://www.applyweb.com/apply/vsug/menu.html>).

Requirements for Tier 1 Certification in Educational Leadership

Code	Title	Hours
Area A -- Leadership		12
LEAD 7420	Ethical and Legal Issues for Leadership ¹	
LEAD 8030	School Culture, Change and Organizational Dynamics ¹	
LEAD 8240	Managing Resources for School Improvement	
LEAD 7310	Leadership for Community and Public Relations ¹	
Area B -- Curriculum and Instruction		12
RSCH 8000	Advanced Research Methodology ¹	
LEAD 7120	Instructional Leadership and Supervisory Practices for Improved Teaching and Learning ¹	
LEAD 7130	Technology Leadership for School Improvement ¹	
CIED 7060	Curriculum, Instruction, and Technology Integration ¹	
Area C -- Field-based Activities		6
LEAD 7920	Leadership Field Experiences I	
LEAD 7930	Leadership Field Experiences II	
The above field-based activities will be conducted at the work site of the candidate and supervised by a Candidate Support Team consisting of a site mentor, a university advisor/coach, and the candidates, at which the residency is completed.		
Total Hours Required for Certification		30

¹ or equivalent. The faculty advisor will collaborate with candidates to identify appropriate courses based on the candidates' other graduate-level coursework and professional knowledge and skills.

Additional Requirements

Please note that all students who hold or are seeking this degree and/or GaPSC educator certification must successfully complete EDUC 5999. Prior to being recommended for a clear/renewable Georgia leadership certificate, a candidate must meet the GaPSC Special Requirements (PSC Rule 505-2-20)--Identification and Education of Children with Special Needs and pass the GACE Educational Performance-based Leadership Assessment.

Master of Education with a Major in Instructional Technology

The Instructional Technology (IT) M.Ed. degree allows candidates to obtain an advanced degree in the rapidly growing field of Instructional Technology.

There are three concentrations in the Instructional Technology Program: Technology Applications, School Library Media, and Instructional Technology and Training. The Technology Applications and School Media concentrations prepare candidates to be competent technology-using teachers, library media specialists, technology coaches, technology coordinators, or instructional technologists in a variety of P-12 public school contexts. The Instructional Technology and Training concentration prepares candidates to be instructional designers, content developers, trainers, and technology leaders in a variety of contexts: business, industry, government, the military, health fields, and higher education.

This fully online program offers participants the opportunity to complete all course work at a distance using the Internet and the VSU Course Management System. Experiential learning and application of knowledge are vital components of each class.

More information is available through the Department of Leadership, Technology, and Workforce Development webpage (<https://www.valdosta.edu/ltwd/>).

Technology Applications Concentration

Selected Educational Outcomes

1. Candidates will demonstrate an adequate understanding of the knowledge expected in their fields and delineated in professional, state, and institutional standards while simultaneously demonstrating professional growth and leadership.
2. Candidates will use data and research to inform their practices in instructional technology.
3. Candidates will demonstrate professionalism by using their knowledge and skills to create positive, effective, technology-enhanced environments for teaching and learning.

Examples of Outcome Assessments

1. Candidates will demonstrate content knowledge through course-based content assessments, a state-based content exam, and a portfolio.
2. Candidates will demonstrate their ability to use data and research to make informed decisions in their course-based assignments.

- Candidates will demonstrate their ability to create positive environments for student learning during field-based projects related to digital learning environments and technology integration.

The Technology Applications concentration accepts applicants who are P-12 and non-P-12 public school personnel. Non-P-12 personnel are also encouraged to review and apply to the Instructional Technology and Training concentration.

Prior to admission to any graduate program at Valdosta State University, applicants must first submit a completed application to the Graduate School. A completed application packet includes official transcripts from all institutions previously attended, official test scores (GRE or MAT), completed application form, fee, and any additional program requirements, submitted by the admission deadline. To be considered for the preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents.

Admission Deadlines

Fall Deadline: July 15

Spring Deadline: November 15

To Apply Online, click here (<https://www.applyweb.com/apply/vsug/menu.html>).

Requirements for the M.Ed. Degree with a Major in Instructional Technology Technology Applications Concentration (for P-12 Public School Personnel)

Code	Title	Hours
Professional Education		3
EDUC 5999	Professional Orientation	0
ITED 7100	Foundations in Instructional Design and Technology	3
Instructional Technology Core		9
ITED 7200	Digital Literacy and Citizenship	3
ITED 7300	Instructional Design and Technology Integration	3
ITED 7400	Creation and Management of Digital Learning Environments	3
Instructional Technology Electives		6
Guided Electives		9
Internship		3
ITED 7399	Internship in Technology Applications	
Total Hours Required for the Degree		30

Requirements for the M.Ed. Degree with a Major in Instructional Technology

Technology Applications Concentration (for Non P-12 Public School Personnel)

Code	Title	Hours
Professional Education		3
ITED 7100	Foundations in Instructional Design and Technology	3
Instructional Technology Core		9
ITED 7200	Digital Literacy and Citizenship	3
ITED 7300	Instructional Design and Technology Integration	3
ITED 7400	Creation and Management of Digital Learning Environments	3
Technology Electives		15
Internship		3
ITED 7399	Internship in Technology Applications	
Total Hours Required for the Degree		30

School Library Media Concentration

Selected Educational Outcomes

- Candidates will demonstrate an adequate understanding of the knowledge expected in their fields and delineated in professional, state, and institutional standards.

2. Candidates will use data and research to inform their practices.
3. Candidates will create positive environments for student learning.

Examples of Outcome Assessments

1. Candidates will demonstrate content knowledge through course-based content assessments, and a state-based content exam.
2. Candidates will demonstrate the use of data and current research through the development of a literature review and course-based assignments.
3. Candidates will demonstrate effect on student learning through field experience, development of a portfolio, and course-based assessments.

Requirements for the M.Ed. Degree with a Major in Instructional Technology

School Library Media Concentration

Corequisites: ITED 7204 or an approved P-12 Literature course and SPEC 3000/7000 or GAPSC approved course for the Exceptional Child

Code	Title	Hours
Professional Education		6
EDUC 5999	Professional Orientation	0
CIED 7060	Curriculum, Instruction, and Technology Integration	3
ITED 7100	Foundations in Instructional Design and Technology	3
Instructional Technology Core		9
ITED 7200	Digital Literacy and Citizenship	3
ITED 7300	Instructional Design and Technology Integration	3
ITED 7400	Creation and Management of Digital Learning Environments	3
Courses in Area of Specialization		12
ITED 7201	Information Resources and Services	3
ITED 7202	Collection Development and Maintenance	3
ITED 7203	Administering School Media Centers	3
ITED 7204	Literature for the P-12 School Librarian	3
Internship		3
ITED 7299	Internship in School Media Centers	
Total Hours Required for the Degree		36

Instructional Technology and Training Concentration

This degree/concentration does not result in the awarding of teaching certificates, as defined by the Georgia Professional Standards Commission. It does, however, facilitate students' attainment of the following industry certificates:

- Adobe Certified Associate in Photoshop
- Adobe Certified Associate in Premiere
- Adobe Certified Associate in Dreamweaver
- Project Management Institute's Certified Associate in Project Management

Selected Educational Outcomes

1. Candidates will create multimedia products (i.e., video, audio, photos/graphics) suitable for use in corporate training materials and programs.
2. Candidates will employ appropriate instructional design models to develop online and face-to-face instructional materials.
3. Candidates will perform managerial tasks essential for operating instructional programs (i.e., program evaluation, project management).

Examples of Outcome Assessments

1. Candidates will conceive, shoot, edit, and render professional quality instructional videos suitable for use in a corporate training program.
2. Candidates will produce complete instructional units suitable for delivery in corporate training programs in both traditional and online formats.
3. Candidates will conduct holistic evaluations of established corporate training programs and generate recommendations for improving operations.

Requirements for the M.Ed. Degree with a Major in Instructional Technology Instructional Technology and Training Concentration

Code	Title	Hours
ITED 7100	Foundations in Instructional Design and Technology	3
ITED 7300	Instructional Design and Technology Integration	3
ACED 7610	Advanced Web Design and Development	3
ITED 7610	Instructional Graphics	3
ITED 7710	Instructional Video and Audio	3
ITED 7810	Project Training Management	3
ITED 8600	Professional Development and Program Evaluation	3
Electives		9
Total Hours Required for the Degree		30

Education Specialist Degree with a Major in Educational Leadership

The Ed.S. Degree with a Major in Educational Leadership (Tier I Certification)

The specialist program allows candidates to become entry-level school or system administrators and acquire GaPSC Tier I certification in educational leadership at Level 6 by completing the program and posting a passing score on the GACE Educational Leadership Assessment.

Selected Educational Outcomes

1. Candidates will demonstrate an adequate understanding of the knowledge expected in their fields and delineated in professional, state, and institutional standards.
2. Candidates will use data and current research to inform their practices.
3. Candidates will create positive environments for student learning.
4. Candidates will demonstrate skills and knowledge to build upon the developmental levels of students with whom they work; the diversity of students, families, and communities; and the policy contexts within which they work.

Examples of Outcome Assessments

1. Candidates will demonstrate content knowledge through passing the state-required content assessment.
2. Candidates will demonstrate their ability to use data and current research to inform their practice through completion of a comprehensive review of literature.
3. Candidates will demonstrate their ability to create positive environments for student learning during a faculty and mentor observation of their field experience.
4. Candidates will demonstrate their ability to positively impact P-12 learning through completion of an Inventory of Leadership Experiences.

Prior to admission to any graduate program at Valdosta State University, applicants must first submit a completed application to the Graduate School. A completed application packet includes official transcripts from all institutions previously attended, completed application form, fee, and any additional program requirements submitted by the admission deadline. To be considered for the preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents.

Admission Deadlines

- Fall Deadline: July 1
- Spring Deadline: November 1
- Summer Deadline: April 1

To Apply Online, click here (<https://www.applyweb.com/apply/vsug/menu.html>).

Requirements for the Ed.S. Degree with a Major in Educational Leadership (Tier I Certification)

Code	Title	Hours
Area A: Leadership		18
LEAD 8240	Managing Resources for School Improvement	3

LEAD 8140	Leadership for Creating an Effective Learning Environment	3
LEAD 8030	School Culture, Change and Organizational Dynamics	3
LEAD 8520	Executive Leadership for the 21st Century	3
LEAD 8620	Leading a Professional Learning Community	3
LEAD 8630	Coaching and Mentoring for High-Performing Schools	3
Area B: Curriculum and Instruction		6
LEAD 7120	Instructional Leadership and Supervisory Practices for Improved Teaching and Learning	3
RSCH 8000	Advanced Research Methodology	3
Area C: Field-based Activities		6
LEAD 7920	Leadership Field Experiences I	3
LEAD 7930	Leadership Field Experiences II	3
Total hours required for the degree		30

The Ed.S. Degree with a Major in Educational Leadership (Tier II Certification)

The performance-based specialist program offers candidates the opportunity to continue to develop their knowledge and skills through advanced and more specialized content designed specifically to address the candidates' leadership position and career goals.

Selected Educational Outcomes

1. Candidates will demonstrate an adequate understanding of the knowledge expected in their fields and delineated in professional, state, and institutional standards.
2. Candidates will use data and current research to inform their practices.
3. Candidates will create positive environments for student learning.
4. Candidates will understand and build upon the developmental levels of students with whom they work; the diversity of students, families, and communities; and the policy contexts within which they work.

Examples of Outcome Assessments

1. Candidates will demonstrate content knowledge through passing the state-required content assessment.
2. Candidates will demonstrate their ability to use data and current research to inform their practice through completion of a comprehensive review of literature.
3. Candidates will demonstrate their ability to create positive environments for student learning during a faculty observation of their clinical practice.
4. Candidates will demonstrate their ability to positively impact P-12 learning through a school improvement project.

Prior to admission to any graduate program at Valdosta State University, applicants must first submit a completed application to the Graduate School. A completed application packet includes official transcripts from all institutions previously attended, completed application form, fee, and any additional program requirements submitted by the admission deadline. To be considered for the preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents.

Admission Deadlines

Fall Deadline: July 1
Spring Deadline: November 1
Summer Deadline: April 1

To Apply Online, click here (<https://www.applyweb.com/apply/vsug/menu.html>).

Requirements for the Ed.S. Degree with a Major in Educational Leadership (Tier II Certification)

Code	Title	Hours
Area A Core		12
LEAD 8140	Leadership for Creating an Effective Learning Environment	3
LEAD 8620	Leading a Professional Learning Community	3
LEAD 8520	Executive Leadership for the 21st Century	3
LEAD 8630	Coaching and Mentoring for High-Performing Schools	3
Area B Residency		18

LEAD 8920	Advanced Leadership Field-Based Experiences I	6
LEAD 8930	Advanced Leadership Field-Based Experiences II	6
LEAD 8940	Advanced Leadership Field-Based Experiences III	6

The residency will be completed at the candidate's work site under the supervision of a Candidate Support Team consisting of a site mentor, a university advisor/coach, and the candidate.

Total Hours Required for the Degree

30

Prior to being recommended for a clear/renewable Georgia leadership certificate, a candidate must meet the GaPSC Special Requirements (PSC Rule 505-2-20)--Identification and Education of Children with Special Needs and pass the PASL Educational Performance-based Leadership Assessment.

Education Specialist Degree with a Major in Instructional Technology

The Instructional Technology (IT) Ed.S. degree allows candidates to obtain an advanced degree in the rapidly growing field of instructional technology. School media specialists, technology coordinators, and other educators or trainers with a master's degree in any field are invited to apply.

There are four concentrations associated with this degree, depending on the certification desired by the candidate:

1. Technology Applications; P-12 Technology Applications with Initial IT Certification;
2. P-12 Technology Applications with an In-Field Upgrade; and
3. P-12 Technology Applications with School Library Media Certification.

Concentration 1 is intended for higher education and corporate personnel as well as out-of-state educators. By completing this degree, the candidate will receive a specialist degree in instructional technology but will not receive certification in any Georgia teaching or service field.

Concentration 2 is intended for P-12 school personnel wanting to add instructional technology to their Georgia educator certificate. By completing this specialist degree and passing the Georgia Content Assessment for the instructional technology field, previously certified Georgia educators will be eligible to upgrade their certificate to level 6 and add this area of instructional technology to their certificate.

Concentration 3 is intended for P-12 school personnel seeking an in-field upgrade to their existing Georgia educator certificate. By completing this degree, including completing 18 hours of content pedagogy in instructional technology and/or the candidates' are of previous certification, the candidates will be eligible to upgrade their existing field of certification to level 6. This concentration will not result in the field of instructional technology being added to the candidates' existing certificate.

Concentration 4 is intended for P-12 school personnel seeking dual initial certification in instructional technology and school library media. By completing this degree and passing the Georgia Content Assessments for both the instructional technology and school library media fields, previously-certified Georgia educators will be eligible to upgrade their certificate to level 6 and add both instructional technology and/or school library media areas to their certificate.

The online program offers participants the opportunity to complete all coursework and field experiences remotely using the Internet and the VSU Course Management System. Because the online learning system is available continuously, candidates access their courses at their convenience using any computer connected to the Internet by a web browser. Experiential learning and application of knowledge are vital components of each class.

Prior to admission to any graduate program at Valdosta State University, applicants must first submit a completed application to the Graduate School. A completed application packet includes official transcripts from all graduate institutions previously attended, official test scores (GRE or MAT) if required, completed application form, fee, and any additional program requirements as listed on the Graduate School website, submitted by the admission deadline. To be considered for the preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents.

Admission Deadlines

Fall Deadline: March 15

Spring Deadline: November 15

No summer admission

More information is available through the Department of Leadership, Technology, and Workforce Development website (<https://www.valdosta.edu/ltdw/>).

Requirements for the Education Specialist Program with a Major in Instructional Technology

Technology Applications (Concentrations 1-3)

Selected Educational Outcomes

1. Candidates will demonstrate an adequate understanding of the knowledge expected in their fields and delineated in professional, state, and institutional standards while simultaneously demonstrating professional growth and leadership.
2. Candidates will use data and research to inform their practices in creating and using instructional technology.
3. Candidates will demonstrate professionalism by using their knowledge and skills to create positive, effective, technology-enhanced environments for teaching and learning.

Examples of Outcome Assessments

1. Candidates will demonstrate content knowledge through course-based content assessments, a state-based content exam, and/or a portfolio.
2. Candidates will demonstrate their ability to use data and research to inform their practice through application and analysis of research-based literature and action research.
3. Candidates will demonstrate their ability to create positive environments for teaching, training, and learning during collaborative class activities and field-based projects related to digital learning environments and technology integration.

Technology Applications Concentration (Concentration 1)

Code	Title	Hours
Professional Education		3
ITED 8100	Theories, Models, and Perspectives of Instructional Design and Technology	3
Instructional Technology Core		12
ITED 8200	Instructional Design for Training and Education	3
ITED 8300	Technology Tools for Training and Education	3
ITED 8500	Leadership in Instructional Technology	3
ITED 8700	Designing Creative Learning for Students and Adults	3
Research-based Pedagogy		6
ITED 8970	Action Research Methods and Planning	3
ITED 8999	Action Research Project	3
Guided Electives		9
Total Hours Required for the Degree		30

P-12 Technology Applications with Initial IT Certification (Concentration 2)

Code	Title	Hours
Professional Education		3
EDUC 5999	Professional Orientation	0
ITED 8100	Theories, Models, and Perspectives of Instructional Design and Technology	3
Instructional Technology Core		12
ITED 8200	Instructional Design for Training and Education	3
ITED 8300	Technology Tools for Training and Education	3
ITED 8500	Leadership in Instructional Technology	3
ITED 8700	Designing Creative Learning for Students and Adults	3
Research (in area of professional certification)		6
ITED 8970	Action Research Methods and Planning	3
ITED 8999	Action Research Project	3
Guided Electives		9
Total Hours Required for the Degree		30

Prior to recommendation for instructional technology certification, the applicant must pass the GACE for Instructional Technology. All course work in the research sequence must be completed in the area of the candidate's prior certification.

P-12 Technology Applications with an In-Field Upgrade (Concentration 3)

Code	Title	Hours
Technology-Based Pedagogy		12
CIED 7601	Course Management Systems for E-Learning	3
CIED 7602	Resources and Strategies for E-Learning	3
CIED 7603	Design and Delivery of Instruction for E-Learning	3
ITED 8700	Designing Creative Learning for Students and Adults	3
Research-Based Pedagogy		9
ITED 8960	Supporting Best Practices with Innovative Technologies	3
ITED 8970	Action Research Methods and Planning	3
ITED 8999	Action Research Project	3
Guided Electives		9
Total Hours Required for the Degree		30

P-12 Technology Applications with School Library Media Certification (Concentration 4)

Selected Educational Outcomes

1. Candidates will demonstrate an adequate understanding of the knowledge expected in their fields and delineated in professional, state, and institutional standards while simultaneously demonstrating professional growth and leadership.
2. Candidates will use data and research to inform their practices and enhance their leadership role in creating, using, and managing instructional technology.
3. Candidates will demonstrate professionalism by using their knowledge and skills to create positive, effective, technology-enhanced environments for teaching and learning.

Examples of Outcome Assessments

1. Candidates will demonstrate content knowledge through course-based content assessments, a state-based content exam, and/or a portfolio.
2. Candidates will demonstrate their ability to use data and research to inform their practice through application and analysis of research-based literature and course-based assignments.
3. Candidates will demonstrate effect on student learning through development of an internship portfolio as well as demonstrate their ability to create positive environments for teaching, training, and learning during projects related to digital learning environments and technology integration.

School Library Media Concentration (Concentration 4)

Corequisite: Special Education Course for the Exceptional Child

Code	Title	Hours
Professional Education		6
EDUC 5999	Professional Orientation	0
CIED 7060	Curriculum, Instruction, and Technology Integration	3
ITED 8100	Theories, Models, and Perspectives of Instructional Design and Technology	3
Instructional Technology Core		12
ITED 8200	Instructional Design for Training and Education	3
ITED 8300	Technology Tools for Training and Education	3
ITED 8500	Leadership in Instructional Technology	3
ITED 8700	Designing Creative Learning for Students and Adults	3
Library Media Specialization		12
ITED 7201	Information Resources and Services	3
ITED 7202	Collection Development and Maintenance	3
ITED 7203	Administering School Media Centers	3
ITED 7204	Literature for the P-12 School Librarian	3
Internship/Professionalism		6
Guided Elective		3
ITED 8299	Internship School Media Center	3
Total Hours Required for the Degree		36

Prior to recommendation for library media certification, applicant must pass GACE Content Assessment Test for Media Specialist and complete an approved program for recommendation for certification.

Doctor of Education with a Major in Adult and Career Education

The Adult and Career Education major provides advanced, professional training for individuals pursuing careers in teaching and leadership of career education and related fields. The program prepares students for working with adult learners and students with special needs in career education fields at the secondary and postsecondary levels in the public and private sectors.

Selected Educational Outcomes

1. Candidates will demonstrate the ability to engage in focused inquiry by researching a topic, evaluating relevant literature, writing a comprehensive dissertation, and presenting the results of their study.
2. Candidates or students will demonstrate the ability to contribute to the body of knowledge in their field by writing and submitting a manuscript for publication or by making a presentation based on their doctoral studies at a professional conference or meeting.
3. Students will demonstrate a comprehensive understanding of the knowledge, research, and theories appropriate to their major field by completing a comprehensive examination.

Examples of Outcome Assessments

1. The process of developing the dissertation and the results of the dissertation are assessed by a faculty committee using criteria approved at the program level.
2. As part of the course requirements in their major coursework, candidates will be required to write a manuscript to submit for publication or a proposal for presentation at a professional development conference based on their doctoral studies. The manuscript will be reviewed by a faculty member before it is submitted to a professional publication. Candidates or students will document successfully making a presentation based on their doctoral studies at a professional conference or meeting.
3. Students will successfully develop written responses to a comprehensive examination that requires the application of information gained from a series of courses. Written responses will be evaluated by a team of faculty members.

Prior to admission to any graduate program at Valdosta State University, applicants must first submit a completed application to the Graduate School. A completed application packet includes official transcripts from all institutions previously attended, official test scores (GRE or MAT), completed application form, fee, and any additional program requirements submitted by the admission deadline.

To be considered for the preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents.

Admission Deadlines

This program considers applications for Fall and Spring terms.

Fall Deadline: April 1

Spring Deadline: October 1

Go to the Graduate School website (<http://www.valdosta.edu/academics/graduate-school/welcome.php>) and click on Our Programs, then click on ACED Ed.D. Program for information on:

- Specific ACED Ed.D. Program Admission Requirements
- ACED Ed.D. Program Retention, Dismissal, and Readmission Policies
- ACED Ed.D. Program Graduation Requirements

To Apply Online, click here (<https://www.applyweb.com/apply/vsug/menu.html>).

Requirements for the Ed.D. Degree with a Major in Adult and Career Education

Code	Title	Hours
Area A – Interdisciplinary Studies		9
ACED 9400	Adult Learning Strategies	
CIED 9100	Curriculum Design, Implementation, and Evaluation	
EDUC 9000	Interdisciplinary Studies in Education	
Area B – Educational Inquiry		16
RSCH 9800	Research Design and Foundations for Advanced Quantitative, Qualitative, and Mixed Methods Research	3
RSCH 9820	Qualitative Research Methods in Education	3

RSCH 9840	Quantitative Research Methods in Education	3
Select one of the following:		3
RSCH 9830	Advanced Qualitative Research Methods	
RSCH 9850	Advanced Quantitative Research Methods	
RSCH 9860	Advanced Mixed Method	
RSCH 9871	Planning for Dissertation	1
RSCH 9872	Dissertation Topic Conceptualization	3
Area C – Major and Interdisciplinary Courses		21
Major		12
ACED 9410	Diverse Populations in Adult and Career Education	
CIED 9400	Review of Academic Discipline and Pedagogy Literature	
ACED 9430	Leadership in Adult and Career Education	3
CIED 9210	Instructional Design	3
CIED 9220	Instructional Development and Production	3
Concentration Tracks		9
Human Resource Development		
Adult Learning		
Post-Secondary Leadership		
Leadership		
Other concentration tracks as identified in conjunction with doctoral advisor		
Area D -- Dissertation		9
ACED 9999	Dissertation in Adult and Career Education	9
Total Hours Required for the Degree		55

Doctor of Education with a Major in Curriculum and Instruction

The curriculum and instruction major is designed for experienced practitioners in a variety of academic disciplines. The program provides opportunities for candidates to relate theoretical foundations to curricular and instructional issues facing schools, school systems, higher education, and other learning environments. The program offers concentrations for both non-P-12 educators and P-12 educators. P-12 educators seeking certificate upgrades (level 6/7) are required to select concentrations in their certification field--all electives must be approved by the advisor and completed in the teaching certification field. Non-P-12 educators' electives must be approved by the advisor in the area of specific interest.

Selected Educational Outcomes

1. Doctoral candidates will demonstrate inquiry skills in quantitative, qualitative, and mixed research methodologies.
2. Doctoral candidates will demonstrate a comprehensive understanding of the knowledge, research, and theories appropriate to their major field by completing an online portfolio.
3. Doctoral candidates will demonstrate the ability to engage in focused inquiry by researching a topic, evaluating relevant literature, writing a comprehensive dissertation, and presenting the results of their study.

Examples of Outcome Assessments

1. Doctoral candidates will successfully complete course work in quantitative, qualitative, and mixed research methodologies.
2. Doctoral candidates will successfully develop an online portfolio. Portfolios will be evaluated by a team of faculty members.
3. Doctoral candidates will be evaluated by a faculty committee on the development and defense of their dissertation.

Prior to admission to any graduate program at Valdosta State University, applicants must first submit a completed application to the Graduate School. A completed application packet includes official transcripts from all institutions previously attended, official test scores (GRE or MAT), completed application form, fee, and any additional program requirements submitted by the admission deadline. To be considered for the preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents.

Admission Deadline

The Ed.D. program in Curriculum and Instruction considers applications for Fall term only.

Fall Deadline: March 15

Go to the Graduate School website (<http://www.valdosta.edu/academics/graduate-school/welcome.php>) and click on Our Programs, then click on Ed.D. Curriculum and Instruction Program for information on:

- Specific Ed.D. Curriculum and Instruction Program Admission Requirements
- Ed.D. Curriculum and Instruction Program Retention, Dismissal, and Readmission Policies
- Ed.D. Curriculum and Instruction Program Graduation Requirements

To Apply Online, click here (<https://www.applyweb.com/apply/vsug/menu.html>).

Requirements for the Ed.D. with a Major in Curriculum and Instruction with a Concentration in P-12 Curriculum and Instruction

According to the Georgia Professional Standards Commission (GaPSC), all candidates applying for a certificate in Curriculum and Instruction are required to present passing scores on the GACE Content Assessments for Curriculum and Instruction. The Valdosta State University Dewar College of Education and Human Services requires all candidates to take the appropriate GACE Content Assessment(s) for their major and submit the score reports to the Dean's office. Candidates are not required to pass GACE Content Assessments in order to graduate from our programs but cannot be recommended for certification until they pass. All coursework and assessments must be completed successfully before a candidate can be recommended for certification in Curriculum and Instruction by the GaPSC.

Code	Title	Hours
Area A: Disciplinary Studies		9
CIED 9100	Curriculum Design, Implementation, and Evaluation	3
Select two of the following:		6
ACED 9400	Adult Learning Strategies	
LEAD 9030	Leadership Problems: Interdisciplinary Analysis	
EDUC 9000	Interdisciplinary Studies in Education	
Area B: Educational Inquiry		16
RSCH 9800	Research Design and Foundations for Advanced Quantitative, Qualitative, and Mixed Methods Research	3
RSCH 9820	Qualitative Research Methods in Education	3
RSCH 9840	Quantitative Research Methods in Education	3
RSCH 9871	Planning for Dissertation	1
Select one of the following:		3
RSCH 9830	Advanced Qualitative Research Methods	
RSCH 9850	Advanced Quantitative Research Methods	
RSCH 9860	Advanced Mixed Method	
RSCH 9872	Dissertation Topic Conceptualization	3
Area C: Major Courses		21
Curriculum and Instruction Core		9
Select one of the following:		3
CIED 9200	Instructional Planning, Implementation, and Evaluation	
CIED 9300	Using Assessment to Maximize Student Learning	
CIED 9400	Review of Academic Discipline and Pedagogy Literature	
PSYC 8020	Advanced Educational Psychology	
GaPSC Certification Area Electives ¹		9
EDUC 5999	Professional Orientation	0
Area D: Dissertation		9
CIED 9999 and/or RSCH 9999		
Total Hours Required for the Degree		55

¹ 9 hours of electives and/or dissertation in the candidate's area of previous certification is required in GaPSC Rule 505-3.55 for Curriculum and Instruction Certification.

Requirements for the Ed.D. with a Major in Curriculum and Instruction with a Concentration in Learning and Development

Code	Title	Hours
Area A: Disciplinary Studies		9
Select three from the following:		9
ACED 9400	Adult Learning Strategies	
EDUC 9000	Interdisciplinary Studies in Education	
CIED 9400	Review of Academic Discipline and Pedagogy Literature	
LEAD 9030	Leadership Problems: Interdisciplinary Analysis	
Area B: Educational Inquiry		16
RSCH 9800	Research Design and Foundations for Advanced Quantitative, Qualitative, and Mixed Methods Research	3
RSCH 9820	Qualitative Research Methods in Education	3
RSCH 9840	Quantitative Research Methods in Education	3
RSCH 9871	Planning for Dissertation	1
RSCH 9872	Dissertation Topic Conceptualization	3
Select one of the following:		3
RSCH 9830	Advanced Qualitative Research Methods	
RSCH 9850	Advanced Quantitative Research Methods	
RSCH 9860	Advanced Mixed Method	
Area C: Major Courses		21
Curriculum and Instruction Core		
CIED 9100	Curriculum Design, Implementation, and Evaluation	3
CIED 9210	Instructional Design	3
CIED 9220	Instructional Development and Production	3
ACED 7110	Workforce Human Performance Improvement	3
Electives		9
The advisor and student will jointly design a program of study based on the selected program of study.		
Area D: Dissertation		9
CIED 9999 and/or RSCH 9999		
Total Hours Required for the Degree		55

An approved portfolio is required before Admission to Candidacy.

Requirements for the Ed.D. with a Major in Curriculum and Instruction (with an Approved Disciplinary Concentration)

Students seeking a certificate upgrade must identify an approved concentration (i.e., certification field) on the Ed.D. admission application in order for a concentration to appear on their transcript. Concentrations include English, History, Language Arts, Library Media, Mathematics, P-12 Curriculum & Instruction, Political Science, Reading, Science, Social Science, Spanish, Instructional Technology, Special Education Adapted Curriculum, Special Education General Curriculum, ESOL English to Speakers of Other Languages, Gifted, Health and Physical Education, Middle Grades, and Secondary Education. Other approved concentrations are available upon request.

Code	Title	Hours
Area A: Disciplinary Studies		9
CIED 9100	Curriculum Design, Implementation, and Evaluation	3
Select two from the following:		6
ACED 9400	Adult Learning Strategies	
LEAD 9030	Leadership Problems: Interdisciplinary Analysis	
EDUC 9000	Interdisciplinary Studies in Education	
Area B: Educational Inquiry		16
RSCH 9800	Research Design and Foundations for Advanced Quantitative, Qualitative, and Mixed Methods Research	3
RSCH 9820	Qualitative Research Methods in Education	3
RSCH 9840	Quantitative Research Methods in Education	3
RSCH 9871	Planning for Dissertation	1

Select one of the following:		3
RSCH 9830	Advanced Qualitative Research Methods	
RSCH 9850	Advanced Quantitative Research Methods	
RSCH 9860	Advanced Mixed Method	
RSCH 9872	Dissertation Topic Conceptualization	3
Area C: Major Courses ¹		21
Curriculum and Instruction Core		9
CIED 9200	Instructional Planning, Implementation, and Evaluation	
CIED 9300	Using Assessment to Maximize Student Learning	
CIED 9400	Review of Academic Discipline and Pedagogy Literature	
PSYC 8020	Advanced Educational Psychology	3
Concentration Electives		9
EDUC 5999	Professional Orientation	0
Area D: Dissertation		9
CIED 9999 and/or RSCH 9999		
Total Hours Required for the Degree		55

¹ Students must apply electives and other designated course work to content and pedagogy within their approved certification (i.e., certification field).

An approved portfolio is required before Admission to Candidacy.

Doctor of Education with a Major in Leadership

The Leadership major develops effective, ethical, and diverse leaders who can lead organizations in a rapidly changing world. Skill applications serve as the connection between knowledge and inquiry. The skills developed in the core leadership, interdisciplinary, and research curricula contribute to the development of a culture of continuous organizational improvement.

The program is designed for professionals serving in a variety of organizations including P-12 schools, colleges and universities, non-profits, social service agencies, and other businesses. Students may earn concentrations in Organizational Leadership, Higher Education, Student Affairs, Curriculum Leadership, Technology Leadership, or P-12 Performance-based Leadership (initial P-12 GaPSC leadership certification). Advanced P-12 GaPSC certification in school leadership can be earned by completing any concentration except Higher Education. Concentrations may be customized with the permission of the advisor.

Selected Educational Outcomes

1. Doctoral candidates will demonstrate inquiry skills in quantitative, qualitative, and mixed research methodologies.
2. Doctoral candidates will demonstrate a comprehensive understanding of the knowledge, research, and theories appropriate to their major field by completing an online portfolio.
3. Program graduates will demonstrate the ability to engage in focused inquiry by researching a topic, evaluating relevant literature, writing a comprehensive dissertation, and presenting the results of their study.

Examples of Outcome Assessments

1. Doctoral candidates will successfully complete course work in quantitative, qualitative, and mixed research methodologies.
2. Doctoral candidates will successfully develop an online portfolio. Portfolios will be evaluated by a team of faculty members.
3. Program graduates will be evaluated by a faculty committee on the development and defense of their dissertation.

Prior to admission to any graduate program at Valdosta State University, applicants must first submit a completed application to the Graduate School. A completed application packet includes official transcripts from all institutions previously attended, official test scores (GRE or MAT), completed application form, fee, and any additional program requirements submitted by the admission deadline. To be considered for the preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents.

Admission Deadline

The Ed.D. program in Leadership considers applications for Fall term only.

Fall Deadline: March 15

Go to the Graduate School website (<http://www.valdosta.edu/academics/graduate-school/welcome.php>) and click on Our Programs, then click on Ed.D. Leadership Program for information on:

- Specific Ed.D. Leadership Program Admission Requirements
- Ed.D. Leadership Program Retention, Dismissal, and Readmission Policies
- Ed.D. Leadership Program Graduation Requirements

To Apply Online, click here (<https://www.applyweb.com/apply/vsug/menu.html>).

Requirements for the Ed.D. with a Major in Leadership

Code	Title	Hours
Area A: Disciplinary Studies		9
Select three from the following:		9
ACED 9400	Adult Learning Strategies	
CIED 9100	Curriculum Design, Implementation, and Evaluation	
LEAD 9030	Leadership Problems: Interdisciplinary Analysis	
EDUC 9000	Interdisciplinary Studies in Education	
Area B: Educational Inquiry		16
RSCH 9800	Research Design and Foundations for Advanced Quantitative, Qualitative, and Mixed Methods Research	3
RSCH 9820	Qualitative Research Methods in Education	3
RSCH 9840	Quantitative Research Methods in Education	3
Select one of the following:		3
RSCH 9830	Advanced Qualitative Research Methods	
RSCH 9850	Advanced Quantitative Research Methods	
RSCH 9860	Advanced Mixed Method	
RSCH 9871	Planning for Dissertation	1
RSCH 9872	Dissertation Topic Conceptualization	3
Area C: Major and Interdisciplinary Courses		21
Leadership Core		9
LEAD 9010	Seminar in Organizational Leadership	
LEAD 9020	Planning and Change for Leaders	
LEAD 9040	Organizational Theory, Culture, and Leadership	3
Interdisciplinary Courses		12
CIED 9400	Review of Academic Discipline and Pedagogy Literature	
The advisor and student will jointly design a program of study based on the selected concentration.		
Area D: Dissertation		9
LEAD 9999, CIED 9999, and/or RSCH 9999		
Total Hours Required for the Degree		55

Certificate in Community and Technical College Leadership

Graduate Certificate in Community and Technical College Leadership

Admission Requirements

- Applicants must hold a bachelor's degree or higher from a regionally accredited institution.
- For regular admission, applicants must have a cumulative GPA for an undergraduate degree of at least 3.0 on a 4.0 scale calculated on all work attempted for which letter grades are provided. Provisional admission will be considered for applicants with a cumulative GPA for an undergraduate degree between 2.7 and 2.99 on a 4.0 scale.
- Applicants must submit a career goal statement, which will serve as a writing sample. The statement must address the applicant's career goals, how the certificate program contributes to reaching those goals, and why VSU was selected for this graduate work.

Letters of recommendation or GRE/MAT scores are not required for admission.

Admission Deadlines

November 15 for spring semester

April 15 for summer semester

Requirements for the Certificate in Community and Technical College Leadership

Code	Title	Hours
ACED 7530	Supervision and Mentoring in Adult and Career Education	3
HEDL 7650	Leadership Issues in Higher Education	3
HEDL 7700	The Community and Technical College	3
HEDL 7810	Finance and Budgeting in Higher and Education	3
HEDL 8300	Social Context of Educational Leadership	3
Total Hours Required		15

Certification in Educational Leadership (Performance-Based)

The performance-based certification non-degree program offers candidates the opportunity to become certified in performance-based leadership (PL 6 or 7) at the building level or system level.

Admission Deadlines

Fall Deadline: July 1

Spring Deadline: November 1

Summer Deadline: April 1

To pursue the Certificate in Educational Leadership, applicants must hold a specialist's degree or higher from a regionally accredited or GaPSC approved institution, hold a Tier I Educational Leadership Certificate, and currently serve in a leadership role as defined by their school system.

To Apply Online, click here (<https://www.applyweb.com/apply/vsug/menu.html>).

Requirements for Certification in Educational Leadership (Tier II)

Code	Title	Hours
Area A Core		12
The Faculty advisor will collaborate with the candidate and school system partners to evaluate graduate course work to identify appropriate courses for transfer or enrollment.		
Area B Residency		18
LEAD 8920	Advanced Leadership Field-Based Experiences I	
LEAD 8930	Advanced Leadership Field-Based Experiences II	
LEAD 8940	Advanced Leadership Field-Based Experiences III	
The residency will be completed at the candidate's work site under the supervision of a Candidate Support Team consisting of a site mentor, a university advisor/coach, and the candidate.		
Total Hours		30

Prior to being recommended for a clear/renewable Georgia leadership certificate, a candidate must meet the GaPSC Special Requirements (PSC Rule 505-2-20)--Identification and Education of Children with Special Needs and pass the Performance Assessment for School Leaders (PASL).

Certification in School Library Media (Certification Only)

This program is designed for individuals who have obtained a master's degree or education specialist degree in another program area and are now interested in becoming eligible for Media Specialist Certification. Initial certification in this area is generally at the master's level (S-5); there is no certification at the baccalaureate level. Individuals who hold a master's degree or an education specialist degree who complete all of the requirements for initial Media Specialist certification will be eligible to be certified at the S-5 or S-6 levels.

Requirements for Certification Only—School Library Media

Corequisites: ITED 7204 or an approved P-12 literature course and SPEC 3000/7000 or GaPSC approved course for the Exceptional Child

A transcript evaluation is required to determine a program of study for non-degree/certification only applicants.

Code	Title	Hours
Professional Education		3
EDUC 5999	Professional Orientation	0
CIED 7060	Curriculum, Instruction, and Technology Integration	3
Instructional Technology Core		9
ITED 7200	Digital Literacy and Citizenship	3
ITED 7300	Instructional Design and Technology Integration	3
ITED 7400	Creation and Management of Digital Learning Environments	3
Courses in Area of Specialization		12
ITED 7201	Information Resources and Services	3
ITED 7202	Collection Development and Maintenance	3
ITED 7203	Administering School Media Centers	3
ITED 7204	Literature for the P-12 School Librarian	3
Internship		3
ITED 7299	Internship in School Media Centers	
Total Hours		27

27 semester hours are contingent on results of transcript evaluation

Certificate in Online Teaching

Collaborative Online Education Program

The Certificate in Online Teaching is a competence-based, professional development program designed for individuals who teach in online environments outside the P-12 educational setting or who teach in school settings outside of Georgia.

Admission Deadlines

Check the website (<http://www.valdosta.edu/colleges/education/deans-office/online-programs/>) for admission deadlines and application forms.

Go to the Graduate School website (<http://www.valdosta.edu/academics/graduate-school/welcome.php>) and click on Our Graduate Programs, then click on the College of Education and Human Services, then scroll down to Certificate and click on Online Teaching (Online) for information on:

- Specific Online Teaching Certificate Program Admission Requirements
- Online Teaching Certificate Program Retention, Dismissal, and Readmission Policies
- Online Teaching Certificate Program Graduation Requirements

Code	Title	Hours
Required Courses		12
ITED 7050	Distance Education	3
CIED 7601	Course Management Systems for E-Learning	3
CIED 7602	Resources and Strategies for E-Learning	3
CIED 7603	Design and Delivery of Instruction for E-Learning	3
Total Hours		12

Online Teaching Endorsement

Collaborative Online Education Program

The purpose of this endorsement is to prepare educators in P-12 educational settings to teach courses within an online environment. Candidates will be prepared to design, build, and incorporate strategies to encourage active learning, interaction, participation, and collaboration among candidates in

the online learning environment. Educators who hold this endorsement will strengthen and enhance competency levels to teach online courses in the content areas and grade levels of their base certificate(s).

Admission Deadlines

Check the website (<http://www.valdosta.edu/colleges/education/deans-office/online-programs/>) for admission deadlines and application forms.

Go to the Graduate School website (<http://www.valdosta.edu/academics/graduate-school/welcome.php>) and click on Our Graduate Programs, then click on the College of Education and Human Services, scroll down to Endorsement, and click on Online Teaching (online) for information on:

- Specific Online Teaching Endorsement Program Admission Requirements
- Online Teaching Endorsement Program Retention, Dismissal, and Readmission Policies
- Online Teaching Endorsement Program Graduation Requirements

Code	Title	Hours
Required Courses		9
CIED 7601	Course Management Systems for E-Learning	3
CIED 7602	Resources and Strategies for E-Learning	3
CIED 7603	Design and Delivery of Instruction for E-Learning	3
Total Hours		9

In order to be recommended to the PSC for an Online Teaching Endorsement, the candidate must complete an online practicum or online internship appropriate to the grade level and field of certification.

Department of Library and Information Studies

*Dr. Steven Downey, Interim Department Head
Odum Library*

The Department of Library and Information Studies at Valdosta State University educates a diverse community of online learners in the core competencies and values of the library and information professions, provides students with learning opportunities in traditional and emerging information environments, and prepares graduates to serve in a rapidly changing information society.

The MLIS Program is a 39-hour non-thesis program that is delivered primarily over the Internet. It is based on VSU's assessment of the graduate education needs of library and information science professionals in Georgia and the United States. The program features a curriculum designed for students who cannot leave jobs and families to return to a single campus for extended periods.

New students begin in the fall or spring semesters. MLIS 7000, Foundations of Library and Information Science, offered every fall and spring, is required of all first semester students and is prerequisite or corequisite for many other MLIS courses. For additional information about the Master of Library and Information Science Program, click here (<http://www.valdosta.edu/colleges/education/master-of-library-and-information-science/>).

- Master of Library and Information Science (p. 504)
- Dual Program of Study for MLIS and Concurrent Media Specialist Certification (State of Georgia) (p. 503)

Dual Program of Study for MLIS and Concurrent Media Specialist Certification (State of Georgia)

Dual Program of Study for MLIS and Concurrent Media Specialist Certification (State of Georgia)

Code	Title	Hours
MLIS Required Courses		21
MLIS Electives required to fulfill dual MLIS degree and GA Media Specialist Certification:		
MLIS 7220	Public Libraries	3
MLIS 7422	Programming for Children and Young Teens	3
MLIS 7425	Youth Electronic Resources	3
MLIS 7420 or MLIS 7421	Literature for Children Multicultural Youth Literature	3

College of Education Electives required to fulfill dual MLIS degree and GA Media Specialist Certification:

SPEC 3000 or SPEC 7000	Serving Students with Diverse Needs ¹	3
EDUC 5999	Professional Orientation ¹	0
CIED 7060	Curriculum, Instruction, and Technology Integration	3
ITED 7300	Instructional Design and Technology Integration ¹	3
ITED 7201	Information Resources and Services ¹	3
ITED 7203	Administering School Media Centers ¹	3
ITED 7299	Internship in School Media Centers ¹	3
Total Hours		51

This program of study must be discussed with and approved by the student's MLIS Program advisor prior to application to the Instructional Technology Program as a non-degree seeking student.

- ¹ Acceptance into the Instructional Technology Program in the College of Education and Human Services' Department of Leadership, Technology and Workforce Development as a NON-DEGREE seeking student is REQUIRED before MLIS students can register for these courses. Enrollment in EDUC 5999 is based on admission to the LTWD department.

Master of Library and Information Science

Selected MLIS Program Goals

- Prepare library and information practitioners to be successful in entry-level professional positions in academic, public, and special libraries.
- Use data gathered and analyzed through the assessment system to make program-related decisions.

Program Objectives (Expressed as Student Learning Outcomes)

Graduating students of the VSU MLIS program will demonstrate the ability to:

1. perform administrative, service, and technical functions of professional practice in libraries and information centers by demonstrating skills in
 - information resources
 - reference and user services
 - administration and management
 - organization of recorded knowledge and information.
2. use existing and emerging technologies to meet needs in libraries and information centers.
3. integrate relevant research to enhance their work in libraries and information centers.
4. demonstrate professionalism as librarians or information specialists.

Examples of Outcome Assessments

1. the Applied Library Experience Notebook, a collection of fieldwork and simulations of fieldwork conducted across four core courses in the MLIS program
2. a collection development project
3. a reference transaction assessment
4. a social cataloging technology project
5. a research proposal
6. a career ePortfolio organized in a digital format
7. an analysis of an LIS-related code of ethics

Admission to the MLIS Program

Prior to admission to any graduate program at Valdosta State University, applicants must first submit a completed application to the Graduate School. A completed application includes evidence of completion of a bachelor's degree and official transcripts from all institutions previously attended, completion of application form, application fee, and any additional program requirements; all required materials and fees must be submitted by the admission deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents. Full information about applying to the MLIS program can be found on the VSU Graduate School website.

Admission Deadlines

Fall Deadline: March 15

Spring Deadline: October 15

Progression, Retention, Dismissal, and Readmission Policies

1. Students must have a cumulative institutional GPA of 3.0 for all graduate courses in order to graduate from the MLIS program.
2. Earning grades below "B" in graduate courses will result in the following consequences: Students will be dismissed from the Graduate School if they accumulate three or more academic deficiency points unless otherwise indicated by individual program policy. A grade of "C" (although it may be credited toward a degree) equals one deficiency point. A grade of "D," "WF" or "F," or "U" (none of which will be credited toward a graduate degree) equals two deficiency points. Candidates admitted PRIOR to Fall 2011 and receiving two grades below "C" ("D," "F," "WF," "U") will be dismissed from the program. One grade below a "C" results in a warning letter. Additionally, all MLIS students admitted Fall 2011 and thereafter must earn a grade of "B" or better in MLIS 7000, MLIS 7100, MLIS 7200, MLIS 7300, MLIS 7700, and MLIS 7800. All MLIS students admitted in Fall 2016 and thereafter must earn a grade of "B" or better in MLIS 7400 or MLIS 7440.
3. If dismissed from the MLIS program, the student must wait a minimum of two semesters and obtain approval from the MLIS Program Director before applying for readmission. The MLIS Program reserves the right to place specific conditions and contingencies on any offer of readmission. Readmission is not guaranteed, and prior academic performance and conduct in the MLIS Program will be considered.
4. The maximum time allowed for completion of the master's degree is 7 calendar years. No work completed more than 7 years prior to degree completion will be accepted toward the degree, except with special permission from the student's major professor and the Director of the Master of Library and Information Science Program, and approval from the Dean of the Graduate School.
5. Transferring graduate coursework into VSU MLIS is discussed on an individual basis with the student's advisor. If students wish to transfer in a comparable graduate-level course, they must provide the course description, the syllabus, and other course materials to the advisor to determine course equivalence/similarity. If the advisor determines that the course is an appropriate transfer course, a course substitution form will be sent to the Graduate School for approval. The course substitution form specifies the course, hours, the institution of origin, and how the course should be applied (i.e., a general elective or a substitution for an existing course in the curriculum). All transfer requests are subject to approval by the Associate Provost for Graduate Studies and Research, and grades transferred fall under the current deficiency point system. MLIS students wishing to transfer credits from an outside institution must follow these guidelines:
 - a maximum of 6 credits can be transferred;
 - transferred credits may not be more than 7 years of age at the time of admission to the MLIS program;
 - the credits must have been earned at an institution that is regionally accredited;
 - the credits must have been earned with a grade of B or better;
 - MLIS 7000 and MLIS 7800 must be taken at VSU and cannot be satisfied through transferred credits.
6. A grade of "B" or better in each of the MLIS Program's core courses. These courses are

Code	Title	Hours
MLIS 7000	Foundations of Library and Information Science	3
MLIS 7100	Information Sources and Services	3
MLIS 7200	Management of Libraries and Information Centers	3
MLIS 7300	Organization of Information	3
MLIS 7700	Research Methods	3
MLIS 7800	Capstone	3

For students admitted in Fall 2016 and thereafter, a grade of "B" or better in MLIS 7400 or MLIS 7440.

1. A 3.0 cumulative grade point average (GPA). No grade below a "C" will be credited toward the degree.
2. Submission of a graduation application no later than one semester prior to the anticipated graduation date.

Go to the Graduate School website (<http://www.valdosta.edu/academics/graduate-school/welcome.php>) and click on Our Programs, then click on MLIS Program for complete information on:

- Specific MLIS Program Admission Requirements
- MLIS Program Retention, Dismissal, and Readmission Policies
- MLIS Program Graduation Requirements

To Apply Online, click here (<https://www.applyweb.com/apply/vsug/menu.html>).

Requirements for the MLIS Degree

Code	Title	Hours
Core (Required) Courses		18
MLIS 7000	Foundations of Library and Information Science	3
MLIS 7100	Information Sources and Services	3
MLIS 7200	Management of Libraries and Information Centers	3
MLIS 7300	Organization of Information	3
MLIS 7700	Research Methods	3
MLIS 7800	Capstone	3
Electives		21
To include one of the following:		3
MLIS 7400	Collection Development	
MLIS 7420	Literature for Children	
MLIS 7421	Multicultural Youth Literature (effective Fall 2020)	
MLIS 7423	Literature for Young Adults	
MLIS 7440	Electronic Resources in Libraries	
Total Hours Required for the Degree		39

The grade of "B" or higher is required for MLIS 7000. A student earning a grade below "B" must repeat MLIS 7000 at the first opportunity. A grade below "B" in MLIS 7000 does not fulfill the MLIS 7000 prerequisite requirement for other courses.

Optional Areas of Interest

The MLIS program has developed optional areas of interest in Cataloging and Classification; Library Management; Reference Sources and Services; Technology; Youth Services; and Special Libraries, Archives, or Conservation Librarianship. To help you select courses that have been beneficial in LIS professional positions in each of these areas, the following lists have been constructed. The lists can be used as starting points for constructing your program of study and adapted to meet your individual interests, experiences, or expertise or to enhance current or develop new areas of expertise.

Cataloging and Classification

Code	Title	Hours
Courses that may be of interest include:		
MLIS 7300	Organization of Information	3
MLIS 7310	Introduction to Metadata for Catalogers	3
MLIS 7330	Advanced Metadata	3
MLIS 7355	Cataloging and Classification	3
MLIS 7360	Knowledge Creation and Taxonomy	3

Library Management

Code	Title	Hours
Courses that may be of interest include:		
MLIS 7200	Management of Libraries and Information Centers	3
MLIS 7210	Academic Libraries	3
MLIS 7220	Public Libraries	3
MLIS 7230	Special Libraries and Information Centers	3
MLIS 7250	Human Resources Management	3
MLIS 7260	Leadership in Libraries and Information Centers	3
MLIS 7240	Marketing Library Services	3
MLIS 7222	Adult Services in Public Libraries	3
MLIS 7280	Community Building	3
MLIS 7290	Project Management for Libraries	3

Reference Sources and Services

Code	Title	Hours
Courses that may be of interest include:		
MLIS 7100	Information Sources and Services	3
MLIS 7110	Online Searching	3
MLIS 7120	Government Information Sources	3
MLIS 7125	Genealogy for Librarians	3
MLIS 7140	Advanced Reference	3
MLIS 7180	Library Services for Users with Disabilities	3
MLIS 7430	Information Literacy Instruction	3

Technology

Code	Title	Hours
Courses that may be of interest include:		
MLIS 7330	Advanced Metadata	3
MLIS 7440	Electronic Resources in Libraries	3
MLIS 7510	Essential Technologies in Libraries	3
MLIS 7520	Database Design for Information Professionals	3
MLIS 7540	Integrated Library Management Systems	3
MLIS 7570	Information Architecture	3
MLIS 7580	Digital Libraries	3

Youth Services Librarianship

Code	Title	Hours
Courses that may be of interest include:		
MLIS 7422	Programming for Children and Young Teens	3
MLIS 7220	Public Libraries	3
MLIS 7425	Youth Electronic Resources	3
MLIS 7420	Literature for Children	3
MLIS 7421	Multicultural Youth Literature	3
MLIS 7423	Literature for Young Adults	3

Special Libraries, Archives, or Conservation Librarianship

Code	Title	Hours
Courses that may be of interest include:		
MLIS 7230	Special Libraries and Information Centers	3
MLIS 7310	Introduction to Metadata for Catalogers	3
MLIS 7330	Advanced Metadata	3
MLIS 7520	Database Design for Information Professionals	3
MLIS 7570	Information Architecture	3
MLIS 7710	Archival Theory and Issues	3
MLIS 7730	Preservation Management	3
MLIS 7740	Rare Book Librarianship	3

Department of Teacher Education

Dr. Debbie Paine, Head
Room 1045, Education Building

The Department of Teacher Education is a multidisciplinary department offering the Master of Education (M. Ed.) degree in elementary education, health and physical education, middle grades math and science education, special education, and deaf education. An Educational Specialist (Ed.S.) degree is offered in coaching pedagogy in physical education and special education. All of these accredited graduate programs are designed to build upon the professional base of knowledge developed from the undergraduate curriculum and are expected to develop abilities to deal with more of the intricate

aspects of the teaching profession. At both master and specialist graduate program levels, candidates acquire the knowledge, skills, and preparation for meeting the standards of the National Board for Professional Teaching Standards.

The department also offers a variety of Master of Arts in Teaching (M.A.T.) degrees resulting in clear/renewable initial certification. The M.A.T. program in middle grades and secondary education is designed for candidates who already have their undergraduate degree and who have satisfied content requirements in the area(s) in which they want to teach. This M.A.T. program offers initial certification to candidates in the fields of Education, Middle Grades or Secondary Education, or Special Education. The emphasis for the degree is on the development of pedagogical, management, and curricular knowledge and skills needed to become effective teachers.

The M.A.T. with a major in special education-deaf and hard-of-hearing allows VSU students with a B.S.Ed. pre-professional degree in deaf and hard-of-hearing to complete a fifth-year master's program (M.A.T.) and earn initial certification.

Three collaborative online education program degree options are available: Master of Education in Curriculum and Instruction with a major in accomplished teaching and the Master of Education with a major in middle grades math and science, both of which emphasize the refinement of instructional skills and the advanced candidate's development as a master teacher. The Education Specialist in Teacher Leadership emphasizes teacher leadership development and the application of action research skills in educational settings.

- Master of Arts in Teaching with a Major in Education (p. 508)
- Master of Arts in Teaching with a Major in Health and Physical Education (p. 510)
- Master of Arts in Teaching with a Major in Special Education (p. 510)
- Master of Arts in Teaching with a Major in Special Education Deaf and Hard-of-Hearing (p. 512)
- Master of Arts in Teaching with a Major in Middle Grades or Secondary Education (p. 514)
- Master of Education with a Major in Elementary Education (p. 516)
- Master of Education with a Major in Health and Physical Education (p. 517)
- Master of Education Programs in Middle Grades Math and Science and Curriculum and Instruction in Accomplished Teaching (p. 519)
- Master of Education with a Major in Special Education Deaf and Hard-of-Hearing Education (p. 521)
- Education Specialist Degree with a Major in Coaching Pedagogy in Physical Education (p. 524)
- Education Specialist Degree with a Major in Special Education (p. 525)
- Education Specialist Degree with a Major in Teacher Leadership (p. 525)
- Georgia Reading Endorsement (p. 528)
- Mathematics Endorsement for K-5 Teachers (p. 527)
- Science Endorsement for K-5 Teachers (p. 528)

Master of Arts in Teaching with a Major in Education

The M.A.T. with a Major in Education program is designed for candidates who are seeking a Level 5 Georgia teaching certificate and who already have content knowledge expertise in the certification area in which they want to teach.

Selected Educational Outcomes

1. Students in initial teacher education programs demonstrate knowledge of the content that they plan to teach and can explain important principles and concepts delineated in professional, state, and institutional standards.
2. Students in initial teacher education programs apply content specific pedagogy to the subject area content and demonstrate a broad knowledge of instructional strategies that draws upon content and pedagogical knowledge and skills delineated in professional, state, and institutional standards to help students learn.
3. Students in initial teacher education programs analyze educational research findings and incorporate new information into their practice.
4. Students in initial teacher education programs assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and have a positive effect on learning for all students.

Examples of Outcome Assessments

1. Students in initial teacher education programs demonstrate content knowledge through passing the state-required content assessment.
2. Students in initial teacher education programs demonstrate pedagogical content knowledge and knowledge of evidence-based strategies through development of lesson plans identifying use of research-validated procedures and effective content pedagogy.

- Students in initial teacher education programs demonstrate skills in assessment, instructional strategies, use of technology, and monitoring and modifying instruction during observed teaching episodes evaluated by a university supervisor and mentor teacher.
- Students in initial teacher education programs demonstrate their ability to positively impact P-12 learning.

Prior to admission to any graduate program at Valdosta State University, applicants must first submit a completed application to the Graduate School. A completed application packet includes official transcripts from all institutions previously attended, official test scores (GRE or MAT), completed application form, fee, and any additional program requirements submitted by the admission deadline. To be considered for the preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents.

Go to the Graduate School website (<http://www.valdosta.edu/academics/graduate-school/welcome.php>) and click on Our Programs, then click on Alternative Certification Track for information on:

- Specific M.A.T. (selected option) Program Admission Requirements
- M.A.T. (selected option) Program Retention, Dismissal, and Readmission Policies
- M.A.T. (selected option) Program Graduation Requirements

To Apply Online, click here (<https://www.applyweb.com/apply/vsug/menu.html>).

Program Retention, Dismissal, and Readmission Policies

- Candidates must obtain a Georgia Pre-Service Teaching Certificate or hold a professional teaching certification to remain enrolled in the program after the first semester.
- Candidates must maintain professional liability insurance.
- The maximum time allowed for completion of the degree is seven calendar years. No work completed more than seven years prior to degree completion will be accepted toward the degree, except with special permission from the student's advisor and approval from the Associate Provost for Graduate Studies and Research.
- No more than 9 semester hours of academic work may be transferred from another institution into a College of Education and Human Services graduate program. Transfer credit will be evaluated after admission by the academic department.
- Earning grades below "B" in graduate courses will result in the following consequences: students will be dismissed from the Graduate School if they accumulate three or more academic deficiency points unless otherwise indicated by individual program policy. A grade of "C" (although it may be credited toward a degree) equals one deficiency point. A grade of "D," "WF," "F," or "U" (none of which will be credited toward a degree) equals two deficiency points.
- If dismissed from the program, a student must not be enrolled for two semesters. Application for readmission may be initiated during the second semester. Readmission is not guaranteed, and prior academic performance and student conduct/disposition in the program will be considered. The academic program reserves the right to place specific conditions and contingencies on any offer of readmission.

Requirements for the Master of Arts in Teaching with a Major in Education

Code	Title	Hours
EDUC 2999	Teacher Education Requirements	0
MSED 5600	Content Teaching Methods of Middle Grades or Secondary Education	3
MSED 6000	Written and Verbal Communication for Teachers	3
MSED 6001	Planning for Middle or Secondary Teaching	3
MSED 6002	Assessment in Middle or Secondary Education	3
MSED 6003	Differentiation and Multicultural Education in Middle or Secondary Education	3
MSED 6004	Content Area Literacy for Middle and Secondary Teachers	3
Select one of the following:		3
MSED 6010	Employed Teacher Track Internship 1	
MSED 6100	Apprenticeship in Teaching	
Select one of the following:		5
MSED 6300	MAT Capstone	
MSED 5840	Teaching Context for Career, Technical, and Agricultural Educators	
Select one of the following:		3
MSED 6020	Employed Teacher Track Internship 2	
MSED 6200	Student Teaching	
MSED 6005	Educational Philosophy, Law and Ethics	3
MSED 6021	Clinical Seminar Employed Teacher Track	1
or MSED 6201	Clinical Seminar Full-time Student Track	

SPEC 7000	Serving Students with Diverse Needs	3
Total Hours Required for the Degree		36

There are requirements in addition to the above that candidates must complete before being recommended for certification. Technology knowledge and skills are demonstrated through coursework because technology requirements are embedded throughout the program of study. Additional technology coursework (SEED 4010, ACED 3400, or ACED 7600) may be recommended.

Master of Arts in Teaching with a Major in Health and Physical Education

Admission to the Program

Prior to admission to any graduate program at Valdosta State University, applicants must first submit a completed application to the Graduate School. A completed application packet includes official transcripts from all institutions previously attended, completed application form, fee, and any additional program requirements submitted by the admission deadline. Students will be eligible to enroll with a completed degree from an accredited program and a 2.75 GPA. To be considered for the preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents.

Admission Deadline

April 15

Requirements for the M.A.T. with a Major in Health and Physical Education

Code	Title	Hours
Required Courses		
EDUC 2999	Teacher Education Requirements	0
KSPE 6101	Foundations and Technology in Health and Physical Education	3
KSPE 6150	Applied Sports Science	3
KSPE 6200	Nutrition for Health and Human Performance	3
KSPE 6220	Management of Physical Education Programs	3
KSPE 6301	Contemporary and Comprehensive Health Issues	3
KSPE 6401	Instructional Planning and Evaluation	3
KSPE 6411	Human Movement Applications	3
KSPE 6700	Elementary Physical Education Methods and Content	3
KSPE 6710	Middle Grades & Secondary Physical Education Health Methods & Content	3
KSPE 6911	Diversity in Sport and Physical Education	3
KSPE 6790	Student Teaching in Health and Physical Education	5
or KSPE 6890	Internship in Health and Physical Education	
KSPE 6800	Student Teaching Seminar in Health and Physical Education	1
or KSPE 6900	Internship Seminar in Health and Physical Education	
Total Hours		36

Master of Arts in Teaching with a Major in Special Education

Collaborative Online Education Programs

Selected Educational Outcomes

1. Candidates know the content that they plan to teach and can explain important principles and concepts delineated in professional, state, and institutional standards.
2. Candidates understand the relationship of content and content specific pedagogy and have a broad knowledge of instructional strategies that draws upon content and pedagogical knowledge and skills delineated in professional, state, and institutional standards to help all students learn.
3. Candidates are able to analyze educational research findings and incorporate new information into their practice.
4. Candidates assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and have a positive effect on learning for all students.

Examples of Outcome Assessments

1. Candidates will demonstrate content knowledge through passing the state-required content assessment.
2. Candidates will demonstrate pedagogical content knowledge and knowledge of evidence-based strategies through development of lesson plans identifying use of research-validated procedures and effective content pedagogy.
3. Candidates will demonstrate skills in assessment, instructional strategies, use of technology, and monitoring and modifying instruction during observed teaching episodes evaluated by their principal and a university supervisor.
4. Candidates will demonstrate their ability to positively impact P-12 learning through documents placed in an electronic portfolio, which may include teacher work samples and a capstone project.

Program Admission Requirements

1. Submit one copy of official transcripts from each institution (graduate and undergraduate) previously attended.
2. Have a cumulative grade point average of 3.0 on all undergraduate coursework previously attempted or a cumulative grade point average of 3.0 on all graduate and undergraduate coursework previously attempted.
3. Serve as the teacher for students with disabilities appropriate for the candidate's selected area of certification (i.e., general or adapted), with an induction certificate (IN4T) or Provisional Certificate (BT); or be professionally certified in another field of study but hold special education certification through passing the GACE special education adapted or general curriculum content assessment; or be certified in a different field of special education (for example, in general curriculum and seeking certification in adapted curriculum).
4. Provide documentation of passing scores on the GACE Program Admission Assessment or documentation of an exemption. See Graduate School website for exemption details.
5. Provide documentation of a content concentration that consists of 15 semester hours of academic content that conforms to the GaPSC preparation requirements of the content concentrations for middle grades.
6. Provide documentation that the candidate holds an induction certificate (IN4T) or Provisional Certificate (BT); or is certified in another field of study but holds special education certification through passing the GACE special education adapted or general curriculum content assessment; or is certified in a different field of special education (for example, in general curriculum and seeking certification in adapted curriculum).
7. Submit the Verification of Employment as a Teacher form. This form must be completed by the candidate's school principal. The form certifies that the candidate is employed as a special education teacher.

Admission Deadlines

Check the website (<http://www.valdosta.edu/colleges/education/deans-office/online-programs/>) for admission deadlines and application form.

Go to the Dewar College of Education and Human Services website (<http://www.valdosta.edu/colleges/education/deans-office/online-programs/>) for online programs and select either the Master of Arts in Teaching--Special Education--General Curriculum program or the Master of Arts in Teaching--Special Education--Adapted Curriculum program for admission requirements and program information.

Special Requirements: Students must be employed as teachers (1) with a non-renewable, non-professional certificate; or (2) certified in another field of study (early childhood, secondary math, e.g.); or (3) certified in another field of study but having added on special education certification by passing a special education GACE content assessment; or (4) certified in a different special education certification field (general curriculum seeking adapted curriculum, e.g.).

Candidates must spend a minimum of 20 hours each week (excluding summers) in a classroom setting with students with disabilities appropriate to the candidates' selected area of certification.

Requirements for the Online M.A.T. Degree with a Major in Special Education — General Curriculum

Code	Title	Hours
Core Courses		9
SPEC 2999	Entry to the Education Profession	0
SEGC 5140	Collaborative Roles in Education	3
SEAC 6010	Integrated Instruction: Individualized Education Program	3
SEGC 6060	Transition Planning and Services	3
Area of Concentration		21
SEGC 6000	Integration and Management of Instruction in the Classroom	3
SEGC 6020	Integrated Instruction: Assessment and Learning	3
SEGC 6030	Integrated Instruction: Evidence-based Methods and Strategies	3
SEGC 6040	Technological Support Planning for Children and Youth with Disabilities	3
SEGC 6050	Language and Learning Disabilities	3
SERD 6030	Teaching Children to Read	3

SEGC 6200	Internship in Special Education-General Curriculum	3
SPEC 6999	edTPA Assessment: Candidate Instructions and Resources for Preparation and Submission	0
Research Core		6
SEAC 5030	Single Subject Research in Special Education	3
SEGC 6110	Professional Capstone Course	3
Total Hours Required for the Degree		36

Prior to completion of the M.A.T. and recommendation for initial certification, the following additional requirements must be met: Applicant must pass GACE Special Education Adapted Curriculum Tests: Test I (081) and Test II (082). Applicant must complete an Exceptional Child Course and submit either transcripts showing completion of the course or a certificate of completion from the Georgia Professional Standards Commission.

Requirements for the Online M.A.T. Degree with a Major in Special Education — Adapted Curriculum

Code	Title	Hours
Core Courses		9
SPEC 2999	Entry to the Education Profession	0
SEGC 5140	Collaborative Roles in Education	3
SEAC 6010	Integrated Instruction: Individualized Education Program	3
SEGC 6060	Transition Planning and Services	3
Area of Concentration		21
SEAC 5050	Assistive Technology	3
SEAC 5500	Characteristics of Students with Low Incidence Disabilities	3
SEAC 5530	Systematic Instruction for Students with Significant Disabilities	2
SEAC 5531		1
SEAC 5540	Positive Behavior Support	3
SEAC 5550	Communication Strategies for Students with Low Incidence Disabilities	3
SEAC 5570	Assessment and Curriculum for Students with Low Incidence Disabilities	3
SEAC 6200	Internship in Special Education - Adapted Curriculum	3
SPEC 6999	edTPA Assessment: Candidate Instructions and Resources for Preparation and Submission	0
Research Core		6
SEAC 5030	Single Subject Research in Special Education	3
SEGC 6110	Professional Capstone Course	3
Total Hours Required for the Degree		36

Prior to completion of the M.A.T. and recommendation for initial certification, the following additional requirements must be met: Applicant must pass GACE Special Education Adapted Curriculum Tests: Test I (083) and Test II (084). Applicant must complete an Exceptional Child Course and submit either transcripts showing completion of the course or a certificate of completion from the Georgia Professional Standards Commission.

Master of Arts in Teaching with a Major in Special Education -- Deaf and Hard-of-Hearing Education

Selected Educational Outcomes

1. Candidates in special education/deaf education know the content that they plan to teach and can explain important principles and concepts delineated in professional, state, and institutional standards.
2. Candidates in special education/deaf education understand the relationship of content and content specific pedagogy and have a broad knowledge of instructional strategies that draws upon content and pedagogical knowledge and skills delineated in professional, state, and institutional standards to help all students learn.
3. Candidates in special education/deaf education are able to analyze educational research findings and incorporate new information into their practice.
4. Candidates in special education/deaf education assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and have a positive effect on learning for all students.

Examples of Outcome Assessments

1. Candidates in special education/deaf education will demonstrate content knowledge through passing the state-required content assessment in deaf education.

2. Candidates in special education/deaf education will demonstrate pedagogical content knowledge and knowledge of evidence based strategies through development of lesson plans identifying use of research validated procedures and effective content pedagogy.
3. Candidates in special education/deaf education will demonstrate skills in assessment, instructional strategies, use of technology, and monitoring/modifying instruction during observed teaching episodes evaluated by a university supervisor and P-12 mentor teacher.
4. Candidates in special education/deaf education will demonstrate their ability to positively impact P-12 learning through completion of a capstone applied research project.

Admission Requirements

Candidates must:

1. hold a bachelor's degree from a regionally-accredited institution;
2. have a cumulative undergraduate GPA of 2.75 on all undergraduate coursework taken or meet alternative pathway requirements;
3. provide documentation of passing scores on the GACE Program Admission Assessment or documentation of an exemption (see the Graduate School website for exemption methods);
4. provide documentation of completing the Georgia Educator Ethics Assessment--Program Entry (Test 350) (To register, click here (<https://gace.ets.org/ethics/register/>));
5. have a transcript evaluation completed;
6. provide two recommendations;
7. provide a personal statement;
8. provide documentation of a Level 2 on the American Sign Language Language Proficiency Interview (ASLPI) or an Intermediate on the Sign Language Proficiency Interview (SLPI); and
9. submit a completed application packet to the Graduate School by the admission deadline.

To Apply Online, click here (<https://www.applyweb.com/apply/vsug/menu.html>).

Program Retention, Dismissal, and Readmission Policies

1. The maximum time allowed for completion of the degree is seven calendar years. No work completed more than seven years prior to degree completion will be accepted toward the degree, except with special permission from the student's advisor and approval from the Associate Provost for Graduate Studies and Research.
2. No more than 9 semester hours of academic work may be transferred from another institution into a College of Education and Human Services graduate program. Transfer credit will be evaluated after admission by the academic department.
3. Earning grades below "B" in graduate courses will result in the following consequences: students will be dismissed from the Graduate School if they accumulate three or more academic deficiency points unless otherwise indicated by individual program policy. A grade of "C" (although it may be credited toward a degree) equals one deficiency point. A grade of "D," "WF," "F," or "U" (none of which will be credited toward a degree) equals two deficiency points.
4. If dismissed from the program, a student must not be enrolled for two semesters. Application for readmission may be initiated during the second semester. Readmission is not guaranteed, and prior academic performance and student conduct/disposition in the program will be considered. The academic program reserves the right to place specific conditions and contingencies on any offer of readmission.

Program Completion Requirements

1. A 3.0 cumulative grade point average (GPA) is required for graduation. No grade below a "C" will be credited toward the degree.
2. Candidates must submit an application for graduation at least one semester prior to their expected graduation date.
3. Candidates must attempt all Georgia state-approved educator certification assessments for their degree program and major.

Note: According to the Georgia Professional Standards Commission (GaPSC), all candidates applying for a certificate in Special Education: Deaf and Hard of Hearing are required to present passing scores on Georgia's state-approved educator certification assessment(s) for Special Education: Deaf and Hard of Hearing. The Valdosta State University Dewar College of Education and Human Services requires all candidates to take the appropriate state-approved assessment(s) in order to graduate, but the candidates cannot be recommended for certification until they successfully complete all coursework and pass the Georgia state-approved assessment(s) for certification in Special Education: Deaf and Hard of Hearing.

Requirements for the M.A.T. in Special Education—Deaf and Hard-of-Hearing Education

Code	Title	Hours
Core Courses		10
EDUC 2999	Teacher Education Requirements	0
DEAF 6100	Seminar: Deaf Education and Language Learning	3
RSCH 7100	Research Methodology in Education	3

PSYC 7010	Learning and Assessment	3
LEAD 7210	Ethics and Law	1
Area of Concentration - Deaf and Hard-of-Hearing		26
DEAF 6000	Integration and Management of Instruction in the Classroom	3
DEAF 6010	Integrated Instruction: Individualized Education Program	3
DEAF 6110	Professional Capstone Course	3
DEAF 5310	Methods of Teaching Reading and Writing to Deaf Students	3
DEAF 5370	Teaching Thinking Skills	3
DEAF 6030	Internship in Teaching	3
DEAF 5380	Curriculum Development Instruction for Deaf Students	4
DEAF 6020	Audiological Considerations and Auditory/Oral Methods for Teachers of the Deaf	4
Total Hours Required for the Degree		
Total Hours		36

Master of Arts in Teaching in Middle Grades or Secondary Education

Initial Clear/Renewable Certification

The M.A.T. program is designed for candidates who already have their undergraduate degree and who have satisfied content requirements in the area(s) in which they want to teach. The M.A.T. program offers initial certification to candidates in Middle Grades Education. Candidates select two areas from the following: English, reading, mathematics, social studies, and science.

The M.A.T. is also offered for secondary education programs (grades 6-12) in English, mathematics, biology, chemistry, physics, earth science, history, or political science. Options are available for teachers currently employed with a temporary certificate and for prospective middle and secondary level teachers who do not currently hold certification.

Selected Educational Outcomes

1. Students in initial teacher education programs demonstrate knowledge of the content that they plan to teach and can explain important principles and concepts delineated in professional, state, and institutional standards.
2. Students in initial teacher education programs apply content specific pedagogy to the subject area content and demonstrate a broad knowledge of instructional strategies that draws upon content and pedagogical knowledge and skills delineated in professional, state, and institutional standards to help students learn.
3. Students in initial teacher education programs analyze educational research findings and incorporate new information into their practice.
4. Students in initial teacher education programs assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and have a positive effect on learning for all students.

Examples of Outcome Assessments

1. Students in initial teacher education programs demonstrate content knowledge through passing the state-required content assessment.
2. Students in initial teacher education programs demonstrate pedagogical content knowledge and knowledge of evidence-based strategies through development of lesson plans identifying use of research-validated procedures and effective content pedagogy.
3. Students in initial teacher education programs demonstrate skills in assessment, instructional strategies, use of technology, and monitoring and modifying instruction during observed teaching episodes evaluated by a university supervisor and 4-12 mentor teacher.
4. Students in initial teacher education programs demonstrate their ability to positively impact P-12 learning through a Teacher Work Sample (TWS).

Prior to admission to any graduate program at Valdosta State University, applicants must first submit a completed application to the Graduate School. A completed application packet includes official transcripts from all institutions previously attended, official test scores (GRE or MAT), completed application form, fee, and any additional program requirements submitted by the admission deadline. To be considered for the preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents.

Go to the Graduate School website (<http://www.valdosta.edu/academics/graduate-school/welcome.php>) and click on Our Programs, then click on Alternative Certification Track for information on:

- Specific M.A.T. (selected option) Program Admission Requirements
- M.A.T. (selected option) Program Retention, Dismissal, and Readmission Policies
- M.A.T. (selected option) Program Graduation Requirements

To Apply Online, click here (<https://www.applyweb.com/apply/vsug/menu.html>).

Employed Teacher Track

The Employed Teacher Track is for those who are currently teaching on a non-renewable/induction certificate. It is designed as a two-year program; after successfully completing the first six courses (MSED 5600, MSED 6001, MSED 6002, MSED 6004, MSED 6010, and MSED 6020), passing the GACE at the Induction or Professional level, and earning a passing score on EdTPA, candidates may be recommended for initial certification at Level 4. At the end of the second year (additional 15 credit hours), candidates may earn a master's degree (M.A.T.) and be eligible to upgrade their certification to Level 5.

Code	Title	Hours
EDUC 2999	Teacher Education Requirements	0
MSED 5600	Content Teaching Methods of Middle Grades or Secondary Education	3
MSED 6001	Planning for Middle or Secondary Teaching	3
MSED 6002	Assessment in Middle or Secondary Education	3
MSED 6004	Content Area Literacy for Middle and Secondary Teachers	3
MSED 6010	Employed Teacher Track Internship 1	3
MSED 6020	Employed Teacher Track Internship 2	5
MSED 6021	Clinical Seminar Employed Teacher Track	1
MSED 6000	Written and Verbal Communication for Teachers	3
MSED 6003	Differentiation and Multicultural Education in Middle or Secondary Education	3
MSED 6005	Educational Philosophy, Law and Ethics	3
MSED 6300	MAT Capstone	3
RSCH 7100	Research Methodology in Education	3
Total Hours Required for the Degree		36

There are requirements in addition to the above that candidates must complete before being recommended for certification, including SPEC 3000 (or equivalent). Technology knowledge and skills are demonstrated through coursework because technology requirements are embedded throughout the program of study.

Full-Time Student Track

The Full-Time Student Track of the M.A.T. is a fifth-year program beyond the bachelor's degree and is a full-time program in which candidates may earn an M.A.T. and be eligible for an induction certificate (once employed) or a certificate of eligibility (while seeking employment) after meeting all program requirements, passing the GACE at the Induction or Professional level, and earning a passing score on EdTPA.

Code	Title	Hours
EDUC 2999	Teacher Education Requirements	0
MSED 6001	Planning for Middle or Secondary Teaching	3
MSED 6002	Assessment in Middle or Secondary Education	3
MSED 6004	Content Area Literacy for Middle and Secondary Teachers	3
MSED 6000	Written and Verbal Communication for Teachers	3
MSED 6003	Differentiation and Multicultural Education in Middle or Secondary Education	3
MSED 6005	Educational Philosophy, Law and Ethics	3
Select one of the following		3
MSED 5100	Mathematics Methods for Middle Grades or Secondary Education	
MSED 5200	Science Methods for Middle Grades or Secondary Education	
MSED 5300	Social Science Methods for Middle Grades or Secondary Education	
MSED 5400	English/Language Arts Methods for Middle Grades or Secondary Education	
MSED 5500	Methods of Teaching Reading for Middle Grades or Secondary Education	
MSED 6100	Apprenticeship in Teaching	3
MSED 6200	Student Teaching	5
MSED 6201	Clinical Seminar Full-time Student Track	1
MSED 6300	MAT Capstone	3
RSCH 7100	Research Methodology in Education	3
Total Hours Required for the Degree		36

There are requirements in addition to the above that candidates must complete before being recommended for certification, including SPEC 3000 (or equivalent). Technology knowledge and skills are demonstrated through coursework because technology requirements are embedded throughout the program of study. Additional technology coursework may be recommended through SEED 4010, ACED 3400, or ACED 7600.

Master of Education with a Major in Elementary Education

Selected Educational Outcomes

1. Candidates have an in-depth knowledge of the content that they teach.
2. Candidates select and use a broad range of instructional strategies and technologies that promote student learning and they will clearly explain the choices they make in their practice.
3. Candidates reflect on their practice and are able to identify their strengths and areas of needed improvement.
4. Candidates analyze student, classroom, and school performance data and make data-driven decisions about strategies for teaching and learning so that all students learn.

Selected Outcome Assessments

1. Candidates will demonstrate the level of their content knowledge through evidence presented in the college's assessment management system.
2. Candidates will demonstrate their use of instructional strategies and technologies through completion of a self-evaluation of a teaching episode that will be included in the college's assessment management system.
3. Candidates will document reflection and will identify areas of strengths and areas for improvement through completion of the COEHS Advanced Teacher Self-Assessment Instrument.
4. Candidates will demonstrate their ability to positively impact P-5 learning through documentation presented in the college's assessment management system.

Prior to admission to any graduate program at Valdosta State University, applicants must first submit a completed application packet to the Graduate School. A completed application packet includes official transcripts from all institutions previously attended, official test scores (GRE/MAT if required), completed application form, fee, and any additional program requirements submitted by the admission deadline. To be considered for the preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents.

Admission Deadlines

Fall Deadline: July 15

Spring Deadline: November 15

Summer Deadline: April 15

Go to the Graduate School website (<http://www.valdosta.edu/academics/graduate-school/welcome.php>) and click on Our Programs, then click on Elementary Education M.Ed. Program for information on:

- Specific Elementary Education M.Ed. Program Admission Requirements

To Apply Online, click here (<http://www.valdosta.edu/academics/graduate-school/graduate-admissions/>).

Program Retention, Dismissal, and Readmission Policies

1. The maximum time allowed for completion of the master's degree is seven calendar years. No work completed more than seven years prior to degree completion will be accepted toward the degree, except with special permission from the candidate's advisor and the Dean of the College of Education and Human Services, and approval from the Dean of the Graduate School.
2. No more than six semester hours of academic work may be transferred from another institution. Transfer credit will be evaluated, after admission, by the academic department.
3. Earning grades below "B" in graduate courses will result in the following consequences:

--A grade of "C" (although it may be credited toward a degree) equals one deficiency point.

--A grade of "D," "WF," "F," or "U" (none of which will be credited toward a degree) equals two deficiency points.

--Students admitted Fall 2011 and thereafter will be dismissed from the Graduate School if they accumulate three or more academic deficiency points unless otherwise indicated by individual program policy.

--Candidates admitted before Fall 2011 and receiving two grades below "C" ("D," "F," "WF," or "U") will be dismissed from the program. One grade below a "C" results in a warning.

4. If dismissed from the program, a student must not be enrolled for two semesters. Application for readmission may be initiated during the second semester. Readmission is not guaranteed, and prior academic performance and student conduct/disposition will be considered. The academic program reserves the right to place specific conditions and contingencies on any offer of readmission.

Program Graduation Requirements

1. Candidates must complete an application for graduation one semester prior to their expected graduation date.
2. A 3.0 cumulative institutional grade point average is required for graduation. No grade below a "C" will be credited toward the degree.
3. Candidates are required to successfully complete all requirements in the college's assessment management system.

Requirements for the M.Ed. Degree with a Major in Elementary Education

Code	Title	Hours
College of Education and Human Services Core Courses		6
PSYC 7010	Learning and Assessment	3
RSCH 7100	Research Methodology in Education	3
Elementary Education Core		24
ELED 7210	Assessment in Elementary Education	3
ELED 7220	Elementary Inclusive Environments	3
ELED 7230	Teachers as Mentors, Coaches, and Leaders in Elementary Education	3
ELED 7320	Curriculum and Instructional Strategies P-5	3
ELED 7330	Issues and Trends in Elementary Education	3
ELED 7340	Action Research in Elementary Education	3
ELED 7540	Integrating Creativity and Critical Thinking in Elementary Education	3
ELED 7550	Differentiating Instruction in P-5 Classrooms	3
Electives		6
Suggested electives:		
K-5 Science Endorsement (ELED 6110, ELED 6120, ELED 6130)		
K-5 Mathematics Endorsement (ELED 6010, ELED 6020, ELED 6030)		
English to Speakers of Other Languages Endorsement (ESOL 6010, ESOL 6020, ESOL 6030)		
Gifted-in-Field Endorsement (PSYG 5610, PSYG 6600, PSYG 6620, PSYG 7600)		
Reading Endorsement (READ 7010, READ 7100, READ 7130)		
Path to Tier 1 Educational Leadership Certification (LEAD 7130, LEAD 7310, LEAD 7420, LEAD 8240)		
ELED 6000	Special Topics in Elementary Education	
Other electives approved by advisor		
Total Hours Required for the Degree		36

Master of Education Degree with a Major in Health and Physical Education

The Master of Education (M.Ed.) degree program in Health and Physical Education within the Department of Kinesiology and Physical Education is designed with the goal of improving teaching and offers candidates opportunities for integrated study and practice. Upon completion of the program, eligible candidates meeting appropriate criteria will have the opportunity to earn the T-5 certificate or its equivalent. The updated, fully online program employs profession-specific content aligned with the current NASPE advanced standards. The most recent technology applications will be used to better prepare graduates to apply today's knowledge to tomorrow's practice. The aim is to create changes in health and physical education programs through the development of master teachers in health and physical education in the state of Georgia, within the service region and beyond.

Goals

The master's degree program in physical education strives

1. to enhance and ameliorate professional skills of master teachers in physical education;
2. to advance the discovery and dissemination of knowledge that relates to the science of human movement, physical activity, and the teaching/learning process; and
3. to enable the use of technology for assessment, feedback, and accountability to students, parents, administrators, and legislators.

Program Description

The Master of Education degree program in the Department of Kinesiology and Physical Education allows candidates to specialize in physical education. With the goal of educating better teachers, the graduate program offers candidates opportunities for integrated study and practice. It is the intent to offer an updated program that employs profession-specific technology for preparation of graduates to apply today's knowledge to tomorrow's practice. The aim is to cause changes in the physical education programs in the region toward the ultimate outcome of more healthful lifestyles among youth.

Selected Educational Outcomes

Candidates in advanced teacher education programs will:

1. have an in-depth understanding of content knowledge that can be applied to their physical education programs and daily instruction.
2. use content knowledge and pedagogical content knowledge to design and conduct appropriate learning experiences that facilitate and enhance the growth of learners.
3. continuously and collaboratively learn, further their own professional development, and use their abilities to contribute to the profession.
4. analyze student, classroom, and school performance data and make data-driven decisions about strategies for teaching and learning so that all students learn.

Selected Outcome Assessments

Candidates in advanced teacher education programs will demonstrate:

1. the level of their content knowledge through performance on comprehensive examinations or creation of a professional presentation that summarizes learning from the program and extends those areas to other fields of study.
2. their use of instructional strategies and technologies through continuous planning, teaching, and self-evaluation of teaching episodes during a variety of field experience assignments.
3. their ability to identify areas of strengths and areas for improvement involving their professional development as well as existing or prospective curricular options applicable to effective instruction and program delivery.
4. their ability to positively impact P-12 learners through cross-curricular planning, teaching, and assessment collaborations within their schools.

Prior to admission to any graduate program at Valdosta State University, applicants must first submit a completed application to the Graduate School. A completed application packet includes official transcripts from all institutions previously attended, official test scores (GRE or MAT), completed application form, fee, and any additional program requirements submitted by the admission deadline. To be considered for the preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. Applicants are responsible for allowing adequate time for document submission and for ensuring receipt of documents.

Admission Deadlines

Fall Deadline: July 15

Spring Deadline: November 15

Summer Deadline: April 15

Go to the Graduate School website (<http://www.valdosta.edu/academics/graduate-school/welcome.php>) and click on Our Programs, then click on Health & Physical Education M.Ed. Program for information on:

- Specific Health & Physical Education M.Ed. Program Admission Requirements
- Health & Physical Education M.Ed. Program Retention, Dismissal, and Readmission Policies
- Health & Physical Education M.Ed. Program Graduation Requirements

To Apply Online, click here (<https://www.applyweb.com/apply/vsug/menu.html>).

Requirements for the M.Ed. Degree with a Major in Health and Physical Education

Code	Title	Hours
RSCH 7100	Research Methodology in Education	3
KSPE 7110	Physical Education for Exceptional Learners	3
KSPE 7120	Physical Education Pedagogy	3
KSPE 7130	Curriculum Development in Physical Education	3
KSPE 7141	Technology Application in Physical Education	3
KSPE 7150	Assessment and Applications in Physical Education	3
KSPE 7160	Human Kinetics	3
KSPE 7171	Innovative Health-Related Fitness Applications in Physical Education Program	3

KSPE 7180	Interdisciplinary Physical Education	3
KSPE 7261	Contemporary Program Development	3
KSPE 7910	Capstone Seminar in Physical Education	3
Total Hours		33

The successful completion of a comprehensive exam or the successful development of a professional portfolio is also required for completion of this degree program.

Master of Education Programs in Middle Grades Math and Science and Curriculum and Instruction in Accomplished Teaching

Online Graduate Education Programs and Collaboratives

Selected Educational Outcomes

1. Candidates in advanced teacher education programs demonstrate an in-depth knowledge of the content that they will teach.
2. Candidates in advanced teacher education programs select and use a broad range of instructional strategies and technologies that promote student learning and will clearly explain the choices they make in their practice.
3. Candidates in advanced teacher education programs reflect on their practice and identify their strengths and areas of needed improvement.
4. Candidates in advanced teacher education programs analyze student, classroom, and school performance data and make data-driven decisions about strategies for teaching and learning so that all students learn.

Selected Program Assessments

1. Candidates in advanced teacher education programs will demonstrate the level of their content knowledge through performance on comprehensive examinations or completion of capstone project.
2. Candidates in advanced teacher education programs will demonstrate their use of instructional strategies and technologies through completion of a self-evaluation of a teaching episode.
3. Candidates in advanced teacher education programs will document reflection and will identify areas of strengths and areas for improvement through completion of the COEHS Advanced Teacher Self-Assessment Instrument.
4. Candidates in advanced teacher education programs will demonstrate their ability to positively impact P-12 learning through documentation of student performance and achievement in an electronic portfolio.

Admission Deadlines

Collaborative online education programs deadlines are established each term. Check the website (<http://www.valdosta.edu/colleges/education/deans-office/online-programs/>) for admission deadlines and application forms.

Master of Education with a Major in Middle Grades Math and Science

On-line collaborative degree with the University of North Georgia

Admission Requirements

1. Must hold a bachelor's degree from a regionally-accredited institution.
2. Must have a minimum cumulative undergraduate grade point average (GPA) or combined undergraduate and graduate GPA of 2.75 on a 4.0 scale. VSU has a "no forgiveness" policy when calculating GPAs. Applicants not meeting the required GPA may be eligible for admission by an alternative pathway. (See the Graduate Programs page (<https://www.valdosta.edu/academics/graduate-school/our-programs/>).)
3. Must hold a valid Level 4 or higher Induction or Professional teaching certificate in Middle Grades Math and/or Middle Grades Science in the state of Georgia. Teachers certified in states other than Georgia may be eligible if they hold the equivalent of a Georgia professional teaching certificate in Middle Grades Math or Science. VSU reserves the right to request additional documentation, if needed.

Note: To be eligible for a certificate upgrade from the GaPSC upon completion of the M.Ed. in Middle Grades Math and Science, a candidate must hold a certificate in Middle Grades math and/or science prior to beginning the program.

Program Retention, Dismissal, and Readmission Policies

1. The maximum time allowed for completion of the degree is seven calendar years. No work completed more than seven years prior to degree completion will be accepted toward the degree, except with special permission from the student's advisor and approval from the Associate Provost for Graduate Studies and Research.
2. No more than 9 semester hours of academic work may be transferred from another institution into a College of Education and Human Services graduate program. Transfer credit will be evaluated after admission by the academic department.

- Earning grades below "B" in graduate courses will result in the following consequences: students will be dismissed from the Graduate School if they accumulate three or more academic deficiency points unless otherwise indicated by individual program policy. A grade of "C" (although it may be credited toward a degree) equals one deficiency point. A grade of "D," "WF," "F," or "U" (none of which will be credited toward a degree) equals two deficiency points.
- If dismissed from the program, a student must not be enrolled for two semesters. Application for readmission may be initiated during the second semester. Readmission is not guaranteed, and prior academic performance and student conduct/disposition in the program will be considered. The academic program reserves the right to place specific conditions and contingencies on any offer of readmission.

Program Completion Requirements

- A 3.0 cumulative grade point average (GPA) is required for graduation. No grade below a "C" will be credited toward the degree.
- Candidates must submit an application for graduation at least one semester prior to their expected graduation date.

Code	Title	Hours
Core Courses		15
MGMS 7100	Research Methodology in Education	3
MGMS 7000	Professional Development Seminar I (VSU)	3
MGMS 7200	Conceptualizing Middle Level Learning and Diversity in Context (NGCSU)	3
MGMS 7240	Instructional Leadership, Curriculum and Assessment (NGCSU)	3
MGMS 7400	Physical Science for Middle Grades (NGCSU)	3
Content Courses		18
MATH 5180	Mathematics for Middle School Teachers (VSU)	3
MATH 5190	Algebra and Geometry for Teachers (VSU)	3
MATH 6161	Mathematical Reasoning (VSU)	3
MGMS 7400	Physical Science for Middle Grades	3
MGMS 7401	Chemistry, Earth Science and Astronomy for Middle Grades	3
MGMS 7402	Life Science and Natural History for Middle Grades (NGCSU)	3
Capstone Course		
MGMS 7650	Teaching Practicum	3
Total Hours Required for the Degree		36

Master of Education with a Major in Curriculum and Instruction in Accomplished Teaching

On-line collaborative degree with Columbus State University and Georgia Southern University

Admission Requirements

- Must hold a bachelor's degree from a regionally-accredited institution.
- Must have a cumulative undergraduate grade point average (GPA) or combined undergraduate and graduate GPA of 2.75 on a 4.0 scale. VSU has a "no forgiveness policy" when calculating GPAs. Applicants not meeting the required GPA may be eligible for admission by an alternative pathway. (See the Graduate Programs page (<https://www.valdosta.edu/academics/graduate-school/our-programs/>).)
- Must have a valid Level 4 or higher Induction, Professional, Advanced Professional, or Lead Professional teaching certificate, service field certificate, or Life certificate in the State of Georgia. Teachers certified in states other than Georgia may be eligible. To qualify, a teacher must hold the equivalent of a Georgia clear/renewable teaching certificate. VSU reserves the right to request additional documentation, if needed.

Program Retention, Dismissal, and Readmission Policies

- The maximum time allowed for completion of the degree is seven calendar years. No work completed more than seven years prior to degree completion will be accepted toward the degree, except with special permission from the student's advisor and approval from the Associate Provost for Graduate Studies and Research.
- No more than 9 semester hours of academic work may be transferred from another institution into a College of Education and Human Services graduate program. Transfer credit will be evaluated after admission by the academic department.
- Earning grades below "B" in graduate courses will result in the following consequences: students will be dismissed from the Graduate School if they accumulate three or more academic deficiency points unless otherwise indicated by individual program policy. A grade of "C" (although it may be credited toward a degree) equals one deficiency point. A grade of "D," "WF," "F," or "U" (none of which will be credited toward a degree) equals two deficiency points.

- If dismissed from the program, a student must not be enrolled for two semesters. Application for readmission may be initiated during the second semester. Readmission is not guaranteed, and prior academic performance and student conduct/disposition in the program will be considered. The academic program reserves the right to place specific conditions and contingencies on any offer of readmission.

Program Completion Requirements

- A 3.0 cumulative grade point average (GPA) is required for graduation. No grade below a "C" will be credited toward the degree.
- Candidates must submit an application for graduation at least one semester prior to their expected graduation date.

Note: According to the Georgia Professional Standards Commission (GaPSC), all candidates applying for a certificate in Curriculum and Instruction are required to present passing scores on Georgia's state-approved educator certification assessment(s) for Curriculum and Instruction. The Valdosta State University Dewar college of Education and Human Services requires all candidates to take the appropriate state-approved assessment(s) for program completion. Candidates are not required to pass the state-approved assessment(s) in order to graduate from the program but cannot be recommended for certification until they successfully complete all coursework and pass the Georgia state-approved assessment(s) for certification in Curriculum and Instruction.

Code	Title	Hours
Core Courses		9
EDAT 5999	Professional Orientation	0
EDAT 7100	Research Methodology in Education	3
EDAT 7133	Trends, Issues and Research in Education	3
EDAT 6159	Multicultural Studies across the Curriculum	3
Georgia Framework Domains		18
EDAT 6226	Curriculum Design for Student Achievement	3
EDAT 6115	Knowledge of Students and Their Learning	3
EDAT 7132	Framework for Teaching	3
EDAT 6001	Using Assessment to Improve Teaching and Learning	3
EDAT 7131	Enhancing Student Performance	3
EDAT 6000	Professional Decision Making	3
Approved Electives		9
Total Hours Required for the Degree		36

Master of Education with a Major in Special Education -- Deaf and Hard-of-Hearing Education

Selected Educational Outcomes

- Candidates in special education/deaf education know the content that they plan to teach and can explain important principles and concepts delineated in professional, state, and institutional standards.
- Candidates in special education/deaf education understand the relationship of content and content-specific pedagogy and have a broad knowledge of instructional strategies that draws upon content and pedagogical knowledge and skills delineated in professional, state, and institutional standards to help all students learn.
- Candidates in special education/deaf education are able to analyze educational research findings and incorporate new information into their practice.
- Candidates in special education/deaf education assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and have a positive effect on learning for all students.

Examples of Outcome Assessments

- Candidates in special education/deaf education will demonstrate content knowledge through passing the state-required content assessment in deaf education.
- Candidates in special education/deaf education will demonstrate pedagogical content knowledge and knowledge of evidence-based strategies through development of lesson plans identifying use of research-validated procedures and effective content pedagogy.
- Candidates in special education/deaf education will demonstrate skills in assessment, instructional strategies, use of technology, and monitoring/modifying instruction during observed teaching episodes evaluated by a university supervisor and P-12 mentor teacher.
- Candidates in special education/deaf education will demonstrate their ability to positively impact P-12 learning through completion of a capstone applied research project.

Prior to admission to any graduate program at Valdosta State University, applicants must first submit a completed application to the Graduate School. A completed application packet includes official transcripts from all institutions previously attended, official test scores (GRE or MAT), completed

application form, fee, and any additional program requirements submitted by the admission deadline. To be considered for the preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents.

Admission Requirements

M.Ed. in Special Education--Deaf and Hard-of-Hearing (M.Ed. Track 1)

Applicants must:

1. hold a B.S.Ed. in Special Education/Deaf and Hard-of-Hearing Education from VSU;
2. have a minimum cumulative undergraduate GPA or a combined undergraduate and graduate GPA of 2.75 or meet alternative pathway requirements;
3. provide documentation of passing scores on the GACE Program Admission Assessment or documentation of an exemption (see the Graduate School website for exemption methods);
4. provide documentation of completing the Georgia Educator Ethics Assessment--Program Entry (Test 350) (to register, click here (<https://gace.ets.org/ethics/register/>));
5. provide documentation of a Level 2 on the American Sign Language Language Proficiency Interview (ASLPI) or an Intermediate on the Sign Language Proficiency Interview (SLPI); and
6. submit a completed application packet to the Graduate School by the admission deadline.

M.Ed. in Special Education--Deaf and Hard-of-Hearing (M.Ed. Track 2)

Applicants must:

1. hold a bachelor's degree from a regionally accredited institution;
2. have a minimum cumulative undergraduate GPA or a combined undergraduate and graduate GPA of 2.75 or meet alternative pathway requirements;
3. provide documentation of passing scores on the GACE Program Admission Assessment or documentation of an exemption (see the Graduate School website for exemption methods);
4. provide documentation of completing the Georgia Educator Ethics Assessment--Program Entry (Test 360) (to register, click here (<https://gace.ets.org/ethics/register/>));
5. have a transcript evaluation completed;
6. provide two recommendations;
7. provide a personal statement;
8. hold a professional teaching certificate outside the field of Deaf Education;
9. provide documentation of a Level 2 on the American Sign Language Language Proficiency Interview (ASLPI) or an Intermediate on the Sign Language Proficiency Interview (SLPI); and
10. submit a completed application packet to the Graduate School by the admission deadline.

Program Retention, Dismissal, and Readmission Policies

1. The maximum time allowed for completion of the degree is seven calendar years. No work completed more than seven years prior to degree completion will be accepted toward the degree, except with special permission from the student's advisor and approval from the Associate Provost for Graduate Studies and Research.
2. No more than 9 semester hours of academic work may be transferred from another institution into a College of Education and Human Services graduate program. Transfer credit will be evaluated after admission by the academic department.
3. Earning grades below "B" in graduate courses will result in the following consequences: students will be dismissed from the Graduate School if they accumulate three or more academic deficiency points unless otherwise indicated by individual program policy. A grade of "C" (although it may be credited toward a degree) equals one deficiency point.
4. If dismissed from the program, a student must not be enrolled for two semesters. Application for readmission may be initiated during the second semester. Readmission is not guaranteed, and prior academic performance and student conduct/disposition in the program will be considered. The academic program reserves the right to place specific conditions and contingencies on any offer of readmission.

Program Completion Requirements

1. A 3.0 cumulative grade point average (GPA) is required for graduation. No grade below a "C" will be credited toward the degree.
2. Candidates must submit an application for graduation at least one semester prior to their expected graduation date.
3. Candidates must attempt all Georgia state-approved educator certification assessments for their degree program and major.

Note: According to the Georgia Professional Standards Commission (GaPSC), all candidates applying for a certificate in Special Education: Deaf and Hard of Hearing are required to present passing scores on Georgia's state-approved educator certification assessment(s) for Special Education: Deaf

and Hard of Hearing. The Valdosta State University Dewar College of Education and Human Services requires all candidates to take the appropriate state-approved assessment(s) in order to graduate, but the candidates cannot be recommended for certification until they successfully complete all coursework and pass the Georgia state-approved assessment(s) for certification in Special Education: Deaf and Hard of Hearing.

Requirements for the M.Ed. Degree with a Major in Special Education -- Deaf and Hard-of-Hearing Education

Track 1: for candidates completing a VSU B.S.Ed. degree with a major in Special Education--Deaf and Hard-of-Hearing Education

Code	Title	Hours
Core Courses		4
RSCH 7100	Research Methodology in Education	3
LEAD 7210	Ethics and Law	1
Area of Concentration		32
DEAF 5010	Student Teaching: Deaf and Hard-of-Hearing	10
DEAF 5020	Student Teaching Seminar: Deaf and Hard-of-Hearing	2
DEAF 5310	Methods of Teaching Reading and Writing to Deaf Students	3
DEAF 5370	Teaching Thinking Skills	3
DEAF 5380	Curriculum Development Instruction for Deaf Students	4
DEAF 6000	Integration and Management of Instruction in the Classroom	3
DEAF 6010	Integrated Instruction: Individualized Education Program	3
DEAF 6020	Audiological Considerations and Auditory/Oral Methods for Teachers of the Deaf	4
Total Hours Required for the Degree		36

Track 2: for individuals who hold professional teaching certificates in a field outside of Deaf Education

Code	Title	Hours
Core Courses		7
EDUC 2999	Teacher Education Requirements	0
RSCH 7100	Research Methodology in Education	3
LEAD 7210	Ethics and Law	1
DEAF 6100	Seminar: Deaf Education and Language Learning	3
Area of Concentration		20
DEAF 5310	Methods of Teaching Reading and Writing to Deaf Students	3
DEAF 5370	Teaching Thinking Skills	3
DEAF 5380	Curriculum Development Instruction for Deaf Students	4
DEAF 6000	Integration and Management of Instruction in the Classroom (if certified in a field of special education at entry but not in a general education field) OR DEAF 6010 (if certified in a field of general education at entry but not in any special education field)	3
DEAF 6020	Audiological Considerations and Auditory/Oral Methods for Teachers of the Deaf	4
DEAF 6030	Internship in Teaching	3
Required Endorsement		9
Reading Endorsement		
READ 7010	Diagnosis and Correction of Reading Difficulties	
READ 7100	Trends and Issues in Reading	
READ 7130	Comprehension and Study Strategy Instruction	
or		
ESOL Endorsement		
ESOL 6010	Applied Linguistics for ESOL Teachers	
ESOL 6020	Cultural Perspectives for ESOL Teachers	
ESOL 6030	Methods and Materials for Teaching ESOL	
Total Hours Required for the Degree		36

Education Specialist Degree with a Major in Coaching Pedagogy in Physical Education

The Ed.S. in Coaching Pedagogy in Physical Education is a rigorous academic program of 27 semester hours of fully online course work. Graduates of the program who meet all criteria may be eligible for upgrade to T-6 certification in the state of Georgia or reciprocal states.

This specialist program offers candidates the opportunity to continue to develop their knowledge and skills through advanced and more specialized content designed specifically to address excellence in coaching and educate practicing teachers through the medium of coaching studies. Course objectives and requirements coincide with the National Association for Sport and Physical Education National Standards for Sport Coaches.

Selected Educational Outcomes

Candidates will:

1. develop a coaching philosophy that centers on ethical conduct and behavior while focusing on the safety and well being of the athlete.
2. develop effective sport coaching pedagogical practices that are applicable to the advanced candidate's current sport context.
3. develop a research-based capstone project on a topic that is unique to the needs of the sports program being coached by the candidate and determine the relevance of the study through a statistical analysis of the results.

Examples of Outcome Assessments

Candidates will:

1. Develop a coaching philosophy to be evaluated by faculty using a departmentally developed rubric.
2. Create a pedagogical context knowledge portfolio in which the effective physical education and sport coaching instructional practices are adapted to the advanced candidate's sport context.
3. Develop a capstone project on a topic that is unique to the needs of the advanced candidate's professional growth and the sports program being coached with results based on meta-analysis of current sport coaching pedagogical research.

Prior to admission to any graduate program at Valdosta State University, applicants must first submit a completed application to the Graduate School. A completed application packet includes official transcripts from all institutions previously attended, official test scores (GRE or MAT), completed application form, fee, and any additional program requirements submitted by the admission deadline. To be considered for the preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents.

Admission Deadline

March 15

Go to the Graduate School website (<http://www.valdosta.edu/academics/graduate-school/welcome.php>) and click on Our Programs, then click on Coaching Pedagogy Ed.S. Program for information on:

- Specific Coaching Pedagogy Program Admission Requirements
- Coaching Pedagogy Program Retention, Dismissal, and Readmission Policies
- Coaching Pedagogy Program Graduation Requirements

To Apply Online, click here (<https://www.applyweb.com/apply/vsug/menu.html>).

Requirements for the Ed.S. Degree with a Major in Coaching Pedagogy in Physical Education

Code	Title	Hours
KSPE 8100	Studying Sports Coaching	3
KSPE 8210	Sport Coaching Pedagogy	3
KSPE 8300	Applied Sports Science	3
KSPE 8500	Coaching Pedagogy Research Methods	3
KSPE 8600	Professional Coaching Development	3
KSPE 8700	Communication Skills for Coaches	3
KSPE 8110	History, Sociology and Psychology of Sport	3
KSPE 8410	Coaching Pedagogy: Evaluating Research	3
KSPE 8420	Foundations of Sports Coaching and Theory	3

KSPE 8900	Coaching Pedagogy Capstone: Data Analysis Research Project	3
Total Hours Required for the Degree		30

Education Specialist Degree with a Major in Special Education

Selected Educational Outcomes

1. Candidates demonstrate a strong knowledge of content area(s) appropriate to their certification levels.
2. Candidates use assessment and research to make data- / evidence-based decisions to ensure the continuous development of all learners.
3. Candidates create positive learning environments for all learners.
4. Candidates use their knowledge of students and their learning to design and plan appropriate learning experiences for all learners.

Examples of Outcome Assessments

1. Candidates demonstrate content knowledge through course-based content assessment.
2. Candidates demonstrate effective use of data and research to make data- / evidence-based decisions through completion of a review of current literature.
3. Candidates demonstrate positive learning environments through video-taped evidence.
4. Candidates demonstrate positive impact on learners through an applied research project.

Admission Deadlines

Fall Deadline: July 15

Spring Deadline: November 15

Summer Deadline: April 15

Requirements for the Ed.S. Degree with a Major in Special Education

Code	Title	Hours
Core Courses		12
EDUC 5999	Professional Orientation	0
SPEC 8010	Readings in Issues of the Education of Children and Youth with Disabilities	3
Select one of the following:		6
SPEC 8110	Advanced Capstone Experience	
and Elective		
OR		
SPEC 8999	Thesis	
Approved Elective		3
Required Specialization Courses		12
SPEC 8020	Characteristics of Effective School Structures for Children and Youth with Disabilities	3
SPEC 8030	Leadership in Special Education Programs	3
SPEC 8040	Using Technology for Professional Development in Special Education	3
SPEC 8050	Co-Teaching in Special Education	3
Research Requirements		6
RSCH 7100	Research Methodology in Education	3
SPEC 8060	Single Subject Designs for Special Education Research	3
Total Hours Required for the Degree		30

Education Specialist Degree with a Major in Teacher Leadership

A VSU Online Program

Selected Educational Outcomes

1. Candidates will demonstrate knowledge of the content necessary to successfully meet the Teacher Leadership Program Standards.
2. Candidates will model best practices in pedagogy and serve as mentors and coaches for other educators.

3. Candidates will conduct research related to school culture, curriculum, and assessment, and apply the findings to improving those areas.
4. Candidates will design and implement professional learning based on student and teacher needs.

Examples of Outcome Assessments

1. Candidates will demonstrate the content knowledge by passing the state-required content assessment.
2. Candidates will demonstrate best practices in pedagogy, mentoring, and coaching through faculty and supervisor observation of those practices.
3. Candidates will demonstrate the ability to conduct and apply research through a review of literature and an associated action research project scored by a departmentally created rubric.
4. Candidates will demonstrate the ability to design and implement professional learning through faculty and supervisor observation of clinical practice.

Prior to admission to any graduate program at Valdosta State University, applicants must first submit a completed application to the Graduate School. A completed application packet includes official transcripts from all institutions previously attended, official test scores (GRE or MAT), completed application form, fee, and any additional program requirements submitted by the admission deadline. To be considered for the preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents.

Admission Deadlines:

Collaborative online education program deadlines are established each term. Check the website (<http://www.valdosta.edu/colleges/education/deans-office/online-programs/>) for admission deadlines and application forms.

Admission Requirements

Applicants must:

- submit the application and fee to the VSU Graduate School.
- submit one official transcript from each college/university attended, even for transfer credit or undergraduate work.
- hold a clear renewable teaching or service certificate at the Master's level or higher.
- submit a Letter of Assurance form from a current administrator (form required).
- submit the Distance Learning Exemption of the VSU Medical Form.
- be employed teachers able to spend a minimum of 20 hours per week in a classroom.
- hold a graduate degree with a cumulative GPA of 3.0 or higher.

Applicants not meeting the GPA requirement may be eligible for admission by the alternative pathway. Alternative pathway requirements are a GPA between 2.75 and 2.99 on a 4.0 scale; and competitive scores on the Graduate Record Exam (GRE) or the Miller Analogies Test (MAT). Recommended scores for admission:

- GRE: 145 Verbal and 139 Quantitative
- MAT: 380

Program Retention, Dismissal, and Readmission Policies

1. The maximum time allowed for completion of the degree is seven calendar years. No work completed more than seven years prior to degree completion will be accepted toward the degree, except with special permission from the student's advisor and approval from the Dean of the Graduate School.
2. No more than 9 semester hours of academic work may be transferred from another institution into a College of Education and Human Services graduate program. Transfer credit will be evaluated after admission by the academic department.
3. Earning grades below "B" in graduate courses will result in the following consequences: students will be dismissed from the Graduate School if they accumulate three or more academic deficiency points unless otherwise indicated by individual program policy. A grade of "C" (although it may be credited toward a degree) equals one deficiency point. A grade of "D," "WF," "F," or "U" (none of which will be credited toward a degree) equals two deficiency points.
4. If dismissed from the program, a student must not be enrolled for two semesters. Application for readmission may be initiated during the second semester. Readmission is not guaranteed, and prior academic performance and student conduct/disposition in the program will be considered. The academic program reserves the right to place specific conditions and contingencies on any offer of readmission.

Program Completion Requirements

1. A 3.0 cumulative grade point average (GPA) is required for graduation. No grade below a "C" will be credited toward the degree.
2. Candidates must submit an application for graduation at least one semester prior to their expected graduation date.

3. Candidates must attempt all Georgia state-approved educator certification assessments for their degree program and major.

Note: According to the Georgia Professional Standards Commission (GaPSC), all candidates applying for a certificate in the field of Teacher Leadership are required to present passing scores on Georgia's state-approved educator certification assessment(s) for Teacher Leadership. Candidates are not required to pass the state-approved assessment(s) in order to graduate from the program but cannot be recommended for certification until they successfully complete all coursework and pass the Georgia state-approved assessment(s) for certification in Teacher Leadership.

Requirements for the Ed.S. Degree with a Major in Teacher Leadership

Code	Title	Hours
Core Courses		21
EDET 5999	Professional Orientation	0
ACED 7150	Adult Learning and Development	3
EDET 8005	Foundations of Teacher Leadership	3
EDET 8020	Teacher Leadership Residency I ¹	3
EDET 8030	Developing and Leading a Community of Diverse Learners	3
EDET 8040	Teacher Leadership Residency II ¹	3
EDET 8050	Teacher Leadership Residency III ¹	3
EDET 8880	Capstone Seminar	3
All candidates must successfully complete EDET 5999, a zero credit hour professional orientation course, during the first semester of enrollment.		
Specialization Courses (numbered 5000 & above) ²		9
Total Hours Required for the Degree		30

¹ Work in course must focus on content of candidate's certification field.

² Themes to select from, in consultation with advisor, include but are not limited to:

Early Childhood Education
 ESOL (endorsement)
 Career and Technical Education
 Gifted Education (endorsement)
 Instructional Technology
 Leadership (GaPSC pre-service courses)
 Online Teaching (endorsement)
 Physical Education
 Reading (endorsement)
 Special Education
 Any combination of above

Mathematics Endorsement for K-5 Teachers

Mathematics Endorsement for K-5 Teachers

This endorsement program strengthens and enhances K-5 educator competency levels for teaching elementary mathematics. The K-5 mathematics endorsement may be pursued by individuals teaching mathematics in grades K-5 who hold a valid level 4 or higher Induction, Professional, Advanced Professional, or Lead Professional teaching certificate.

Go to the Graduate School website (<http://www.valdosta.edu/academics/graduate-school/welcome.php>) and click on Our Programs, then click on Mathematics Endorsement for K-5 Teachers for more information.

Code	Title	Hours
Required Courses		
ELED 6010	Advanced Applications of Numbers, Number Systems, and Operations for K-5 Teachers	3
ELED 6020	Advanced Applications of Measurement and Geometry for K-5 Teachers	3
ELED 6030	Advanced Applications of Algebra and Patterns with Data Analysis and Probability for K-5 Teachers	3
Total Hours		9

Science Endorsement for K-5 Teachers

Science Endorsement for K-5 Teachers

This endorsement program strengthens and enhances K-5 educator competency levels for teaching elementary science. The K-5 science endorsement may be pursued by individuals teaching science in grades K-5 who hold a valid level 4 or higher Induction, Professional, Advanced Professional, or Lead Professional teaching certificate.

Go to the Graduate School website (<http://www.valdosta.edu/academics/graduate-school/welcome.php>) and click on Our Programs, then click on Science Endorsement for K-5 Teachers for more information.

Code	Title	Hours
Required Courses		
ELED 6110	Advanced Science Content and Pedagogy in Life Science for K-5 Teachers	3
ELED 6120	Advanced Science Content and Pedagogy in Earth and Space Science for K-5 Teachers	3
ELED 6130	Advanced Science Content and Pedagogy in Physical Science for K-5 Teachers	3
Total Hours		9

Georgia Reading Endorsement

Individuals who hold the Reading Endorsement are in-field to teach reading at the grade level of their base certificate.

Admission Deadlines

Fall Deadline: July 15

Spring Deadline: November 15

Summer Deadline: April 15

Program Admission Requirements:

To pursue to Georgia Reading Endorsement, applicants must:

1. Submit a graduate application for admission as a non-degree seeking endorsement student;
2. Hold an undergraduate degree from a regionally accredited institution;
3. Hold a clear renewable certificate in any teaching field or the service field of communication disorders.

Go to the Graduate School website (<http://www.valdosta.edu/academics/graduate-school/welcome.php>) and click on Our Programs, then click on Reading for information on:

- Reading Endorsement Program Graduation Requirements.

To Apply Online, click here (<https://www.applyweb.com/apply/vsug/menu.html>).

Requirements for the Reading Endorsement

Code	Title	Hours
READ 7100	Trends and Issues in Reading	2-3
READ 7010	Diagnosis and Correction of Reading Difficulties	3
READ 7130	Comprehension and Study Strategy Instruction	3
Total Hours		8-9

College of Humanities and Social Sciences

Dr. James LaPlant, Dean

Dr. Mark Smith, Associate Dean

1060 Nevins Hall

Dr. Adam Wood

Head, Department of English

Dr. Jay Rickman

Interim Head, Department of History and of Philosophy and Religious Studies

Dr. Ofelia Nikolova
Head, Department of Modern and Classical Languages

Dr. Joseph Robbins
Head, Department of Political Science

Dr. Darrell Ross
Head, Department of Sociology, Anthropology, and Criminal Justice

The College of Humanities and Social Sciences offers graduate programs that lead to the Master of Arts degree with majors in English and in History; the Master of Science degrees with majors in Sociology and in Criminal Justice; the Master of Public Administration and Doctor of Public Administration degrees; and the Master of Arts in Teaching in English to Speakers of Other Languages and in Foreign Language Education (French or Spanish).

Department of English

Dr. Adam Wood, Department Head
Room 2109 West Hall

The Department of English offers a Master of Arts degree with a major in English. Students have the option of pursuing the M.A. with an emphasis in literature or the M.A. with an emphasis in rhetoric and composition.

The Department also offers a Master of Arts in English Studies for Language Arts Teachers, a fully online degree program. For information on this degree, click here (<http://www.valdosta.edu/academics/graduate-school/our-programs/english-studies-for-language-arts-teachers-.php>).

Description

The Department of English at Valdosta State University offers a Master of Arts degree with a major in English for students who wish to continue their study of literature, literary criticism, language, rhetoric and composition, and creative writing. Because there is no formal tracking, students may, in consultation with their advisors, individually tailor their programs to accommodate special interests. Students earning a Master of Arts degree with a major in English are well prepared for a number of careers and programs. These include doctoral studies, college and secondary school teaching, business, and other professional endeavors. The English Department of VSU expects its graduate students to acquire the following:

1. A breadth of knowledge, including general knowledge of major literary periods and movements, general knowledge of useful literary concepts and terminology, and specific knowledge of key works and figures;
2. The ability to produce cogent written works blending knowledge of specific texts, history, and sources with a clearly developed critical point of view; and
3. The ability to discuss their work articulately.

The English Department's admissions policies, degree offerings, degree options, and course offerings are designed to help all students achieve these goals.

- Master of Arts with a Major in English (p. 533)
- Master of Arts in English Studies for Language Arts Teachers (p. 530)
- Certificate for Teaching College English (p. 529)

Certificate for Teaching College English

This certificate prepares people to meet the accreditation standards for the Southern Association of Colleges and Schools Commission on Colleges (SACS-COC) for teaching college freshman and sophomore writing and literature courses. To enroll in the certificate program for the M.A. in English option, students must be admitted to the Master of Arts in English program. To enroll in the certificate program for the online MAESLAT option, students must be admitted to the MAESLAT program.

A grade of "C" or better is required in all courses.

Requirements for the Certificate for Teaching College English (Face-to-Face Option)

Code	Title	Hours
ENGL 7000	Approaches to Graduate Study	3
Two 8000-level ENGL literature courses (6000- or 7000-level courses may be substituted with permission of graduate coordinator)		6
ENGL 7600	Studies in Rhetoric and Composition	3
ENGL 8800	Teaching College Composition	3

ENGL 8300 or LING 6000	Revision and Editing for Professionals Principles of Language Study	3
Total Hours		18

Requirements for the Certificate for Teaching College English (M.A.E.S.L.A.T. Online Option)

Code	Title	Hours
ENGL 7005	Research Methods in English Studies for Language Arts Teachers	3
ENGL 7100	British Literature for Language Arts Teachers	3
ENGL 7200	American Literature for Language Arts Teachers	3
ENGL 7610	Composition Theory for Language Arts Teachers	3
ENGL 7720	English Grammar for Language Arts Teachers	3
Select one course from the following:		3
ENGL 7400	Multicultural Literature for Language Arts Teachers	
ENGL 7500	Creative Writing for Language Arts Teachers	
ENGL 7620	Rhetorical Theory for Language Arts Teachers	
ENGL 7710	English Language Change Past and Present for Language Arts Teachers	
Total Hours		18

Master of Arts in English Studies for Language Arts Teachers

Selected Educational Outcomes

1. Depth of knowledge in the major subfields of contemporary English studies.
2. The ability to work in each subfield in light of key facts and concepts.
3. The ability to produce cogent written work, blending knowledge of each subfield with its implications for the teaching of language arts.
4. The ability to articulate their own work.
5. The ability to produce systematic and researched work appropriate to the discipline.

Outcome Assessments

The English Department assesses the extent to which its program requirements create the desired outcomes by using a variety of techniques. Examples of these assessments (and the related educational outcome) include the following:

1. Students will pass a four-hour written comprehensive examination.
2. Students will pass an oral examination.

Prior to admission to any graduate program at Valdosta State University, applicants must first submit a completed application to the Graduate School. A completed application includes official transcripts from all institutions previously attended, official test scores (GRE) if needed in place of required GPA, completed application, fee, and any additional program requirements, submitted by the admission deadline. To be considered for the preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents.

Application Deadlines

Fall: July 1

Spring: November 1

Summer: April 1

Go to the Graduate School website (<http://www.valdosta.edu/academics/graduate-school/welcome.php>) and click on Our Programs, then click on English for information on:

- Specific English Program Admission Requirements
- English Program Retention, Dismissal, and Readmission Policies
- English Program Graduation Requirements

To Apply Online, click here (<https://www.applyweb.com/apply/vsug/menu.html>).

Students may be accepted as probationary students in the Department of English. In order to be accepted as such, students must meet either the minimum GPA or GRE requirements (<http://www.valdosta.edu/gradschool/Englishadmissions.shtml/>). Moreover, students must submit a three-page essay to the Department of English, detailing (a) career goals and (b) academic interests. Probationary acceptance is provisional and at the discretion of the Graduate Committee.

Comprehensive Examination

The Comprehensive Exam is the final component of the MAESLAT program and is required for completion of the MAESLAT degree. Although the Comprehensive Exam is designed to build upon student knowledge gained through coursework, it requires significant additional study and preparation in selected areas of emphasis.

The exam consists of a **four-hour** written component and a **one-hour** oral component. The written component can be divided into two days, if desired.

The Written Component

The written component must be taken in a proctored setting of the student's choice subject to approval by the Graduate Studies Committee. Typically, the setting will be a testing center on a university campus (such as the Office of Testing at VSU) or a commercial entity that offers proctored testing for a fee (such as Sylvan). The student is responsible for arranging the testing site, obtaining approval for it from the Graduate Studies Committee no fewer than two weeks before the scheduled date of the exam and paying any fees required by the testing center.

The written component will be comprised of questions drawn from two of the following areas of the student's choosing: 1) literature, 2) rhetoric and composition, 3) linguistics, and 4) creative writing. The student is responsible for identifying these two areas via e-mail to the Graduate Coordinator of the Department of English at least 1-2 semesters before graduation.

In preparation for the exam and subject to the approval of the Graduate Studies Committee, students will be provided and in some areas help develop reading lists representative of each chosen area of focus. Each list will consist of at least 15-20 sources (secondary in most cases; primary and secondary for literature), some of which reflect but many of which provide material additional to that which students have studied in their courses.

A sub-committee of two to three faculty members will write the Comprehensive Exam questions for each area of specialization, basing questions on reading lists and, in some instances, student coursework. The same sub-committee will evaluate the student's written performance (pass or fail). The results of these evaluations will be compiled by the Graduate Coordinator and communicated to the student.

The student must pass the written portion in order to proceed to the oral portion.

The Oral Component

The oral component will take place via BlazeView in the form of Blackboard Collaborate, or via a similar technology, subject to approval by the Graduate Studies Committee.

The oral component will be a follow up to the written portion.

For important additional exam guidelines, click here (<http://www.valdosta.edu/colleges/arts-sciences/english/programs/english-ma/thesis-and-non-thesis-options.php>). [please link to Eng. Dept.'s Comps page – currently linked to English MA thesis option instead]

Students preparing for the Comprehensive Exam may take preparation hours (ENGL 8950) (0-3 credit hours) as desired. They do not count toward the degree, but do assist students who need more time after required coursework has been completed to complete the program, since the exam must be taken during a semester for which the student is registered for a course.

Students desirous of entering the program without an undergraduate degree in English or an English minor must complete the following requirements prior to enrollment in graduate-level coursework with a grade of "B" or higher in each:

Code	Title	Hours
ENGL 3060	Introduction to Criticism and Research	3
ENGL 3110	British Literature I	3
ENGL 3120	British Literature II	3
ENGL 3210	American Literature I	3
ENGL 3215	American Literature II	3

Program Requirements

Code	Title	Hours
Required Courses		27
ENGL 7005	Research Methods in English Studies for Language Arts Teachers	3

ENGL 7200	American Literature for Language Arts Teachers	3
ENGL 7100	British Literature for Language Arts Teachers	3
ENGL 7400	Multicultural Literature for Language Arts Teachers	3
ENGL 7500	Creative Writing for Language Arts Teachers	3
ENGL 7610	Composition Theory for Language Arts Teachers	3
ENGL 7710	English Language Change Past and Present for Language Arts Teachers	3
ENGL 7720	English Grammar for Language Arts Teachers	3
ENGL 7620	Rhetorical Theory for Language Arts Teachers	3
Electives (may include up to 3 credit hours from outside the program)		9

Select at least one of the following:

ENGL 8610	History of Rhetorical Theory for Language Arts Teachers
ENGL 8710	Language in School, Community, and Society for Language Arts Teachers
ENGL 8720	The Study of English Language Learners for Language Arts Teachers and Other Professionals

Select at least one of the following:

ENGL 8400	Special Topics in Creative Writing for Language Arts Teachers
ENGL 8200	Special Topics in American Literature for Language Arts Teachers
ENGL 8100	Special Topics in British Literature for Language Arts Teachers

Total Hours Required for the Degree	36
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Students seeking the M.A. in English Studies as a second master's degree must satisfy all the requirements for the Master of Arts in English Studies.

T-5 Certification

Students wishing to obtain T-5 certification may do so after the completion of the MAESLAT program, provided they have a T-4 certificate and complete the professional education courses required for T-5 certification by the State Department of Education.

Application Deadlines:

Fall: July 1

Spring: November 1

Summer: April 1

Go to the Graduate School website (<http://www.valdosta.edu/academics/graduate-school/welcome.php>) and click on Our Programs, then click on English for information on:

- Specific English Program Admission Requirements
- English Program Retention, Dismissal, and Readmission Policies
- English Program Graduation Requirements

To Apply Online, click here (<https://www.applyweb.com/apply/vsug/menu.html>).

Students may be accepted as probationary students in the Department of English. In order to be accepted as such, students must meet either the minimum GPA or GRE requirements (<http://www.valdosta.edu/gradschool/Englishadmissions.shtml>). Moreover, students must submit a three-page essay to the Department of English, detailing (a) career goals and (b) academic interests. Probationary acceptance is provisional and at the discretion of the Graduate Committee.

Code	Title	Hours
Required Courses		30
ENGL 7005	Research Methods in English Studies for Language Arts Teachers	3
ENGL 7200	American Literature for Language Arts Teachers	3
ENGL 7100	British Literature for Language Arts Teachers	3
ENGL 7400	Multicultural Literature for Language Arts Teachers	3
ENGL 7500	Creative Writing for Language Arts Teachers	3
ENGL 7610	Composition Theory for Language Arts Teachers	3
ENGL 7620	Rhetorical Theory for Language Arts Teachers	3
ENGL 7710	English Language Change Past and Present for Language Arts Teachers	3
ENGL 7720	English Grammar for Language Arts Teachers	3
Select one of the following:		3

ENGL 8100	Special Topics in British Literature for Language Arts Teachers	
ENGL 8200	Special Topics in American Literature for Language Arts Teachers	
ENGL 8400	Special Topics in Creative Writing for Language Arts Teachers	
ENGL 8610	History of Rhetorical Theory for Language Arts Teachers	
ENGL 8710	Language in School, Community, and Society for Language Arts Teachers	
ENGL 8720	The Study of English Language Learners for Language Arts Teachers and Other Professionals	
Electives (may include up to 3 credit hours from outside the program)		6
Total Required for the Degree		36

Students seeking the M.A. in English Studies as a second master's degree must satisfy all the requirements for the Master of Arts in English Studies.

T-5 Certification

Students wishing to obtain T-5 certification may do so after the completion of the M.A. program, provided they have a T-4 certificate and complete the professional education courses required for T-5 certification by the State Department of Education.

Master of Arts with a Major in English

Selected Educational Outcomes

1. To demonstrate an ability to interpret language and literature in light of key facts, concepts, and contexts.
2. To employ a variety of critical approaches.
3. To produce systematic and thoroughly researched work appropriate to the discipline.
4. To participate in activities related to the profession.

Outcome Assessments

The English Department assesses the extent to which its program requirements create the desired outcomes by using a variety of techniques. Examples of these assessments (and the related educational outcome) include the following:

1. Students will pass a two-hour written comprehensive examination or prepare a master's thesis.
2. Students will pass either an oral examination or successfully defend a thesis.
3. Students will complete a Graduate Student Exit Questionnaire and an exit interview.

Prior to admission to any graduate program at Valdosta State University, applicants must first submit a completed application to the Graduate School. A completed application includes official transcripts from all institutions previously attended, official test scores (GRE) if needed in place of required GPA, completed application, fee, and any additional program requirements, submitted by the admission deadline. To be considered for the preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents.

Application Deadlines:

Fall: July 1

Spring: November 1

Summer: April 1

Go to the Graduate School website (<http://www.valdosta.edu/academics/graduate-school/welcome.php>) and click on Our Programs, then click on English for information on:

- Specific English Program Admission Requirements
- English Program Retention, Dismissal, and Readmission Policies
- English Program Graduation Requirements

To Apply Online, click here (<https://www.valdosta.edu/academics/graduate-school/apply-now.php>).

Students may be accepted as probationary students in the Department of English. In order to be accepted as such, students must meet either the minimum GPA or GRE requirements (<https://www.valdosta.edu/academics/graduate-school/our-programs/master-of-arts-in-english.php>). Moreover, students must submit a three-page essay to the Department of English, detailing (a) career goals and (b) academic interests. Probationary acceptance is provisional and at the discretion of the Graduate Committee.

Thesis Option

A master's thesis in English should be a work of 50 or more pages demonstrating competent and substantial research coupled with an innovative approach to the subject matter. The thesis will be directed by a faculty member and a committee of two other faculty members (one of whom must be from a department outside English). Once the thesis has been submitted, students will have an oral defense covering both the thesis and their coursework. Students following this option must complete a minimum of 30 hours of coursework and 6 hours of thesis credit.

For important additional thesis guidelines, click here (<http://www.valdosta.edu/colleges/arts-sciences/english/programs/english-ma/thesis-and-non-thesis-options.php>).

Non-Thesis Option—Comprehensive Examination

In either track, students will develop, in consultation with their committee, a reading list representative of a currently recognized sub-field or specialty in their specific area of emphasis. This list should consist of no fewer than 20 secondary sources (articles and/or book chapters), excluding material that students have already studied in their classes.

Students will then take a three-hour written examination over the reading list as well as undergo a follow-up oral examination over the written test and their coursework. These examinations should be taken during the final semester. Students following this option must complete 36 hours of coursework.

For important additional exam guidelines, click here (<http://www.valdosta.edu/colleges/arts-sciences/english/programs/english-ma/thesis-and-non-thesis-options.php>).

Students who plan to take the comprehensive examination in either area of emphasis may take 3 credits of exam reading hours (ENGL 8995). Students should submit a formal request to the graduate coordinator briefly outlining the scope of the exam and must include the reading list assigned to them by their exam committee chair as well as a copy of the committee appointment form including all required signatures. The three credits of reading hours can count toward the 36 hours of coursework required for the degree. Exam reading hours may not be repeated for credit.

Students entering either emphasis without an undergraduate degree in English or an English minor must complete the following requirements prior to enrollment in graduate-level coursework with a grade of "B" or higher in each:

Code	Title	Hours
ENGL 3060	Introduction to Criticism and Research	3
ENGL 3210	American Literature I	3
ENGL 3215	American Literature II	3
ENGL 3110	British Literature I	3
ENGL 3120	British Literature II	3

Emphasis in Literature

Code	Title	Hours
Required Courses		18
ENGL 7010	Literary Theory and Criticism in Graduate Studies	3
ENGL 8800	Teaching College Composition	3
Seminars (8000-level)		6
Graduate Option Courses (ENGL 6000)		6
Guided Electives ²		12-15
Select 12-15 hours from the following options:		
Studies Courses (7000-level ENGL)		0-12
Seminars (8000-level ENGL)		0-12
Graduate Option (ENGL/LING 6000 and/or course from other departments) ¹		0-9
Culminating Experience: Select one of the options below		
Option A: Comprehensive Examination		3
ENGL 8995	Comprehensive Exam Reading Hours ²	
Option B: Thesis		6
ENGL 8999	Thesis	
Total Required for the Degree		36

- ¹ In order to take advantage of our extensive range of topics offered in upper-division offerings and to engage in interdisciplinary study, students will also have the opportunity to exercise a graduate option. Under this option, students will be allowed a maximum of 15 hours of coursework that can be drawn from selected 4000-level courses within the English Department with the prefixes ENGL and LING offered at the 6000 level (with appropriate adjustments in the course syllabus); only 6 hours of the Graduate Option can be taken as graduate courses outside the MA English Program, with preference given for MAESLAT courses in Rhetoric and Composition. The final elective for those students who choose to write a Comprehensive Exam instead of a thesis is exempt from the 15-hour limit on 6000-level courses.
- ² If a student opts for a Comprehensive Exam as the Culminating Experience, the student should take an additional ENGL/LING elective course at the 6000 to 8000 level to reach the required 15 elective credit hours. Thesis students are required to take only 12 elective credit hours.

Emphasis in Rhetoric and Composition

Code	Title	Hours
Required Courses		18
ENGL 7010	Literary Theory and Criticism in Graduate Studies	3
ENGL 8800	Teaching College Composition	3
Select three from the following:		9
ENGL 4610/6000	History of the English Language (if not taken as an undergraduate) ¹	
ENGL 4620/6000	Survey of the History of Rhetoric (if not taken as an undergraduate) ²	
ENGL 4640/6000	Studies in Composition Theory (strongly encouraged if not taken as an undergraduate) ¹	
ENGL 7600	Studies in Rhetoric and Composition (if not taken above)	
ENGL 7610	Composition Theory for Language Arts Teachers	
ENGL 7620	Rhetorical Theory for Language Arts Teachers	
ENGL 8300	Revision and Editing for Professionals	
ENGL 8600	Seminar in Rhetoric and Composition (if not taken above)	
ENGL 8610	History of Rhetorical Theory for Language Arts Teachers	
ENGL 8690	Workshop in Rhetoric and Composition ³	
LING 6000	Principles of Language Study	
LING 6160	Language in Society	
Guided Electives ³		15-18
Select fifteen hours from the following (including any courses listed above not taken for credit):		
Studies Courses (7000-level ENGL)		
Seminars (8000-level ENGL)		
Graduate Option (ENGL 6000/LING 6000 and/or courses from other departments) ⁴		
Culminating Experience: Select one of the options below		3-6
Option A: Comprehensive Exam		
ENGL 8995	Comprehensive Exam Reading Hours	3
Option B: Thesis		
ENGL 8999	Thesis	6
Total Required for the Degree		36

- ¹ If taken at the undergraduate level, these courses cannot be taken again for graduate credit.
- ² ENGL 8690 may be taken twice for credit
- ³ If a student opts for a Comprehensive Exam as a Culminating Experience, the student should take an additional elective course to reach the required 18 elective hours. Thesis students are required to take only 15 elective credit hours.
- ⁴ Under this option, students are allowed a maximum of 9 hours of ENGL/LING 6000 courses. 6000-level courses taken under Required Courses above do not count toward the total or affect how many additional ENGL/LING 6000 courses may be taken as electives. The final elective for those students who choose to write a Comprehensive Exam is exempt from the 9-hour limit on 6000-level courses as electives. For the Graduate Option, students may take no more than 6 credit hours of graduate courses outside the English Department.

Students seeking the M.A. in English as a second master's degree must satisfy all the requirements for the Master of Arts in English.

T-5 Certification

Students wishing to obtain T-5 certification may do so after the completion of the M.A. program, provided they have a T-4 certificate and complete the professional education courses required for T-5 certification by the State Department of Education.

Department of History

Dr. Jay Rickman, Head of Department
Room 1104, Ashley Hall

The Department of History offers a graduate program that leads to the Master of Arts degree with a major in history. The graduate major in the Department of History is designed to provide students with advanced instruction and training, and courses are available in the history of the United States, Europe, Latin America, the modern Middle East, and the Ancient World. The program also equips students with the knowledge, skills, and values required for professional careers in history and gives qualified students the foundation for doctoral study in history.

History's scope is extremely broad, and the study of people and their institutions form a particular focus of the discipline. The use of language and the ability to communicate skillfully also are major concerns of history. Thus, advanced study in history prepares students for many different occupations and professions in which such qualities are essential. Traditionally, teaching has been a career possibility, but, as well, qualified recipients of the Master of Arts with a major in history are prepared to enter doctoral programs; to seek employment in business or government, in museums and libraries, in publishing, journalism, and advertising; or to enter the military, politics, or theology. An advanced degree in history continues to be excellent preparation for business school or law school.

Students who are interested in the Master of Arts or who have questions about the vocational possibilities of the major should consult with the History Department faculty in Ashley Hall.

- Master of Arts with a Major in History (p. 536)
- Certificate for Teaching College History (p. 538)

Master of Arts with a Major in History

Selected Educational Outcomes

1. Students will demonstrate advanced knowledge of political developments in history.
2. Students will demonstrate advanced knowledge of social developments in history.
3. Students will communicate effectively orally and in writing.
4. Students will demonstrate advanced knowledge of the process of historical research and critical analysis.
5. Students will complete historical research projects that effectively use library resources and computer and information technology.

Outcome Assessments

The department assesses the extent to which the program requirements create the desired outcomes by using a variety of techniques.

1. The History Department's policy is that all graduate courses require such written work as essays, reviews, and research papers to help determine progress in research and written communication skills, analytical and interpretive skills, and mastery of course content.
2. The comprehensive written and oral examinations to which all students are subject provide a means of ascertaining mastery of historical knowledge as well an indication of the candidate's adequate mastery in oral communication, critical analysis, historical synthesis, and historical interpretation commensurate with that expected of a student seeking a Master of Arts degree.
3. When such information is available, the History Department will use as an assessment tool the results of university-wide data related to the program and to Master of Arts graduates.

Prior to admission to any graduate program at Valdosta State University, applicants must first submit a completed application to the Graduate School. A completed application packet includes official transcripts from all institutions previously attended, official test scores (GRE or MAT), completed application form, fee, and any additional program requirements submitted by the admission deadline.

To be considered for your preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents.

Admission Deadlines

Applications will be reviewed when they are completed. In order to receive a graduate assistantship through the History Department, applicants must meet the following deadlines:

Fall Deadline: July 15
 Spring Deadline: November 15
 Summer Deadline: April 15

Go to the Graduate School website (<http://www.valdosta.edu/academics/graduate-school/welcome.php>) and click on Our Programs, then click on History Program for information on:

- Specific History Program Admission Requirements
- History Program Retention, Dismissal, and Readmission Policies
- History Program Graduation Requirements

To Apply Online, click here (<https://www.applyweb.com/apply/vsug/menu.html>).

Accelerated Undergraduate-to-Graduate Track

Students in the Accelerated Undergraduate-to-Graduate Program interested in continuing their graduate education may apply for admission to the M.A. in History program in their senior year or upon completion of their undergraduate degree. Full admission to the Graduate School requires completion of the bachelor's degree. Students in the Accelerated Undergraduate-to-Graduate Program will not be required to take additional admission tests but must meet all other graduate admission requirements. Students who have completed the Accelerated Undergraduate-to-Graduate Program will complete additional hours of graduate HIST classes to meet the M.A. in History degree requirements.

Requirements for the Master of Arts Degree with a Major in History

Plan A (thesis research concentration)

The thesis option is designed primarily for those students who plan on pursuing a Ph.D. in history upon completion of the M.A. at VSU.

Code	Title	Hours
Required Courses ¹		9
HIST 7000	Seminar in Historiography	
HIST 5700	History Content for Teaching World History Surveys	
HIST 6700	History Content for Teaching U. S. History Surveys	
Guided Electives (5000-level or above HIST courses) ¹		15
Graduate Electives (may include one 3-hour graduate course outside of history)		6
HIST 7999	Thesis	6
Total Required for the Degree		36

Plan B (non-thesis teaching concentration)

The teaching content option is designed primarily for students currently employed as primary and secondary school teachers, those seeking credentials to teach college dual enrollment courses at secondary institutions, or those seeking to teach at the post-secondary level.

Code	Title	Hours
Required Courses ¹		9
HIST 7000	Seminar in Historiography	
HIST 5700	History Content for Teaching World History Surveys	
HIST 6700	History Content for Teaching U. S. History Surveys	
Guided Electives (5000-level or above HIST courses) ¹		15
Graduate Electives (may include one 3-hour graduate course outside of history)		6
Total Required for the Degree		30

Comprehensive Exams and Foreign Language Requirement

1. Regardless of which concentration students select, they must pass a comprehensive written examination.
2. Thesis concentration students must pass an oral defense of their thesis (no written exam).
3. Thesis concentration students must pass a reading knowledge examination in a foreign language. A grade of "B" or better in a fourth sequence course in a foreign language may be accepted in lieu of a reading knowledge exam.

¹ Students may complete up to 9 hours of required courses (HIST 7000, HIST 5700, HIST 6700) or guided elective graduate courses as undergraduates in the Accelerated Undergraduate-to-Graduate track. Students must complete all required and guided elective courses not already successfully completed for the Accelerated Undergraduate-to-Graduate Track with a Major in History (History Track--B.A. Degree only) or the Accelerated Undergraduate-to-Graduate Track for the B.A. in History/B.S.Ed. with a Major in Secondary Education: History Education Track at Valdosta State University.

Certificate for Teaching College History

This certificate prepares people to meet SACS standards for teaching freshman and sophomore history survey classes at the college or university level. To enroll in the History Certificate program, students must meet admission requirements for non-degree seeking students in the Valdosta State University Graduate School.

A grade of B or better is required in each course.

History Certificate

Code	Title	Hours
HIST 5700	History Content for Teaching World History Surveys	3
HIST 6700	History Content for Teaching U. S. History Surveys	3
Two U.S.-focused history courses at the 5000 or 6000 level		6
Two world history courses listed at the 5000 or 6000 level		6
Total Hours		18

Department of Modern and Classical Languages

Dr. Ofelia Nikolova, Department Head
Room 1306, West Hall

The Department of Modern and Classical Languages offers instruction in English to Speakers of Other Languages (ESOL) and Foreign Language Education (FLED) leading to the Master of Arts in Teaching in either ESOL or FLED (with a concentration in either French or Spanish). The degree includes eligibility for initial P-12 certification.

The department offers a Certificate in Teaching English to Speakers of Other Languages (TESOL) and the English to Speakers of Other Languages (ESOL) Endorsement. The online TESOL certificate prepares majors from any discipline to pursue teaching opportunities with English Language Learners (ELLs) in corporate settings and in private language schools in the United States and internationally. The ESOL Endorsement provides credentials to teach English as a second language in Georgia.

- Master of Arts in Teaching -- English to Speakers of Other Languages (p. 538) (ESOL)
- Master of Arts in Teaching -- Foreign Language Education (p. 540) (French or Spanish)
- Certificate in Teaching English to Speakers of Other Languages (TESOL) (p. 542)
- English to Speakers of Other Languages (ESOL) Endorsement (p. 543)

Master of Arts in Teaching -- ESOL

The M.A.T. in English to Speakers of Other Languages (ESOL) is a graduate program beyond the bachelor's degree. Successful candidates will earn an M.A.T. and become eligible for initial certification in English to Speakers of Other Languages in Georgia. Graduates will also earn the English to Speakers of Other Languages (ESOL) Endorsement for Georgia certified teachers, speech and language pathologists, or school counselors.

Selected Educational Outcomes

Students will:

1. demonstrate an understanding of the nature of the learner.
2. employ instructional strategies and research methodologies appropriate to the discipline and the learners.
3. demonstrate effective planning skills.
4. employ effective assessment techniques in evaluating learners and programs.
5. maintain an ongoing program of professional development.
6. meet all the standards for initial teacher certification set forth by the Georgia Professional Standards Commission, the Council for the Accreditation of Educator Preparation (CAEP), and the James L. and Dorothy H. Dewar College of Education and Human Services.

Selected Outcomes Assessments

Students in the M.A.T. -- ESOL program:

1. demonstrate content knowledge through passing the state-required GACE content assessment.
2. demonstrate content knowledge, skills in planning, assessment, instructional strategies, use of technology, classroom management, differentiation, advocacy, and self-teaching reflection through the edTPA portfolio.
3. demonstrate pedagogical content knowledge and knowledge of evidence-based strategies through development of lesson plans identifying use of research-validated procedures and effective content pedagogy (edTPA).
4. demonstrate skills in assessment, instructional strategies, use of technology, and monitoring and modifying instruction during observed teaching episodes evaluated by a university supervisor and classroom mentor teacher.
5. demonstrate their ability to positively impact P-12 learning through a teacher work sample.
6. demonstrate appropriate teaching dispositions through self-assessment and university supervisor and mentor teacher disposition assessments.

Admission to the Program

Prior to admission to any graduate program at Valdosta State University, applicants must first submit a completed application to the Graduate School. A completed application packet includes official transcripts from all institutions previously attended, completed application form, fee, and any additional program requirements submitted by the admission deadline. Students will be eligible to enroll with a completed degree from an accredited program and a 2.75 GPA or higher in their undergraduate or graduate work (a minimum of 6 credit hours of graduate courses is required) or qualify for admission by alternative pathways (see below). Students will also have to pass the GACE Program Admissions Assessment or exempt it and complete the Georgia Educator Ethics Assessment (Test 360). To register, click here (<https://gace.ets.org/ethics/register/>).

To be considered for the preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents.

Admission Deadlines

Fall Deadline: July 15

Spring Deadline: November 15

Summer Deadline: March 15

Requirements for the M.A.T. in English to Speakers of Other Languages

Code	Title	Hours
Prerequisite: SPEC 3000		
Required Core Courses		36
EDUC 2999	Teacher Education Requirements	0
ESOL 6010	Applied Linguistics for ESOL Teachers	3
ESOL 6020	Cultural Perspectives for ESOL Teachers	3
ESOL 6030	Methods and Materials for Teaching ESOL	3
ESOL 6040	Assessing English Language Learners (Ells)	3
ESOL 6050	Teaching English Grammar for ESOL	3
FLED 6000	World Languages and TESOL Methods P-8	2
FLED 6010	P-8 Classroom Laboratory	1
FLED 7000	Curriculum and Instruction of World Languages & TESOL	2
FLED 7010	6-12 Classroom Laboratory	1
FLED 7500	Theory and Practice in Second Language Acquisition	3
ESOL 6780	Supervised Internship – Clinical Practice	6-9
or ESOL 6790	Student Teaching - Clinical Practice	
ESOL 6800	Clinical Practice Seminar	3
Total Hours Required for the Degree		36

¹ EDUC 2999 must be successfully completed the first semester of the degree program.

Note: Up to 9 hours may be transferred into the degree.

To graduate, the student must attempt the Georgia required content pedagogy, content, and educator ethics exit assessments.

To obtain the P-12 certification, the student must obtain passing scores on the Georgia required content pedagogy, content, and educator ethics exit assessments.

Requirements for the M.A.T. in ESOL Accelerated Undergraduate-to-Graduate Track

Students in the Accelerated Undergraduate-to-Graduate Track in ESOL interested in continuing their graduate education may apply for the Master of Arts in Teaching in ESOL program in their senior year or upon completion of their undergraduate degree. Students in the Accelerated Undergraduate-to-Graduate Track in ESOL will not be required to take additional admission tests but must meet all other graduate admission requirements. Students who have completed the Accelerated Undergraduate-to-Graduate Track in ESOL will complete an additional 27 hours of graduate classes to meet the degree requirements for the Master of Arts in Teaching -- ESOL of 36 hours. Upon application to the Graduate School, students who have made a "C" or less in any of their graduate courses taken as undergraduates will be subject to the Master of Arts in Teaching -- ESOL Special Retention Policy.

Code	Title	Hours
EDUC 2999	Teacher Education Requirements	0
Select two of the following not completed as an undergraduate: ²		6
ESOL 6020	Cultural Perspectives for ESOL Teachers	
ESOL 6030	Methods and Materials for Teaching ESOL	
ESOL 6040	Assessing English Language Learners (Ells)	
ESOL 6050	Teaching English Grammar for ESOL	
FLED 6000	World Languages and TESOL Methods P-8	2
FLED 6010	P-8 Classroom Laboratory	1
FLED 7000	Curriculum and Instruction of World Languages & TESOL	2
FLED 7010	6-12 Classroom Laboratory	1
FLED 7500	Theory and Practice in Second Language Acquisition	3
ESOL 6780	Supervised Internship – Clinical Practice	9
ESOL 6800	Clinical Practice Seminar	3
Total hours required for the degree		27

¹ EDUC 2999 must be completed successfully in the first semester of the degree program.

² Students must complete all required core courses that they did not complete as undergraduates in the Accelerated Undergraduate-to-Graduate Track.

Master of Arts in Teaching -- Foreign Language Education

The M.A.T. in Foreign Language Education (FLED) is a graduate program beyond the bachelor's degree. Successful candidates will earn an M.A.T. and become eligible for initial certification in Foreign Language Education in either French or Spanish in the state of Georgia. Graduates will also earn the English to Speakers of Other Languages (ESOL) Endorsement for Georgia certified teachers, speech and language pathologists, or school counselors.

Selected Educational Outcomes

Students will:

1. demonstrate an understanding of the nature of the learner.
2. employ instructional strategies and research methodologies appropriate to the discipline and the learners.
3. demonstrate effective planning skills.
4. employ effective assessment techniques in evaluating learners and programs.
5. maintain an ongoing program of professional development.
6. meet all the standards for initial teacher certification set forth by the Georgia Professional Standards Commission, the Council for the Accreditation of Educator Preparation (CAEP), and the James L. and Dorothy H. Dewar College of Education and Human Services.

Selected Outcomes Assessments

Students in the M.A.T. FLED program:

1. demonstrate content knowledge through passing the state-required GACE content assessment.
2. demonstrate content knowledge, skills in planning, assessment, instructional strategies, use of technology, classroom management, differentiation, advocacy, and self-teaching reflection through the edTPA portfolio.
3. demonstrate pedagogical content knowledge and knowledge of evidence-based strategies through development of lesson plans identifying use of research-validated procedures and effective content pedagogy (edTPA).
4. demonstrate skills in assessment, instructional strategies, use of technology, and monitoring and modifying instruction during observed teaching episodes evaluated by a university supervisor and classroom mentor teacher.

5. demonstrate their ability to positively impact P-12 learning through a teacher work sample.
6. demonstrate appropriate teaching dispositions through self-assessment and university supervisor and mentor teacher disposition assessments.

Admission to the Program

Prior to admission to any graduate program at Valdosta State University, applicants must first submit a completed application to the Graduate School. A completed application packet includes official transcripts from all institutions previously attended, completed application form, fee, and any additional program requirements submitted by the admission deadline. Students will be eligible to enroll with a completed degree in French or Spanish from an accredited program and a 2.75 GPA or higher in their undergraduate or graduate work (a minimum of 6 credit hours of graduate courses is required) or qualify for admission by alternative pathways (see below). Students will also have to pass the GACE Program Admissions Assessment or exempt it and complete the Georgia Educator Ethics Assessment (Test 360). To register, click here (<https://gace.ets.org/ethics/register/>).

Students with a completed degree from an accredited program that is not in French or Spanish must take the ACTFL Oral Proficiency Interview and the Writing Proficiency Test (<https://www.actfl.org>) and score in the Advanced range. To be considered for the preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents.

Admission Deadlines

Fall Deadline: July 15

Spring Deadline: November 15

Summer Deadline: March 15

Requirements for the M.A.T. in Foreign Language Education

Code	Title	Hours
Prerequisite: SPEC 3000		
Required Core Courses		27
EDUC 2999	Teacher Education Requirements	0
FLED 6000	World Languages and TESOL Methods P-8	2
FLED 6010	P-8 Classroom Laboratory	1
FLED 7000	Curriculum and Instruction of World Languages & TESOL	2
FLED 7010	6-12 Classroom Laboratory	1
FLED 7500	Theory and Practice in Second Language Acquisition	3
ESOL 6010	Applied Linguistics for ESOL Teachers	3
ESOL 6020	Cultural Perspectives for ESOL Teachers	3
ESOL 6030	Methods and Materials for Teaching ESOL	3
FLED 6780	Supervised Internship - Clinical Practice	3-6
or FLED 6790	Student Teaching - Clinical Practice	
FLED 6800	Clinical Practice Seminar	3
Select one of the following tracks:		
French: Guided Electives (FREN courses at the 5000 level or above)		9
Spanish: Guided Electives (SPAN courses at the 5000 level or above)		9
Total Hours Required for the Degree		36

¹ EDUC 2999 must be successfully completed the first semester of the degree program.

Note: Up to 9 hours may be transferred in to the degree.

To graduate, the student must attempt the Georgia required content pedagogy, content, and educator ethics exit assessments.

To obtain the P-12 certification, the student must obtain passing scores on the Georgia required content pedagogy, content, and educator ethics exit assessments.

Requirements for the M.A.T. -- FLED Accelerated Undergraduate-to-Graduate Track

Students in the Accelerated Undergraduate-to-Graduate Track in FLED interested in continuing their graduate education may apply for the Master of Arts in Teaching -- FLED program in their senior year or upon completion of their undergraduate degree. Students in the Accelerated Undergraduate-to-Graduate Track in FLED will not be required to take additional admission tests but must meet all other graduate admission requirements. Students who

have completed the Accelerated Undergraduate-to-Graduate Track in FLED will complete an additional 27 hours of graduate classes to meet the degree requirements for the Master of Arts in Teaching -- FLED of 36 hours. Upon application to the Graduate School, students who have made a "C" or less in any of their graduate courses taken as undergraduates will be subject to the Master of Arts in Teaching-- FLED Special Retention Policy.

Code	Title	Hours
Required Core Courses ¹		
EDUC 2999	Teacher Education Requirements	0
FLED 6000	World Languages and TESOL Methods P-8	2
FLED 6010	P-8 Classroom Laboratory	1
FLED 7000	Curriculum and Instruction of World Languages & TESOL	2
FLED 7010	6-12 Classroom Laboratory	1
FLED 7500	Theory and Practice in Second Language Acquisition	3
ESOL 6020	Cultural Perspectives for ESOL Teachers	3
or ESOL 6030	Methods and Materials for Teaching ESOL	
FLED 6780	Supervised Internship - Clinical Practice	6
FLED 6800	Clinical Practice Seminar	3
Select one of the following tracks:		6
French: Guided Electives (FREN courses at the 5000 level or above)		
Spanish: Guided Electives (SPAN courses at the 5000 level or above)		
Total hours required for the degree		27

¹ Students must complete all core courses and all guided electives that they have not completed as undergraduates in the FLED Accelerated Undergraduate-to-Graduate track.

² EDUC 2999 must be completed successfully in the first semester of the degree program.

Certificate in Teaching English to Speakers of Other Languages (Online)

*Dr. Ofelia Nikolova, Head, Department of Modern and Classical Languages
Room 1306, West Hall*

This online certificate in Teaching English to Speakers of Other Languages (TESOL) prepares majors from any discipline to pursue teaching opportunities with English Language Learners (ELLs) in corporate settings and in private language schools in the United States and internationally. It combines a theoretical foundation in Second Language Acquisition with practical experience. No previous background in linguistics is required for admission. Some background in a second language is recommended. It may be combined with any degree program.

The courses are designed to accommodate different needs and learning styles through computer-based, online instruction using synchronous and asynchronous multimedia tools: Wimba voice boards, virtual classrooms, and online social environments such as Second Life. These approaches allow for flexibility in scheduling for students. Students will be trained in using all necessary technology and supported throughout the course by faculty.

This stand-alone certificate is available for students who are not currently enrolled at Valdosta State University, subject to application and successful admission. International students must demonstrate competence in English by meeting the TOEFL score prescribed by university admissions.

Selected Educational Outcomes

Students will:

1. Demonstrate an understanding of how to apply Second Language Acquisition theories, principles, and current research in creating instructional materials and in assessing ELLs.
2. Demonstrate an understanding of the role that Language Transfer plays in teaching and learning processes with ELLs in order to plan lessons that address possible interference between English and other languages.
3. Identify suitable ESOL assessment tools, administer assessments, and develop instructional materials to address specific literacy challenges of ELLs.

A grade of "C" or better is required in each course.

Requirements for the Online Teaching English to Speakers of Other Languages (TESOL)

Code	Title	Hours
ESOL 6010	Applied Linguistics for ESOL Teachers ¹	3
ESOL 6020	Cultural Perspectives for ESOL Teachers ¹	3
ESOL 6030	Methods and Materials for Teaching ESOL ¹	3
ESOL 6040	Assessing English Language Learners (Ells)	3
ESOL 6050	Teaching English Grammar for ESOL	3
FLED 7500	Theory and Practice in Second Language Acquisition	3
Total Hours		18

¹ Note: These three courses within the certificate fully satisfy the add-on ESOL Endorsement requirements for certified teachers in Georgia.

English to Speakers of Other Languages Endorsement

*Dr. Ofelia Nikolova, Head, Department of Modern and Classical Languages
Room 1306, West Hall*

The English to Speakers of Other Languages (ESOL) Endorsement provides credentials to teach English as a second language in Georgia. An ESOL endorsement can be pursued by undergraduate or graduate students working toward or possessing certification in any teaching field or in the service field of communication disorders (speech and language pathology). An individual in any other service field or in the leadership field must have established a teaching field in order to pursue the ESOL endorsement. An individual with a permit in foreign language is also eligible to add the ESOL endorsement.

Requirements

Code	Title	Hours
Requirements for the ESOL Endorsement		
ESOL 6010	Applied Linguistics for ESOL Teachers	3
ESOL 6020	Cultural Perspectives for ESOL Teachers	3
ESOL 6030	Methods and Materials for Teaching ESOL	3
Total Hours		9

Public Administration

*Dr. Keith E. Lee, Jr., Director for Public Administration and Organizational Leadership Programs
Room 2301, West Hall*

VSU offers both the Master of Public Administration and the Doctor of Public Administration Programs, and both can be completed on-line.

The MPA programs are fully accredited by the Network of Schools of Public Policy, Affairs, and Administration (<http://www.naspaa.org/>) (only MPA programs are reviewed for accreditation by NASPAA). The MPA is recognized as the "industry standard" for those seeking careers in the public and non-profit sectors. MPA coursework seeks to improve the knowledge base, develop critical thinking skills, and promote understanding of the policy implementation process in a democratic society. Courses are offered in a range of political, social, legal, management, and financial areas.

The DPA allows mid-career students the opportunity to advance their level of knowledge in the field of public and nonprofit administration. As a practitioner-oriented degree, the DPA provides the essential leadership, management, communication, and problem-solving skills needed in today's professional and global environment.

- Master of Public Administration Degree (p. 546)
- Doctor of Public Administration Degree (p. 545)
- Certificate in Public Management (p. 544)
- Certificate in Non-profit Management (p. 544)
- Certificate in Public Sector Human Resources Management (p. 544)

Certificate Programs in Public Administration

The Public Administration Program offers three certificate programs: Public Management, Non-profit Management, and Public Sector Human Resources Management. Each program consists of 12 credit hours: two required courses and two elective courses from a set list of courses applicable to the

certificate subject area. A final portfolio is required and will be evaluated by a Public Administration Faculty Committee appointed by the Program Chair. Students must complete their certificate program within 3 years.

In order to enroll in a certificate program, students must hold a bachelor's degree from a regionally accredited university and must be admitted to the Graduate School. Students who successfully complete a certificate program and who are formally accepted into the Public Administration Program may apply all courses in which they earned a grade of "B" or higher toward their Master of Public Administration degree.

Certificate in Non-Profit Management

Certificate in Non-Profit Management

Code	Title	Hours
PADM 7140	Governmental Budgeting and Finance	3
PADM 7350	Intergovernmental Management	3
Select two Elective Courses from the following:		6
PADM 7020	Public Sector Planning	
PADM 7170	Organizational Theory and Behavior	
PADM 7270	Innovation and Creative Problem Solving in the Public Sector	
PADM 7400	Ethics and Public Administration	
PADM 7410	Performance Analysis for Government and Non-Government Organizations	
PADM 7670	Quality Management in Public Administration	
PADM 7860	Grant Writing and Management	
Total Hours		12

Certificate in Public Management

Certificate in Public Management

Code	Title	Hours
PADM 7140	Governmental Budgeting and Finance	3
PADM 7350	Intergovernmental Management	3
Select two Elective Courses from the following:		6
PADM 7020	Public Sector Planning	
PADM 7110	Information Management	
PADM 7250	Managing Small Cities and Counties	
PADM 7260	Democracy and Public Administration	
PADM 7270	Innovation and Creative Problem Solving in the Public Sector	
PADM 7380	Politics of Managing Urban Areas	
PADM 7400	Ethics and Public Administration	
PADM 7410	Performance Analysis for Government and Non-Government Organizations	
PADM 7670	Quality Management in Public Administration	
PADM 7860	Grant Writing and Management	
Total Hours		12

Certificate in Public Sector Human Resources Management

Certificate in Public Sector Human Resources Management

Code	Title	Hours
PADM 7000	Human Resource Management	3
PADM 7010	Public Sector Labor Relations	3
Select two Elective Courses from the following:		6
PADM 7170	Organizational Theory and Behavior	
PADM 7180	Labor Law	
PADM 7220	Managing Diversity in the Public Workforce	
PADM 7410	Performance Analysis for Government and Non-Government Organizations	

PADM 7670	Quality Management in Public Administration	
PADM 7860	Grant Writing and Management	
Total Hours		12

Doctor of Public Administration Degree

The Doctor of Public Administration (D.P.A.) is a practitioner-oriented degree that helps students develop the essential leadership, management, communication, and problem solving abilities necessary to succeed in today's professional environment. The courses in the program are designed to suit the information and skill needs of professionals currently in the field.

The DPA program consists of 54 semester hours of coursework, divided among foundation and core courses, theory and methods courses, elective courses, and capstone/project credits. The majority of the DPA program is designed around the use of web technology. Students will participate in selected residency seminars and meetings during the first weekend of each fall and spring semesters on the VSU main campus; the remainder of the coursework will be completed online.

Selected Educational Outcomes

Upon successful completion of the DPA program, students will:

1. Demonstrate competency in core public administration content and principles.
2. Demonstrate competency in the various methodologies employed in public administration research.
3. Understand the importance and relevance of the broad intellectual tradition of public administration.
4. Demonstrate the ability to apply their advanced understanding of public administration theories and tools to enhance the effectiveness, efficiency, responsiveness, and representativeness of public organizations.

Outcome Assessments

1. DPA faculty committee members will review end-of-course evaluations written by the faculty for that particular course. Adjustments for students for whom remedial work is indicated will be prescribed and monitored by the DPA faculty committee. Artifacts of gained knowledge will be course examinations, term papers and projects, and other outputs.
2. Students will conduct research projects and present their documented findings during residency seminars.
3. The capstone seminar will assess student knowledge through applied projects or case studies or both.
4. Students will complete professional portfolios that will be assessed by the DPA faculty.
5. Students will complete and successfully defend a dissertation-quality applied research project.

Prior to admission to any graduate program at Valdosta State University, applicants must first submit a completed application packet to the Graduate School. A completed application packet includes official transcripts from all institutions previously attended, completed application form, fee, and any additional program requirements submitted by the admission deadline. To be considered for your preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents.

Admission Deadlines

Fall Deadline: April 15

This program considers applications for Fall term only.

Go to the Graduate School website (<http://www.valdosta.edu/academics/graduate-school/welcome.php>) and click on Our Programs, then click on Public Administration for information on:

- Specific DPA Program Admission Requirements
- DPA Program Retention, Dismissal, and Readmission Policies
- DPA Program Graduation Requirements

To Apply Online, click here (<https://www.applyweb.com/apply/vsug/menu.html>).

Requirements for the DPA Degree

Code	Title	Hours
Core (Required) Courses		15
PADM 9000	Administration and Government	3
PADM 9010	Financial Management for Public and Non-Governmental Organizations	3

PADM 9020	Managing Human Resources in Public and Non-Governmental Organizations	3
PADM 9060	Information and Data Management	3
PADM 9070	Culture of Formal Work Organizations	3
or SOCI 9070	Culture of Formal Work Organizations	
Methods Courses		9
PADM 9030	Logic of Inquiry in Administration ³	3
PADM 9040	Research and Methods for Public Administration	3
PADM 9050	Program Evaluation	3
or PSYC 9050	Program Evaluation	
Concentration Area Courses		15
Each student is to identify an area of concentration no later than upon completion of 18 hours of coursework, in consultation with the DPA Coordinator, the Head of the Department of Political Science, and the Dean of the College of Arts and Sciences.		15
Guided Elective Courses		6
Students will select 6 semester hours of guided electives through consultation with their advisor.		6
Capstone Seminar/Project		9
PADM 9990	Capstone Seminar	3
PADM 9999	Final Project/Organizational Analysis	6
Total Required for the Degree		54

³ Student must take PADM 9030 in the first semester of course work

Master of Public Administration Degree

The Master of Public Administration (MPA) degree is designed to prepare students for productive and rewarding careers in public service. The format of the program accommodates students currently employed in the public sector as well as students seeking entry-level positions. The MPA program is designed to complement any undergraduate program of study. Applications for admission will be accepted from any qualified candidates regardless of their undergraduate degree. The MPA program is accredited by the National Association of Schools of Public Affairs and Administration (NASPAA).

Students pursuing the MPA degree in residence at one of Valdosta State University's centers must complete 36 semester hours of coursework, including 24 hours of required core courses and 12 hours in a concentration area approved by the MPA Coordinator. The Human Resource Management track is offered at Moody AFB; the Public Sector Management and the Public Policy tracks are offered exclusively via the Internet.

Selected Educational Outcomes

Upon successful completion of the MPA program students will demonstrate the ability to:

1. Lead and manage public governance.
2. Participate in and contribute to the policy process.
3. Analyze, synthesize, think critically, solve problems, and make decisions.
4. Articulate and apply a public service perspective.
5. Communicate and interact productively with a diverse and changing workforce and citizenry.

Outcome Assessments

1. The comprehensive understanding of basic technical skills essential for successful public or not-for-profit management will be demonstrated by successful completion course work and PADM 7900.
2. Students will demonstrate an understanding of ethical management in a multicultural context through course papers, portfolio assessment, and employer surveys.
3. Students will demonstrate effective communication skills through written and oral presentations in program course work.
4. Students will demonstrate familiarity with up-to-date information management systems through course examinations, portfolio analysis, exit and alumni questionnaires, and employer surveys.

Prior to admission to any graduate program at Valdosta State University, applicants must first submit a completed application packet to the Graduate School. A completed application packet includes official transcripts from all institutions previously attended, completed application form, fee, and any additional program requirements submitted by the admission deadline. To be considered for the preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents.

Admission Deadlines

Fall Deadline: July 15

Spring Deadline: November 15

Summer Deadline: April 15

Go to the Graduate School website (<http://www.valdosta.edu/academics/graduate-school/welcome.php>) for information on:

- Specific MPA Program Admission Requirements
- MPA Program Retention, Dismissal, and Readmission Policies
- MPA Program Graduation Requirements

To Apply Online, click here (<https://www.applyweb.com/apply/vsug/menu.html>).

Requirements for the Master of Public Administration Degree

(Including On-line Tracks)

Code	Title	Hours
Core (Required) Courses		24
PADM 7300	Foundations Seminar in Public Administration ¹	3
PADM 7060	Quantitative Methods for Public Administration	3
PADM 7410	Performance Analysis for Government and Non-Government Organizations	3
PADM 7000	Human Resource Management	3
PADM 7110	Information Management	3
PADM 7140	Governmental Budgeting and Finance	3
PADM 7170	Organizational Theory and Behavior	3
PADM 7900	Capstone Seminar in Public Administration ²	2
PADM 7210	Internship in Public Administration ²	1
Concentration Area		12
All courses for a concentration must be approved by advisor.		
Total Required for the Degree		36

¹ Must be taken during first semester.

² Co-requisite courses; must be taken during the final semester.

Department of Sociology, Anthropology, and Criminal Justice

Dr. Darrell L. Ross, Head
Suite 1004, Nevins Hall

The Department of Sociology, Anthropology, and Criminal Justice offers two Master of Science degrees, one with a major in criminal justice (MSCJ) having both a thesis and non-thesis option and one with a major in sociology (MS SOC).

- Master of Science with a Major in Criminal Justice Administration (p. 547)
- Master of Science with a Major in Sociology (p. 549)

Master of Science with a Major in Criminal Justice Administration

Selected Educational Outcomes

Students completing requirements for the Master of Science degree with a major in criminal justice administration will master the following:

1. Organizational Culture: Demonstrate and understand the principles of occupational socialization and culture.
2. Leadership: Recognize and apply the strategies that gain compliance of subordinates and evidence of the application of transformational and transactional approaches.
3. Management: Develop and apply strategies for personnel evaluation and supervision and develop fiduciary competencies.
4. Ethics: Enhance the appreciation for the importance of ethical decision making and fidelity to office and professional responsibility in accordance with professional standards.

5. Communication: Review and describe current technological innovations, barriers to communication, and both formal and informal communication networks.
6. Liability: Recognize the scope of the legal and liability issues associated with criminal justice administration and apply legal standards to mitigate liability exposure.
7. Research: Demonstrate competency in applying research methods and strategies to the diverse issues and challenges facing contemporary criminal justice administrators.

Outcome Assessments

Educational outcomes for the Master of Science degree with a major in criminal justice administration will be assessed in the following ways:

1. systematic analysis of student examinations and research papers from courses;
2. surveys of students or alumni from the program;
3. baseline data from other comparable programs in the university will be compared to data based on students in the program;
4. regular meetings among program faculty to assess courses and student performance;
5. periodic review of all theses and area papers written in a given assessment period and evaluation of related student performance.

Prior to admission to any graduate program at Valdosta State University, applicants must first submit a completed application to the Graduate School. A completed application packet includes official transcripts from all institutions previously attended, official test scores (GRE), completed application packet, fee, and any additional program requirements submitted by the admission deadline. To be considered for your preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents.

Admission Deadlines

Fall Deadline: July 15

Spring Deadline: November 15

Summer Deadline: April 15

Go to the Graduate School website (<http://www.valdosta.edu/academics/graduate-school/welcome.php>) and click on Our Programs, then click on Criminal Justice Program for information on:

- Specific Criminal Justice Program Admission Requirements
- Criminal Justice Program Retention, Dismissal, and Readmission Policies
- Criminal Justice Program Graduation Requirements

To Apply Online, click here (<https://www.applyweb.com/apply/vsug/menu.html>).

Requirements for the M. S. with a Major in Criminal Justice Administration

Code	Title	Hours
Required Core		24
CRJU 7000	Organizational Culture and Criminal Justice Administration	3
CRJU 7020	Leadership and Ethics for the Criminal Justice Executive	3
CRJU 7370	Liability Issues in Criminal Justice	3
CRJU 7412	Research Strategies for Criminal Justice Administrators	3
CRJU 7413	Criminal Justice Program and Policy Analysis	3
CRJU 7660	Personnel Management in Criminal Justice Organizations	3
PADM 7140	Governmental Budgeting and Finance	3
CRJU 7920	Criminal Justice Policy Research	3
Criminal Justice Electives		12
Any combination of the following courses:		
CRJU 7010	Advanced Comparative Criminal Justice Systems	3
CRJU 7100	Seminar in Law Enforcement	3
CRJU 7300	Seminar in Criminal Law and Procedure	3
CRJU 7350	Seminar in Forensic Investigation	3
CRJU 7500	Seminar in Criminal Behavior and Personality	3
CRJU 7510	Advanced Correctional Therapies	3
CRJU 7600	Advanced Criminological Theory	3

CRJU 7610	Seminar in Gang, Group, and Multiple Offender Criminality	3
CRJU 7620	Seminar in Criminal Victimization	3
CRJU 7630	Advanced Crime Prevention	3
CRJU 7640	Conflict Management in Criminal Justice	3
CRJU 7650	Risk Assessment and Risk Management in Criminal Justice Organizations	3
CRJU 7670	Domestic and International Terrorism	3
CRJU 7700	Special Topics in Criminal Justice	3-6
CRJU 7710	Seminar in Juvenile Justice	3
CRJU 7900	Directed Study in Criminal Justice	1-6
CRJU 7910	Criminal Justice Internship	3-6
Electives		12
Total Required for the Degree		36

Master of Science with a Major in Sociology

Selected Educational Goals

Students completing the program for the Master of Science degree with a major in sociology should demonstrate a mastery of the following:

1. Competence in sociological research and evaluation.
2. Competence in social theory.
3. Competence as a sociological practitioner.
4. Competence addressing issues related to multiculturalism and diversity.
5. Mastery in an area of sociological practice.

Outcome Assessments

Educational outcomes for the Master of Science degree with a major in sociology will be assessed by multiple techniques including the following:

1. Program faculty will meet regularly to plan and to assess student and program outcomes.
2. The Sociological Practice courses will provide opportunities to assess writing and oral presentation skills.
3. The Comprehensive Examinations will provide a means of assessing outcomes of the program.
4. Graduate exit surveys will be given to all students successfully completing the program.
5. When available, university-wide data pertaining to the program and its graduates will be used for assessment and improvement.

Prior to admission to any graduate program at Valdosta State University, applicants must first submit a completed application to the Graduate School. A completed application packet includes official transcripts from all institutions previously attended, official test scores (GRE or MAT), completed application form, fee, and any additional program requirements submitted by the admission deadline. To be considered for your preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents.

Admission Deadlines

Fall Deadline: July 15

Spring Deadline: November 15

Summer Deadline: April 15

Go to the Graduate School website (<http://www.valdosta.edu/academics/graduate-school/welcome.php>) and click on Our Programs, then click on Sociology Program for information on:

- Specific Sociology Program Admission Requirements
- Sociology Program Retention, Dismissal, and Readmission Policies
- Sociology Program Graduation Requirements

To Apply Online, click here (<https://www.applyweb.com/apply/vsug/menu.html>).

Requirements for the M.S. Degree with a Major in Sociology

Code	Title	Hours
Core Courses		9
SOCI 7012	Sociological Theory	3
SOCI 7021	Statistical Applications in Sociology	3
SOCI 7022	Research Methods	3
Additional Coursework		21
Elective Courses (Students may select any SOCI course numbered 5000-8000 except SOCI 7800)		15
SOCI 7800	Sociological Practice	6
Successful completion of the Graduate Comprehensive Examination		
Total Required for the Degree		30

Requirements for the M.S. Degree with a Major in Sociology

for students who have completed the B.A. in Sociology and Anthropology Accelerated Undergraduate-to-Graduate Track at Valdosta State University

Code	Title	Hours
Core Courses ¹		0-9
SOCI 7012	Sociological Theory	3
SOCI 7021	Statistical Applications in Sociology	3
SOCI 7022	Research Methods	3
Additional Coursework		12-21
Elective Courses (Students may select any SOCI course numbered 5000-8000 except SOCI 7800) ²		6-15
SOCI 7800	Sociological Practice	6
Total Required for the Degree		21

¹ Student must take all core courses not already successfully completed for the B.A. in Sociology and Anthropology Accelerated Undergraduate-to-Graduate Track at Valdosta State University.

² The total of 15 hours required to include graduate courses successfully completed for the B.A. in Sociology and Anthropology Accelerated Undergraduate-to-Graduate Track at Valdosta State University.

College of Nursing and Health Sciences

Dr. James C. Pace, Dean of the College
Suite 4002E, Health Sciences and Business Administration Building

Dr. LaGary Carter, Associate Dean of the School of Health Sciences
Suite 4002C, Health Sciences and Business Administration Building

Dr. Mark Reinhardt, Associate Dean of the School of Nursing
Suite 4002D, Health Sciences and Business Administration Building

The College of Nursing and Health Sciences offers programs that lead to a Master of Science in Nursing (M.S.N.), a Doctor of Nursing Practice (D.N.P.), and to a Master of Science (M.S.) in Exercise Physiology.

The Master of Science in Nursing

Master's nursing education builds on baccalaureate nursing education and prepares nurses for specialized clinical roles. The M.S.N. program offers three primary care clinical tracks: Family Nurse Practitioner, Adult-Gerontology Nurse Practitioner, and Family Psychiatric/Mental Health Nurse Practitioner. The master's degree (M.S.N.) programs in the College of Nursing and Health Sciences are accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036. Telephone 202-887-6791; Fax 202-887-8476. Questions about accreditation status may be addressed to this organization.

All students take a common core before entering the clinical track options. The common core includes advanced pathophysiology, advanced pharmacology, and advanced health assessment.

MSN Program Objectives

1. Synthesize knowledge from a variety of evidence (conceptual models and theories from nursing and related disciplines, practice wisdom, and ethics) in advanced nursing practice.
2. Employ scientific inquiry and other ways of knowing to validate, refine, and develop knowledge relevant to advanced nursing practice and the delivery of health care services.
3. Effect health policy and promote change through leadership, innovation, and management expertise.
4. Practice advanced nursing in collaborative relationships across disciplines and with communities.
5. Demonstrate health care informatics literacy within the context of advanced nursing practice.
6. Promote culturally competent systems that reflect the global context of health.
7. Implement strategies for ongoing personal and advanced professional development through professional involvement, lifelong learning, and fostering an appreciation for doctoral study.

Examples of Outcome Assessments

1. Each student must pass a comprehensive examination which tests communication, critical thinking, advanced discipline knowledge, and the ability to synthesize.
2. Each student must demonstrate application of theory, practice, knowledge, critical thinking, and problem solving by completion of a grand rounds presentation.

To Apply Online, click here (<https://www.applyweb.com/apply/vsug/menu.html>).

The Doctor of Nursing Practice

The BSN-DNP Program

The BSN-to-DNP program offered at VSU is a 10-semester, 81 credit hour program of study that is a pathway for students who have completed their Bachelor of Science in Nursing degree and desire to complete their MSN and DNP degrees. The program offers a seamless transition to obtaining both the MSN and the DNP. It also offers an MSN opt-out option at Semester 7 with the ability to return within 3 years to complete the last 3 semesters for attainment of the DNP. The DNP graduate is prepared and equipped for advanced nursing practice and leadership in an increasingly complex health system.

Post-Master's DNP Program

The Post-Master's Doctor of Nursing Practice (DNP) program offered at VSU is a 5-semester, 38 credit hour program of study. The DNP program prepares graduate Advanced Practice Registered Nurses (APRNs) for leadership roles in an increasingly complex healthcare system as well as for utilizing evidence-based practice to design, implement, and evaluate change for improved health outcomes. With its online format, the Post-Master's DNP option allows the working APRN the flexibility to learn while working.

DNP Program Objectives

1. Present opportunity for seamless transition to advance nursing practice and leadership.
2. Prepare advanced practice nurses for an increasingly complex practice, education, and leadership role.
3. Improve the quality of health care by advancing nursing education through evidence-based practice and quality improvement initiatives.
4. Prepare advance practice nurses with communication skills to foster intra- and inter-professional teams in consulting and collaborating to enhance patient outcomes, including vulnerable populations, and to create change in complex healthcare delivery systems in response to local, regional, and/or global community needs.
5. Prepare to develop, integrate, synthesize, and evaluate scientific underpinnings for advanced nursing practice in the DNP role.
6. Synthesize system theories, health economics, and ethics resulting in improved quality and health outcomes.
7. Critically appraise research findings to design, implement, and evaluate evidence-based practice that result in safe and effective culturally competent clinical outcomes for individuals and populations in the DNP role.
8. Employ information systems and patient care technologies, applying ethical, regulatory, and legal principles, to facilitate system interoperability and transform patient care to maximize healthcare outcomes.

The Master of Science in Exercise Physiology

The Master's level education in Exercise Physiology builds on baccalaureate education and prepares students for specialized roles as Exercise Physiologists.

MS in Exercise Physiology Program Objectives

1. Synthesize knowledge from conceptual models and theories of exercise physiology and related fields, practice wisdom, and ethics in advanced exercise physiology.

2. Employ scientific inquiry and other ways of knowing to validate, refine, and develop knowledge relevant to exercise physiology and related disciplines.
3. Effect health policy and promote change through leadership, innovation, and management expertise.
4. Utilize advanced exercise physiology concepts in collaborative relationships across disciplines and with communities.
5. Promote culturally competent systems that reflect the global context of health.
6. Implement strategies for ongoing personal and advanced professional development through professional involvement and lifelong learning.

Examples of Outcome Assessments

1. Each student must pass a comprehensive examination that tests communication, critical thinking, advanced discipline knowledge, and the ability to synthesize.
2. Each student must demonstrate application of theory, practice, knowledge, critical thinking, and problem solving by completion of an internship project or thesis.

To Apply Online, click here (<https://www.applyweb.com/apply/vsug/menu.html>).

- Master of Science in Exercise Physiology (p. 552)
- Master of Science in Nursing (p. 553)
- Doctor of Nursing Practice (p. 560)
- Post-Master Nurse Practitioner Certificates (p. 556)

Master of Science in Exercise Physiology

Prior to admission to any graduate program at Valdosta State University, applicants must first submit a completed application to the Graduate School. A completed application packet includes official transcripts from all institutions previously attended, completed application form, fee, and any additional program requirements (listed below), submitted by the admission deadline. To be considered for the preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents.

Admission Deadline: July 1 for fall semester; December 1 for spring semester

Program Admission Requirements

To be considered for admission to the MS in Exercise Physiology program, an applicant should:

1. have graduated from an accredited college or university with a baccalaureate degree.
2. have a GPA of 3.0 or higher on a 4.0 scale during the last 60 semester hours of the undergraduate degree.
3. provide names and contact information (e-mail address and phone information) from two persons whose observations of the applicant's character and abilities are current. At least one of these contacts must be from an instructor or professor who can provide insight into the applicant's academic potential for graduate work.
4. provide a one-page Statement of Purpose that briefly outlines the applicant's career goals. Include how background and training make the applicant a good candidate as well as why Valdosta State University is a good fit for the applicant.

NOTE: Regular graduate admission status requires the completion of the following undergraduate prerequisite courses: Anatomy & Physiology I, Anatomy & Physiology II, and Exercise Physiology.

Program Considerations for Probationary Status

Students must be recommended for probationary status by the School of Health Sciences Graduate Faculty. To be reclassified as Regular status, probationary students must, at a minimum, maintain a 3.0 GPA in the first nine semester hours of graduate coursework and meet any and all contingencies and conditions set forth by the College of Nursing and Health Sciences.

Program Retention, Dismissal, and Readmission Policies

1. Students must have a minimum grade of "C" in all graduate program courses.
2. Students must have a cumulative GPA of 3.0 for all graduate courses.
3. Students receiving two failing grades ("D," "F," "WF," or "U") will be dismissed from the program. Earning grades below "B" in graduate courses will result in the following consequences: Students will be dismissed from the Graduate School if they accumulate three or more academic deficiency

points. A grade of "C" (although it may be credited toward a degree) equals one deficiency point. A grade of "D," "WF," "F," or "U" (none of which will be credited toward a degree) equals two deficiency points. One grade below a "C" results in a warning.

4. If dismissed from the program, the student must wait a minimum of one calendar year and obtain approval from the academic department before applying for readmission. The academic program reserves the right to place specific conditions and contingencies on any offer of readmission. Readmission is not guaranteed, and prior academic performance and conduct in the program will be considered.

5. The maximum time allowed for completion of the master's degree is 7 calendar years. No work completed more than 7 years prior to degree completion will be accepted toward the degree, except with special permission from the student's major professor and the Dean of the College of Nursing and Health Sciences and approval from the Associate Provost for Graduate Studies and Research.

6. No more than 9 semester hours of academic work may be transferred from another institution into a master's-level graduate program. This credit must be documented in the form of an official transcript at the time of admission. Transfer credit will be evaluated after admission, by the academic department. To be eligible, credit must be no more than 7 years old prior to completion of degree.

Program Graduation Requirements

1. Students must complete an application for graduation one semester prior to their expected graduation date.
2. A 3.0 cumulative grade point average (GPA) is required for graduation. No grade below a "C" will be credited toward the degree.
3. Satisfactory completion of the comprehensive examination covering the areas of theory, research, the clinical focus, and the selected role.
4. Successful completion of a thesis or internship.

Requirements for the M.S. in Exercise Physiology Program

Code	Title	Hours
HSEP 7000	Research Methods and Statistics in Exercise Physiology	4
HSEP 7010	Advanced Exercise Physiology	3
HSEP 7020	Advanced Exercise Physiology II	3
HSEP 7060	Exercise Physiology Laboratory Methods	3
HSEP 7950	Exercise Physiology Internship	6
or HSEP 7999	Thesis	
Select a minimum of 11 credit hours from the following guided electives:		11
HSEP 6050	Applied Resistance Training for Specific Populations	
HSEP 6060	Applied Sport Science and Human Performance	
HSEP 7100	Advanced Pathophysiology	
HSEP 7200	Exercise and Nutrition as Medicine	
HSEP 7400	Exercise Physiology Seminar	
Total hours required for the degree		30

Master of Science in Nursing

Prior to admission to any graduate program at Valdosta State University, applicants must first submit a completed application packet to the Graduate School. A completed application packet includes official transcripts from all institutions previously attended, completed application form, fee, and any additional program requirements (listed below), submitted by the admission deadline. To be considered for the preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents.

Admission Deadlines

Fall Deadline: May 15

Spring Deadline September 15

Program Admission Requirements

To be considered for admission to the Master of Science in Nursing program, an applicant must have:

1. graduated from a NLNAC-accredited or CCNE-accredited Bachelor of Science in Nursing program.
2. a GPA of 3.0 or higher on a 4.0 point scale.
3. evidence of a valid (current, unencumbered) nursing license.

4. three letters of recommendation from persons whose observations of the applicant's character and abilities are current. Letters of recommendation must be accompanied by the required General Graduate Recommendation Form.

Transfer Credit

Courses considered for transfer must:

1. be no more than 7 years of age at the time of admission, unless otherwise approved by the program;
2. be earned at an institution that is regionally accredited;
3. be graduate-level courses; and
4. not exceed specific program limitations on total number of hours.

All transfer requests are subject to approval by the Associate Provost for Graduate Studies and Research.

Program Considerations for Probationary Status

Students must be recommended for Probationary status by the College of Nursing and Health Sciences Graduate Faculty. To be reclassified as Regular status, probationary students must, at a minimum, maintain a 3.0 grade point average in the first 9 semester hours of graduate coursework and meet any and all contingencies and conditions set forth by the College of Nursing and Health Sciences.

Program Retention, Dismissal, and Readmission Policies

1. Students must have documentation of current malpractice insurance of \$1,000,000/\$3,000,000.
2. Students must have documentation of current health and accident insurance.
3. Students must have documentation of current certification in American Heart Association Healthcare Provider CPR.
4. Students must maintain current, unencumbered nursing license.
5. Students must provide evidence of current health status:
 - a. Current physical examination (by a licensed health care provider) on admission, affirming that they are free from communicable disease and able to function safely in a clinical environment.
 - b. Immunizations: Documentation must include but is not limited to MMR (measles, mumps, rubella), tetanus toxoid, varicella titer, hepatitis-B vaccination, and PPD tuberculin test as required by affiliating clinical agencies.
 - i. MMR, serologic evidence of immunity or prior vaccination.
 - ii. Tetanus toxoid must remain up to date during tenure in the College of Nursing and Health Sciences. The CDC recommendations for healthcare personnel are utilized by our clinical agencies. Adults who have completed a primary series of a tetanus/diphtheria-containing product (DTP, DTaP, DT, Td) should receive Td boosters every 10 years. Students younger than age 65 years with direct patient contact should be given a 1-time dose of Tdap, if Td booster is scheduled prior to admission or during tenure in the College of Nursing and Health Sciences.
 - iii. Varicella (chickenpox) requires serologic proof of immunity, prior vaccination, or documented history of varicella disease.
 - iv. Hepatitis-B vaccination or proof of immunity (anti-HBs at least 10 mIU/ml) is required. Students who initiate the recommended series for admission must provide proof of maintaining scheduled 3-dose series (dose #1 now, #2 in 1 month, #3 approximately 5 months after #2).
 - v. PPD (tuberculin skin test) is required annually or proof of a negative chest X-ray (every 5 years).
 - vi. Influenza vaccine annually is recommended, but not required.
6. Students may be subject to background check and drug screening at any point during the program.
7. Students must have a minimum grade of "B" in all nursing courses.
8. Students must have a cumulative GPA of 3.0 for all graduate courses.
9. Students receiving two grades of "C" or below ("D," "F," "WF," or "U") will be dismissed from the program. The academic program reserves the right to place specific conditions and contingencies on any offer of readmission.
10. The maximum time allowed for completion of the master's degree is 5 calendar years. No work completed more than 5 years prior to degree completion will be accepted toward the degree, except with special permission from the student's major professor and the Dean of the College of Nursing and Health Sciences, and approval from the Associate Provost for Graduate Studies and Research.
11. No more than 9 semester hours of academic work may be transferred from another institution into a master's-level graduate program. This credit must be documented in the form of an official transcript at the time of admission. Transfer credit will be evaluated after admission, by the academic department. To be eligible, credit must be no more than 7 years old prior to completion of the degree.

Program Graduation Requirements

1. Students must complete an application for graduation one semester prior to their expected graduation date.
2. A 3.0 cumulative grade point average (GPA) is required for graduation. No grade below a "C" will be credited toward the degree.
3. Satisfactory completion of the comprehensive examination.

Requirements for the Family Nurse Practitioner Track

Code	Title	Hours
Master Core		14
NURS 7100	Advanced Pathophysiology	3
NURS 7101	Role Transition: Issues in Advanced Nursing Practice	2
NURS 7110	Philosophical and Theoretical Foundations for Advanced Nursing Practice	2
NURS 7150	Nursing and Health Care Information Systems	2
NURS 7160	Health Care Delivery Systems, Economics, and Policy	2
NURS 7220	Advanced Evidence-Based Practice	3
Clinical Core		8
NURS 7200	Advanced Health Assessment	3
NURS 7200L	Advanced Health Assessment Practicum	2
NURS 7230	Advanced Pharmacology	3
FNP Coursework		28
NURS 7328	Advanced Practice Nursing: Women's Health	3
NURS 7328L	Advanced Practice Nursing: Women's Health Practicum	2
NURS 7329	Advanced Practice Nursing: Pediatrics	3
NURS 7329L	Advanced Practice Nursing: Pediatrics Practicum	2
NURS 7330	Advanced Practice Nursing: Adult Health I	3
NURS 7330L	Advanced Practice Nursing: Adult Health I: Practicum	3
NURS 7350	Advanced Practice Nursing: Adult Health II	3
NURS 7350L	Advanced Practice Nursing: Adult Health II Practicum	3
NURS 7590	Advanced Practice Nursing: Capstone	6
Total Hours Required for the Degree		50
Total Minimum Clinical Hours Required for the Degree		715

Requirements for the Family Psychiatric Mental Health Nurse Practitioner Track

Code	Title	Hours
Master Core		20
NURS 7100	Advanced Pathophysiology	3
NURS 7101	Role Transition: Issues in Advanced Nursing Practice	2
NURS 7150	Nursing and Health Care Information Systems	2
NURS 7160	Health Care Delivery Systems, Economics, and Policy	2
NURS 7200	Advanced Health Assessment	3
NURS 7200L	Advanced Health Assessment Practicum	2
NURS 7220	Advanced Evidence-Based Practice	3
NURS 7230	Advanced Pharmacology	3
Family Health Coursework		9
NURS 7329	Advanced Practice Nursing: Pediatrics	3
NURS 7330	Advanced Practice Nursing: Adult Health I	3
NURS 7350	Advanced Practice Nursing: Adult Health II	3
PMHN Nursing Coursework		27
NURS 7250	Theoretical Foundations for Advanced Practice Psychiatric Mental Health Nursing Practice	3
NURS 7252	Psychiatric Mental Health Assessment Across the Lifespan	4
NURS 7251	Advanced Psychopharmacology	2
NURS 7251L	Advanced Psychopharmacology Practicum	1
NURS 7348	Advanced Psychiatric Mental Health Nursing for Individuals Across the Lifespan	3
NURS 7348L	Advanced Psychiatric Mental Health Nursing for Individuals Across the Lifespan Practicum	3
NURS 7352	Advanced Psychiatric Mental Health Nursing for Families and Groups Across the Lifespan	3
NURS 7352L	Advanced Psychiatric Mental Health Nursing for Families and Groups Across the Lifespan Practicum	3
NURS 7590	Advanced Practice Nursing: Capstone	6

Total Hours Required for the Degree

57

Total Minimum Clinical Hours Required for the Degree

675

Post-Master Nurse Practitioner Certificates

Prior to admission to any graduate program at Valdosta State University, applicants must first submit a completed application packet to the Graduate School. A completed application packet includes official transcripts from all institutions previously attended, completed application form, fee, and any additional program requirements (listed below), submitted by the admission deadline. To be considered for the preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents.

Admission Deadlines

- Fall Deadline: May 15
- Spring Deadline September 15

Program Admission Requirements

To be considered for admission to the Master of Science in Nursing program, an applicant must have:

1. graduated from a NLNAC-accredited or CCNE-accredited Bachelor of Science in Nursing program.
2. a GPA of 3.0 or higher on a 4.0 point scale.
3. evidence of a valid (current, unencumbered) nursing license.
4. three letters of recommendation from persons whose observations of the applicant's character and abilities are current. Letters of recommendation must be accompanied by the required General Graduate Recommendation Form.

Post-Master's Certificate Programs

In addition to the admission criteria listed above, applicants who have a master's degree in Nursing and who have graduated with at least a 3.0 GPA may be admitted to the department's Nurse Practitioner (FNP, AGNP, or FPMHNP) Post-Master's Certificate Program. Because these certification programs utilize past learning experience to satisfy some course requirements, programs of study are highly individualized and tailored to the needs of the students. Therefore, the applicant must meet with the School of Nursing's Graduate Nursing Program Director to complete a gap analysis and design a program of study for post-master's requirements. Out-of-state applicants should become familiar with their state's regulations governing distance accessible programs.

Transfer Credit

Courses considered for transfer must:

1. be no more than 7 years of age at the time of admission, unless otherwise approved by the program;
2. be earned at an institution that is regionally accredited;
3. be graduate-level courses; and
4. not exceed specific program limitations on total number of hours.

All transfer requests are subject to approval by the Associate Provost for Graduate Studies and Research.

Program Considerations for Probationary Status

Students must be recommended for Probationary status by the College of Nursing and Health Sciences Graduate Faculty. To be reclassified as Regular status, probationary students must, at a minimum, maintain a 3.0 grade point average in the first 9 semester hours of graduate coursework and meet any and all contingencies and conditions set forth by the College of Nursing and Health Sciences.

Program Retention, Dismissal, and Readmission Policies

1. Students must have documentation of current malpractice insurance of \$1,000,000/\$3,000,000.
2. Students must have documentation of current health and accident insurance.
3. Students must have documentation of current certification in American Heart Association Healthcare Provider CPR.
4. Students must maintain current, unencumbered nursing license.
5. Students must provide evidence of current health status:
 - a. Current physical examination (by a licensed health care provider) on admission, affirming that they are free from communicable disease and able to function safely in a clinical environment.
 - b. Immunizations: Documentation must include but is not limited to MMR (measles, mumps, rubella), tetanus toxoid, varicella titer, hepatitis-B vaccination, and PPD tuberculin test as required by affiliating clinical agencies.

- i. MMR, serologic evidence of immunity or prior vaccination.
 - ii. Tetanus toxoid must remain up to date during tenure in the College of Nursing and Health Sciences. The CDC recommendations for healthcare personnel are utilized by our clinical agencies. Adults who have completed a primary series of a tetanus/diphtheria-containing product (DTP, DTaP, DT, Td) should receive Td boosters every 10 years. Students younger than age 65 years with direct patient contact should be given a 1-time dose of Tdap, if Td booster is scheduled prior to admission or during tenure in the College of Nursing and Health Sciences.
 - iii. Varicella (chickenpox) requires serologic proof of immunity, prior vaccination, or documented history of varicella disease.
 - iv. Hepatitis-B vaccination or proof of immunity (anti-HBs at least 10 mIU/ml) is required. Students who initiate the recommended series for admission must provide proof of maintaining scheduled 3-dose series (dose #1 now, #2 in 1 month, #3 approximately 5 months after #2).
 - v. PPD (tuberculin skin test) is required annually or proof of a negative chest X-ray (every 5 years).
 - vi. Influenza vaccine annually is recommended, but not required.
6. Students may be subject to background check and drug screening at any point during the program.
 7. Students must have a minimum grade of "B" in all nursing courses.
 8. Students must have a cumulative GPA of 3.0 for all graduate courses.
 9. Students receiving two grades of "C" or below ("D," "F," "WF," or "U") will be dismissed from the program. The academic program reserves the right to place specific conditions and contingencies on any offer of readmission.
 10. The maximum time allowed for completion of the master's degree is 5 calendar years. No work completed more than 5 years prior to degree completion will be accepted toward the degree, except with special permission from the student's major professor and the Dean of the College of Nursing and Health Sciences, and approval from the Associate Provost for Graduate Studies and Research.
 11. No more than 9 semester hours of academic work may be transferred from another institution into a master's-level graduate program. This credit must be documented in the form of an official transcript at the time of admission. Transfer credit will be evaluated after admission, by the academic department. To be eligible, credit must be no more than 7 years old prior to completion of the degree.

Program Graduation Requirements

1. Students must complete an application for graduation one semester prior to their expected graduation date.
2. A 3.0 cumulative grade point average (GPA) is required for graduation. No grade below a "C" will be credited toward the degree.
3. Satisfactory completion of the comprehensive examination.

Requirements for the Post-Master Adult-Gerontology Nurse Practitioner Certificate for Current MSN Degree Holders

Code	Title	Hours
Clinical Core		
NURS 7200	Advanced Health Assessment	3
NURS 7200L	Advanced Health Assessment Practicum	2
NURS 7230	Advanced Pharmacology	3
AGNP Coursework		
NURS 7330	Advanced Practice Nursing: Adult Health I	3
NURS 7330L	Advanced Practice Nursing: Adult Health I: Practicum	3
NURS 7350	Advanced Practice Nursing: Adult Health II	3
NURS 7350L	Advanced Practice Nursing: Adult Health II Practicum	3
NURS 7590	Advanced Practice Nursing: Capstone	6
Total Credit Hours Required for the Certificate		26
Total Minimum Clinical Hours Required for the Certificate		505

Requirements for the Post-Master Family Nurse Practitioner Certificate for Current MSN Degree Holders

Code	Title	Hours
Clinical Core		
NURS 7200	Advanced Health Assessment	3
NURS 7200L	Advanced Health Assessment Practicum	2
NURS 7230	Advanced Pharmacology	3
FNP Coursework		
NURS 7328	Advanced Practice Nursing: Women's Health	3

NURS 7328L	Advanced Practice Nursing: Women's Health Practicum	2
NURS 7329	Advanced Practice Nursing: Pediatrics	3
NURS 7329L	Advanced Practice Nursing: Pediatrics Practicum	2
NURS 7330	Advanced Practice Nursing: Adult Health I	3
NURS 7330L	Advanced Practice Nursing: Adult Health I: Practicum	3
NURS 7350	Advanced Practice Nursing: Adult Health II	3
NURS 7350L	Advanced Practice Nursing: Adult Health II Practicum	3
NURS 7590	Advanced Practice Nursing: Capstone	6
Total Credit Hours Required for the Certificate		36
Total Minimum Clinical Hours Required for the Certificate		715

Requirements for the Post-Master Family Nurse Practitioner Certificate for Current Pediatric Nurse Practitioners

Code	Title	Hours
FNP Coursework		
NURS 7328	Advanced Practice Nursing: Women's Health	3
NURS 7328L	Advanced Practice Nursing: Women's Health Practicum	2
NURS 7330	Advanced Practice Nursing: Adult Health I	3
NURS 7330L	Advanced Practice Nursing: Adult Health I: Practicum	3
NURS 7350	Advanced Practice Nursing: Adult Health II	3
NURS 7350L	Advanced Practice Nursing: Adult Health II Practicum	3
NURS 7590	Advanced Practice Nursing: Capstone	6
Total Credit Hours Required for the Certificate		23
Total Minimum Clinical Hours Required for the Certificate		595

Requirements for the Post-Master Family Nurse Practitioner Certificate for Current Adult-Gerontology Nurse Practitioners

Code	Title	Hours
FNP Coursework		
NURS 7328	Advanced Practice Nursing: Women's Health	3
NURS 7328L	Advanced Practice Nursing: Women's Health Practicum	2
NURS 7329	Advanced Practice Nursing: Pediatrics	3
NURS 7329L	Advanced Practice Nursing: Pediatrics Practicum	2
NURS 7590	Advanced Practice Nursing: Capstone	6
Total Credit Hours Required for the Certificate		16
Total Minimum Clinical Hours Required for the Certificate		435

Requirements for the Post-Master Family Psychiatric Mental Health Nurse Practitioner Certificate for Current MSN Degree Holders

Code	Title	Hours
Clinical Core		
NURS 7200	Advanced Health Assessment	3
NURS 7200L	Advanced Health Assessment Practicum	2
NURS 7230	Advanced Pharmacology	3
Family Health Coursework		
NURS 7329	Advanced Practice Nursing: Pediatrics	3
NURS 7330	Advanced Practice Nursing: Adult Health I	3
NURS 7350	Advanced Practice Nursing: Adult Health II	3
PMHN Coursework		
NURS 7250	Theoretical Foundations for Advanced Practice Psychiatric Mental Health Nursing Practice	3
NURS 7252	Psychiatric Mental Health Assessment Across the Lifespan	4

NURS 7251	Advanced Psychopharmacology	2
NURS 7251L	Advanced Psychopharmacology Practicum	1
NURS 7348	Advanced Psychiatric Mental Health Nursing for Individuals Across the Lifespan	3
NURS 7348L	Advanced Psychiatric Mental Health Nursing for Individuals Across the Lifespan Practicum	3
NURS 7352	Advanced Psychiatric Mental Health Nursing for Families and Groups Across the Lifespan	3
NURS 7352L	Advanced Psychiatric Mental Health Nursing for Families and Groups Across the Lifespan Practicum	3
NURS 7590	Advanced Practice Nursing: Capstone	6
Total Credit Hours Required for the Certificate		44
Total Minimum Clinical Hours Required for the Certificate		645

Requirements for the Post-Master Family Psychiatric Mental Health Nurse Practitioner Certificate for Current Pediatric Nurse Practitioners

Code	Title	Hours
Clinical Core		
NURS 7200	Advanced Health Assessment	3
NURS 7200L	Advanced Health Assessment Practicum	2
NURS 7230	Advanced Pharmacology	3
Family Health Coursework		
NURS 7330	Advanced Practice Nursing: Adult Health I	3
NURS 7350	Advanced Practice Nursing: Adult Health II	3
PMHN Coursework		
NURS 7250	Theoretical Foundations for Advanced Practice Psychiatric Mental Health Nursing Practice	3
NURS 7252	Psychiatric Mental Health Assessment Across the Lifespan	4
NURS 7251	Advanced Psychopharmacology	2
NURS 7251L	Advanced Psychopharmacology Practicum	1
NURS 7348	Advanced Psychiatric Mental Health Nursing for Individuals Across the Lifespan	3
NURS 7348L	Advanced Psychiatric Mental Health Nursing for Individuals Across the Lifespan Practicum	3
NURS 7352	Advanced Psychiatric Mental Health Nursing for Families and Groups Across the Lifespan	3
NURS 7352L	Advanced Psychiatric Mental Health Nursing for Families and Groups Across the Lifespan Practicum	3
NURS 7590	Advanced Practice Nursing: Capstone	6
Total Credit Hours Required for the Certificate		
Total Minimum Clinical Hours Required for the Certificate		645

Requirements for the Post-Master Family Psychiatric Mental Health Nurse Practitioner Certificate for Current Family Nurse Practitioners

Code	Title	Hours
PMHN Coursework		
NURS 7250	Theoretical Foundations for Advanced Practice Psychiatric Mental Health Nursing Practice	3
NURS 7252	Psychiatric Mental Health Assessment Across the Lifespan	4
NURS 7251	Advanced Psychopharmacology	2
NURS 7251L	Advanced Psychopharmacology Practicum	1
NURS 7348	Advanced Psychiatric Mental Health Nursing for Individuals Across the Lifespan	3
NURS 7348L	Advanced Psychiatric Mental Health Nursing for Individuals Across the Lifespan Practicum	3
NURS 7352	Advanced Psychiatric Mental Health Nursing for Families and Groups Across the Lifespan	3
NURS 7352L	Advanced Psychiatric Mental Health Nursing for Families and Groups Across the Lifespan Practicum	3
NURS 7590	Advanced Practice Nursing: Capstone	6
Total Credit Hours Required for the Certificate		27
Total Minimum Clinical Hours Required for the Certificate		645

Requirements for the Post-Master Family Psychiatric Mental Health Nurse Practitioner Certificate for Current Adult-Gerontology Nurse Practitioners

Code	Title	Hours
Family Health Coursework		
NURS 7329	Advanced Practice Nursing: Pediatrics	3
PMHN Coursework		
NURS 7250	Theoretical Foundations for Advanced Practice Psychiatric Mental Health Nursing Practice	3
NURS 7252	Psychiatric Mental Health Assessment Across the Lifespan	4
NURS 7251	Advanced Psychopharmacology	2
NURS 7251L	Advanced Psychopharmacology Practicum	1
NURS 7348	Advanced Psychiatric Mental Health Nursing for Individuals Across the Lifespan	3
NURS 7348L	Advanced Psychiatric Mental Health Nursing for Individuals Across the Lifespan Practicum	3
NURS 7352	Advanced Psychiatric Mental Health Nursing for Families and Groups Across the Lifespan	3
NURS 7352L	Advanced Psychiatric Mental Health Nursing for Families and Groups Across the Lifespan Practicum	3
NURS 7590	Advanced Practice Nursing: Capstone	6
Total Credit Hours Required for the Certificate		30
Total Minimum Clinical Hours Required for the Certificate		645

Doctor of Nursing Practice

Student Learning Outcomes

1. Critique and synthesize scientific, ethical, philosophical, and historical frameworks and theories to develop and implement the role of the DNP.
2. Integrate principles of systems theory to demonstrate the leadership role in development, evaluation, and management of health care systems, resulting in improved quality of care.
3. Use analytical methods to critically appraise research findings to design, implement, and evaluate evidence-based practices that result in safe and effective clinical outcomes for individuals and populations.
4. Disseminate and apply relevant findings to develop culturally competent practice guidelines and improve the health care environment.
5. Employ information systems/technology to monitor and improve patient outcomes and healthcare systems.
6. Utilize leadership skills to consult and collaborate on intra-professional and inter-professional teams to foster effective communication and enhance patient outcomes.

The B.S.N.-to-D.N.P. Program

Admission Requirements

To be considered for admission to the B.S.N.-D.N.P. program, an applicant must have:

1. a Bachelor of Science in Nursing (B.S.N.) or its equivalent from a regionally accredited institution
2. evidence of a current, unencumbered R.N. license
3. official transcripts from the B.S.N.-granting college/university and from any graduate coursework. Official international transcripts must have a foreign course-by-course credential evaluation by an independent evaluation service that is a member of the American Association of Colleges of Nursing (AACN). Transcripts must include certification that the applicant has received a bachelor's degree in nursing from a regionally accredited institution and state a calculated cumulative GPA.
4. three letters of recommendation from individuals knowledgeable of the applicant's professional, intellectual, and academic abilities. If graduated within the last five years, one of the three letters must be from one of the applicant's professors.
5. a current vitae or resume including education, work experience and professional development, professional and/or community activities, and research and publications
6. a one- to two-page paper addressing career goals related to advanced practice nursing and the attainment of the D.N.P.
7. a cumulative GPA of 3.0 on a 4.0 scale from a B.S.N. (or its equivalent) program
8. for applicants whose native language is not English, official scores on the Test of English as a Foreign Language (TOEFL) with a minimum of 79 on the internet-based test, 213 on the computer-based test, or 550 on the paper-based test.

Requirements for the Doctor of Nursing Practice Degree-- B.S.N.-D.N.P. Program with Family Nurse Practitioner Certification

Code	Title	Hours
Master's Core		7
NURS 7100	Advanced Pathophysiology	3
NURS 7101	Role Transition: Issues in Advanced Nursing Practice	2
NURS 7110	Philosophical and Theoretical Foundations for Advanced Nursing Practice	2
FNP Core		8
NURS 7200	Advanced Health Assessment	3
NURS 7200L	Advanced Health Assessment Practicum	2
NURS 7230	Advanced Pharmacology	3
FNP Coursework		28
NURS 7328	Advanced Practice Nursing: Women's Health	3
NURS 7328L	Advanced Practice Nursing: Women's Health Practicum	2
NURS 7329	Advanced Practice Nursing: Pediatrics	3
NURS 7329L	Advanced Practice Nursing: Pediatrics Practicum	2
NURS 7330	Advanced Practice Nursing: Adult Health I	3
NURS 7330L	Advanced Practice Nursing: Adult Health I: Practicum	3
NURS 7350	Advanced Practice Nursing: Adult Health II	3
NURS 7350L	Advanced Practice Nursing: Adult Health II Practicum	3
NURS 7590	Advanced Practice Nursing: Capstone	6
DNP Core		16
NURS 8310	Epidemiology and Biostatistics	3
NURS 8312	Health Care Informatics	3
NURS 8313	Leadership and Ethics	4
NURS 8315	Process Improvement and Evaluation	3
NURS 8317	Organizational Policy and Practice	3
DNP Clinical Core		6
NURS 8311	Population Health	3
NURS 8314	Translating Research into Practice	3
DNP Coursework		10
NURS 8316	DNP Project Seminar	3
NURS 8318	DNP Project	7
Electives		6
Area-focused electives may include 2 of the following courses or additional graduate-level courses approved by the DNP advisor.		
Prerequisites for the following electives include admission to the program or approval by the course faculty.		
PADM 7170	Organizational Theory and Behavior	
LEAD 7310	Leadership for Community and Public Relations	
LEAD 7130	Technology Leadership for School Improvement	
MBA 7800	Introduction to Healthcare Systems and Policies	
MBA 7870	Healthcare Strategic Leadership	
CIED 7060	Curriculum, Instruction, and Technology Integration	
Total Hours Required for the Degree		81
Total Clinical Hours Required for the Degree		MSN
		715;
		DNP
		500

MSN Opt-Out Option

The MSN Opt-Out allows students to exit the curriculum at a specified point, obtaining an MSN degree with an FNP concentration and enabling exploration of the field before returning to complete the remaining 3 semesters of the DNP degree. Students who choose the MSN Opt-Out will have 3 years to re-enroll in DNP coursework. The BSN-DNP Program with MSN Opt-Out consists of 7 semesters, 59 credit hours, and 715 clinical hours. The

graduate is prepared and equipped for advanced nursing practice in an increasingly complex health system. Students can apply to graduate with their MSN degree in Fall of Year 3 of the program and continue to earn their DNP degree.

Requirements for the B.S.N.-D.N.P./M.S.N. Opt-Out

Code	Title	Hours
Master's Core		7
NURS 7100	Advanced Pathophysiology	3
NURS 7101	Role Transition: Issues in Advanced Nursing Practice	2
NURS 7110	Philosophical and Theoretical Foundations for Advanced Nursing Practice	2
DNP Core		16
NURS 8311	Population Health	3
NURS 8312	Health Care Informatics	3
NURS 8313	Leadership and Ethics	4
NURS 8314	Translating Research into Practice	3
NURS 8317	Organizational Policy and Practice	3
FNP Clinical Core		8
NURS 7200	Advanced Health Assessment	3
NURS 7200L	Advanced Health Assessment Practicum	2
NURS 7230	Advanced Pharmacology	3
FNP Coursework		28
NURS 7328	Advanced Practice Nursing: Women's Health	3
NURS 7328L	Advanced Practice Nursing: Women's Health Practicum	2
NURS 7329	Advanced Practice Nursing: Pediatrics	3
NURS 7329L	Advanced Practice Nursing: Pediatrics Practicum	2
NURS 7330	Advanced Practice Nursing: Adult Health I	3
NURS 7330L	Advanced Practice Nursing: Adult Health I: Practicum	3
NURS 7350	Advanced Practice Nursing: Adult Health II	3
NURS 7350L	Advanced Practice Nursing: Adult Health II Practicum	3
NURS 7590	Advanced Practice Nursing: Capstone	6
Minimal Credit Hours Required		59
Minimal Clinical Hours Required		715

The M.S.N.-to-D.N.P. Program

Admission Requirements

To be considered for admission into the M.S.N.-D.N.P. program, an applicant must:

1. have current advanced practice nurse certification as a nurse practitioner, clinical nurse specialist, nurse anesthetist, or certified nurse midwife
2. be actively practicing as an APRN with an unencumbered APRN license
3. submit official transcripts from each graduate institution previously attended. Transcripts from undergraduate institutions are not required. Official international transcripts must have a foreign course-by-course credential evaluation by an independent evaluation service that is a member of the American Association of Colleges of Nursing (AACN). Transcripts must include certification that the applicant has received a bachelor's degree in nursing from a regionally accredited institution and state a calculated cumulative GPA.
4. three letters of recommendation from individuals knowledgeable of the applicant's professional, intellectual, and academic abilities. If graduated within the last five years, one of the three letters must be from one of the applicant's professors.
5. a current vitae or resume including education, work experience and professional development, professional and/or community activities, and research and publications
6. a one- to two-page paper addressing career goals related to advanced practice nursing and the attainment of the D.N.P.
7. a cumulative GPA of 3.0 on a 4.0 scale from a master's degree in nursing program
8. a certified document from a master's program to include clinical hours completed (500 hours minimum required)
9. for applicants whose native language is not English, official scores on the Test of English as a Foreign Language (TOEFL) with a minimum of 79 on the internet-based test, 213 on the computer-based test, or 550 on the paper-based test.

Requirements for the Doctor of Nursing Practice Degree-- Post-Master's Program

Code	Title	Hours
DNP Core		16
NURS 8310	Epidemiology and Biostatistics	3
NURS 8312	Health Care Informatics	3
NURS 8313	Leadership and Ethics	4
NURS 8315	Process Improvement and Evaluation	3
NURS 8317	Organizational Policy and Practice	3
DNP Clinical Core		6
NURS 8311	Population Health	3
NURS 8314	Translating Research into Practice	3
DNP Coursework		10
NURS 8316	DNP Project Seminar	3
NURS 8318	DNP Project	7
Electives		6
Area-focused electives may include 2 of the following or additional graduate-level courses approved by the DNP advisor. Prerequisite for the following electives include admission to program or approval by course faculty.		
PADM 7170	Organizational Theory and Behavior	3
LEAD 7130	Technology Leadership for School Improvement	3
LEAD 7310	Leadership for Community and Public Relations	3
LEAD 7420	Ethical and Legal Issues for Leadership	3
MBA 7800	Introduction to Healthcare Systems and Policies	3
MBA 7870	Healthcare Strategic Leadership	3
CIED 7060	Curriculum, Instruction, and Technology Integration	3
Total Hours Required for the Degree		38
Total Clinical Hours Required for the Degree		500

Requirements for the Doctor of Nursing Practice Degree with Master of Business Administration-- Post-Master's Program

Code	Title	Hours
Fall Year One		
NURS 8310	Epidemiology and Biostatistics (*)	3
NURS 8311	Population Health (*)	3
NURS 8312	Health Care Informatics (*)	3
Spring Year One		
NURS 8313	Leadership and Ethics (*)	4
NURS 8315	Process Improvement and Evaluation (*)	3
Summer Year One		
NURS 8314	Translating Research into Practice	3
NURS 8316	DNP Project Seminar	3
Fall Year Two		
NURS 8317	Organizational Policy and Practice	3
NURS 8318	DNP Project	3
MBA 7030	Managerial Accounting ((elective))	3
Spring Year Two		
NURS 8318	DNP Project	4
MBA 7050	Marketing ((elective))	3
Summer/Fall Year 2		
MBA 7350	Managerial Finance	3

MBA 7900	Strategy and Competiton	3
MBA Elective		3
Total Hours Required for the Degree		47

* Courses for the dual degree.

College of Science and Mathematics

Dr. Pierre-Richard Cornely, Dean
Dr. Theresa J. Grove, Associate Dean
 1036 Bailey Science Center

Dr. Robert Gannon
 Head, Department of Biology

Dr. Kurt Winkelmann
 Head, Department of Chemistry

Dr. Shaun Ault
 Head, Department of Mathematics

Dr. Krishnendu Roy
 Head, Department of Computer Science

Dr. Paul Vincent
 Interim Head, Department of Physics, Astronomy, Geosciences, and Engineering Technology

The College of Science and Mathematics offers the Master of Science in Biology. The M.S. in Biology is a thesis program that emphasizes the development of technical and scientific writing skills, with an emphasis on research publications. The diversity in the expertise of our faculty enables students to tailor their graduate education to match their interests and to prepare for continued graduate study in doctoral programs as well as careers in fields as diverse as education, biotechnology, and wildlife biology.

Department of Biology

Dr. Robert Gannon, Head
 2035 Bailey Science Center

The Department of Biology at Valdosta State University offers a Master of Science degree with a major in biology for students who wish to continue their study of biological science, biological technologies, and related sub-disciplines. This is a research, thesis-based degree. The Biology Department does not offer a non-thesis option. Because there are only a minimal number of specifically required courses in the program, students may, in consultation with their advisors, develop a program of study individually tailored to accommodate their special interests and career goals. Students earning a Master of Science with a major in biology are well prepared for a number of careers and further educational programs. These include doctoral studies, job markets in college and secondary school teaching as well as innumerable biology and biotechnology or medical fields.

The Biology Department of VSU expects its graduate students to acquire the following: A breadth of knowledge appropriate to a master's level of competence in the biological sub-disciplines of cell and molecular biology, genetics, organismal biology, and evolution and ecology a knowledge base that will permit students to identify significant biological research questions, develop protocols to solve problems, and properly analyze and resolve research questions through the use of the scientific method. The Biology Department's admission policies, degree offerings, degree options, and course offerings are designed to help all students achieve these goals.

Master of Science with a Major in Biology (p. 564)

Master of Science with a Major in Biology

Selected Educational Outcomes

1. To demonstrate competency in factual content and interpretation of the major biological concept areas of cell and molecular biology, genetics, organismal biology, and evolution and ecology.
2. To demonstrate the ability to identify significant biological research questions, develop research protocols, and properly analyze research questions through the use of the scientific method.
3. To produce a systematic and thoroughly researched thesis suitable for publication and appropriate to the thesis sub-discipline.
4. To participate in activities related to the profession.

Examples of Outcome Assessments

1. Students must complete all academic requirements to a satisfactory degree.
2. Students must submit a thesis.

Prior to admission to any graduate program at Valdosta State University, applicants must first submit a completed application to the Graduate School. A completed application packet includes official transcripts from all institutions previously attended, official test scores (GRE), completed application form, fee, and any additional program requirements, submitted by the admission deadline. To be considered for the preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents.

Application Deadlines

Fall Deadline	July 15
Spring Deadline	November 15
Summer Deadline	April 15

Go to the Graduate School website (<http://www.valdosta.edu/academics/graduate-school/welcome.php>) and click on Our Programs, then click on Biology Program for information on:

- Specific Biology Program Admission Requirements
- Biology Program Retention, Dismissal, and Readmission Policies
- Biology Program Graduation Requirements

To Apply Online, click here (<https://www.applyweb.com/apply/vsug/menu.html>).

Accelerated Undergraduate-to-Graduate Track

Students wishing to pursue a Master of Science in Biology at Valdosta State University may take up to 9 semester hours of graduate-level coursework (courses numbered 5000 or above) that will count toward Biology electives or general electives for the undergraduate degree.

Acceptance in to the Accelerated track requires:

1. written notification by a Biology faculty member to the Biology Graduate Program Coordinator of her/his willingness to serve as the student's thesis advisor;
2. completion of 90 semester hours of undergraduate coursework, at least 18 hours of which is in Biology; and
3. an overall GPA in undergraduate coursework of at least 3.0.

Once accepted, a specific course of study will be developed with the student's advisor. Successful completion of the Accelerated Undergraduate-to-Graduate Track requires a grade of B or better in all graduate coursework.

Students interested in continuing their graduate education may apply for admission to the M.S. in Biology program in their senior year or upon completion of their undergraduate degree. Full admission to the Graduate School requires completion of the bachelor's degree.. Students in the Accelerated Undergraduate-to-Graduate track will not be required to take additional admission tests but must meet all other graduate admission requirements. See the Graduate School website (<http://www.valdosta.edu/academics/graduate-school/welcome.php>) for admission requirements. Students who have completed 9 hours of graduate level coursework to complete their bachelor's degree will be required to complete an additional 21 hours of graduate courses to meet the M.S. in Biology degree requirements.

Thesis

A master's thesis in biology should be a written work suitable to a relevant, professional subdiscipline of biology, demonstrating competent and substantial research coupled with an innovative approach to the subject matter. The thesis will be directed by a faculty member and a committee of two other faculty members (one of whom may be from outside the Department of Biology). Once the thesis has been submitted, students will have an oral defense covering both the thesis and their coursework. Students must complete a minimum of 30 hours of coursework and 6 hours of thesis credit.

The program of study will consist of 30 semester hours. Of these 30 semester hours, a graduate student must take six hours of Thesis (BIOL 8999), two hours of Graduate Seminar (BIOL 7900), two hours of a special topics course BIOL 7020 or BIOL 7030), and three hours of Experimental Design and Data Analysis in the Biological Sciences (BIOL 7050) to earn the Master of Science degree with a major in biology. Students may take up to 6 hours of approved course work outside of biology that the thesis committee deems acceptable and supportive of the program of study (e.g., math, geology, chemistry, physics, education, etc.).

Students working in educational fields may take up to 6 hours of courses that involve science education such as ELED 7431, ELED 7432, MGED 7500, MGED 7520, MGED 8000 as well as selected courses in Middle Grades and Secondary Education (MGED and MSed), Special Education (SPEC), and Psychology (PSYC).

Requirements for the M.S. Degree with a Major in Biology

Code	Title	Hours
Required Courses ¹		
BIOL 7010 or BIOL 7020 or BIOL 7030	Special Topics in Ecology and Evolution Special Topics in Cell and Molecular Biology Special Topics in Physiology	2
BIOL 7050	Experimental Design and Data Analysis in the Biological Sciences	3
BIOL 7900	Graduate Seminar (must be taken twice)	2
BIOL 8999	Thesis	6
Guided Electives ¹		17
Studies Courses (7000-level or above BIOL)		2
Studies Courses (5000-level or above)		9-15
Electives (5000-level or above)		0-6
Total Required for the Degree		30

¹ Students may complete up to 9 hours of required or guided elective graduate courses as undergraduates in the Accelerated Undergraduate-to-Graduate track. Students must complete all required and guided elective courses not already successfully completed for the B.S. or B.A. in Biology Accelerated Undergraduate-to-Graduate track.

College of the Arts

Mr. Michael T. Schmidt, Interim Dean
Room 2004, Fine Arts Building

Ms. Monika Meler
Head, Department of Art & Design

Dr. Nicole Cox
Interim Head, Department of Communication Arts

Dr. Isrea Butler
Head, Department of Music

The Valdosta State University College of the Arts includes the Department of Art and Design, the Department of Communication Arts, and the Department of Music. The organization of the disciplines of the performing and visual arts into one academic unit reflects a traditional and continuing commitment to scholarship in the fine arts.

The College of the Arts offers graduate degree programs with majors in communication and music education in cooperation with the College of Education and Human Services. The graduate faculty members of the College of the Arts maintain the strong belief that their teaching role is a significant aspect of their professional life. Arts faculty members also maintain a strong commitment to scholarly and creative research as well as service to the institution, region, and their profession.

The mission of the College of the Arts centers on the preparation of professionals for a variety of roles in the arts. At the graduate level, the Master of Arts in Communication degree program prepares students for study at the doctoral level and for advancement in their professional fields. The Master of Music Education program prepares teachers in these disciplines to be leaders in their schools and provide substantial learning for the students in their care. The Master of Music Performance is a 36-semester-hour, non-thesis master's degree program intended to further the musical and academic skills of accomplished musicians.

The College of the Arts provides numerous cultural and artistic opportunities for students including theater, dance, Valdosta Symphony Orchestra, jazz band, media production, and art exhibitions. The college is also home to VSU-TV, the University's cable-access channel. The Valdosta State University College of the Arts is an accredited institutional member of the National Association of Schools of Art and Design, the National Association of Schools of Music, the National Association of Schools of Theater, the Southern Association of Colleges and Schools, and the Council for the Accreditation of Educator Preparation.

Department of Communication Arts

Dr. Nicole Cox, Interim Department Head
Room 1001, Communication Arts and Curriculum Building

The Department of Communication Arts offers a graduate program that leads to a Master of Arts in Communication (M.A.C.). Courses in speech communication and mass media are available, and the program offers a common core of four courses in theory and research methods. The M.A.C.

prepares students for study at the doctoral level and for advancement in their professional fields. Students will be educated in the advanced theory and practice in the fields of communication and mass media. Thesis/project and non-thesis options are available. The program seeks to enhance students' communication, critical thinking, and problem-solving skills, as well as leadership potential and an appreciation for cultural diversity.

- Master of Arts in Communication (p. 567)
- Certificate for Teaching College Communication/Media (p. 568)

Master of Arts in Communication

Selected Educational Outcomes

1. Students will conduct discipline-appropriate primary and secondary theoretically sound research.
2. Students will demonstrate competency in the knowledge of general communication theory and, more specifically, interpersonal, organizational, conflict resolution, and intercultural communication theories.
3. Students will demonstrate competency in the discipline-appropriate use of qualitative and quantitative research methods.
4. Students will demonstrate competency in the use of technologies appropriate to the discipline.
5. Students will demonstrate competency in oral and written communication through courses appropriate to the audience, context, and discipline.

Selected Outcome Assessments

1. Students will demonstrate competency in primary and secondary research in courses requiring such assignments, as well as in theses, project capstones, and professional presentations.
2. Students will demonstrate theoretical knowledge in comprehensive examinations, projects, and/or theses and classwork.
3. Students will demonstrate mastery of research methods in their classwork.
4. Students will demonstrate the ability to utilize appropriate technologies in a variety of courses requiring projects and presentations.
5. Students will demonstrate competency in oral and written communication in courses, projects, theses, and/or professional settings.

Prior to admission to any graduate program at Valdosta State University, applicants must first submit a completed application to the Graduate School. Application materials are available on the Graduate School website (<http://www.valdosta.edu/academics/graduate-school/welcome.php>). To be considered for your preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents.

Admission Deadlines

Fall Admission Deadline: July 15
 Spring Admission Deadline: November 15
 Summer Admission Deadline: April 15

Go to the Graduate School website (<http://www.valdosta.edu/academics/graduate-school/welcome.php>) and click on Our Programs, then click on the Master of Arts in Communication Program for information on:

- Specific M.A.C. Program Admission Requirements
- M.A.C. Program Retention, Dismissal, and Readmission Policies
- M.A.C. Program Graduation Requirements

To Apply Online, click here (<https://www.applyweb.com/apply/vsug/menu.html>).

Requirements for the Master of Arts in Communication Degree

Code	Title	Hours
Core Courses		12
MAIC 5000	Communication Theory	
MAIC 5050	Mass Communication Theory	
MAIC 7100	Quantitative Research Methods in Communication	
MAIC 7200	Qualitative Research Methods in Communication	
Emphasis Courses		12
Any 6000- or 7000-level MAIC courses		
Select one of the options from the following:		6
Thesis/Project Option: MAIC 7999		

Non-thesis option (Requires written and oral examinations over all courses in the degree): MAIC 7400 OR electives outside the department, selected with approval of advisor

Total hours required for the degree

30

Certificate for Teaching College Communication/Media

This certificate prepares students to meet the accreditation standards for the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) for teaching college freshman and sophomore communication and media courses. To enroll in the certificate program, students must meet the admissions requirements for acceptance into the Master of Arts in Communication program.

A grade of "B" or better is required in each course.

Requirements for the Certificate for Teaching College Communication/Media

Code	Title	Hours
MAIC 5000	Communication Theory	3
MAIC 5050	Mass Communication Theory	3
MAIC 6500	College Pedagogy and Instruction	3
MAIC 6550	Communication Practicum	3
Select 2 courses from the following:		6
MAIC 6200	Intercultural Communication	
MAIC 6300	Communication in the Social Processes of Risk and Crisis	
MAIC 6350	Communication, Conflict, and Negotiation	
MAIC 6400	Organizational Communication	
MAIC 6450	Rhetorical Criticism and Theory	
MAIC 7300	International Media	
MAIC 7400	Directed Study	
MAIC 7700	Special Topics	
MAIC 7800	Communication Law	
Total Hours		18

Department of Music

Dr. Isrea L. Butler, Head
Room 2018A, Fine Arts Building

The Department of Music offers instruction in music and music education leading to the Master of Arts in Teaching in Music Education degree and certification, the Master of Music Education degree, or to the Master of Music in Performance degree.

The Master of Arts in Teaching (M.A.T.) in Music Education is a 36-semester-hour, fifth-year program beyond the bachelor's degree in which candidates may earn a master's degree (M.A.T.) and become eligible for initial teaching certification in Music Education. The full-time program is four semesters and cohort groups begin in the summer semester. The emphasis for the degree is for candidates to acquire exceptional content knowledge and pedagogical expertise as musicians to adequately engage, inspire and educate P-12 music students.

The Master of Music in Performance (M.M.P.) degree is a 36-semester-hour, non-thesis master's degree program intended to further the musical and academic skills of accomplished musicians. Its purpose is to prepare musicians for careers in professional performing, conducting, and studio teaching. Students in the M.M.P. degree program will refine their performance skills to an advanced degree, deepen their knowledge of the academic and research aspects of music, and further develop their pedagogical skills.

M.A.T. in Music Education and M.M.P. Admissions

Prior to admission to any graduate program at Valdosta State University, applicants must first submit a completed application to the Graduate School. A completed application packet includes official transcripts from all institutions previously attended, completed application form, fee, and any additional program requirements submitted by the admission deadline. To be considered for the preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents.

Admission Deadlines

Fall Deadline: July 15

Spring Deadline: November 15

Summer Deadline: April 15

- Master of Music in Performance (p. 570)
- Master of Arts in Teaching in Music Education (p. 569)

Master of Arts in Teaching in Music Education

Selected Learning Outcomes

1. Students teach music in all grade levels and in a variety of classroom and ensemble settings through guided, progressive online and field-based experiences.
2. Students apply analytical, historical, and culturally responsive skills and knowledge in curriculum development, differentiated planning, informal assessments, and formal evaluations.
3. Students demonstrate skills and knowledge of directing, rehearsing, and performing in vocal, wind, string, or percussion instruments.
4. Students utilize formative and summative assessment and evaluation strategies responding to each of their student's needs.
5. Students will meet all the standards set forth by the Georgia Professional Standards Commission, the Council for the Accreditation of Educator Preparation (CAEP), and the James L. and Dorothy H. Dewar College of Education and Human Services.

Selected Outcomes Assessments

1. Students in the MAT Music Education program demonstrate content knowledge through passing the state-required content assessment (Georgia Assessments for the Certification of Educators, GACE).
2. Students in the MAT Music Education program demonstrate content knowledge, skills in planning, assessment, instructional strategies, use of technology, differentiation, and reflection through the Capstone Portfolio Content Assessment.
3. Students in the MAT Music Education program demonstrate skills in assessment, instructional strategies, use of technology, and differentiated instruction during observed teaching episodes evaluated by a university supervisor and classroom mentor teacher (COEHS Observation Instrument – Candidate Assessment on Performance Standards, CAPS).
4. Students in the MAT Music Education program demonstrate their ability to positively impact P-12 learning through a teacher work sample (COEHS Impact on P-12 Student Learning Assessment).
5. Students in the MAT Music Education program demonstrate appropriate teaching dispositions through self-assessment and university supervisor and mentor teacher disposition assessments (COEHS CAPS Dispositions and Self-Assessment of Dispositions Survey).

Go to the Graduate School website (<http://www.valdosta.edu/academics/graduate-school/welcome.php>) and select Our Programs, then select the MAT in Music Education Program. This program is offered fully online as a four-semester track.

A track designed for those who are currently teaching music on a non-renewable/induction certificate is available. The Employed Teacher Track aligns with the regular track with an additional semester to complete MUE 7810 and MUE 7820. These courses replace the Clinical Practice course for non-employed teaching candidates.

Extensive information about the Music Education Program is available in the VSU Music Education Handbook (<https://www.valdosta.edu/colleges/arts/music/documents/music-ed-handbook.pdf>).

Requirements for the Master of Arts in Teaching in Music Education Degree

Code	Title	Hours
Required Core Courses		22
EDUC 2999	Teacher Education Requirements	0
MUE 7100	Professional Development Seminar I: Foundations	3
MUE 7101	Professional Development Seminar II: Clinical Practice	1
MUE 7102	Professional Development Seminar III: Capstone	2
MUE 7640	Generalized Music Education I	2
MUE 7650	Generalized Music Education II	2
Select either Teacher Internship or Clinical Practice:		6

MUE 7810 & MUE 7820	Employed Teacher Internship in Music Education I and Employed Teacher Internship in Music Education II	
MUE 7790	Clinical Practice in Music Education	
MUE 7800	Practicum in Music	3
MUSC 7040	Technology for Teachers	1
MUSC 7650	Graduate Conducting	2
Select one of the following Tracks:		15
Choral Track		
Instrumental Methods: Select from the following		3
MUE 7330	Percussion Methods	
MUE 7340	Low Brass Methods	
MUE 7360	String Methods	
MUE 7710	Flute, Clarinet, and Saxophone Methods	
MUE 7720	Oboe and Bassoon Methods	
MUE 7730	High Brass Methods	
MUE 7610	Choral Curriculum	3
MUE 7750	Advanced Vocal Pedagogy	2
MUE 7370	Vocal Methods	1
MUSC 5511	Choral Literature I	2
MUSC 5512	Choral Literature II	2
Instrumental Track		
Instrumental Methods Courses: Select from the following		4
MUE 7330	Percussion Methods	
MUE 7340	Low Brass Methods	
MUE 7360	String Methods	
MUE 7710	Flute, Clarinet, and Saxophone Methods	
MUE 7720	Oboe and Bassoon Methods	
MUE 7730	High Brass Methods	
MUE 7370	Vocal Methods	1
MUE 7400	Instrument Repair	1
MUE 7600	Instrumental Music Curriculum	2
MUE 7700	Marching Band Techniques	2
or MUE 7740	Advanced String Pedagogy	
Select one of the following two-course sequences:		3
MUSC 5500 & MUSC 5510	Band Literature I and Band Literature II	
MUE 5520 & MUE 5521	Symphonic Literature I and Symphonic Literature II	
MUSC 6760	Jazz Pedagogy	1
Total Hour required for the Degree		36

Master of Music in Performance

Selected Educational Outcomes

1. Students will demonstrate an advanced level of performance skills and personal musicianship in studio and ensemble settings.
2. Students will apply analytical and historical knowledge to performance.
3. Students will exhibit knowledge of applicable solo and ensemble literature.
4. Students will apply pedagogical skills in studio instruction.
5. Students will demonstrate the methodology of research in the field of music.
6. Students will communicate scholarly research in proper written form.
7. Students will utilize a variety of instructional strategies to encourage development of critical thinking, problem solving, and performance skills in their private students.

Examples of Outcome Assessments

1. Students will complete a written and oral comprehensive examination that demonstrates satisfactory achievement in written and oral communication skills related to pedagogy, music history and analysis, literature, and research methodology.
2. Students will prepare and perform a graduate recital to the satisfaction of a faculty committee. This recital represents a culmination and application of applied study, pedagogy, music history, analysis, and research.

Go to the Graduate School website (<http://www.valdosta.edu/academics/graduate-school/welcome.php>) and click on Our Programs, then click on M.M.P. Program for information on

- Specific M.M.P. Program Admission Requirements
- M.M.P. Program Retention, Dismissal, and Readmission Policies
- M.M.P. Program Graduation Requirements

To Apply Online, click here (<https://www.applyweb.com/apply/vsug/menu.html>).

Requirements for the Master of Music in Performance degree

Code	Title	Hours
Applied Music, Literature, Pedagogy		16
Applied Music (a four-hour course in a single major applied performance area taken for four semesters)		
Performance Areas (4 semester hours per course):		16
MUSC 7240	Private Piano	
MUSC 7440	Private Voice	
MUSC 7640	Private Brass	
MUSC 7940	Private Woodwinds	
MUSC 7540	Private Percussion	
MUSC 7340	Private Strings	
MUSC 7840	Private Conducting	
MUSC 7777	Private Collaborative Piano	
Required Music Core Courses		10
MUSC 7010	Music Theory	3
MUSC 7020	Music History	3
MUSC 7050	Music Research and Bibliography	3
Advanced Pedagogy		1
MUSC 7721	Advanced Piano Pedagogy	
MUSC 7731	Advanced Percussion Pedagogy	
MUSC 7732	Advanced Brass Pedagogy	
MUSC 7733	Advanced Woodwind Pedagogy	
MUSC 7734	Advanced String Pedagogy	
MUSC 7778	Advanced Collaborative Piano Pedagogy	
MUSC 7740	Advanced Pedagogy of Choral Conducting	
MUSC 7760	Advanced Pedagogy of Orchestra Conducting	
MUSC 7770	Advanced Pedagogy of Wind Band Conducting	
Music Ensembles and Guided Electives		10
Minimum of 4 hours in Music Ensembles		
Minimum of 4 hours in Guided Electives		
Total Hours Required for the Degree		36

University Course Designation Abbreviations

ACCT	Accounting
ACED	Adult and Career Education
AFAM	Africana Studies
ANTH	Anthropology
ARAB	Arabic

ARED	Art Education
ARID	Interior Design
ART	Art Studio & Art Appreciation
ARTH	Art History
AS	Aerospace Studies
ASLS	American Sign Language Studies
ASTR	Astronomy
BIOL	Biology
BUSA	Business Administration
CHEM	Chemistry
CHPE	Coaching and Physical Education
CIED	Curriculum and Instruction
CISM	Computer Info Systems Mgmt
COMM	Communication Arts
COOP	Cooperative Education
COPS	Career Planning
COUN	Counseling
CPL	Credit for Prior Learning
CRJU	Criminal Justice
CS	Computer Science
CSD	Communication Sciences and Disorders
DANC	Dance
DATA	Data
DEAF	Deaf Education
DHYG	Dental Hygiene
ECON	Economics
EDAT	Education-Accomplished Teaching
EDET	Education-Exemplary Teaching
EDUC	Education
ELED	Elementary Education
ELES	Elementary Education Special Education
EMAC	Emergent Media and Communication
ENGL	English
ENGR	Engineering
ENGT	Engineering Technology
ENSL	English for International Students
ESOL	English to Speakers of Other Languages
EURO	European Union Studies
EXPL	Experiential Learning
FIN	Finance
FLED	Foreign Language Education
FREN	French
FTA	FinTech Academy
GENS	General Studies
GEOG	Geography
GEOL	Geology
GRMN	German
HCAD	Healthcare Administration
HEDL	Higher Education Leadership
HIST	History
HONS	Honors
HSEP	Health Sciences Exercise Physiology

HSBS	Health Sciences
IB	International Business
INTL	International/Intercultural Studies
INTP	Interpreting
IOPY	Industrial-Organizational Psychology
ISCI	Integrated Science
ITAL	Italian
ITED	Instructional Technology
JAPN	Japanese
JOUR	Journalism
KSPE	Kinesiology & Physical Education
LATN	Latin
LEAD	Educational Leadership
LEAS	Legal Assistant Studies
LIBS	Library Science
LING	Linguistics
LITR	Literacy
MAED	Mathematics Education
MACC	Master of Accountancy
MAIC	Master of Arts in Communication
MATH	Mathematics
MBA	Master of Business Administration
MDIA	Mass Media
MFTH	Marriage and Family Therapy
MGED	Middle Grades Education
MGMS	Middle Grades Math and Science
MGNT	Management
MKTG	Marketing
MLIS	Master of Library and Information Science
MSED	Middle & Secondary Education
MUE	Music Education
MUSC	Music
NAIS	Native American and Indigenous Studies
NURS	Nursing
NUTR	Nutrition
PADM	Public Administration
PBIS	Positive Behavior Intervention Support
PERS	Perspectives Courses
PHIL	Philosophy
PHSC	Physical Science
PHYS	Physics
POLS	Political Science
PREL	Public Relations
PSYC	Psychology and Counseling
PSYG	Psychology-Gifted
READ	Reading Education
REL	Religious Studies
RSCH	Research
RUSS	Russian
SCHC	School Counseling
SEAC	Special Ed Adapted Curriculum
SEEC	Special Ed and Early Childhood

SEED	Secondary Education
SEGC	Special Ed General Curriculum
SERD	Special Education Reading
SOCI	Sociology
SOWK	Social Work
SPAN	Spanish
SPEC	Special Education
TASP	Transatlantic Studies Program
THEA	Theatre
VSU	Freshman Orientation
WMBA	Web-based MBA
WGST	Women's and Gender Studies

Graduate Courses of Instruction

Sections of courses are listed in alphabetical order, by the prefix of the academic discipline.

Most credit notations on the far right are in the pattern 3-0-3. The first number is the number of lecture hours (or equivalent) each week; the second number is the number of laboratory hours (or equivalent) each week; the third number is the number of semester hours credit. The suffix "K" designates courses in which a laboratory is included; the suffix "L" designates a lab course that is separate.

Adult and Career Education (ACED)

ACED 7000. Foundations and Trends in Business Education. 2 Hours.

An overview of the history and development of the field of business education. Emphasis on the various components of the business education profession; federal and state legislative implications for business education; current trends, issues, and problems in business education; and contributions of various leaders in the field of business education.

ACED 7020. History and Philosophy of Adult and Career Education. 3 Hours.

In depth inquiry into the background, purposes, philosophies, policies and principles of adult and career education. Students will study the impact of federal and state legislation.

ACED 7030. Contemporary Curricular Approaches. 3 Hours.

Principles, procedures, and considerations for developing curriculum in adult and career education.

ACED 7070. Advanced Office Procedures. 3 Hours.

Advanced concepts of project management and office procedures integrating previously learned office skills, including identifying and using resources to teach administrative office procedures.

ACED 7100. Current Practices in Workforce Education and Development. 3 Hours.

Introduction to workforce education, training, and development. Emphasis is on program design, needs assessment, costs, and benefits of training programs and methods of trainer performance in the workplace.

ACED 7110. Workforce Human Performance Improvement. 3 Hours.

Exploration and analysis of recent developments in practices of workforce human performance improvement. Emphasis will be placed on the theory and practical applications of performance improvement techniques, principles, analysis, benchmarking, interventions, and change management.

ACED 7120. Electronic Courseware Design and Development. 3 Hours.

An overview of emerging technologies used to develop interactive, computer-based training applications for distribution via corporate Intranets, the Internet, and CD-ROM. Emphasis is placed on learning technical skills and design skills while developing a broad understanding of the capabilities and limitations of computer-based training applications in corporate and other adult education settings.

ACED 7130. Foundations and Trends in Human Resource Development. 3 Hours.

An introduction to Human Resource Development as a profession. The course addresses current theories and trends in Human Resource Development.

ACED 7150. Adult Learning and Development. 3 Hours.

Advanced study of the socio-historical context of contemporary methods, agencies, programs, and issues in adult education, including adult non-formal education as well as formal and informal learning in diverse organizational and global contexts.

ACED 7200. Improvement of Instruction in Keyboarding. 3 Hours.

Development of strategies for teaching keyboarding. Emphasis on course objectives, equipment, materials, skill development, standards, and evaluative criteria.

ACED 7220. Improvement of Instruction and Training in Technology. 3 Hours.

An analysis of methods, strategies, and problems associated with teaching technology. Also included are the selection, acquisition, and use of state-of-the-art hardware and software.

ACED 7230. Improvement of Instruction in Basic Business Subjects, Economics, and Accounting. 3 Hours.

Strategies for teaching basic business subjects, economics, and accounting. Emphasis is placed on examining the use of computers in the teaching and learning process; motivation techniques, evaluation tools, gathering of resources, and application of research to the instructional process.

ACED 7240. Improvement of Instruction in Office Education. 3 Hours.

Competencies needed by students preparing for office work are analyzed; teaching methods, course content, and evaluation procedures are discussed.

ACED 7250. Performance Consulting Within Organizations. 3 Hours.

A study of the performance consulting process and the roles of internal and external performance consultants. This course provides students with knowledge and skills to solve various issues for performance improvement within organizations.

ACED 7300. Practicum in Adult/Career Education. 3 Hours.

Prerequisite: Major in appropriate specialization; permission of the advisor must be obtained before registration.

ACED 7310. Practicum in Adult/Career Education. 3 Hours.

Prerequisite: Major in appropriate specialization; permission of the advisor must be obtained before registration.

ACED 7350. Organizational Learning and Development. 3 Hours.

Exploration of the history, principles, theories, and practices of organization development and learning as related to workforce education. Students will study the dominant models, their application, and research in the field.

ACED 7400. Computer Technology for the Workplace. 3 Hours.

Introductory, hands-on computer applications for development of workplace skills. Topics include word processing, databases, spreadsheets, communication, and presentation software.

ACED 7410. New Teacher Institute. 3 Hours.

Basic instructional and management skills for new secondary career education teachers. Emphasis is on survival skills related to teaching methodology and curriculum implementation that will help them to be successful during their first and second year of teaching.

ACED 7420. Creating and Delivering Online Instruction. 3 Hours.

Procedures, best practices, and learning theories related to using the Internet to deliver instruction. The course includes preparation of materials and assignments that utilize the Internet to foster interactive learning environments in face-to-face, blended, and online courses.

ACED 7430. Advanced New Teacher Institute. 3 Hours.

Prerequisite or co-requisite: ACED 7410. Advanced instructional and management skills for new secondary career education teachers. Emphasis is on improvement of skills related to teaching methodology and curriculum implementation that will help them to be more successful as career education practitioners.

ACED 7500. Organization and Administration of Career Education. 3 Hours.

Organization of career education on the local, state, and national levels; federal and state government roles; and types of career education programs in education and industry.

ACED 7510. Communication in Business Technology Education. 3 Hours.

Study of the proper use of APA writing style; effective electronic, organizational, and multicultural communications; and presentation techniques in business technology education environments.

ACED 7530. Supervision and Mentoring in Adult and Career Education. 3 Hours.

Advanced study of techniques of supervision and methods of leadership relevant to those in, or aspiring to positions in secondary, post-secondary or business/industry workforce education and development.

ACED 7600. Applied Computer Technology. 3 Hours.

Prerequisite: ACED 2400 or ACED 7400 or consent of instructor. Development of instructional materials for specific teaching areas using the advanced features of word processing, spreadsheets, databases, communication, and presentation software. The course is designed for business technology educators and will require the development of practical computer-related projects which can be used in various adult education settings.

ACED 7610. Advanced Web Design and Development. 3 Hours.

Advanced theory and practice of designing web sites for business and/or education settings, incorporating accepted design and usability standards. The course includes use of Hypertext markup language (HTML) and web design software taught in business technology programs.

ACED 7620. Evaluation of Adult and Career Education Programs. 3 Hours.

Development and understanding of program evaluation in adult and career education settings. Emphasis is placed on understanding and application of evaluation approaches, models, and practical guidelines for implementation.

ACED 7640. Issues and Trends in Adult and Career Education. 3 Hours.

Exploration and analysis of recent research and societal developments affecting adult and career education. Emphasis is on ethical and professional responsibilities, liability, emerging trends, and issues.

ACED 7680. Contemporary Instructional Practices in Workforce Education. 3 Hours.

Theory and application of contemporary instructional practices found in workforce education settings. Focus is on the principles of adult teaching and learning, including the development and implementation of professional and innovative delivery and instructional practices, materials, and resources.

ACED 7700. Advanced Desktop Publishing. 3 Hours.

Advanced theory and practice of designing business-related documents such as brochures, newsletters, advertisements, and books, integrating several software packages taught in business technology programs for desktop publishing, photo editing, and graphic design.

ACED 7710. Managing the Classroom and Laboratory Learning Environment. 3 Hours.

Principles and strategies for managing the secondary classroom and laboratory learning environment. Emphasis is placed on establishing an effective learning environment through positive teacher, student, and peer relationships, along with techniques for minimizing and responding to disruptive student behavior.

ACED 7740. Educators and Industry. 3 Hours.

Designed to increase career awareness among educators, students, business and industry, and the community. Interaction among educators, business and industry, and community leaders concerning how to meet the needs of local industry.

ACED 7810. Computer Programming for Business Technology Education. 3 Hours.

Advanced study and the teaching of programming for a business environment in a high-level language, including algorithm design, data types and classes, basic control structure, file processing arrays, and object-oriented programming. Also includes an overview of computer environments, hardware and software components, machine-level programming, and information systems.

ACED 7820. Diverse Learners in Adult and Career Education. 3 Hours.

A study of learning needs of diverse students through differentiated instructional strategies, processes, products, and assessments. Emphasis is placed on enhancing the knowledge, skills, and dispositions needed to design and deliver diverse instruction in adult and career education settings.

ACED 7850. Adult and Career Education Internship. 3 Hours.

Prerequisite: Permission from Instructor.

ACED 7900. Special Topics in Adult and Career Education. 3 Hours.

Prerequisite: Permission from instructor and consent of the department head. Exploration of topics specific to Adult and Career Education as applied to workforce education. May be repeated for up to six hours of credit.

ACED 7920. Human Resource Information Systems and Analytics. 3 Hours.

A study of human resource information systems (HRIS) to collect, store, and organize HR data. The course also addresses performance measurement and data analysis for HR analytics and enhances the application of HR analytics in organizations.

ACED 7950. Directed Study in Adult and Career Education. 1-3 Hours.

Prerequisite: Permission of Instructor. Graded "Satisfactory" or "Unsatisfactory". An opportunity for intensive individual study on an approved topic.

ACED 7990. Analysis of Research in Adult and Career Education. 3 Hours.

Prerequisite: RSCH 7100. Development and enhancement students' ability to analyze and construct relevant research in adult and career education. Emphasis placed on analysis of research methodology, research findings, implementation, and implications for adult and career education.

ACED 8450. Multimedia Authoring and Design. 3 Hours.

Advanced theory and practice of writing, designing, and preserving content for digital interfaces through multimedia and/or hypermedia tools that respond to specific audience needs for effective human-computer interaction, as well as usability, accessibility, and security issues.

ACED 8530. Instructional Supervision in Adult and Career Education. 3 Hours.

Information and experiences for the development of skills related to supervision of instruction in the career education classroom and laboratory.

ACED 8995. Practicum in Adult/Career Education. 3 Hours.

Prerequisite: Consent of the department head.

ACED 9400. Adult Learning Strategies. 3 Hours.

Design, development, and implementation of adult learning programs. Particular emphasis will be placed on curriculum models, goals, organization, methodology, career development and evaluation for adult learners and learning programs.

ACED 9410. Diverse Populations in Adult and Career Education. 3 Hours.

Analysis of decision making, policy development and implementation of adult and career education programs serving diverse adult populations. Particular emphasis will be placed on adult populations including but not limited to adults with special needs, military veterans, displaced workers, single parents, incarcerated adults, older workers and others.

ACED 9420. Issues in Adult and Career Education. 3 Hours.

Emphasis on topics relating to adult and career education which are considered to be especially significant to the field because of current research developments and legislation.

ACED 9430. Leadership in Adult and Career Education. 3 Hours.

Exploration of theory and development of leadership in adult and career education settings. Emphasis will be placed on identifying effective leadership characteristics, expanding leadership skills, and developing a philosophy of effective leadership.

ACED 9440. Seminar in Adult and Career Education. 3 Hours.

Exploration of topics specific to adult and career education in industry and/or educational settings. Emphasis will be given to examination of research, as applied in the public and private sectors.

ACED 9450. International Workforce Education and Training. 3 Hours.

Advanced study of from an international perspective of the social, economic and environmental impact of workforce and technical education and training.

ACED 9999. Dissertation in Adult and Career Education. 1-6 Hours.

Prerequisites: Completion of major courses and approval of advisor or dissertation chair. Development and defense of the dissertation proposal and the dissertation. Must be taken each fall and spring semester until dissertation is completed. Number of hours taken per term must be approved by the dissertation chair. A minimum of 9 hours must be completed.

Applied Linguistics (AL)

AL 8460. English Grammar for ESL/EFL Teachers. 3 Hours.

English Grammar for ESL/EFL Teachers. Investigation of the characteristics of the English language with emphasis on form and meaning in discourse. Discussion and applications to the teaching of ESL/EFL, especially the development and modification of language teaching curricula, lessons, and materials.

AL 8470. Sociolinguistics. 3 Hours.

The fundamental concepts of sociolinguistics: the study of the interplay of linguistic, social, and cultural factors in human communication. Relation of those concepts to the concerns of language teaching, particularly the teaching of English as a second or foreign language.

Art (ART)

ART 5210. Design Thinking. 3 Hours.

A problem-solving course designed for in-depth engagement with professional challenges applicable across disciplines. Coursework prepares students to address issues by empathizing, defining problems, ideating solutions, prototyping, and testing solutions. Students will hone their skills in multimodal communications, critical thinking, collaboration, and creativity as they apply design thinking to real-world possibilities.

ART 6100. Ceramics. 3 Hours.

Prerequisite: Three semester hours credit of intermediate ceramics at the undergraduate level or permission of the instructor. This course emphasizes wheel throwing techniques decorative processes, ceramic materials formulation, and firing strategies.

ART 6200. Drawing and Composition. 3 Hours.

Prerequisite: Three semester hour credits of intermediate drawing at the undergraduate level or permission of the instructor. The study of drawing in various media with an emphasis on individual stylistic development. The production of a thematic portfolio and solo or group exhibition is expected.

ART 6950. Workshop in Art. 1-3 Hours.

Selected topics presented in an intensive workshop setting for studio production of art works. Critical reviews and the exhibition of art works produced are expected. May be repeated for credit under different topics headings.

ART 7900. Directed Study in Art. 1-3 Hours.

Prerequisite: Approval of the instructor and Department Head. Individual problems in art selected and defined with approval of the supervising instructor. May be repeated for credit.

Art Education (ARED)

ARED 6900. Special Topics in Art and Art Education. 1-3 Hours.

A special course designed to fit a special need in the curriculum. May be used for a study abroad course or for inter-sessions as is appropriate. May be repeated for up to six hours of graduate credit.

ARED 7670. Aesthetic Inquiry and Art Criticism. 3 Hours.

Prerequisites: Nine semester hours of art history or equivalent background. This course will focus on aesthetics and critical methods for art and art education. Field applications of critical methods and/or issues related to aesthetics are required.

ARED 7900. Directed Study in Art Education. 1-3 Hours.

Prerequisites: Approval of the instructor and department head. Selected individual problems in art education as defined by the student with the approval and guidance of the supervising instructor. May be repeated for credit.

Art History (ARTH)

ARTH 6510. Special Topics in Art History and Criticism. 1-3 Hours.

Prerequisite: ART 1100 or equivalent undergraduate art history/appreciation course. A seminar course for the study of special topics or contemporary trends in art, art history and art criticism. Research, analysis, and short essays will be emphasized. Course may be repeated for credit.

Astronomy (ASTR)

ASTR 5101. Principles of Astronomy I. 4 Hours.

A calculus-based course covering astronomical observations, analysis of celestial motions, and a study of the solar system.

ASTR 5102. Principles of Astronomy II. 4 Hours.

A calculus-based course covering the physics of the sun and stars, stellar evolution, galactic structure and the universe.

ASTR 5400. Planetary Geology. 3 Hours.

Pre-requisite: ASTR 1010K or GEOL 1121K or GEOG 1113K. Prerequisite or Co-requisite: PHSC 1100 or PHYS 1111K or PHYS 2211K. A study of the geology of the terrestrial planets and solid-surface moons, asteroid, comets and meteorites. The course will focus on comparative planetary geology, with emphasis on geologic processes on the surface planetary interiors, and data collection methods such as remote sensing and image analysis.

ASTR 6100. Observational Techniques. 3 Hours.

Aspects of instrumental and observational astronomy including the optics of the telescope, spectroscopy, photography, photometry, electronics, CCDs, astronomical problems, the operation of the observatory, and mathematical methods of data reduction.

ASTR 6400. Physics of the Solar System. 3 Hours.

Celestial mechanics; physical features of the sun, planets, moons, and other material in the solar system.

ASTR 6410. Astrophysics. 3 Hours.

Radiative transfer in the stellar atmosphere, the interior structure of stars, stellar evolution, physical processes in gaseous nebulae, cosmology.

ASTR 6800. Internship in Astronomy. 3-6 Hours.

Active participation in research in astronomy, or in some field of science closely allied with astronomy, or work with a planetarium or museum which involves planetarium operations and programs. A daily log of activities, a report on the work done, and a research paper relating the work done to the field of astronomy are required.

ASTR 6900. Special Topics in Astronomy. 1-6 Hours.

Topics to be assigned by instructor; may be taken more than once if topics are different; up to a total of 6 credit hour.

ASTR 6950. Directed Study in Astronomy. 1-6 Hours.

Study in area or subject not normally found in established courses offered by the department; may also allow student to explore in more detail and/or depth an area or subject covered by the department in astronomy; up to a maximum of 6 credit hours.

Biology (BIOL)

BIOL 5000. Biostatistics. 4 Hours.

Prerequisites: Admission to the graduate program or permission of the instructor. An introduction to univariate and multivariate analysis of biological data, with emphasis on parameter estimation, hypothesis testing, and statistical programming.

BIOL 5050. Spatial Analysis. 4 Hours.

Prerequisite: Admission to the graduate school. Recommended: BIOL 5000. A survey of key concepts and methods for the statistical analysis of spatial data sets, designed for environmental and life sciences but open to all relevant disciplines.

BIOL 5100. Microbiology. 4 Hours.

Prerequisite: Admission into the graduate program or permission of the instructor. Survey of microbiology covering eubacteria, archaeobacteria, protozoa, fungi, algae, and viruses. Includes fundamental techniques, microbial physiology and genetics, biotechnology medical applications, and applied microbiology. Two 1.5 hour laboratory periods per week.

BIOL 5200. Genetics. 4 Hours.

Prerequisite: Admission into the graduate program or permission of the instructor. A survey of modern genetics including: Mendelian and molecular genetics, as well as selected topics in population and quantitative genetics and genetic engineering. Laboratory will emphasize genetic analysis using live *Drosophila* and computer simulated crosses, chi-square analysis of progeny data, and application of these principles to laboratory analysis of genetic variation at the DNA level.

BIOL 5300. Ecology. 4 Hours.

Prerequisite: Admission into the graduate program or permission of the instructor. Basic ecological principles including behavior of individuals, populations, and communities in the context of their physical and biotic environments. Reviews population genetics and basic evolution; emphasizes scientific method, including the role of theory, hypothesis testing, statistical analysis and scientific writing. Observation and data collection mostly in the field within a variety of local ecosystems. One weekend field trip required.

BIOL 5400. Plant Physiology. 4 Hours.

Prerequisite: Admission into the graduate program or permission of the instructor. An introduction to basic principles of plant function including physical processes occurring in plants, water relations in whole plants and plant tissues, cell physiology and biochemistry, and growth and development.

BIOL 5450. Animal Physiology. 4 Hours.

A study of the fundamental processes of physiological systems in animals from the molecular to the organismal levels of organization.

BIOL 5460. Human Physiology. 4 Hours.

Prerequisites: Admission into the graduate program or permission of instructor. Human physiological principles, from cells to systems, with emphasis on the regulation and integration of organ systems.

BIOL 5500. Mycology. 4 Hours.

Prerequisite: Admission into the graduate program or permission of the instructor. Biology of fungi with emphasis morphology, taxonomy, physiology, and ecology, includes the roles of fungi as both beneficial organisms and as causal agents in plant and animal diseases.

BIOL 5530. Biodiversity of Macrofungi. 4 Hours.

Prerequisites: Acceptance into the graduate program in biology or permission of the instructor. A survey of the biology and diversity of fungi that produce mushrooms or large ascocarps, with an emphasis on identification in the laboratory. Fields trips may be required.

BIOL 5550. Phycology. 4 Hours.

Prerequisite: Admission into the graduate program or permission of the instructor. An introduction to the study of the algae, including taxonomy, phylogeny, physiology, and ecology. Laboratories will focus on the examination of live material, and will include methods for the isolation and culture of algae.

BIOL 5600. Local Flora. 4 Hours.

Prerequisite: Admission into the graduate program or permission of the instructor. A field-oriented study emphasizing identification, distribution, and ecology of locally occurring seed-bearing plants. Two or three weekend field trips are routinely scheduled.

BIOL 5610. Dendrology. 4 Hours.

Prerequisite: Admission into the graduate program or permission of the instructor. A survey of the biology and diversity of trees and of the major forest communities. The course will emphasize species of the southeastern United States and forest communities of North America, including field identification, description and classification of forest communities, and a study of reproductive cycles, anatomy, and development of representative species. Field trips may be required.

BIOL 5630. Biology of Horticulture. 4 Hours.

Prerequisite: Admission into the graduate program or permission of the instructor. Introduction to the biological principles and practices of propagating and growing plants.

BIOL 5650. Plant Systematics. 4 Hours.

Prerequisite: Admission into the graduate program in biology or permission of the instructor. A survey of the principles of plant systematics that includes identification, nomenclature, evolution, and classification within the plant kingdom, and a systematic study of plant families with emphasis on local representatives.

BIOL 5680. Plant Pathology. 4 Hours.

Prerequisites: Admission into the graduate program or permission of the instructor. Study of plant diseases with emphasis on disease etiology, pathogenesis, ecology of host/pathogen interactions, epidemiology, and strategies for disease control.

BIOL 5800. Invertebrate Zoology. 4 Hours.

Prerequisite: Admission into the graduate program or permission of the instructor. A study of the morphology, phylogeny, and ecology of invertebrates.

BIOL 5810. Introduction to Biogeography. 3 Hours.

Prerequisites: Three of the following courses, GEOG 1112, GEOG 1113, BIOL 2010, BIOL 2230, BIOL 2270. An overview of factors controlling the distribution of plants and animals on the earth. Topics discussed will include ecological and evolutionary processes, geophysical and climatic phenomenon, and historical and anthropogenic events that have influenced current distributions.

BIOL 5830. Marine Biology. 3 Hours.

Prerequisite: Admission to the Graduate Program. An examination of coastal and oceanic organisms and the factors which structure marine systems.

BIOL 5840. Entomology. 4 Hours.

Prerequisite: Admission into the graduate program or permission of the instructor. Introduction to the study of insect biology including ecology, behavior, and taxonomy. Laboratory includes field observation, sampling and identification of local fauna.

BIOL 5850. Medical and Veterinary Entomology. 4 Hours.

Prerequisite: Admission to the graduate program or permission of instructor. Overview of medical and veterinary entomology. The course reviews basic biology of insects and other arthropods, with emphasis on species affecting health of humans, domestic animals, and livestock. Diseases associated with arthropods and principles of forensic entomology will be considered.

BIOL 5860. Biology of Emerging Infectious Diseases. 3 Hours.

Prerequisites: Admission into the graduate program or permission of instructor. An overview of emerging human infectious diseases with a special emphasis on biological factors impacting their transmission and control.

BIOL 5870. Parasitology. 4 Hours.

Prerequisite: Admission into the graduate program or permission of the instructor. A study of the morphology, life cycles, and host-parasite relationships of representative protozoan and metazoan parasites. Human parasites are emphasized.

BIOL 5900. Ichthyology. 4 Hours.

Prerequisite: Admission into the graduate program or permission of the instructor. A study of the taxonomy, distribution, ecology, behavior and evolution of freshwater and marine fishes. One or two overnight field trips on weekends will be scheduled, with emphasis placed on the collection and preservation of specimens and the identification of habitats occupied by various species. Other field trips scheduled during normal laboratory periods.

BIOL 5920. Herpetology. 4 Hours.

Prerequisite: Admission into the graduate program or permission of the instructor. Introduction to the study of amphibians and reptiles, including anatomy, physiology, ecology, behavior, and classification coordinated with field study of local species.

BIOL 5950. Ornithology. 4 Hours.

Prerequisite: Admission into the graduate program or permission of the instructor. Lectures on morphology, evolution, ecology, behavior, and distribution of birds of the world. Lab emphasizes gross anatomy and identification of local species by sight and sound; mostly in the field. Five-day field trip to south Florida required; other Saturday trips offered.

BIOL 5960. Wildlife Biology. 4 Hours.

Prerequisites: Admission into the graduate program or permission of the instructor. General principles and techniques in wildlife conservation, ecology, and management, with an emphasis on life histories and taxonomy of game species of the southeastern United States.

BIOL 5970. Wildlife Diseases. 3 Hours.

Prerequisites: Admission into the graduate program or permission of the instructor. An introduction to the field of wildlife disease biology. Topics examined will include specific avian, mammalian, reptilian, and amphibian diseases as well as methods to survey for, recognize, and diagnose diseases. Information concerning biosafety, biosecurity, proper permitting, and working with the public will be presented.

BIOL 5980. Mammalogy. 4 Hours.

Prerequisite: Admission into the graduate program or permission of the instructor. Lectures emphasize morphology, evolution, ecology, zoogeography and classification of mammals of the world. Lab emphasizes gross anatomy and identification of mammal specimens, especially those found in North America. Four-day field trip to Blue Ridge Mountains. (NC) required; Manatee dive (FL) offered.

BIOL 6000. Topics in Biology I. 3 Hours.

Prerequisite: Admission into the graduate program or permission of the instructor. Selected topics in the biological sciences. May be repeated if the topic is different. This course does not include a laboratory.

BIOL 6010. Topics in Biology II. 4 Hours.

Prerequisite: Admission into the graduate program or permission of the instructor. Selected topics in the biological sciences. May be repeated if the topic is different. This course includes a laboratory.

BIOL 6020. Topics in Conservation Biology. 2-4 Hours.

Prerequisites: Admission into the graduate program or permission of the Instructor. Theory, practice, and/or societal/legal/political issues relating to the conservation of various taxonomic groups, habitats and ecosystems, especially those impacted by anthropogenic or other environmental processes. Course may be offered with or without a laboratory component.

BIOL 6100. Morphology of Land Plants. 4 Hours.

Prerequisite: Admission into the graduate program or permission of the instructor. Study of vegetative organization and reproductive cycles of bryophytes, pteridophytes and seed plants, which incorporates phylogenetic and ecological relationships.

BIOL 6200. Plant Anatomy. 4 Hours.

Prerequisite: Admission into the graduate program or permission of the instructor. Origin and development of tissues and organs of vascular plants. The laboratory stresses microtechnique including preparation of plant tissues in paraffin and plastic resins, sectioning, staining for specific components of plant tissues, and use of different optical methods.

BIOL 6250. Human Anatomy. 4 Hours.

Prerequisites: Admission into the graduate program or permission of Instructor. Study of the structure of the human body, from cells to organ systems. Major human organ systems such as the integumentary, skeletal, muscular, nervous, cardiovascular, respiratory, digestive, urinary, and reproductive will be surveyed with emphasis on form-function relationships.

BIOL 6300. Comparative Vertebrate Anatomy. 4 Hours.

Prerequisite: Admission into the graduate program or permission of the instructor. Anatomical and phylogenetic survey of representative vertebrate animals.

BIOL 6350. Developmental Biology. 4 Hours.

Prerequisite: Admission into the graduate program or permission of the instructor. A study of the development from fertilization through embryological stages with an emphasis placed on experimental embryology and molecular genetic mechanisms in selected model organisms.

BIOL 6400. Vertebrate Histology. 4 Hours.

Prerequisite: Admission into the graduate program or permission of the instructor. Study of vertebrate histology with emphasis on the four primary tissues (epithelium, connective, muscle, and nerve). Laboratory work consists primarily of detailed microscopic study and drawings of tissues from prepared slides. Two 2-hour laboratory periods per week.

BIOL 6450. Theory and Practice of Scanning Electron Microscopy. 4 Hours.

Prerequisites: Admission into the graduate-program or consent of the instructor. General principles of scanning electron microscopy operation and theory with comparison to light optics in a laboratory intensive environment. Topics include fixation and preparation of samples for standard, low voltage, low vacuum, and high resolution SEM.

BIOL 6500. Cell Biology. 4 Hours.

Prerequisite: Admission into the graduate program or permission of the instructor. The organization and function cellular structures in animal, plant, and microbial systems. Emphasis on the molecular basis of metabolism, transport, mobility, nerve conduction, and the cell cycle.

BIOL 6510. Virology. 3 Hours.

Prerequisites: Admission into the graduate program or permission of the instructor. An introduction to viruses and other noncellular infectious agents. Topics include the structure and composition of these agents, their replication, effects on their hosts, and host responses. Methods for studying these agents, their origin and evolution, and their uses in biotechnology will also be discussed.

BIOL 6520. Molecular Biophysics. 3 Hours.

Prerequisite: Admission into the graduate program or permission of the instructor. Introduction to thermodynamics, kinetics and their applications to biological systems. Students are expected to enhance their understanding of current biological literature that contains biophysical concepts covered in this course.

BIOL 6530. Comparative Biomechanics. 4 Hours.

Prerequisites: Acceptance into the graduate program or permission of the instructor. An application of physics and engineering principles for the biologist. Mechanics is used to investigate how aquatic, terrestrial, and aerial organisms function. Sample topics include integrated lectures and labs explore the limitations and opportunities the physical world provides to organisms. Sample topics include fly and bird flight, bone breakage, tendon/muscle functions, and biomimetic design.

BIOL 6540. Bioinformatics. 3 Hours.

Prerequisite: Admission into the graduate program or permission of the instructor. A study of the theoretical principles underlying bioinformatics analysis and a hands-on analysis using publicly available databases and software. Additional topics such as epigenetics or systems biology may be included.

BIOL 6550. Immunology. 4 Hours.

Prerequisite: Admission into the graduate program or permission of the instructor. Basic concepts of immunology, including antigen and antibody structure, the generation of diversity, the nature of T cell and B cell receptors, cellular cooperation, and the down regulation of immune responses.

BIOL 6560. Quantum Biology. 3 Hours.

Prerequisite: Admission to the graduate program or permission of the instructor. A study of the role of quantum mechanics in biological and biochemical phenomena. Basic concepts in quantum aspects of nature will be reviewed and their implications in biology will be examined.

BIOL 6580. Molecular Genetics. 4 Hours.

Prerequisite: Admission into the graduate program or permission of the instructor. A study of current principles of DNA structure and function. Laboratory emphasis will focus on modern techniques in DNA isolation, modification, and electrophoretic characterization.

BIOL 6600. Evolution. 3 Hours.

Prerequisite: Admission into the graduate program or permission of the instructor. Study of the theoretical aspects and the patterns and processes of micro-and-macro evolutionary change.

BIOL 6650. Animal Behavior. 4 Hours.

Prerequisite: Admission into the graduate program or permission of the instructor. Introduction to the major concepts of causation, development, evolution, and ecology of animal behavior, emphasizing the behavior of social animals.

BIOL 6700. Limnology. 4 Hours.

Prerequisite: Admission into the graduate program or permission of the instructor. A study of the physical, chemical, and biological aspects of fresh waters.

BIOL 6710. Aquatic Toxicology. 4 Hours.

Prerequisites: Admission to the graduate program or permission of the instructor. An examination of different classes of contaminants in aquatic environments and their interactions with aquatic organisms. Methods of toxicity testing, contaminant effects at different levels of biological organization, and environmental regulations will be discussed. The students will use the knowledge they acquire in lecture to conduct toxicity experiments with several different organisms, with following EPA protocols. Statistical methods will be used to analyze collected data, and the results will be interpreted.

BIOL 6720. Stream Ecology. 4 Hours.

An overview of the stream ecosystem with emphasis on the interaction between abiotic (flow, temperature, carbon, nutrients, habitat) and biotic (fish, macroinvertebrates, microbes, primary producers) factors.

BIOL 6730. Climate Change Biology. 3 Hours.

Prerequisites: Admission into the graduate program or permission of the instructor. An overview of climate mechanisms and the responses of past and present biological organisms to climate change.

BIOL 6750. Population Biology. 3 Hours.

Prerequisites: Admission into the graduate program or permission of the instructor. A review of the theory and applications of population biology, including single-species population growth models (exponential, geometric, logistic, life tables, stage and age-structured matrix models, metapopulation models), population genetics models, and multi-species interaction models (competition, predator-prey succession, and parasite-host). Integrated computer exercises will allow students to manipulate model parameters and understand model predictions and dynamics.

BIOL 6800. Protein Biochemistry. 4 Hours.

Prerequisites: Admission into the graduate program or permission of the instructor. The structure and function of proteins, with emphasis on properties of amino acids, protein folding, protein-protein and protein-ligand interactions, enzyme kinetics, and enzyme regulation.

BIOL 6850. Biology Graduate Internship. 3 Hours.

Prerequisite: Acceptance into the graduate program in biology. Provision of practical experience in the field of biological sciences. A written report is required. Approval forms must be completed with the internship supervisor prior to course registration. Graded "Satisfactory" or "Unsatisfactory." May be repeated once for credit.

BIOL 6950. Directed Study. 4 Hours.

Prerequisite: completion on all required upper-division biology courses with distinctly superior academic records and the consent of the instructor. Limited to selected students with approval of instructor and Department Head. A specific problem to include supervised investigation and a report in format of biological journals.

BIOL 7000. Introduction to Research. 2 Hours.

Prerequisite: Acceptance into the graduate program in biology. An introduction to the scientific method, primary research literature, methods of literature review and scientific writing. A research prospectus is required by the end of the semester. This course is to be taken during the student's first semester in the graduate program.

BIOL 7010. Special Topics in Ecology and Evolution. 2 Hours.

Prerequisite: Acceptance into the graduate program in biology or permission of the instructor. In-depth analysis of a current issue in ecology and evolution requiring student presentations and extensive background reading. The specific topic within ecology and evolution will change each time the course is offered. Course may be taken one additional time for credit, with permission of the instructor.

BIOL 7020. Special Topics in Cell and Molecular Biology. 2 Hours.

Prerequisite: Acceptance into the graduate program in biology or permission of the instructor. Advanced study of cellular and molecular biology requiring reading of the current literature and student presentations. Topics will change each time the course is offered. Course may be taken twice for credit with permission of the instructor.

BIOL 7030. Special Topics in Physiology. 2 Hours.

Prerequisite: Acceptance into the graduate program in biology or permission of the instructor. Advanced study of physiology at the organism, tissue, cell and molecular levels requiring reading of the current literature and student presentations. Topics will change each time the course is offered. Course may be taken twice for credit with permission of the instructor.

BIOL 7050. Experimental Design and Data Analysis in the Biological Sciences. 3 Hours.

Prerequisites: MATH 2620 or comparable course, and admission into the graduate program or permission of the instructor. Application of statistical methods to the study of biological problems, with an emphasis on the interaction between the choice of statistical methods and experimental design.

BIOL 7440. Fundamentals of Evolution. 3 Hours.

Fundamentals of Evolution. Prerequisite: BIOL 2108K with grade of C or higher. Three lecture hours a week. Mechanisms of evolution, from the molecular to the population level. Topics include population genetics, adaptation, natural selection, speciation, systematics, coevolution, history of life, the geological record, and evolution of humans. This course is also recommended for middle and high school biology teachers.

BIOL 7900. Graduate Seminar. 2 Hours.

Prerequisites: Acceptance into the graduate program in biology. Discussion and critical analysis of peer-reviewed literature in biology and related sciences. Students must take this course once for credit. This course may be repeated for a maximum of three times for credit.

BIOL 8999. Thesis. 1-6 Hours.

Prerequisites: Completion of BIOL 7000 and permission of the student's major thesis advisor. Students are required to enroll in thesis hours when doing original research towards the thesis. Students must complete a minimum of 6 hours of BIOL 8999 prior to defense of the thesis. BIOL 8999 may be repeated for credit.

Chemistry (CHEM)

CHEM 5000. Workshop for Teachers. 3 Hours.

A workshop for middle school and high school chemistry teachers, designed to improve subject mastery. Content and level of presentation will be designed to broaden participant's background in chemistry and will be related to topics taught in middle and high school chemistry.

CHEM 5320. Environmental Chemistry. 3 Hours.

Prerequisites: CHEM 1211, CHEM 1211L or CHEM 1211LH, CHEM 1212, CHEM 3401, and CHEM 3402. Development of a general understanding of how microscopic properties of atoms and molecules can affect macroscopic changes in the environment. Basic chemical concepts, will be applied to complex environmental processes with emphasis on current environmental concerns. The course will involve the completion of a significant independent project. Field trips will be required of all students.

CHEM 5801. Physical Chemistry I. 4 Hours.

Prerequisites: CHEM 3402, MATH 2262, and PHYS 2212K with a grade of C or better. A theoretical and mathematical treatment of the fundamental theories and laws of chemistry with an emphasis on thermodynamics. Permission for graduate credit must be arranged with the instructor prior to enrolling in the course and will involve the completion of a significant project.

CHEM 5802. Physical Chemistry II. 4 Hours.

Prerequisite: CHEM 5801. A theoretical and mathematical treatment of the fundamental theories and laws of chemistry with an emphasis on quantum mechanics, kinetics, and statistical mechanics. Permission for graduate credit must be arranged with the instructor prior to enrolling in the course and will involve the completion of a significant project.

CHEM 6420. Physical Organic Chemistry. 3 Hours.

Prerequisites: CHEM 3402, CHEM 3802. A study of methods used to elucidate organic reaction mechanisms. Topics covered include: reaction kinetics, isotope effects; linear free energy relationships; general acid and base catalysis and the acidity functions; reactive intermediates including free radicals, carbenes, carbanions, and carbocations; symmetry controlled reactions; photochemistry. Permission for graduate credit must be arranged with the instructor prior to enrolling in the course and will involve the completion of a significant project.

CHEM 6810. Computational Chemistry. 2 Hours.

Prerequisites: CHEM 3802. Computational and modeling software will be introduced through projects involving systems in physical chemistry and spectroscopy as well as organic chemistry, inorganic chemistry, and biochemistry. Computational predictions will be correlated with laboratory experiments. Permission for graduate credit must be arranged with the instructor prior to enrolling in the course and will involve the completion of a significant project.

Communication Sciences & Disorders (CSD)

CSD 5010. Language Disorders in Young Children. 3 Hours.

Prerequisites: Completion of undergraduate CD course sequence. An advanced study of the nature and treatment of language disorders in young children through the age 5. Focus is placed on the role of the communication environment and intervention planning and implementation. This course may be taken by non-CD majors with the addition of a lab component.

CSD 5020. Diagnostics. 3 Hours.

Prerequisites: Completion of undergraduate CS course sequence. An in-depth study of the evaluation and assessment processes for communication disorders. Content encompasses appraisal planning, interviewing, ecological observation, instrumentation, informal and standardized procedures appropriate for determination of eligibility and program planning.

CSD 5030. Advanced Speech Sound Disorders. 3 Hours.

Prerequisites: Completion of undergraduate CD course sequence. Advanced study of assessment and treatment of speech sound disorders. Emphasis placed on motor based as well as cognitive-linguistic based analyses and treatment strategies.

CSD 5040. Fluency Disorders. 3 Hours.

Prerequisites: CSD 2999 and completion of undergraduate CD course sequence. Advanced course in differential diagnosis and treatment of stuttering in adults and children. Additional topics include cluttering and stuttering behaviors associated with acquired neuropathies.

CSD 5050. Beginning Practicum. 2 Hours.

Prerequisites: Completion of undergraduate CD course sequence. A supervised experience in a university or community-based setting requiring application of assessment and treatment procedures for individuals primarily with mild to moderate articulation and language disorders. This course will include a weekly seminar on topics related to the profession.

CSD 5060. Language Disorders of School Age Children. 3 Hours.

Prerequisites: CSD 2999 and CSD 5010. A continuation of the study of language disorders with focus on children from elementary school through adolescence. Topics include advanced language development, school curriculum, impact of communicative and linguistic deficiencies on academic progress, collaborative models of intervention, narratives and discourse analysis. May be taken by non-majors with a lab component.

CSD 5070. Traumatic Brain Injury, Dementia, and Progressive Neurological Disorders. 3 Hours.

Prerequisites: CSD 5030. Application of diagnostic and therapeutic principles related to persons with traumatic brain injury, dementia, and progressive neurological disorders.

CSD 5080. Dysphagia. 3 Hours.

A study of normal swallow physiology and its related disorders across the lifespan. Etiological factors are reviewed, noting the high-risk categories for varied cultural groups. Instrumental diagnostic techniques are introduced. Emphasis is given to multiple management issues in general, as well as by varied cultural groups. Interdisciplinary approached to the assessment and treatment of swallowing and feeding disorders are discussed.

CSD 5090. Aural Habilitation/Rehabilitation. 3 Hours.

Prerequisite: CSD 2999. The study of hearing habilitation and rehabilitation methods, materials and amplification/assistive devices for children and adults with hearing impairment.

CSD 5100. Intermediate Practicum. 3 Hours.

Prerequisites: CSD 2999, CSD 5050, and a Grade Point Average of 3.0. A supervised experience in a university, community, or home-based setting requiring application of assessment and treatment procedures to individuals with mild to moderate articulation, language, fluency, voice, and hearing communication disorders. This course will include a weekly seminar of topics related to the profession.

CSD 5110. Science and Research in Communication Disorders. 3 Hours.

Advanced theoretical, statistical, and applied experimental designs, including implementation for single-subject and group design in communication disorders.

CSD 5120. Aphasia and Other Neurogenic Disorders. 3 Hours.

Prerequisites: CSD 2999. A study of the diagnostic and therapeutic principles related to aphasia, TBI, and progressive neurological communication disorders.

CSD 5130. Congenital & Multifactorial Syndromes and Disorders. 3 Hours.

Advanced study of communication disorders associated with genetic/congenital/multifactorial disorders. Topics may include assessment and intervention planning for persons with craniofacial anomalies, cerebral palsy, Autism Spectrum Disorders, Down syndrome, Fragile X syndrome, Fetal Alcohol syndrome, and other congenital, genetic, and multifactorial disorders.

CSD 5140. Advanced Practicum. 3 Hours.

Prerequisites: CSD 5100 and Grade Point Average of 3.0. A supervised experience in a university, community, or home-based setting with emphasis on test administration, scoring, and interpretation for client services. Treatment of moderate to severe articulation, language, fluency, voice, hearing, and neurogenic communication disorders is emphasized. Weekly student seminars centered on presentations of diagnostic reports/results and proposed intervention strategies are included in this course.

CSD 5150. Advanced Audiology. 3 Hours.

Advanced study of audiometric diagnostic procedures and interpretation. Students will participate in a variety of experiences designed to provide a working knowledge of all audiometric test battery.

CSD 5160. Voice Disorders. 3 Hours.

A theoretical and applied study of the diagnosis and treatment of vocal disorders.

CSD 5170. Issues and Trends in Communication Disorders. 2 Hours.

Addresses current professional issues in speech-language pathology and audiology which affect service delivery including the code of ethics of the profession addressed in light of changing social, economic and political arenas.

CSD 5180. Cultural and Dialectical Issues in Communication Disorders. 2 Hours.

Prerequisites: CSD 5010, CSD 5060. Seminar on the interrelation of sociological variables and linguistic performance with special emphasis on communication differences and disorders among culturally and linguistically diverse populations.

CSD 5190. Applied Practicum in the Public School. 9 Hours.

Prerequisites: 3.0 GPA, minimum of 100 client contact hours completion of or concurrent enrollment in all graduate course work and consent of instructor. Supervised practicum consisting of full-time off-campus placement in public schools under the direct supervision of a speech-language pathologist holding the certificate of clinical competence. Students participate in client management, diagnosis, scheduling, staffing, and other activities specific to the setting. May be repeated with instructor's consent.

CSD 5200. Augmentative/Alternative Communication. 3 Hours.

Study of communication options, techniques, and strategies for persons with severe communication disorders resulting from a variety of conditions.

CSD 5210. Externship in Communication Disorders. 9 Hours.

Prerequisites: 3.0 GPA; minimum of 100 client contact hours completion of all graduate course work; and on-site interview and consent of instructor. Supervised practicum consisting of full-time, off-campus placement in clinical settings such as hospitals, clinics, rehabilitation centers and private practice sites under the direct supervision of a speech-language pathologist holding the certificate of clinical competence. Students participate in supervised client management, diagnosis, staffing, scheduling and other activities specific to the setting.

CSD 5220. Directed Study in Communication Disorders. 3 Hours.

Prerequisites: with prior approval of instructor, advisor and Department Head. This course enables the student to explore in depth a topic relevant to his/her special interest in communication disorders. This course may be repeated.

CSD 5230. Thesis. 1-3 Hours.

Prerequisites: RSCH 7100, CSD 5170. Research project resulting in the completion of a thesis.

CSD 5240. Motor Speech Disorders. 1 Hour.

A study of the neuromotor aspects of motor speech disorders as well as develops an understanding of the anatomy and physiology as it relates to the speech mechanism. Diagnostic principles with an emphasis on differential diagnosis are highlighted along with etiology and characteristics of motor speech disorders. Evidence-based intervention techniques are also highlighted.

CSD 5250. Literacy Disorders Practicum. 1 Hour.

A supervised experience in a university, community, or home-based setting requiring application of assessment and treatment procedures to individuals with literacy disorders. This course will include a weekly seminar of topics related to the profession.

CSD 5300. Assessment and Diagnosis of Dyslexia. 3 Hours.

An introduction to literacy assessment (screening, progress monitoring, full diagnostic). The course addresses the basic elements of psychometrics as they pertain to assessment development and interpretation and the administration and interpretation of literacy assessment.

CSD 5450. Auditory Oral Meth for Teacher. 3 Hours.

This course covers application of diagnostic and therapeutic principles related to the development of oral speech in children with significant loss of auditory acuity.

CSD 8010. Contemporary Issues and Trends in Communication Disorders. 3 Hours.

A course designed for presentation and discussion of current issues of local, state, and national importance related to the prevention or solution of problems which impact the field of communication disorders.

CSD 8020. Seminar in Theory and Applied Intervention. 1 Hour.

Seminar presentations regarding in-depth exploration of problems, theories, treatments, and research in specific area of communication disorders and state of the art interventions based on theoretical conceptualizations. Students will complete 4 one-hour seminars. This course may be repeated for credit when the topic(s) covered is different. Individual topics to be announced with suffix and title.

CSD 8030. Professional Communication and Collaboration. 3 Hours.

A seminar designed to help the speech-language pathologist organize programs, prepare and administer budgets, supervise professional personnel and physical plant facilities, and provide in-service training.

CSD 8080. Thesis. 6 Hours.

This course is for the development and defense of the thesis prospectus.

CSD 9000. Orientation to Doctoral Studies in CSD. 0 Hours.

Review curriculum and courses, doctoral policies and regulations; get oriented to online/hybrid learning environments; an introduction to critical content, university faculty, and resources available in their graduate program.

CSD 9100. Professional Seminar in Doctoral Studies I. 1 Hour.

Course is graded as "satisfactory" or "unsatisfactory". First professional development seminar based on major/minor topic areas of study. Students will meet with special topics groups to design, deliver, and evaluate professional presentations based on their implementation of an evidence-based practice and to share topical resources. Topical seminars will include lectures from experts in a variety of CSD fields.

CSD 9110. Advanced Clinical Supervision. 3 Hours.

Advanced study of both the theoretical and applied aspects of clinical supervision. This course will emphasize the development of skills and knowledge necessary to provide effective and culturally and developmentally appropriate clinical supervision.

CSD 9200. Professional Seminar in Doctoral Studies II. 1 Hour.

Graded "Satisfactory" or "Unsatisfactory". Prerequisite: Successful completion of CSD 9100 with a grade of "S". Second professional development seminar based on major/minor topic areas of study. Students will meet with special topics groups to develop, present, and evaluate professional presentations based on their implementation of an evidence-based practice and to share topical resources. Topical seminars will include lectures from experts in a variety of CSD fields.

CSD 9220. Advanced Clinical Intervention I. 3 Hours.

A clinical practicum for demonstration of evidence-based interventions. Students will identify an intervention area and implement multiple evidence-based assessments/interventions with an appropriate client population. Students must document a minimum of 150 intervention hours in CSD 9220 and 9230 focused on increasing their evidence-based intervention effectiveness.

CSD 9230. Advanced Clinical Intervention II. 3 Hours.

Prerequisites: CSD 9220. A continuation of CSD 9220. An online seminar in which students will share their findings from their intervention projects and discuss evidence-based practices. Students must document a minimum of 150 intervention hours in CSD 9220 and 9230 focused on increasing their evidence-based intervention effectiveness.

CSD 9400. Advanced Topics Minor Force-Literature Review. 3 Hours.

Seminar addressing current evidence-based practices in three chosen topical areas. Students will identify three minor topical areas and work with an advisory committee to generate a series of readings that will deepen each student's knowledge of current best practices in each area.

CSD 9410. Advanced Topics Minor Focus-Applications. 3 Hours.

Evidence-based practice research and application course. Students will identify clients who have communication disorders related to the designated minor topic areas. Students will implement and evaluate an evidence-based intervention plan based on the needs of the clients.

CSD 9500. Advanced Topics Major Focus-Literature Review. 3 Hours.

Seminar addressing current evidence-based practices in a chosen topical area. Students will identify a major topical area and work with an advisory committee to generate a series of readings that will deepen each student's knowledge of current best practices in the area.

CSD 9510. Advanced Topics Major Focus-Applications. 3 Hours.

Evidence-based practice research and application course. Students will identify clients who have communication disorders issues related to the designated major topic area. Students will implement and evaluate an evidence-based intervention plan based on the needs of the clients.

CSD 9520. Advanced Topics Major Focus-Product. 3 Hours.

Seminar on developing professional training programs. The course will focus on adult learning theory and teaching strategies as they relate to the dissemination of evidence-based practices in the major topical area.

CSD 9521. Single Subject Design in Clinically Based Research. 3 Hours.

Preparation for conducting research using single subject design and single case study design with emphasis on causal inference. This course will discuss the salient features as well as the advantages and disadvantages of these research methodologies. Students will participate in critiquing and analyzing published research and will apply these methodologies to current clinical treatment paradigms.

CSD 9530. Social & Cultural Aspects of Underserved Populations. 3 Hours.

Overview of the social, cultural, economic, and linguistic variables impacting speech-language pathology services to underserved populations. Students will assess their own cultural competencies and learn about intervention and assessment variables that may be influenced by cultural, social, or linguistic differences.

CSD 9531. Assessment and Management of Underserved Populations. 3 Hours.

Impact of social and cultural aspects on assessment and intervention in communication disorders. The course will emphasize best practices in assessment and intervention with a focused attention on cultural and social contexts.

CSD 9998. CSD Dissertation Proposal and Defense. 3 Hours.

Graded "Satisfactory" or "Unsatisfactory". Development and defense of dissertation proposal. Students will focus identifying a suitable dissertation topic, reviewing relevant literature, and submitting and defending the dissertation proposal.

CSD 9999. CSD Dissertation. 3 Hours.

Graded "Satisfactory" or "Unsatisfactory". Prerequisites: Completion of major courses and approval of advisor. Implementation and defense of the completed dissertation. The number of hours taken per term must be approved by the dissertation chair. A minimum of 9 hours must be completed for the degree.

Computer Science (CS)

CS 6321. Software Engineering I. 3 Hours.

Prerequisite CS 3410. Early stages of the software- development process, with emphasis upon analysis and specification. Also, life-cycle definition, software project management, the computer as a system component, and object-oriented approaches. CASE tools will be used as appropriate.

CS 6322. Software Engineering II. 3 Hours.

Prerequisite CS 3410 (note that CS 4321/6321 is not a prerequisite). The later stages of the software-development process with emphasis upon design, implementation, verification/validation, and maintenance. Also, human factors, object-oriented techniques, reliability, and quality-assurance issues.

CS 6330. Theory of Programming Languages. 3 Hours.

Prerequisite CS 3410 with a grade of "C" or better. Formal description of programming languages, standard and advanced features of modern programming languages, complexity.

CS 6340. Systems Programming. 3 Hours.

Prerequisite CS 3410. Implementation of concepts pertaining to the UNIX environment: process control and interprocess communication, job control, file and directory structures, and a client/server processes.

CS 6500. Foundations of Computer Science. 3 Hours.

Prerequisites CS 2620 and CS 3410. The course covers concepts pertaining to regular expressions, finite state machines, regular languages, regular grammars, non regular languages, decidability, context-free grammars, and Turing machines.

CS 6720. Database Design. 3 Hours.

Prerequisite CS 3410. Examines the logical organization of databases: the entity-relationship model; the hierarchical model, network, and relational models. Hardware characteristics; file organization and evaluation. Functional dependencies and normal forms. Query optimization, concurrency control, and distributed database systems.

CS 6820. Artificial Intelligence. 3 Hours.

Prerequisites CS 2620 and CS 3410. Definition of artificial intelligence, Common Lisp, logic programming, search techniques, knowledge representation including schemas and scripts, ART-enterprise as an expert system, and principles of expert systems.

CS 6825. Neural Networks. 3 Hours.

Prerequisites MATH 2150 and MATH 2262. Concepts pertaining to neural networks including: definition of neural intelligence, basic neural computational models, learning: supervised and unsupervised, knowledge bases neural networks, back-propagation neural networks, radial basis neural networks.

CS 6830. Computer Graphics. 3 Hours.

Prerequisites CS 3410 and MATH 2150. A survey of graphics systems and graphics programming topics include output primitives, transformations and viewing, modeling, user interfaces, and interactive methods. Both 2-D and 3-D concepts are discussed.

Counseling

Counseling

COUN 7010. Comprehensive Developmental School Counseling. 3 Hours.

Prerequisite: COUN 7800. Development of school counseling programs that establish the school counseling program as an integral component of the academic mission of the school, ensure equitable access to school counseling for all students, identify the knowledge and skills that all students acquire as a result of P-12 school counseling programs, and ensure that the comprehensive school counseling program is delivered in a systematic fashion to all students.

COUN 7020. Principles of Learning and Classroom Management. 3 Hours.

Prerequisite: RSCH 7100. This course is designed to aid the in-service educator in predicting, understanding, and controlling the fundamental principles of learning and human development as they apply to schools. The emphasis is on studying the variables shown to affect students and educators in the teaching/learning process with particular attention to classroom management and current research findings.

COUN 7030. Measurement and Evaluation. 3 Hours.

Prerequisite: RSCH 7100. An overview of issues related to assessment, measurement, and evaluation in counseling settings, including supervised experience in instrument selection, use, and outcomes analysis.

COUN 7050. Expressive Arts in Counseling. 3 Hours.

An examination of the history, rationale, and practice of expressive arts in counseling. The course will enhance student knowledge and skill in expressive arts techniques, with a focus on multicultural perspectives for a variety of populations. Students will also learn how to incorporate expressive arts into various counseling theoretical orientations.

COUN 7200. Psychopathology and Diagnosis. 3 Hours.

Overview of formal psychopathology classification systems across the life span with emphasis on the integration of multivariate empirical approaches, and medical and psychological models. The course is designed to familiarize students with evolving information such as criterion, comorbidity rates, and issues of differential diagnosis accrued from the current Diagnostic and Statistical Manual, and the developmental psychopathology literature. Case studies will be used to illustrate diagnostic issues.

COUN 7400. Counseling Theory and Practice. 3 Hours.

Prerequisite: Admission to Graduate Program in Department. Introduction to major theoretical approaches to counseling and development. Theories of personality and the causes of mental illness and emotional distress will be reviewed as frameworks for intervention. Specific case examples will illustrate applications of theory to professional practices.

COUN 7420. Counseling Children and Adolescents. 3 Hours.

Also offered as PSYC 7420. Prerequisite: SCHC 7400. Theories, methods, and techniques of psychotherapy with children. Emphasis will be placed on a multidimensional view of intervention with children, giving attention to developmental, cognitive, behavioral, affective, organic, educational, social, and environmental issues.

COUN 7430. Ethics and Professional Issues in Counseling. 3 Hours.

An examination of the professional, ethical, and legal concerns of school and clinical counselors with an emphasis on ethical and legal standards of practice.

COUN 7450. Group Counseling. 3 Hours.

Also offered as PSYC 7450. Prerequisite: SCHC 7400. Group dynamics and their importance in the counseling process and counseling outcome are studied. Emphasis is given to the application of various counseling and psychotherapeutic approaches within the group setting.

COUN 7470. Counseling Culturally Diverse Populations. 3 Hours.

Also offered as PSYC 7470. Prerequisite: COUN 7400. Survey of the cultural context of relationships, issues, and trends in a multicultural and diverse society. Emphasis placed on a knowledge base related to theory, techniques and skills utilized in working with culturally diverse populations.

COUN 7800. Orientation to Counseling as a Profession. 3 Hours.

An orientation to the field of counseling. The assumptions, theories, strategies, applications, and ethical and legal considerations related to development in counseling are studied. The core requirements and multicultural competencies necessary to becoming a counselor, the various employment opportunities and settings in the counseling profession, and the roles and functions of counselors in these settings are emphasized. Threaded throughout the course will be the concept of the counselor as social change agent and advocate for clients, the community, and the counseling profession.

COUN 7820. Career Counseling. 3 Hours.

An introduction to the theories of career choice and to human development processes which influence career choice. Emphasis is placed on the nature and use of educational and occupational information in assisting individuals to explore the world of work and develop meaningful career plans. The course includes lab experiences consisting of administering scoring and interpreting career inventories. Students also learn about computer-assisted career development including the Georgia Career Information System. Open as an elective to all graduate majors.

COUN 7830. Consultation and Advocacy in School Counseling. 3 Hours.

Prerequisite: COUN 7010. Emphasis is placed on skills and competencies in the areas of consultation and advocacy that allow the student to function effectively as a consultant in the school system and as an advocate for all students.

COUN 7850. Clinical Mental Health Counseling. 3 Hours.

An introduction and historical overview of the clinical mental health counseling profession. Roles and functions of clinical mental health counselors across various settings and services will be explored. Current trends, professional issues, ethical codes, preparation standards, and licensing processes will be examined.

COUN 7890. Issues in Mental Health Counseling. 3 Hours.

An examination of selected issues related to clinical mental health counseling including but not limited to the following: preparation standards related to clinical mental health counseling, advocacy and consultation, crisis intervention, private practice, spirituality in counseling, treatment planning, and family counseling.

COUN 7900. Counseling Skills and Techniques. 3 Hours.

Prerequisite: COUN 7400. Advanced course in counseling and psychotherapeutic approaches emphasizing skill development. Extensive role playing in dyads and groups will be critiqued. Basic attending, empathy, and relationship skills will be emphasized as well as specific techniques such as desensitization, contracting, and role reversal.

COUN 7930. College and Career Development. 3 Hours.

Examination of the college and career development and planning process with a focus on current career counseling interventions at the P-12 and college levels. This course explores current issues facing counselors in the college and career advising process as well as career counseling for special student populations.

COUN 7950. Assessment in Counseling. 3 Hours.

A comprehensive introduction to assessment in counseling including basic assessment principles and specific assessment methods (i.g., initial assessments, intelligence testing, achievement/sptitude assessment, personality appraisal, and behavioral assessment). This course places an emphasis on selecting, administering, scoring and communicating.

COUN 7981. Practicum. 3 Hours.

Prerequisite: COUN 7900.

COUN 7991. Internship I. 3 Hours.

Prerequisite: COUN 7981 and Graduate Standing.

COUN 7992. Internship II. 3 Hours.

Prerequisite: COUN 7981 and Graduate Standing.

COUN 8200. Child Psychopathology. 3 Hours.

Prerequisite: Admission to the Graduate School. An intensive study of formal psychopathology classification of infants, children, and adolescents with emphasis on multivariate or empirical approaches, medical models, and an integration of both. The course is designed to familiarize students with evolving information such as criteria, co-morbidity rates, and differential issues accrued from the current Diagnostic and Statistical Manual, developmental psychopathology literature, and research related to public laws governing special education.

COUN 8250. Developmental Psychology. 3 Hours.

Prerequisites: RSCH 7100. A study of life span developmental problems, milestones, achievements, and social influences from a psychological perspective. Topics will include, but not be limited to, theory research methods, biosocial influences, cognition, language, motivation, personality, and socialization processes.

COUN 8610. Behavior Modification. 3 Hours.

Prerequisites: Advanced Standing. The study of changes in human motivation, adjustment, and achievement as a functions of the systemic application of principles derived from operant, respondent, and social learning theories. The student will be trained in defining, observing, and recording behavior in various environments. Techniques of behavior therapy will be illustrated. Although there is an applied emphasis, a general knowledge of learning theory is recommended.

COUN 8892. Special Topics Seminar. 3 Hours.

A study of issues of topical importance in the counseling field. Topics will change depending on current events and professional issues.

Criminal Justice (CRJU)

CRJU 7000. Organizational Culture and Criminal Justice Administration. 3 Hours.

An examination of the organizational structure and behaviors, working culture and environment, and administrative principles and strategies in criminal justice agencies.

CRJU 7010. Advanced Comparative Criminal Justice Systems. 3 Hours.

A seminar on crime, law, and criminal justice systems of major legal systems allowing for cross-cultural comparisons.

CRJU 7020. Leadership and Ethics for the Criminal Justice Executive. 3 Hours.

Examines leadership theories and styles, as well as ethics for administrative careers in criminal justice. Modern criminal justice code of ethics and professional standards are addressed.

CRJU 7100. Seminar in Law Enforcement. 3 Hours.

A seminar in which administrative issues pertinent to policing are examined. These include ethics, rural policing, and community policing, among others.

CRJU 7300. Seminar in Criminal Law and Procedure. 3 Hours.

A seminar in which rapidly changing controversial legal issues which have a major impact on criminal justice are explored.

CRJU 7350. Seminar in Forensic Investigation. 3 Hours.

Special topics in forensic science involving the use of forensic techniques in criminal investigations. This course will examine different areas related to the solving of crimes using forensic techniques currently available to the investigator. As needed, experimental forensic techniques will be discussed. Each student will gain an understanding of how forensic science is an integral part of the criminal justice system.

CRJU 7370. Liability Issues in Criminal Justice. 3 Hours.

A study explores the civil liability issues surrounding the role of the criminal justice administrator and line-level personnel.

CRJU 7412. Research Strategies for Criminal Justice Administrators. 3 Hours.

The study of the research methods and strategies used in criminal justice organizations.

CRJU 7413. Criminal Justice Program and Policy Analysis. 3 Hours.

An analysis of criminal justice organizational policies and programs as well as planned change and techniques used for policy evaluation, with an emphasis on policy development and design.

CRJU 7500. Seminar in Criminal Behavior and Personality. 3 Hours.

An advanced study of specific criminal behavior types emphasizing violent offenders, sexual deviants, the anti-social personality, and the criminally insane.

CRJU 7510. Advanced Correctional Therapies. 3 Hours.

Study and practice in the development and application of theoretically based correctional treatment plans.

CRJU 7600. Advanced Criminological Theory. 3 Hours.

An intensive overview of each of the major criminological perspectives regarding the etiology of crime. The course will provide students with an understanding of theoretical development and research and will emphasize interrelationship among theories. The impact of social change is also emphasized.

CRJU 7610. Seminar in Gang, Group, and Multiple Offender Criminality. 3 Hours.

An intensive study of gang, mob, mass, and other types of group criminality. The course includes an examination of the formulation, evolution, characteristics, and threat of multiple offender violence. Topics include but are not limited to youth gangs, cults, organized crime, mob violence vigilante groups, and domestic terrorist groups.

CRJU 7620. Seminar in Criminal Victimization. 3 Hours.

An introduction to the study of crime victims, including identification, research, and statistical data used to assess victims of crime. Major emphases of this course will be victims' rights legislation and the responsibilities of individual criminal justice agencies providing services and programs to crime victims.

CRJU 7630. Advanced Crime Prevention. 3 Hours.

Basic concepts of crime prevention theories and techniques. Students will study past and current techniques, programs, and research used to establish crime prevention in today's society. Course requirements include a hands-on creation of a crime prevention program for an existing criminal justice agency, business, or other entity whose use of a crime prevention program is necessary for its success and/or survival.

CRJU 7640. Conflict Management in Criminal Justice. 3 Hours.

A study of strategies to resolve internal and external conflict commonly experienced by CJ agencies.

CRJU 7650. Risk Assessment and Risk Management in Criminal Justice Organizations. 3 Hours.

A study examines strategies critical to risk assessment and risk management in criminal justice organizations with an emphasis on mitigating risk exposure through effective risk control measures.

CRJU 7660. Personnel Management in Criminal Justice Organizations. 3 Hours.

Managing personnel issues in criminal justice agencies.

CRJU 7670. Domestic and International Terrorism. 3 Hours.

An overview of terrorism, both domestic and international. This course examines the causes and motives that drive terrorists, their methods of operation, and the impact of terrorism on the United States and the other countries.

CRJU 7700. Special Topics in Criminal Justice. 3-6 Hours.

A variable topics course that may be taken for 3 to 6 semester hours.

CRJU 7710. Seminar in Juvenile Justice. 3 Hours.

A seminar on the Juvenile Justice Systems and major issues related to the administration of juvenile justice. These include administrative issues, legal issues, and issues revolving around theory and rehabilitative goals.

CRJU 7900. Directed Study in Criminal Justice. 1-6 Hours.

May be taken for a maximum of 6 credit hours. Graded on a satisfactory/unsatisfactory basis. The study plan must be determined in advance and approved by the Coordinator of the Criminal Justice Graduate Program as well as the instructor of record. Independent Study or research under the guidance of a criminal justice graduate faculty member.

CRJU 7910. Criminal Justice Internship. 3,6 Hours.

May be taken for a maximum of 6 credit hours. The internship involves placement in a work/observer situation in a criminal justice agency requiring academic performance and supervision as described in the Criminal Justice Internship Guidelines, or a research internship in which the student works with a criminal justice graduate faculty member to obtain knowledge of special research applications including data collection and organization, analysis, and publication. The internship plan must be determined in advanced and approved by the Coordinator of the Criminal Justice Graduate Program as well as the instructor of record.

CRJU 7920. Criminal Justice Policy Research. 3 Hours.

Prerequisites: MSCJA students only. Completion of all MSCJA required and elective courses for the degree. The application of the knowledge, skills, and abilities learned in the MSCJA degree program to an actual agency policy problem or issue.

Curriculum and Instruction (CIED)

CIED 7060. Curriculum, Instruction, and Technology Integration. 3 Hours.

An exploration of curriculum issues and trends, curriculum development, integration of technology into the curriculum, implementation of innovative instructional techniques, and legal/ethical issues across content areas and grade levels.

CIED 7601. Course Management Systems for E-Learning. 3 Hours.

The study and ethical practice of facilitating online learning through integrated course management systems.

CIED 7602. Resources and Strategies for E-Learning. 3 Hours.

Practical experiences in selection, implementation, and evaluation of digital resources and strategies for teaching and learning.

CIED 7603. Design and Delivery of Instruction for E-Learning. 3 Hours.

Prerequisites: CIED 7601 and 7602. Supervised online field-based experience in design, delivery, and evaluation of standards-based content to an appropriate student population.

CIED 7604. Pedagogical Aspects of Race and Culture in Education. 3 Hours.

Identification of problems related to race, culture, and schooling, with review of the academic literature, proposed pedagogical solutions, and approaches to addressing diversity in the classroom, with emphasis on the students' areas of certification.

CIED 9100. Curriculum Design, Implementation, and Evaluation. 3 Hours.

Application design, implementation, and evaluation of curricula to promote student learning.

CIED 9200. Instructional Planning, Implementation, and Evaluation. 3 Hours.

Advanced planning, implementation, and evaluation of instruction to facilitate student learning.

CIED 9210. Instructional Design. 3 Hours.

Advanced study of theory and practical application of designing instruction.

CIED 9220. Instructional Development and Production. 3 Hours.

Prerequisite: CIED 9210. Advanced study of theory and practical application of developing and producing instruction.

CIED 9280. Application of Research Methods in Learning and Development Settings. 3 Hours.

Prerequisite: CIED 9220. Study and application inquiry in the learning and development domain. Creating and extending knowledge related to the discipline will be emphasized.

CIED 9300. Using Assessment to Maximize Student Learning. 3 Hours.

Advanced design and development of multiple sources of assessment to maximize student learning.

CIED 9400. Review of Academic Discipline and Pedagogy Literature. 3 Hours.

Advanced analysis and synthesis of pedagogy related to the literature of the academic discipline documented through application of conventions of academic writing using the Publication Manual of the American Psychological Association.

CIED 9500. Curriculum and Instruction Implementation and Evaluation. 3 Hours.

Prerequisite: CIED 9400. Application of formative and summative data collection, analysis, and reporting techniques for planning and conducting evaluations of curricula and instruction.

CIED 9600. Dissertation Topic Conceptualization. 3 Hours.

Prerequisite: Completion of major courses and approval of advisor. Seminar for the development of the dissertation topic.

CIED 9700. Race, Culture, and Schooling. 3 Hours.

Identification of problems related to race, culture, and schooling and an exploration of some of the proposed solutions. Issues of diversity and multicultural education will frame the course, and the focus will be on the education of African American students.

CIED 9900. Special Topics in Curriculum and Instruction. 1-3 Hours.

Advanced study of specific contemporary issues in curriculum and instruction. Course may be repeated under different topics.

CIED 9999. Dissertation in Curriculum and Instruction. 1-6 Hours.

Prerequisite: Completion of major courses and approval of advisor or dissertation chair. Development and defense of the dissertation proposal and the dissertation. Must be taken each fall and spring semester until dissertation is completed. Number of hours taken per term must be approved by the dissertation chair. A minimum of 9 hours must be completed.

Deaf Education (DEAF)

DEAF 5010. Student Teaching: Deaf and Hard-of-Hearing. 5 Hours.

Prerequisite: DEAF 2999; Level 2 on the American Sign Language Proficiency Interview (ASLPI) or an Intermediate on the Sign Language Proficiency Interview (SLPI). Co-requisite: DEAF 5020. Graded "Satisfactory" or "Unsatisfactory". A semester-long student teaching experience completed with students who are deaf or hard-of-hearing. NOTE: A student who receives a grade of Unsatisfactory (U) for student teaching may apply for student teaching only one additional time. The student will be required to complete a prescribed program of remediation before being permitted to student teach the second time. Any student who receives a second grade of "U" for student teaching will be permanently dismissed from all teacher education programs in the College of Education and Human Services and will not be recommended for teacher certifications by Valdosta State University.

DEAF 5020. Student Teaching Seminar: Deaf and Hard-of-Hearing. 1 Hour.

Prerequisites: DEAF 2999; Level 2 on the American Sign Language Proficiency Interview (ASLPI) or an Intermediate on the Sign Language Proficiency Interview (SLPI). Co-requisite: DEAF 5010. A forum for discussion and exchange of ideas relating to the responsibilities of professional ethical practices.

DEAF 5310. Methods of Teaching Reading and Writing to Deaf Students. 3 Hours.

Pre-requisite: Level 2 on the American Sign Language Proficiency Interview (ASLPI) or an Intermediate on the Sign Language Proficiency Interview (SLPI). Principles and techniques used in the development of reading and writing skills in deaf and hard of hearing children. Focus on reading theory, applications, diagnostic procedures, and instructional methods for teaching students experiencing hearing loss.

DEAF 5370. Teaching Thinking Skills. 3 Hours.

Pre-requisite: Level 2 on the American Sign Language Proficiency Interview (ASLPI) or an Intermediate on the Sign Language Proficiency Interview (SLPI). Designed to prepare teachers to become familiar with cognitive strategies that promote higher level thought in deaf learners. Emphasis is placed on how to incorporate these strategies into regular classroom instruction.

DEAF 5380. Curriculum Development Instruction for Deaf Students. 4 Hours.

Pre-requisite: Level 2 on the American Sign Language Proficiency Interview (ASLPI) or an Intermediate on the Sign Language Proficiency Interview (SLPI). Curriculum planning and special adaptations in teaching school subjects to deaf and hard of hearing students at the elementary, intermediate and secondary levels. Selection, development, modification, evaluation, and use of instructional media.

DEAF 6000. Integration and Management of Instruction in the Classroom. 3 Hours.

Pre-requisite: Level 2 on the American Sign Language Proficiency Interview (ASLPI) or an Intermediate on the Sign Language Proficiency Interview (SLPI). Identification and implementation of management and instructional strategies that have demonstrated effectiveness with deaf and hard of hearing students.

DEAF 6010. Integrated Instruction: Individualized Education Program. 3 Hours.

Pre-requisite: Level 2 on the American Sign Language Proficiency Interview (ASLPI) or an Intermediate on the Sign Language Proficiency Interview (SLPI). The theoretical and practical basis of curriculum design for individuals with disabilities across school levels. Individualized Education Program (IEP) development and planning that incorporate student access to the general educational curriculum are components of this course.

DEAF 6020. Audiological Considerations and Auditory/Oral Methods for Teachers of the Deaf. 4 Hours.

Prerequisite: Admission into the graduate program or permission of instructor. An introduction to types and causes of hearing loss and methodologies that can be used to enhance speech and listening skills.

DEAF 6030. Internship in Teaching. 3 Hours.

Prerequisites: Admission into the M.A.T. graduate program in Special Education - Deaf and Hard-of-Hearing or permission of instructor; Level 2 on the American Sign Language Proficiency Interview (ASLPI) or an Intermediate on the Sign Language Proficiency Interview (SLPI). Graded "Satisfactory" or "Unsatisfactory". A clinical practice designed for candidates in the online M.A.T. program in Special Education - Deaf and Hard-of-Hearing who are seeking initial certification. Candidate will complete a semester of teaching in the role of a deaf educator, supervised by a university supervisor and the school principal or the principal's designee.

DEAF 6100. Seminar: Deaf Education and Language Learning. 3 Hours.

Introductory course in Deaf Education and Language Learning for teachers. Topics include types of hearing loss and their impact on language; and social, emotional, cognitive, and educational development.

DEAF 6110. Professional Capstone Course. 3 Hours.

Pre-requisite: Level 2 on the American Sign Language Proficiency Interview (ASLPI) or an Intermediate on the Sign Language Proficiency Interview (SLPI). Culminating course. Students will implement a project that demonstrates their ability to apply evidence-based research to impact programs or practices that affect K-12 students.

EPS/ Social Foundations (EPSF)

EPSF 7120. Social and Cultural Foundations of Education. 3 Hours.

Social and Cultural Foundations of Education. Students analyze the roles of schools in the social order from the perspectives of humanities and the social sciences.

Early Childhood (FREC)

FREC 7232. Children's Literature. 3 Hours.

Children's Literature.

FREC 7233. Writing P-5. 3 Hours.

The Teaching Writing in the Elementary School course provides students the opportunity for in-depth examination of both the process and products of writing in grades P-5. Students will explore the current trends and issues related to the teaching of writing in the P-5 classroom including development of writing curriculum and writing assessments.

Early Childhood Education (ECED)

ECED 5010. Student Teaching - Inclusive ECED. 5 Hours.

Prerequisites: Completion of all undergraduate coursework with a grade of "C" or higher and requirements to student teach as listed in the University's Undergraduate Catalog. Co-requisite: ECED 5020. Guided professional experience in an elementary grade (P-5). Student teachers practice teaching and managing a classroom under the supervision of a full-time master teacher and university supervisor in an off-campus setting. The experience includes observations, participation, teaching, and other activities, which make a direct contribution to an achievement of basic concepts, skills, and principles in the teaching-learning process. A minimum of twenty (20) contact hours per week is required in the school for the entire semester.

ECED 5020. Seminar - Inclusive ECED. 1 Hour.

Co-requisite; ECED 5010. This seminar is a forum for discussion and exchange of ideas relating to the responsibilities of professional ethical practices. Topics include direct intervention issues, advocacy, collaboration, diversity and any others that arise during student teaching.

ECED 7420. Child, Family, and Society. 2 Hours.

Examination of the research and dominant theories of human development and sociocultural development within the context of the family, community, and society. Strategies for collaboration between home and school will be emphasized, and inter-agency cooperation within the community will be examined in relation to the benefits for young children and their families. The student will investigate a variety of community agencies serving children and families to enhance and apply an understanding of community resources which support the education of young children.

ECED 7430. Integrating Math, Science, and Technology in Early Childhood Education. 3 Hours.

Explores the integration of curriculum in math, science, and technology. Special emphasis is placed on the utilization of inquiry methods for enhancing children's ability to analyze, to evaluate, and to make inferences from oral, written, and visual materials. Methodology for developing the skills of problem solving, decision making, and critical and creative thinking skills is explored. The use of computer technology to enhance the math, science, and technology curriculum will be included. The student will plan and implement curricular improvement based on theory and practice examined in the course.

ECED 8420. Special Topic: International Perspectives in ECE. 3 Hours.

Directed readings in international perspectives in early childhood education. Emphasis is placed on the international impact of contemporary early childhood education and research on young children in early childhood settings and programs throughout the world.

Education (EDUC)

EDUC 5998. Professional Orientation. 0 Hours.

Graded "Satisfactory" or "Unsatisfactory". Required non-credit course that must be successfully completed at entry to program. Students are required to provide evidence that all program entry requirements have been satisfactorily met. If an unsatisfactory grade is earned, the course must be repeated until a satisfactory grade is received.

EDUC 5999. Professional Orientation. 0 Hours.

Graded "Satisfactory" or "Unsatisfactory". Required non-credit course for all advanced teacher and other school personnel candidates that must be successfully completed at entry to advanced programs. Candidates are required to establish an electronic portfolio and provide evidence that all advanced entry requirements have been satisfactorily met. If an unsatisfactory grade is earned, the course must be repeated until a satisfactory grade is received.

EDUC 8010. Reflective Teaching Practices Seminar. 3 Hours.

Introductory course for a six-course sequence of core classes for the Educational Specialist Degree. National Board for Professional Teaching Standards are used for the candidates' self-assessment of professional goals that are based upon an understanding and application of a master teacher as leader. This course provides the basis for an individual program of study by identifying appropriate guided electives. Graded on a Satisfactory/Unsatisfactory basis.

EDUC 8020. Using Assessment and Research Data. 3 Hours.

Prerequisite: EDUC 8010. Techniques for establishing reliable and valid data sources for student, classroom, and school-improvement decisions. Students learn how to utilize technology tools for educational management.

EDUC 8030. Developing and Leading a Community of Diverse Learners. 3 Hours.

Prerequisite: EDUC 8010. Examination of the impact of cultural, multicultural, diversity, and exceptionality issues on adults' and children's relationships, communication, and educational practices in American schools. Appropriate verbal and nonverbal communication techniques are addressed.

EDUC 8040. Strategic Planning for School Reform. 3 Hours.

Prerequisite: EDUC 8010. Study of major theories and practices in the development and evaluation of school-based programs, including curricular, co-curricular, and staff development initiatives for the improvement of student learning.

EDUC 8050. Action Research. 3 Hours.

Prerequisite: EDUC 8010. Practical action research utilized for the purpose of school reform and student achievement. An examination of the reflective roles of the classroom teacher and how reflection may lead to school improvement.

EDUC 8880. Capstone Seminar. 3 Hours.

Prerequisite: EDUC 8010, 8020, 8030, 8040, and 8050. Capstone course resulting in a portfolio demonstrating candidates' analysis of teaching, leadership, and mentoring. Analysis is based on the National Board Standards, educational specialist degree goals, professional development plan designed in EDUC 8010, and candidates' school-improvement plan.

EDUC 9000. Interdisciplinary Studies in Education. 3 Hours.

A selection of interdisciplinary topics in education.

EDUC 9900. Special Topics in Education. 3 Hours.

Advanced study of specific contemporary issues in education. May be repeated under different topics.

Education--Accomplished Teaching (EDAT)

EDAT 5999. Professional Orientation. 0 Hours.

Required non-credit course that must be successfully completed at entry to advanced programs. Candidates are required to establish an electronic portfolio and provide evidence that all advanced entry requirements have been satisfactorily met.

EDAT 6000. Professional Decision Making. 3 Hours.

Preparation for making informed decisions about effective practices, assessment of learning, and professional actions that will enable them to optimize both instructional performance and student achievement. This course will focus on the self-assessment of individual student understanding and application of master teacher outcomes based on National Board for Professional Teaching Standards.

EDAT 6001. Using Assessment to Improve Teaching and Learning. 3 Hours.

Prerequisites: EDAT 7131, 7133, and 7100. Advanced study of the critical role of formative and summative assessment implementation and evaluation in an effective standards-based P-12 classroom. The course addresses knowledge of assessment theory and skill in effective practice. A school-based field experience in the service field of curriculum and instruction is required.

EDAT 6115. Knowledge of Students and Their Learning. 3 Hours.

A critical examination of research and theories relevant to effective teaching and learning, student and teacher motivation, at-risk students, classroom management, variability in student learning, self-esteem, behavioral learning, cognitive learning, social learning, brain-based learning, multiple intelligences, and assessment. The course requires a thirty-hour field experience (15 hours in the content area; 15 hours in special education) in the public school classroom.

EDAT 6119. Infusing 21st Century Technology Across the Content Areas. 3 Hours.

Prerequisite: Bachelor's Degree and valid teaching certificate. This course is part of the on-line M.Ed. in Accomplished Teaching. This course is designed to provide students the opportunity to acquire skills and practice in selecting, using, producing, and managing 21st century instructional technology tools in the PreK-12 classroom. The course teaches teachers how to infuse technology into all aspects of teaching and learning. Teachers learn how to design technology-infused projects that will motivate students and help them meet specific curricular standards.

EDAT 6125. Culturally Responsive Classroom Management. 3 Hours.

Prerequisites: Acceptance into the GOML Program. This course will examine the role culture plays in teaching and learning. This course includes a strong emphasis on developing knowledge about the culture and backgrounds of students and their families in order to establish an effective classroom learning environment.

EDAT 6159. Multicultural Studies across the Curriculum. 3 Hours.

An examination of professional literature, curricula, and teaching practices related to cultural diversity in education settings. The course critically examines how traditional education promotes or hinders student success, and identifies the elements of culturally responsive pedagogy and their application to curriculum development and learning. Includes a required 10-hour field experience in which teachers explore the cultural resources of the communities in which they work.

EDAT 6217. Literacy and Learning Strategies Across the Curriculum. 3 Hours.

Prerequisite: Bachelor's Degree and valid teaching certificate. This course is part of the on-line M.Ed. in Accomplished Teaching. This course investigates reading-writing-learning connections and strategies for developing content literacy in mathematics, science, English language arts, and social science. Application to P-12 classroom is required as well as reflective evaluation of content literacy research.

EDAT 6226. Curriculum Design for Student Achievement. 3 Hours.

Investigation of best practices in curriculum development, curriculum alignment reflecting state and national standards and assessment in ensuring high student achievement. The course explores subject-specific pedagogical content, related content areas, inclusion of resources and technology that enhance curriculum development and implementation in the classroom. The course requires a thirty-hour field experience in the public school environment in activities related to curriculum development and alignment.

EDAT 7100. Research Methodology in Education. 3 Hours.

A survey of education and educationally-related research methods incorporating an applied approach to research design. The ability to read, interpret, conduct and report research is emphasized to improve practice in educational settings.

EDAT 7131. Enhancing Student Performance. 3 Hours.

Best practices for selecting and adapting curriculum instructions resources and assessments in order to maximize student learning. The course provides teachers with ways to identify, analyze, and use results from student assessments to plan instruction aimed at enhancing and demonstrating student learning.

EDAT 7132. Framework for Teaching. 3 Hours.

A study of teaching and learning strategies associated with effective teaching practices. Emphasis is placed upon the relationships that exist between student development, instructional practices, educational environments, continuous reflection and assessment, learning communities, and dispositions of the profession.

EDAT 7133. Trends, Issues and Research in Education. 3 Hours.

Frameworks for designing and evaluating educational practices and programs within the context of current trends and issues in education. Emphasis is placed on specific research findings and their applications to practice, in addition to the development of analytical and communicative skills needed to improve teaching and learning.

Education--Exemplary Teacher (EDET)

EDET 5999. Professional Orientation. 0 Hours.

Required non-credit course that must be successfully completed at entry to advanced programs. Candidates are required to establish an electronic portfolio and provide evidence that all advanced entry requirements have been satisfactorily met.

EDET 8002. Teacher Leadership Residency II. 1 Hour.

Prerequisite: EDET 8001. Graded "Satisfactory" or "Unsatisfactory". Clinical practice related to Teacher Leadership Standards. Candidates complete residency requirements in observation and the use of assessment data, and in research for the improvement of practice.

EDET 8003. Teacher Leadership Residency III. 1 Hour.

Prerequisites: EDET 8001 and 8002. Graded "Satisfactory" or "unsatisfactory". Clinical practice related to Teacher Leadership Standards. Candidates complete residency requirements in design and implementation of professional learning, and of collaborative teams and advocacy.

EDET 8005. Foundations of Teacher Leadership. 3 Hours.

Prerequisite: Admission to the Ed.S Teacher Leadership program. A survey of theories and current research that supports innovative practices and teaching strategies to improve the effectiveness of teacher leaders in K-12 school settings.

EDET 8020. Teacher Leadership Residency I. 3 Hours.

Prerequisites: EDET 5999. Clinical practice related to Teacher Leadership Standards. Candidates complete residency requirements in the areas of curriculum, assessment, and conducting and applying research.

EDET 8030. Developing and Leading a Community of Diverse Learners. 3 Hours.

Examination of the impact of cultural, multicultural, diversity, and exceptionalities issues on adults' and children's relationships, communication, and educational practices in American schools. Appropriate verbal and nonverbal communication techniques are addressed.

EDET 8040. Teacher Leadership Residency II. 3 Hours.

Prerequisite: EDET 5999. Clinical practice related to Teacher Leadership Standards. Candidates complete residency requirements in the areas of school culture, mentoring and coaching, and interpersonal skills/problem solving.

EDET 8050. Teacher Leadership Residency III. 3 Hours.

Prerequisites: EDET 5999. Clinical practice related to Teacher Leadership Standards. Candidates complete residency requirements in the areas of designing and conducting professional learning, and leading a team to effectively address an educational issue.

EDET 8880. Capstone Seminar. 3 Hours.

Prerequisites: EDET 5999, 8020, 8040, and 8050. Required as partial fulfillment of the requirements for the Teacher leadership degree. .The course will emphasis integrating knowledge and skills related to adult learning, collaboration, professional practice, mentoring, educational research, and advocacy.

Education--Math & Sciences (EDMS)

EDMS 6001. Assessment for Instruction. 3 Hours.

Overview and introductory study of the critical role of formative and summative assessment implementation and evaluation in an effective standards-based P-12 classroom. The course addresses knowledge of assessment theory and skill in practice at the basic level of the Extended Georgia Framework for Teaching and is appropriate for students pursuing initial teaching certificates. A weekly field experience is a required component of the course.

EDMS 6115. Knowledge of Students. 3 Hours.

Interrelationships between human development, teaching and learning, including stage theories of development and age characteristics of learners, and understanding diversity and socioeconomic differences. Meets PSC requirement for teaching children with special needs. Requires 60 hours of field experience.

EDMS 6474. Technology as a Teaching and Learning Tool. 3 Hours.

Technology as a Teaching and Learning Tool.

Educational Foundations (FRLT)

FRLT 7130. Learning Theories and Applications. 3 Hours.

Examines the principles and theories of learning that serve as the basis for educational models and practices. Special emphasis is given to recent empirical findings and to practical applications and theory to educational settings.

Educational Leadership (LEAD)

LEAD 7010. Ethics and Issues in Educational Leadership. 3 Hours.

Study of ethics with emphasis on its application to contemporary issues in the field of educational leadership. Interest in educational leadership based on empirical literature.

LEAD 7020. Developing Leadership Capacity in Schools and Communities. 3 Hours.

An examination of the knowledge and skills necessary to increase leadership capacity in schools at all levels and into the extended community. The course addresses the need for developing individual and organizational capacity and the impact of increased leadership capacity on school performance. The student is provided information focusing on leadership practices with increased performance potential.

LEAD 7100. School Leadership. 3 Hours.

An examination of the application of the processes of interpersonal relations and effective leadership skills and their relationship to successful school programs.

LEAD 7110. Inquiry Based Approaches to Curriculum Development, Revision, and Instructional Improvement. 3 Hours.

An examination of curriculum development and contemporary changes as they relate to social aims, learner characteristics, and social problems. Existing research in the area of curriculum and instruction pertinent to educational leaders is critiqued. Emphasis is on curriculum and instruction foundations, design, basic concepts, theory, and trends of curriculum from early childhood through secondary levels.

LEAD 7120. Instructional Leadership and Supervisory Practices for Improved Teaching and Learning. 3 Hours.

An examination of the knowledge and the development of the skills necessary for the effective and efficient supervision of instructional programs. A variety of supervisory models will be employed. Knowledge of learning, teaching, and student development will be stressed as a basis for making supervisory decisions.

LEAD 7130. Technology Leadership for School Improvement. 3 Hours.

Instruction and supervised practice leading to educational leadership candidates' application of technology skills designed to foster school improvement and student achievement.

LEAD 7200. Principles of Curriculum and Instruction for Educational Leaders. 3 Hours.

An examination of curriculum development and contemporary changes as they relate to social aims, learner characteristics, and social problems. Existing research in the area of curriculum and instruction pertinent to educational leaders is critiqued. Emphasis is on curriculum and instruction foundations, design, basic concepts, theory, and trends of curriculum from early childhood through secondary levels.

LEAD 7210. Ethics and Law. 1 Hour.

Review of the major statutes and litigation affecting educational and educational-related areas as well as ethical decision-making practices. Emphasis is on information about professional ethics and behavior appropriate to educational and educationally-related settings.

LEAD 7220. Human Resources Leadership for School Improvement. 3 Hours.

An examination of the recruitment, selection, and induction of new employees; faculty development and evaluation; laws relating to employment practices; interpersonal skills involved in student, staff, and community relationships; role definitions of personnel supervision; and administration of school personnel policies and practices.

LEAD 7230. School and System Fiscal Management and Budgeting. 3 Hours.

A study of the business and financial functions involved in managing schools, to include staffing, salary, scheduling, inventories, accounting procedures, and facilities. Development, implementation, and evaluation of financial resources and allocation systems will be examined.

LEAD 7300. Fiscal and Facilities Management for Educational Leaders. 3 Hours.

Content covers the area of financing of school corporations in the current economic and political setting, with emphasis on interrelationships of educational, economic, and political decisions. Applications of school business management practices to support such services as transportation, food service, plant services are analyzed.

LEAD 7310. Leadership for Community and Public Relations. 3 Hours.

An examination of school-community media relationships and techniques of communication employed between the school and the community at large. Typical situations in which conflict is present in education and educationally-related settings are analyzed with a focus on conflict management skill acquisition.

LEAD 7400. Legal Issues for Educational Leaders. 3 Hours.

An overview of the legal structure of education, liability, constitutional rights, contractual relationships, federal and state regulations, collective action, and special education rules and regulations is provided. Historical perspective in law and education with in depth reviews of case law showing the evolution of courts as educational policy makers.

LEAD 7420. Ethical and Legal Issues for Leadership. 3 Hours.

An overview of the legal structure of education, including liability, constitutional rights, contractual relationships, federal and state regulations, collective actions, and special education rules and policies. Case law and the evolution of the courts as educational policy makers are examined.

LEAD 7500. Human Resource Management and Development.. 3 Hours.

Examination of the recruitment, selection, and induction of new employees; faculty development and evaluation; laws relating to employment practices; and interpersonal skills involved in student, staff, and community relationships.

LEAD 7650. Leadership Issues in Higher Education. 3 Hours.

The processes of effective leadership and their relationship to the success of educational and educationally-related programs at the community level will be analyzed. Organization and administration of relevant settings with a focus on the competencies necessary for leadership and management at the community level.

LEAD 7700. Supervision of Instructional Programs. 3 Hours.

Study of the knowledge and skills necessary for the effective and efficient supervision of instructional programs. A variety of supervisory models will be employed. Knowledge of learning, teaching, and student development will be stressed as a basis for making supervisory decisions.

LEAD 7820. Assessment and Evaluation in Higher Education. 3 Hours.

An introduction to the concept of institutional effectiveness which focuses on an institution's ability to use planning strategies and evaluation information to assess current performance and plan for improvements. The design and appropriate implementation of assessment and evaluation methods as they relate to addressing various accreditation standards will be examined. Examples of how to develop a comprehensive system of evaluation related to missions and goals will be described for academic and non-academic support units.

LEAD 7830. Law and Policy in Higher Education. 3 Hours.

This course is intended to familiarize students with statutory and case law that has implications for higher education administrators and policy makers with particular emphasis on such areas as employment, including affirmative action, dismissal, contracts, civil rights, due process, and student rights.

LEAD 7900. Internship in Educational Leadership I. 3 Hours.

Prerequisite: Consent of instructor required. A supervised field experience designed for the student to acquire and demonstrate appropriate educational leadership, administrative, and instructional supervision competencies.

LEAD 7910. Internship in Educational Leadership II. 3 Hours.

Prerequisite: LEAD 7900. Supervised field experience designed for the student to demonstrate appropriate educational leadership, administrative, and instructional supervision competencies.

LEAD 7920. Leadership Field Experiences I. 3 Hours.

A supervised field experience designed for the candidate to acquire appropriate educational leadership, administrative and instructional supervision competencies.

LEAD 7922. Internship in Higher Education Leadership. 3 Hours.

An advanced supervised internship relevant to the student's program in postsecondary leadership is provided. This field experience is focused on acquiring first-hand knowledge of appropriate leadership, administrative, and management competencies at the post-secondary level.

LEAD 7930. Leadership Field Experiences II. 3 Hours.

A supervised field experience designed for the candidate to acquire appropriate educational leadership, administrative and instructional supervision competencies.

LEAD 7999. Thesis in Educational Leadership. 1-3 Hours.

Prerequisite: Admission to M.Ed. Program in Educational Leadership and permission of advisor. Completion of an original research project in the student's major area under the direction of a department thesis committee. Graded Satisfactory or Unsatisfactory.

LEAD 8030. School Culture, Change and Organizational Dynamics. 3 Hours.

A study of organizational culture and its impact on individual and organization performance. Topics include the need for change, the change process, and how organizational structure impacts performance. Students will explore the dynamics within organizations and how schools may create high-performing cultures.

LEAD 8140. Leadership for Creating an Effective Learning Environment. 3 Hours.

Instruction and supervised practice leading to candidate's demonstration of the knowledge and skills necessary to create a teaching and learning environment for successful student achievement and school improvement.

LEAD 8200. School Reform and Change. 3 Hours.

Effective strategies and tactics for changing schools, varieties of school restructuring, and the individual and organization dynamics involved in change will be presented. Change and change strategies in formal and informal organizations are foci. Students will develop change strategies and apply them to selected situations.

LEAD 8230. Financing and Managing Educational Facilities. 3 Hours.

An examination of the relationship between educational facilities and an appropriate learning environment. The course addresses the role of educational leaders in planning financing, constructing, modifying, renovating, maintaining, and managing educational facilities. The course includes supervised performance-based field experiences.

LEAD 8240. Managing Resources for School Improvement. 3 Hours.

An examination of human and fiscal resource management functions necessary for developing successful schools. Procurement, development, evaluation of human resources, evaluation of fiscal resources, and allocation systems will be examined. The course includes supervised performance-based field experiences.

LEAD 8400. Organizational Theory for Educational Leaders. 3 Hours.

A critical analysis of the theoretical assertions and empirical knowledge claims that have led to the dominant structures, power relationships, and performance expectations of American schools.

LEAD 8510. Building Leadership for the 21st Century. 3 Hours.

An examination of the major functions of building-level leadership including instructional leadership, instructional supervision, resource management, personnel development and evaluation, professional development, and school and community relations. The course includes supervised performance-based field experiences.

LEAD 8520. Executive Leadership for the 21st Century. 3 Hours.

An examination of the executive leadership position in local school systems. Includes preparation for becoming an executive leader; planning and decision making; financial issues; employment processes; and working with school boards, staff, and community leadership. The course includes supervised performance-based field experiences.

LEAD 8610. School, Community, and Media Relations for Educational Leaders. 3 Hours.

This course examines school-community-media relationships and techniques of communication employed between the school and a variety of public groups. Typical situations in which conflict is present in educational and educationally-related settings are analyzed, with a focus on conflict management skill acquisition.

LEAD 8620. Leading a Professional Learning Community. 3 Hours.

Instruction and supervised practice leading to candidate's demonstration of the knowledge, skills, and practice necessary for developing and leading staff to create a teaching and learning environment for successful student achievement and school improvement. The course includes supervised performance-based field experiences.

LEAD 8630. Coaching and Mentoring for High-Performing Schools. 3 Hours.

A study of the knowledge and skills necessary to practice coaching and mentoring for high-performing schools. The course will increase student awareness and knowledge of the impact of coaching and mentoring on individual and organization performance. It also addresses organizational culture and the impact culture has on performance. The course includes supervised performance-based field experiences.

LEAD 8650. Personnel Issues and Considerations. 3 Hours.

Role definitions of personnel supervision, analysis of role conflict, needs assessments, observation and diagnosis of teacher classroom performance, writing remedial plans, conducting post observation conferences, and evaluating performance will be discussed. Administration of school personnel policies and practices relating to professional staff, supporting staff, and students will be analyzed.

LEAD 8660. Business and Finance. 3 Hours.

This course conveys the business and financial functions involved in managing schools, such as staffing, salary, scheduling, inventories, and accounting procedures. Development, implementation, and evaluation of financial resource and allocation systems will be examined.

LEAD 8710. Directed Study in Educational Leadership. 1-3 Hours.

An intensive study in the student's field of specialization to meet individual needs and interests. No more than two directed study courses may be used in a program of study.

LEAD 8900. Internship and Field-Based Research I. 3 Hours.

A supervised application of leadership competencies to the resolution of problems in an educational setting.

LEAD 8910. Internship and Field-Based Research II. 3 Hours.

Prerequisite: LEAD 8900. A supervised capstone field-based project involving school improvement.

LEAD 8920. Advanced Leadership Field-Based Experiences I. 6 Hours.

Graded Satisfactorily or Unsatisfactorily. A supervised residency that provides significant opportunities for the leadership candidate to synthesize and apply the knowledge and develop the skills to lead a school district. The candidate performs substantial, sustained, standards-based work in real settings, planned and guided cooperatively by faculty supervisors and school district personnel.

LEAD 8930. Advanced Leadership Field-Based Experiences II. 6 Hours.

A supervised residency that provides significant opportunities for the leadership candidate to synthesize and apply the knowledge and develop and practice the skills necessary to lead a school and/or district. The candidate performs substantial, sustained, standards-based work in real settings, planned and guided cooperatively by faculty supervisors and school district personnel. Graded satisfactorily or unsatisfactorily.

LEAD 8940. Advanced Leadership Field-Based Experiences III. 6 Hours.

A supervised residency that provides significant opportunities for the leadership candidate to synthesize and apply the knowledge and develop and practice the skills necessary to lead a school and/or district. The candidate performs substantial, sustained, standards-based work in real settings, planned and guided cooperatively by faculty supervisors and school district personnel. Graded satisfactorily or unsatisfactorily.

LEAD 8950. Advanced Leadership Field Based Experiences IV. 3-6 Hours.

Graded "Satisfactory" or "Unsatisfactory". A supervised application of leadership competencies to the resolution of problems in an educational setting. This course is designed for candidates adding either building level or system level leadership to an existing performance-based leadership certificate. Course may be repeated for credit.

LEAD 9000. Special Topics in Educational Leadership. 3 Hours.

Advanced study focusing on public school improvement and/or the improvement of school leaders through student-designed projects, research or practica that address the program's conceptual framework.

LEAD 9010. Seminar in Organizational Leadership. 3 Hours.

Theoretical and practical knowledge base for leadership and the skills and processes needed to drive organizational improvement. Emphasis will be placed on leadership for meeting the needs of diverse organizational communities.

LEAD 9020. Planning and Change for Leaders. 3 Hours.

Theoretical and practical aspects of planning and change will emphasize on the knowledge and skills necessary when planning for continuous organizational improvement in an efficient, effective, and systematic manner.

LEAD 9030. Leadership Problems: Interdisciplinary Analysis. 3 Hours.

The focus of this course is on the application of inter- disciplinary analysis and leadership skills to the resolution of educational problems and issues.

LEAD 9040. Organizational Theory, Culture, and Leadership. 3 Hours.

A review of research from high-performing organizations. The course examines the performance of organizations related to organizational theory, culture, and leadership in such organizations.

LEAD 9900. Special Topics in Leadership. 3 Hours.

Advanced study of specific contemporary issues in leadership. May be repeated under different topics.

LEAD 9999. Dissertation in Leadership. 1-6 Hours.

Investigation and completion of a field-based project on a leadership or leadership-related issue. Development and defense of the dissertation proposal and the dissertation. The course must be taken each fall and spring semester until the dissertation is completed. The number of hours must be approved by the dissertation chair. A minimum of 9 hours must be taken.

Elementary Education

Elementary Education

ELED 6000. Special Topics in Elementary Education. 3 Hours.

A study of current issues and concepts in elementary education. May be repeated under different topics for a total of 6 credit hours with approval of program coordinator.

ELED 6010. Advanced Applications of Numbers, Number Systems, and Operations for K-5 Teachers. 3 Hours.

In-depth applications of mathematics content and pedagogy with emphasis on numbers and number systems, operations, and computational algorithms. An authentic residency in a K-5 classroom is required.

ELED 6020. Advanced Applications of Measurement and Geometry for K-5 Teachers. 3 Hours.

In-depth applications of mathematics content and pedagogy with emphasis on measurement and geometry. An authentic residency in a K-5 classroom is required.

ELED 6030. Advanced Applications of Algebra and Patterns with Data Analysis and Probability for K-5 Teachers. 3 Hours.

In-depth applications of mathematics content and pedagogy with emphasis of algebraic concepts, patterns, and data analysis and probability. An authentic residency in a K-5 classroom is required.

ELED 6110. Advanced Science Content and Pedagogy in Life Science for K-5 Teachers. 3 Hours.

Integration of pedagogical strategies with science content with emphasis on the major concepts and principles of life science. An authentic residency in a K-5 classroom is required.

ELED 6120. Advanced Science Content and Pedagogy in Earth and Space Science for K-5 Teachers. 3 Hours.

Integration of pedagogical strategies with science content with emphasis on the major concepts and principles of earth science and earth in space science. An authentic residency in a K-5 classroom is required.

ELED 6130. Advanced Science Content and Pedagogy in Physical Science for K-5 Teachers. 3 Hours.

Integration of pedagogical strategies with science content with emphasis on the major concepts and principles of physical science. An authentic residency in a K-5 classroom is required.

ELED 7210. Assessment in Elementary Education. 3 Hours.

A study of the role of assessment in educational change. The course examines alternative evaluation strategies in elementary education, ethics in assessment, and strategies for acquiring assessment data in the classroom. Interpretation and use of assessment data are emphasized.

ELED 7220. Elementary Inclusive Environments. 3 Hours.

Principles for creating effective inclusive learning environments for all children in elementary education, including children with disabilities. The areas studied include classroom design for visibility, distractibility, and accessibility, and the integration of technology and the use of assistive technology in supporting appropriate programs for young children.

ELED 7230. Teachers as Mentors, Coaches, and Leaders in Elementary Education. 3 Hours.

An overview of the current research and leadership strategies to mentor, coach, support, and foster personal and professional growth of preservice and beginning educators.

ELED 7320. Curriculum and Instructional Strategies P-5. 3 Hours.

Review of the content areas in the elementary curriculum. Emphasis is placed on implementation of effective strategies that utilize a variety of resources and technologies to enhance teaching and learning within diverse environments.

ELED 7330. Issues and Trends in Elementary Education. 3 Hours.

Examination of research, trends, and problems in elementary education with special reference to professional ethics, mentoring, and various delivery systems for elementary education programs. Focus is on the impact of relevant federal, state, or local public education issues and trends.

ELED 7340. Action Research in Elementary Education. 3 Hours.

An examination of action research as self-reflective, systemic inquiry. Emphasis is placed on better understanding of teaching practice, reflection on current issues and problems, and discussion of questions, data collection, data collection and analysis, and conclusions.

ELED 7540. Integrating Creativity and Critical Thinking in Elementary Education. 3 Hours.

An examination of how creativity and thinking skills can be integrated across the curriculum.

ELED 7550. Differentiating Instruction in P-5 Classrooms. 3 Hours.

Investigation of differentiating content, process, and product (universal design) of Early Childhood Education curriculum to meet the needs of all children.

English (ENGL)

ENGL 6000. Graduate Option. 3 Hours.

An English Department course, numbered 4000 or above, which may be taken at the graduate level with appropriate adjustments agreed on by the student and the professor.

ENGL 7000. Approaches to Graduate Study. 3 Hours.

An introduction to the fields and methods of research and writing in graduate literary study.

ENGL 7005. Research Methods in English Studies for Language Arts Teachers. 3 Hours.

An introduction to research methods in contemporary English studies for language arts teachers.

ENGL 7010. Literary Theory and Criticism in Graduate Studies. 3 Hours.

The application of literary theory and criticism in the context of English graduate study.

ENGL 7100. British Literature for Language Arts Teachers. 3 Hours.

A representative survey of British literary authors and periods, especially those appropriate for use in junior-high and high school classrooms. This course may also introduce students to writers and text less well-known but which are currently in the process of becoming standard university assignments. The course provides breadth of coverage, including historical and cultural context.

ENGL 7110. Studies in British Literature to 1500. 3 Hours.

A focused survey in the area of British literature to 1500, with special emphasis on themes, genres, and/or figures. Attention will be given to cultural background and/or critical perspective.

ENGL 7120. Studies in British Literature 1500-1660. 3 Hours.

A focused survey in the area of British literature from 1500-1660, with special emphasis on themes, genres, and/or figures. Attention will be given to cultural background and/or critical perspective.

ENGL 7130. Studies in British Literature 1660-1800. 3 Hours.

A focused survey in the area of British literature from 1660-1800, with special emphasis on themes, genres, and/or figures. Attention will be given to cultural background and/or critical perspective.

ENGL 7140. Studies in British Romantic Literature. 3 Hours.

A focused survey in the area of Romantic literature, with special emphasis on themes, genres, and/or figures. Attention will be given to cultural background and/or critical perspective.

ENGL 7145. Studies in Victorian Literature. 3 Hours.

A focused survey in the area of Victorian literature, with special emphasis on themes, genres, and/or figures. Attention will be given to cultural background and/or critical perspective.

ENGL 7150. Studies in Modern and Contemporary British Literature. 3 Hours.

A focused survey in the area of modern and contemporary literature, with special emphasis on themes, genres, and/or figures. Attention will be given to cultural background and/or critical perspective.

ENGL 7200. American Literature for Language Arts Teachers. 3 Hours.

A representative survey of major American literary authors and movements, especially those appropriate for use in junior-high and high school classrooms. This course may also introduce students to writers and texts less well-known, but which are currently in the process of becoming traditional university survey assignments. The course provides breadth of coverage, including coverage of historical and cultural context.

ENGL 7210. Studies in American Literature to 1800. 3 Hours.

A focused survey in the area of American literature to 1800, with special emphasis on themes, genres, and/or figures. Attention will be given to cultural background and/or critical perspective.

ENGL 7220. Studies in American Literature 1800-1865. 3 Hours.

A focused survey in the area of American literature from 1800 to 1865, with special emphasis on themes, genres, and/or figures. Attention will be given to cultural background and/or critical perspective.

ENGL 7230. Studies in American Literature 1865-1914. 3 Hours.

A focused survey in the area of American literature from 1865 to 1914, with special emphasis on themes, genres, and/or figures. Attention will be given to cultural background and/or critical perspective.

ENGL 7240. Studies in Modern and Contemporary American Literature. 3 Hours.

A focused survey in the area of modern and contemporary American literature, with special emphasis on themes, genres and/or figures. Attention will be given to cultural background and/or critical perspective.

ENGL 7300. Studies in Special Topics. 3 Hours.

A focused survey in a selected topic, with special emphasis on themes, genres, and/or figures. Attention will be given to cultural background and/or critical perspective.

ENGL 7320. Studies in Genre. 3 Hours.

A focused survey in genre studies, with special emphasis on themes, genres, and/or figures. Attention will be given to cultural background and/or critical perspective.

ENGL 7400. Multicultural Literature for Language Arts Teachers. 3 Hours.

A survey of multicultural authors and movements, with an emphasis on race and culture in an historical context. This course will cover especially those writers and texts appropriate for use in junior-high and high school classrooms. This course may also introduce students to writers and texts less well-known, but which are currently in the process of becoming traditional university survey assignments. The course provides breadth of coverage, including coverage of historical and cultural context.

ENGL 7500. Creative Writing for Language Arts Teachers. 3 Hours.

An introduction to creative writing techniques in three genres: fiction, poetry, and creative nonfiction. Teaching methods and pedagogy will be emphasized.

ENGL 7600. Studies in Rhetoric and Composition. 3 Hours.

A focused survey in the area of rhetoric and/or composition theory.

ENGL 7610. Composition Theory for Language Arts Teachers. 3 Hours.

Comparative study of contemporary theories of composition from the nineteenth century current-traditional paradigm, to process pedagogy and beyond, for language arts teachers.

ENGL 7620. Rhetorical Theory for Language Arts Teachers. 3 Hours.

Study of contemporary theories of rhetoric, providing a review of key rhetorical theories that provide language arts teachers with alternative perspectives on the discourse of writers and speakers, their audiences, and the rhetorical situation.

ENGL 7710. English Language Change Past and Present for Language Arts Teachers. 3 Hours.

A study of past and present changes in the English language that investigates how English is currently changing, the ways in which it has changed, and why educators in English need to be aware of such changes.

ENGL 7720. English Grammar for Language Arts Teachers. 3 Hours.

Study of the grammatical standards and principles of effective writing through a review of grammatical principles and of rhetorical and stylistic techniques for language arts teachers.

ENGL 8100. Special Topics in British Literature for Language Arts Teachers. 3 Hours.

Study of one or two major topics, authors, and/or movements in British literary history that will focus on historical context and specific genres, providing the kind of deeper background useful for language arts teachers.

ENGL 8110. Seminar in British Literature to 1500. 3 Hours.

A seminar in the area of British literature to 1500.

ENGL 8120. Seminar in British Literature 1500-1660. 3 Hours.

A seminar in the area of British literature from 1500-1660.

ENGL 8130. Seminar in British Literature 1660-1800. 3 Hours.

A seminar in the area of British literature from 1660-1800.

ENGL 8140. Seminar in British Romantic Literature. 3 Hours.

A seminar in the area of Romantic literature.

ENGL 8145. Seminar in Victorian Literature. 3 Hours.

A seminar in the area of Victorian literature.

ENGL 8150. Seminar in Modern and Contemporary British Literature. 3 Hours.

A seminar in the area of modern and contemporary literature.

ENGL 8200. Special Topics in American Literature for Language Arts Teachers. 3 Hours.

Study of one or two major topics, authors, and/or movements in American literary history focusing on historical context and specific genres, providing the kind of deeper background useful for language arts teachers.

ENGL 8210. Seminar in American Literature to 1800. 3 Hours.

A seminar in the area of American literature to 1800.

ENGL 8220. Seminar in American Literature 1800-1865. 3 Hours.

A seminar in the area of American literature from 1800 to 1865.

ENGL 8230. Seminar in American Literature 1865-1914. 3 Hours.

A seminar in the area of American literature from 1865 to 1900.

ENGL 8240. Seminar in Modern and Contemporary American Literature. 3 Hours.

A seminar in the area of modern and contemporary American literature.

ENGL 8300. Revision and Editing for Professionals. 3 Hours.

Examines principles of revising prose, beginning with the rhetorical decisions underlying the production of a specific piece of writing and exploring how decisions about diction, sentence structure, and punctuation combine to create an effective style.

ENGL 8310. Seminar in Special Topics. 3 Hours.

A seminar within the area of language and/or literature.

ENGL 8320. Seminar in Genre. 3 Hours.

A seminar in genre studies.

ENGL 8400. Special Topics in Creative Writing for Language Arts Teachers. 3 Hours.

Study of one or two genres in creative writing, emphasizing contemporary authors and their respective narrative techniques. Teaching methods and pedagogy will be emphasized.

ENGL 8600. Seminar in Rhetoric and Composition. 3 Hours.

A seminar in the area of rhetoric and/or composition theory.

ENGL 8610. History of Rhetorical Theory for Language Arts Teachers. 3 Hours.

Study of the development of the art of rhetoric in Western thought as it provides teachers of writing with alternative perspectives on the contemporary teaching of writing.

ENGL 8690. Workshop in Rhetoric and Composition. 1-6 Hours.

Writing-intensive and leadership course for teachers that promotes writing-to-learn across subject areas and grade levels. Participants write for personal and professional reasons, research composition theory, and design a lesson based on their experience. The four-week program provides 9 SDU's or 6 hours of Master's degree credit. The course requires formal application and interview into the South Georgia Writing Project. Graduates from this program also participate in at least two programs, either through their school or the South Georgia Writing Project over the course of the following year.

ENGL 8700. Directed Study. 3 Hours.

Research in selected areas of language and literature.

ENGL 8710. Language in School, Community, and Society for Language Arts Teachers. 3 Hours.

A survey of concepts and research in the study of the relationship between language and society as these apply to schools, communities, and the multilingual society of the United States.

ENGL 8720. The Study of English Language Learners for Language Arts Teachers and Other Professionals. 3 Hours.

Study of the development of English language proficiency and bilingualism among second language learners and the factors influencing language acquisition inside and outside the classroom.

ENGL 8800. Teaching College Composition. 3 Hours.

A seminar for students preparing to teach composition courses, including classroom observations, assignment design, and review of current pedagogy.

ENGL 8950. MAESLAT Comprehensive Exam Reading Hours. 1-3 Hours.

Graded "Satisfactory" or "Unsatisfactory". Individualized study and research in preparation for the MAESLAT comprehensive exam for completion of the degree requirements. May not be repeated for credit.

ENGL 8995. Comprehensive Exam Reading Hours. 3 Hours.

Grades "Satisfactory" or "Unsatisfactory". Individualized study and research in preparation for the comprehensive exams (non-thesis option) for completion of the degree requirements. May not be repeated for credit.

ENGL 8999. Thesis. 3-6 Hours.

Individualized study and research in preparation for a work of fifty or more pages demonstrating competent and substantial research coupled with an innovative approach to the subject matter. May be repeated for credit.

English to Speakers of Other Languages (ESOL)

ESOL 6010. Applied Linguistics for ESOL Teachers. 3 Hours.

A study of the nature, structure, and diversity of language, emphasizing the phonological, syntactic and semantic patterns of English in comparison to and contrast with features of other selected languages. Prospective teachers will explore the principles of linguistic systems and major theorists and schools of linguistic thought within the cultural framework of working with communities of non-native English speakers.

ESOL 6020. Cultural Perspectives for ESOL Teachers. 3 Hours.

A study of culture and its relationship with language and education. Prospective teachers will investigate theories related to the nature and role of culture and cultural groups in the construction of learning environments that support linguistically diverse learners.

ESOL 6030. Methods and Materials for Teaching ESOL. 3 Hours.

Methods teaching English at the elementary, middle, and high school levels to students whose first language is not English. Topics include theories of second language acquisition, instructional strategies and materials, methods of evaluating proficiency and progress, and curriculum-building.

ESOL 6040. Assessing English Language Learners (ELLs). 3 Hours.

The application of TESOL theories, principles, and current research to the assessment of P-12 and adult English Language Learners (ELLs). This course emphasizes the importance of reading and literacy as fundamental factors in second language acquisition.

ESOL 6050. Teaching English Grammar for ESOL. 3 Hours.

A survey of practical approaches to teaching English grammar to English Language Learners (ELLs) based upon the application of second language acquisition research and theory. The course includes a review of common grammar questions and errors in ELL environments.

ESOL 6780. Supervised Internship – Clinical Practice. 9 Hours.

Prerequisite: FLED 6000/6010, FLED 7000/7010, ESOL 6030 and 21 credit hours in the program. Co-Requisite: ESOL 6800. Graded "Satisfactory" or "Unsatisfactory". With ESOL 6800, a capstone experience in which teaching interns implement theory and instructional practices in secondary classrooms; supervised observation, teaching, classroom management and evaluation; acquaintance with the administration of a school and the school program; selection and use of appropriate instructional materials; conferences with supervisors.

ESOL 6790. Student Teaching - Clinical Practice. 6 Hours.

Prerequisite: FLED 6000/6010, FLED 7000/7010, ESOL 6030 and 21 credit hours in the program. Co-Requisite: ESOL 6800. Graded "Satisfactory" or "Unsatisfactory". With ESOL 6800, a capstone experience in which student teachers implement theory and instructional practices in secondary classrooms; supervised observation, teaching, classroom management and evaluation; acquaintance with the administration of a school and the school program; selection and use of appropriate instructional materials; conferences with supervisors.

ESOL 6800. Clinical Practice Seminar. 3 Hours.

Prerequisite: FLED 6000/6010, FLED 7000/7010, ESOL 6030 and 21 credit hours in the program. Co-Requisite: ESOL 6780 or ESOL 6790. Graded "Satisfactory" or "Unsatisfactory". Capstone experience requiring student teachers to reflect upon their teaching experiences through interactions with peers, secondary education professionals, and other educators in their content area. The preparation and presentation of a portfolio reflecting their student teaching experience is required.

Foreign Language Education (FLED)

FLED 6000. World Languages and TESOL Methods P-8. 2 Hours.

Prerequisite: ESOL 2999 or FLED 2999. Theory and practice for the P-8 foreign language classroom. The course emphasizes the principles of foreign language pedagogy, reflection on practice, and instructional decisions that foster the success of all learners.

FLED 6010. P-8 Classroom Laboratory. 1 Hour.

This laboratory experience links pedagogical theory and practice as well as previous field experiences to advanced clinical practice or internship experiences. Students assume full responsibility for planning, implementing, and evaluating instruction in a classroom.

FLED 6780. Supervised Internship - Clinical Practice. 6 Hours.

Prerequisite: FLED 6000/6010, FLED 7000/7010, and 21 credit hours in the program. Co-Requisite: FLED 6800. Graded "Satisfactory" or "Unsatisfactory". With FLED 6800, a capstone experience in which teaching interns implement theory and instructional practices in secondary classrooms; supervised observation, teaching, classroom management and evaluation; acquaintance with the administration of a school and the school program; selection and use of appropriate instructional materials; conferences with supervisors.

FLED 6790. Student Teaching - Clinical Practice. 3 Hours.

Prerequisite: FLED 6000/6010, FLED 7000/7010, and 21 credit hours in the program. Co-Requisite: FLED 6800. Graded "Satisfactory" or "Unsatisfactory". With ESOL 6800, a capstone experience in which student teachers implement theory and instructional practices in secondary classrooms; supervised observation, teaching, classroom management and evaluation; acquaintance with the administration of a school and the school program; selection and use of appropriate instructional materials; conferences with supervisors.

FLED 6800. Clinical Practice Seminar. 3 Hours.

Prerequisite: FLED 6000/6010, FLED 7000/7010, and 21 credit hours in the program. Co-Requisite: FLED 6780 or 6790. Graded "Satisfactory" or "Unsatisfactory". Capstone experience requiring student teachers to reflect upon their teaching experiences through interactions with peers, secondary education professionals, and other educators in their content area. The preparation and presentation of a portfolio reflecting their student teaching experience is required.

FLED 7000. Curriculum and Instruction of World Languages & TESOL. 2 Hours.

Prerequisite: FLED 2999. Preparation of pre-service teachers for the middle and secondary foreign language classroom. The course will focus on various second language teaching methods and approaches, their theoretical underpinnings, theories of second language acquisition, instructional strategies and materials, types of assessment, lesson planning, technology tools and resources, and professional development.

FLED 7010. 6-12 Classroom Laboratory. 1 Hour.

Prerequisite: FLED 2999. Preparation of pre-service teachers for the middle and secondary foreign language classroom. The course will focus on various second language teaching methods and approaches, their theoretical underpinnings, theories of second language acquisition, instructional strategies and materials, types of assessment, lesson planning, technology tools and resources, and professional development.

FLED 7100. Professional Development Seminar I. 3 Hours.

Through interaction with peers and education professionals, students perform self-assessment, determine areas of skill and knowledge in need of improvement, and design an effective career growth and development plan, as a preliminary step in expanding and modifying their personal teaching strategies.

FLED 7500. Theory and Practice in Second Language Acquisition. 3 Hours.

Discussion, analysis, and practice of the various theories and models of second-language acquisition.

FLED 7600. Research and Design. 3 Hours.

Research and curriculum design in foreign language education with emphasis upon contemporary issues.

French (FREN)

FREN 5630. Topics in French Language or Literature. 1 Hour.

Intensive study to improve the student's ability in a particular area of French language or Francophone literature. This course requires independent work of the student and may be repeated with different topics for a total of 3 hours.

FREN 6010. Advanced Grammar and Composition. 3 Hours.

An advanced study of grammar, syntax, and vocabulary, with refinement of writing skills through composition. As part of the Georgia French Collaborative, this is a distance-learning course conducted in French.

FREN 6400. French Phonetics and Advanced Conversation. 3 Hours.

Study of phonetic principles and their applications.

FREN 6410. French Composition and Advanced Grammar. 3 Hours.

Advanced study of grammar, practical composition, and refinement of written expression.

FREN 6900. Special Topics. 3 Hours.

Special Topics in French language or French or Francophone literature, civilization, or culture. May be repeated for credit if the topics are different.

FREN 6950. Directed Study. 3 Hours.

Study in an area or topic of Francophone literature or the French language not normally found in established courses offered by the department. The work is done under the supervision of a professor.

Geography (GEOG)

GEOG 5020. Geoscience Perspectives on Global Climate Change. 3 Hours.

Prerequisite: GEOG/GEOG 1110 or GEOG 1113K or GEOG 1121K. Study of global climate change from the perspective of the geoscientist. Topics include whether or not global climate change is occurring, possible causes of global climate change, climate change in the geologic record, implications of climate change on the human population, and proposed methods and policies designed to limit or reverse processes believed to lead to global climate change.

GEOG 5050. Computer Cartography and Image Analysis. 3 Hours.

An introduction to digital production of general and thematic maps. Lectures and laboratory exercise cover principles of cartography and remote sensing as well as the manipulation and visualization of spatial data and imagery.

GEOG 5051. Introduction to Geographic Information Systems. 3 Hours.

Examines geographic information systems including methods of capture, storage, analysis, and display of spatially-referenced data. Laboratory exercises provide experience with typical GIS operations and applications.

GEOG 5052. Advanced Geographic Information System. 3 Hours.

Advanced applications of GIS including: overlay analysis, writing short macros for repetitive operations, spatial modeling and technical support of complex land use and natural resource management decision making. Laboratory exercises designed to form a cartographic and software portfolio for students.

GEOG 5053. Application Issues in Geographic Information Systems. 3 Hours.

Operational and planning issues in GIS. Students will learn which issues need to be considered when proposing and implementing a GIS and will have opportunities to evaluate how a GIS can be used to solve specific planning problems.

GEOG 5100. Regional Planning and Environmental Management. 3 Hours.

Introduction to planning for economic development, service provision and resource management at scales larger than municipalities with an emphasis on the environmental impacts of planning policy and regulation.

GEOG 5120. Geosciences Field Trip. 3 Hours.

Prerequisites: GEOG 1113K or GEOL 1121K. Geology and geography of selected regions studied by readings on the region of interest during the first week followed by a two week field trip to points of interest. The interactions between geology, surficial processes, and organisms and how those interactions impact humans will be emphasized. Field trip destination is different each summer. Student fee required. Offered only during Summer I session.

GEOG 5150. Meteorology and Climatology. 3 Hours.

A detailed examination of atmospheric motions and climatic controls including, the Earth's radiation and energy balance air mass dynamics, wather systems, and past and present climates of the Earth.

GEOG 5200. History of Life. 3 Hours.

Principles of paleontology with emphasis on the history of life including vertebrates. Includes an account of the outstanding forms, of life from the beginning of earthtime to the present, and those paleontologically significant groups that are uncommon, different, or extinct today.

GEOG 5210. Introduction to Hydrology. 4 Hours.

An introduction to surface and sub-surface hydrology, examining components of the hydrologic cycle. Topics include local and global water balance, precipitation, interception and infiltration, runoff, stream flow, water storage, and groundwater. This course makes use of some mathematical equations.

GEOG 5300. Introduction to Process Geomorphology. 4 Hours.

An introduction to process geomorphology examining landforms and their formatiave processes. Topics include weathering and slope, fluvial, coastal, eolian, glacial, and periglacial processes and the application of soils to geomorphology. This course makes use of some mathematical equations. Field trip required.

GEOG 5310. Physiography of North America. 3 Hours.

The physiographic description, including the landforms, soils, structural framework, climate, plant and animal geography, natural resources, and the unique environmental problems of each major physiographic province of the United States and Canada, including Alaska, Hawaii, and Puerto Rico.

GEOG 5320. Geomorphology of Fluvial and Coastal Environments. 3 Hours.

An examination of processes and landforms in Fluvial (river) and coastal environments. Fluvial topics include channel geometry and pattern, characteristics of flow, sediment load bedforms, and floodplains. Coastal topics include the study of waves and tides, coastal sediment transport, beaches, and the effects of changing sea level. This course makes use of some mathematical equations.

GEOG 5410. Cultural Geography. 3 Hours.

A study of the Earth as the home of humankind, emphasizing the spatial and functional complexes of human geography. Topics to be considered are population, settlement form, settling processes, resources, and economic, political, and societal organizations.

GEOG 5510. Urban Community Planning. 3 Hours.

Principles and applications of planning for neighborhoods, towns and cities with an emphasis on the United States. Topics covered include: public services, land-use decision making, economic development, growth management and the role of non-government organizations.

GEOG 5610. Economic Geography. 3 Hours.

A study of area variations in human economic activities as related to production exchange, and consumption of economic goods and services. Emphasis is placed on location of economic activities and related theories.

GEOG 5710. Environmental Soil Science. 4 Hours.

Prerequisites: GEOG 1113K or GEOL 1121K, CHEM 1211, and CHEM 1211L. Soil properties, distribution, and classification, factors of soil formation, and the relation- ships, between soils, geomorphology, and the environment, stressing analysis and use of soils and soil databases for proper urban, agricultural, and environmental land use.

GEOG 5810. Introduction to Biogeography. 3 Hours.

Provides an overview about spatial and temporal patterns in the distributions of plant and animal species across the Earth's surface. Topics covered include ecosystem dynamics, biodiversity, competition and predation, interpreting past life, effects of climate change, and effects of community disturbances.

GEOG 5910. European Geography. 3 Hours.

Survey of European geography with a special emphasis on the European Union (EU). Topic areas covered include physical, economic, political, and cultural geography of Europe.

GEOG 5920. Geography of the Middle East. 3 Hours.

A survey of the nations of the Middle East with a special emphasis on the Arab-Israeli Conflict. Topic areas covered include physical, economic, political, and cultural geography of the Middle East.

GEOG 6700. Field Methods in Environmental Geography. 4 Hours.

Study of field techniques and field problems in physical geography. Course includes classroom presentations, field projects, field trips, and writing technical reports.

GEOG 6800. Internship in Environmental Geography. 3-6 Hours.

A supervised, practical experience using physical geography skills in an appropriate organization. Provides the student with an opportunity to apply skills learned during pursuit of environmental geography degree to real world situations. (Graded on an S/U basis).

GEOG 6900. Special Topics in Geography. 1-6 Hours.

Topic to be assigned by instructor; the course may be repeated more than once if the topics are different.

GEOG 6990. Directed Study in Geography. 1-6 Hours.

Study in area or subject not normally found in established courses offered by the department; may also allow students to explore in more detail and/or depth an area or subject covered by the department.

Geology (GEOL)

GEOL 5010. Environmental Geology. 3 Hours.

The application of basic geologic principles and techniques to problems in land-use planning, resource management, waste disposal, conservation, energy plant sitings, under-and -above-ground construction, subsidence, construction in seismic areas, slope-stability, urban development and other problems resulting from human interaction with the geological habitat.

GEOL 5020. Geoscience Perspectives on Global Climate Change. 1 Hour.

Prerequisite: GEOG/GEOL 1110 or GEOG 1113K or GEOL 1112K. Study of global climate change from the perspective of the geoscientist. Topics include whether or not global climate change is occurring, possible causes of global climate change, climate change in the geologic record, implications of climate change on the human population, and proposed methods and policies designed to limit or reverse processes believed to lead to global climate change.

GEOL 5050. Oceanography. 3 Hours.

The physical, chemical, geological, and biological characteristics of the ocean and the interactions between the hydrosphere, lithosphere, atmosphere, and biosphere.

GEOL 5100. Principles of Mineralogy/Petrology. 3 Hours.

An introduction to mineral and rock identifications, and the study of the genesis, occurrence, and uses of common minerals and rocks. Laboratory consists of identification of common rocks and minerals.

GEOL 5101. Mineralogy. 4 Hours.

The classification, identification, and crystallography of the principal rock-forming minerals, silicate and non-silicate; and the introduction of the use of the petrographic microscope in the study of the crystallography and identification of minerals.

GEOL 5102. Petrology and Petrography. 4 Hours.

Genesis classification, and properties of igneous, metamorphic, and sedimentary rocks. Laboratory includes the use of analytical methods, hand specimens, and thin-section study with the petrographic microscope, and the megascopic and microscopic properties of important rock types.

GEOL 5120. Geosciences Field Trip. 3 Hours.

Prerequisites: GEOG 1113K or GEOL 1121K. Geology and geography of selected regions studied by readings on the region of interest during the first week followed by a two week field trip to points of interest. The interactions between geology, surficial processes, and organisms and how those interactions impact humans will be emphasized. Field trip destination is different each summer. Student fee required. Offered only during Summer I session.

GEOL 5200. History of Life. 3 Hours.

Principles of paleontology with emphasis on the history of life including vertebrates. Includes an account of the outstanding forms of life from the beginning of earthtime to the present, and those paleontologically significant groups that are uncommon, different, or extinct today.

GEOL 5210. Introduction to Hydrology. 4 Hours.

An introduction to surface and sub-surface hydrology, examining components of the hydrologic cycle. Topics include local and global water balance, precipitation, interception and infiltration, runoff, stream flow, water storage, and groundwater. This course makes use of some mathematical equations.

GEOL 5220. Invertebrate Paleontology. 3 Hours.

Identification, classification, and natural history of major groups of invertebrates preserved as fossils in the geologic record, with special attention to those forms commonly encountered in the southeastern United States. Emphasis in laboratory will include taxonomic affinities and functional morphology. Saturday (optional) field trips will be scheduled to local areas of interest.

GEOL 5230. Vertebrate Paleontology. 3 Hours.

Geologic history and evolution of animals with backbones, with coverage of extinct groups such as the Dinosauria.

GEOL 5250. Micropaleontology. 3 Hours.

The classification, stratigraphic relationships, and methods of study of microfossils with emphasis on the stratigraphically important groups.

GEOL 5300. Introduction to Process Geomorphology. 4 Hours.

An introduction to process geomorphology examining landforms and their formative processes. Topics include weathering and slope, fluvial, coastal, aeolian, glacial, and periglacial processes and the application of soils to geomorphology. This course makes use of some mathematical equations. Field trip required.

GEOL 5400. Planetary Geology. 3 Hours.

Also offered as ASTR 5400. Pre-requisite: ASTR 1010 or GEOL 1121K or GEOG 1113K. Pre-requisite or Co-requisite: PHSC 1100 or PHYS 1111k or PHYS 2211K. A study of the terrestrial planets and solid-surface moons, asteroids, comets and meteorites. The course will focus on comparative planetary geology, with emphasis on geologic processes on the surface (e.g. volcanism, impact cratering, tectonism, erosion, mass wasting, mineralogy and petrology), planetary interiors, and data collection methods such as remote sensing and image analysis.

GEOL 5410. Structural Geology. 3 Hours.

The discussion of structural features of the rocks such as folds, faults, joints, cleavage, and primary structures, including their origin, classification, analyses and economic relationships. A study of tectonic plate motion is included. Laboratory work includes depth and thickness problems, structure sections, and structure contour maps.

GEOL 5450. Field Methods in Geology. 4 Hours.

An introduction to the basic tools and techniques used in preparation of topographic and geologic maps, and profiles and cross-sections. Includes uses of level table, alidade, Brunton compass, and aerial photographs.

GEOL 5500. Principles of Geochemistry. 4 Hours.

Chemical principles applied to the study of geological and environmental processes. Topics covered include radiogenic and stable isotopes, thermodynamics, aqueous solutions, oxidation-reduction reactions, and mineral-water equilibria. Application of these concepts to weathering processes, water chemistry, geothermometry, radiometric dating, and other geologic topics. Two lectures and one laboratory per week.

GEOL 5710. Environmental Soil Science. 4 Hours.

Prerequisites: GEOG/GEOL 3300, CHEM 1211K. Soils properties, distribution, and classification, factors of soil formation, and the relationships between soils, geomorphology, and the environment, stressing analysis and use of soils and soil databases for proper urban, agricultural, and environmental land use.

GEOL 6110. Principles of Stratigraphy. 3 Hours.

The interrelationships of stratigraphy, sedimentation, and paleogeography; methods in stratigraphy and correlation.

GEOL 6900. Special Topics in Geology. 1-6 Hours.

Topics to be assigned by instructor; may be taken more than once if topics are different; up to a total of 6 credit hours.

GEOL 6950. Directed Studies in Geology. 1-6 Hours.

Study of subjects not normally found in established courses offered by this department; may also allow students to explore in more detail and/or depth subjects covered by this department, up to a maximum of 6 credit hours.

Health Sciences--Exercise Physiology (HSEP)

HSEP 6050. Applied Resistance Training for Specific Populations. 3 Hours.

Prerequisites: Admitted to the masters' degree in Exercise Physiology or consent of instructor. Specific program design and facilitation for sport, occupation, and health including the tactical athlete. The course emphasizes needs analysis, periodization, energy balance, and injury prevention based on ACSM and NSCA certifications.

HSEP 6060. Applied Sport Science and Human Performance. 3 Hours.

A contemporary and comprehensive overview of sport science and its application to maximizing human performance. The courses the foundational knowledge and skills identified by the NSCA to be a Certified Performance and Sport Scientist.

HSEP 6080. Exercise Electrocardiography. 3 Hours.

An introduction of the 12-lead electrocardiogram as it relates to graded exercise testing, training, and functional evaluation. The course is designed particularly to assist the clinical exercise physiologist in developing the skills required for quickly identifying electrocardiographic patterns at rest and during exercise.

HSEP 6160. Exercise Psychology. 3 Hours.

Prerequisites: Admission into the graduate program or permission of the instructor. This course will review the relation of physical activity and physical fitness to stress and mental health, and explanatory models of exercise patterns.

HSEP 7000. Research Methods and Statistics in Exercise Physiology. 4 Hours.

An advanced study of the research process, including the development of the research question and hypothesis, review of the literature, research design, data acquisition, statistical analysis, and scientific writing.

HSEP 7010. Advanced Exercise Physiology. 3 Hours.

Prerequisites: Graduate Admission status. A study of the applied principles of physiology with special emphasis on the integration of organ systems in adapting to the requirements of muscular activity during exercise. The course will also include applied laboratory experiences/assignments within the Human Performance Laboratory and outside the classroom.

HSEP 7020. Advanced Exercise Physiology II. 3 Hours.

Prerequisite: Admitted to the master's degree program in Exercise Physiology or consent of instructor. a continuation of advanced study of the applied principles of exercise physiology with special emphasis on the cardiovascular system, gas transport, and physiological challenges, responses, and adaptations to environmental extremes.

HSEP 7060. Exercise Physiology Laboratory Methods. 3 Hours.

Prerequisite: Admission into the graduate program or permission of the instructor. A study of common evaluative, diagnostic, and experimental procedures used in exercise physiology. The course provides theoretical and laboratory experiences for the evaluation of human performance and hands-on exposure to cardiopulmonary stress testing, metabolic testing, body composition assessment, muscular strength and endurance evaluation, biomechanical analysis, health risk appraisal, and other assessment methods.

HSEP 7100. Advanced Pathophysiology. 3 Hours.

Also offered as NURS 7100. Prerequisite: Graduate admission status or permission of the instructor. Advanced principles of human physiology and pathogenesis of disease. This course builds on basic knowledge of pathophysiology, focusing on etiology, pathogenesis, and clinical manifestations of disease processes commonly encountered in the clinical setting.

HSEP 7120. Environmental and Occupational Physiology. 3 Hours.

Prerequisites: Admission into the graduate program or permission of the instructor. The analysis of human performance and functional capacity in various environmental and occupational settings. Topics will include, but are not limited to, tissue disorders, human physical capabilities and limitations, pre-employment testing, work-site analysis and the prevention of illness and injury.

HSEP 7170. Advanced Exercise Testing & Prescription for Special Populations. 3 Hours.

Prerequisite: Admission into the graduate program or permission of the instructor. The student will examine the recommended exercise testing and prescription methodology for the apparently healthy, athletic and those with various diseases and disabilities. Emphasis is placed upon the physiological responses and adaptations of individuals based on gender, ethnicity, and age to cardiovascular and resistance training. Research surrounding the role of exercise in women's health will be reviewed. Special emphasis will be placed upon the endocrine, immune, cardiopulmonary, reproductive, neurological and musculoskeletal system.

HSEP 7200. Exercise and Nutrition as Medicine. 3 Hours.

Prerequisite: Admission to the master's degree program in Exercise Physiology or consent of instructor. An advanced study of the impact of exercise and nutrition in optimizing human performance and the effectiveness in the management, treatment, and reversal of cardiovascular and metabolic disease.

HSEP 7400. Exercise Physiology Seminar. 1-3 Hours.

Prerequisite: Admission into the graduate program or permission of the instructor. Advanced study of exercise physiology requiring lecture, discussion, reading and synthesis of the current literature, and student presentations. Topics will change each time the course is offered. Course may be repeated for a maximum of 6 credits hours.

HSEP 7950. Exercise Physiology Internship. 3-6 Hours.

Graded "Satisfactory" or "Unsatisfactory". Required completion of 100 or 200 supervised contact hours for 3 or 6 credits, respectively at an approved internship site. Students choosing a non-theses option must enroll in a minimum of 6 hours prior to graduation. HSEP 7950 may be repeated for credit.

HSEP 7990. Directed Study in Exercise Physiology. 1-3 Hours.

Prerequisites: Admitted to the masters' degree program in Exercise Physiology and consent of instructor. Specialized study in Exercise Physiology under the direction of a Health Science graduate faculty member.

HSEP 7999. Thesis. 1-6 Hours.

Prerequisite: Permission of student's major thesis advisor. Original research towards the thesis. Students must enroll in a minimum of 6 hours for HSEP 7999 prior to defense of the thesis. HSEP 7999 may be repeated for credit.

Higher Education Leadership (HEDL)

HEDL 7650. Leadership Issues in Higher Education. 3 Hours.

The processes of effective leadership and their relationship to the success of educational and educationally-related programs at the community level will be analyzed. Organization and administration of relevant settings with a focus on the competencies necessary for leadership and management at the community level.

HEDL 7700. The Community and Technical College. 3 Hours.

A study or survey of the philosophy, history, and development of community and technical colleges in America, including the social, economic, and political forces affecting these institutions. The course also explores the rationale and techniques for keeping instructional and organizational functions responsive to the changing educational and workforce needs of the community.

HEDL 7800. Organization and Governance of Higher Education. 3 Hours.

An introduction to the organization of post-secondary institutions, the governance of these institutions, and the day-to-day as well as the long term administration of such institutions. This course is appropriate for those who are now or will be working in post-secondary education at any level as it offers explanation and increased understanding of the organizational dynamics of institutions of higher education.

HEDL 7810. Finance and Budgeting in Higher Education. 3 Hours.

This course considers all sources of financing of higher education, the types and sources of student financial aid, budgeting, and cost effectiveness analysis. In addition, the articulation of each of these issues with the institution's mission and goals is a major thrust of the course.

HEDL 7820. Assessment and Evaluation in Higher Education. 3 Hours.

An introduction to the concept of institutional effectiveness which focuses on an institution's ability to use planning strategies and evaluation information to assess current performance and plan for improvements. The design and appropriate implementation of assessment and evaluation methods as they relate to addressing various accreditation standards will be examined. Examples of how to develop a comprehensive system of evaluation related to missions and goals will be described for academic and non-academic support units.

HEDL 7840. History and Philosophy of Higher Education. 3 Hours.

A study of the history and philosophy of higher education and student affairs. Students will be introduced to the environments, institutions, and individuals that shaped higher education in the United States. Readings and course activities related historical record and perspective to contemporary policy and practice.

HEDL 7850. Ethics and Standards in Higher Education. 3 Hours.

The definition and concept of ethics; important ethical thinkers through a historical and ideation methodology; and theoretical application and analysis of different ethical codes in higher education. Students study and submit appropriate codes of ethics for their specific disciplines within higher education.

HEDL 7860. Student Development Theory. 3 Hours.

This course studies the development of the individual post-secondary education student. The major philosophies of student and individual development will be examined, in light of current adult development theories. The emphasis of the course will be on the specialized and development needs of the post-secondary education student.

HEDL 7865. Collegiate Environments. 3 Hours.

A study of collegiate environments and campus ecology theory. Students will study the pattern of relationships among students and the college campus's social and physical environments.

HEDL 7870. Introduction to Higher Education Leadership. 3 Hours.

An overview of historical, philosophical, legal, and cultural foundations of students personnel work with attention to professional standards, competencies, and ethics and principle values.

HEDL 7880. Counseling in Student Affairs. 3 Hours.

Experiences in helping skills and interventions techniques, skills in designating and implementing individual and group interventions, and skills in developing mentoring relationships. Emphasis is placed on basic counseling skills and techniques for work in student affairs setting.

HEDL 7890. Technology in Student Affairs. 3 Hours.

Technology-based projects and strategies to support teaching and working with diverse learners. Class activities will enhance learning concerning ever-changing culture and inclusion. Use of the Internet and print resources will enable the students to participate in analysis and critique of different management and planning strategies.

HEDL 7921. Internship Preparation in Higher Education Leadership. 3 Hours.

Prerequisite: Permission of Advisor. A supervised internship relevant to the student's program in post-secondary leadership is provided. This field experience is focused on acquiring first-hand knowledge of appropriate leadership, administrative, and management competencies at the post-secondary level.

HEDL 8300. Social Context of Educational Leadership. 3 Hours.

A retrospective contemporary and prospective examination of the social, cultural, political, and philosophical contexts from which the current issues that affect schools and schooling have evolved.

HEDL 8700. Special Topics in Higher Education Leadership. 3 Hours.

Intensive study of a specialized topic related to working in higher education. can be taken twice for credit.

HEDL 8710. Directed Study in Educational Leadership. 1-3 Hours.

An intensive study in the student's field of specialization to meet individual needs and interests. No more than two directed study courses may be used in a program of study.

History (HIST)

HIST 5030. Special Topics in History. 3 Hours.

Special Topics.

HIST 5040. Special Topics in History. 3 Hours.

Special Topics.

HIST 5050. Special Topics in History. 3 Hours.

Selected themes of historical and contemporary interest. May be repeated for credit if topics are different.

HIST 5060. Special Topics in History. 3 Hours.

Selected themes of historical and contemporary interest.

HIST 5070. Special Topics in History. 3 Hours.

Selected themes of historical and contemporary interest. May be repeated for credit if topics are different.

HIST 5080. Special Topics in History. 3 Hours.

Selected themes of historical and contemporary interest.

HIST 5090. Special Topics in History. 3 Hours.

Selected themes of historical and contemporary interest.

HIST 5120. History of Cuisine and Culture. 3 Hours.

Overview of food and human society from early human civilization to the modern era. The course will emphasize changes in food production and consumption as well as the development of ethnic and cultural differences in cuisine.

HIST 5201. The Ancient Near East. 3 Hours.

The history of Ancient Egypt and Mesopotamia with emphasis on political structures, social institutions, and cultural developments.

HIST 5202. Hellenistic Greece and Rome. 3 Hours.

A study of Mediterranean civilizations from the era of Alexander the Great through the fall of the Roman Empire. Greco-Roman contributions to western cultural traditions will be emphasized.

HIST 5203. Renaissance and Reformation. 3 Hours.

A study of the cultural, intellectual, and religious life of Europe in the 14th, 15th, and 16th centuries.

HIST 5205. Europe in the Age of Louis XIV, 1648-1750. 3 Hours.

A study of major trends in European history from the peace of Westphalia to the Enlightenment. Cultural, social, and political achievements of European countries will be stressed.

HIST 5206. Revolutionary Europe, 1750-1815. 3 Hours.

A study of major developments in Europe from the Enlightenment through the defeat of Napoleon. The impact of the French Revolution will be emphasized.

HIST 5207. Europe, 1815-1914. 3 Hours.

A survey of the leading developments of the period in Europe, including social and nationalistic trends. Emphasis is placed on factors leading to World War I.

HIST 5208. Europe, 1914-1945. 3 Hours.

A survey of the lost generation living in a society broken and disillusioned by World War I.

HIST 5209. Europe Since 1945. 3 Hours.

A study of European domestic and international affairs since 1945 with emphasis upon the major states.

HIST 5220. Medieval Civilization. 3 Hours.

Survey of medieval society, politics, and culture from the disintegration of the Roman Empire to the first currents of the Renaissance and Reformation. The course will emphasize the great diversity of medieval Europe, where varied traditions of government, piety, social relations, intellectual life, and economic systems evolved and collided.

HIST 5230. Byzantine Empire and Society. 3 Hours.

Examination of the historical development of imperial Rome's eastern successor between the foundation of Constantinople in 330 and the fall of the city to the Ottoman Turks in 1453. The course will focus on the political, ideological, and cultural features of Byzantine civilization as a synthesis of ancient and medieval models. Key topics will include the legacy of the west, changing social structures, external military pressure, and diverse religious traditions.

HIST 5240. The Crusades. 3 Hours.

Examination of the origin and development of the Crusades between the eleventh and the sixteenth centuries. The course will examine the theoretical foundations of crusading, the diverse character of the crusading movement, and the evolving geographic scope of the movement's objectives.

HIST 5250. Power and Community in Medieval Europe. 3 Hours.

Introduction to key concepts of public authority and social order that dominated medieval mentalities and affected political and cultural practices in Europe between the sixth and the sixteenth centuries. The course examines a range of ideas such as state, rulership, justice, sovereignty, liberty, divine power, and their practical expression.

HIST 5260. Saints and Society in the Middle Ages. 3 Hours.

History of the medieval cult of saints, its theology, practices and political effects from late Antiquity to the fifteenth century. The course will focus on evolving understandings of sanctity, diverse models of holiness, the social function of shrines and relics, and the institutionalization of cults and saints.

HIST 5270. Culture and Ethnicity in Pre-Modern East Europe. 3 Hours.

An examination of the multitude of cultural, religious, and ethnic identities within Eastern Europe, with a special focus on Poland, Bohemia and Russia, from the 15th to the late 18th centuries. This course will explore the close relations between those identities and the diversity of original political traditions in the region.

HIST 5280. War and Romance in the Middle Ages. 3 Hours.

An examination of the socio-political aspects of medieval warfare and medieval understanding of love and romance as powerful forces shaping people's religious and social experience, often in a parallel dimension to violence and bloodshed. The spiritual approach to violence, new models of masculine prowess, and the moral code of warfare and carnal desires flamboyantly displayed in chivalric culture and courtly love will also be studied.

HIST 5401. Slavic Europe to 1815. 3 Hours.

History of Slavic Europe from the early middle ages to the end of the Napoleonic Wars. The course will examine the history of Russian and other Slavic peoples with an emphasis on political, religious, social, and economic developments.

HIST 5402. Slavic Europe Since 1815. 3 Hours.

History of Slavic Europe from 1815 to the present. The course will examine the history of Russian and other Slavic peoples in the modern period.

HIST 5500. German History, 1700-1945. 3 Hours.

An in-depth survey of German history from the rise of Brandenburg-Prussia to the fall of Nazi Germany. Topic areas covered include social, political, intellectual, cultural, diplomatic, and gender history.

HIST 5601. World Military History to 1618. 3 Hours.

Overview of major developments in military history to 1618. The course examines changes in military strategy, technology, and organization with a focus on comparing systems in different regions and time periods.

HIST 5602. World Military History Since 1618. 3 Hours.

Overview of major developments in military history since 1618 and the outbreak of the Thirty Years War. The course examines changes in military strategy, technology, and organization with a focus on comparing systems in different regions and time periods.

HIST 5700. History Content for Teaching World History Surveys. 3 Hours.

A survey of the social, cultural, economic, and political development of the world from the beginning of civilization to the present.

HIST 6100. United States Constitutional History. 3 Hours.

Development of American constitutionalism from its origins in England and colonies to the present time.

HIST 6101. American Legal History. 3 Hours.

History of American Law from colonial times to the present. The course will examine developments in American legal history, especially the relationship between social and legal change in such areas as criminal law, the law of slavery, and private law, particularly at the state level. The course also examines the development of such legal institutions as the bench and bar and legal education.

HIST 6198. Colonial North America to 1763. 3 Hours.

Study of major themes in colonial history in North America to 1763. The course will examine such themes as the origins of European colonization, the development of slavery, gender and race relations, religion and society, the imperial struggle for North America, and intercultural relations among Europeans, Africans, and Native Americans.

HIST 6199. Revolutionary America, 1763-1789. 3 Hours.

Study of the American Revolutionary Era from the end of the Seven Years War to the ratification of the Constitution. The course examines political, economic, cultural, social, and military history of the period with special emphasis on race and gender relations, the origins of American identity, the War for Independence, and the drafting and ratification of the Constitution.

HIST 6202. United States, 1789-1850. 3 Hours.

A study of United States history from the Washington administration through the Compromise of 1850, focusing on political, cultural, social, and economic developments.

HIST 6203. United States, 1850-1877. 3 Hours.

A study of the United States history from the Compromise of 1850 to the end of Reconstruction. Focuses on the sectional crisis of the 1850s, the Civil War, and the Reconstruction process after the war.

HIST 6204. United States, 1877-1921. 3 Hours.

A study of United States history from the end of Reconstruction to the end of the Wilson administration. Emphasizes diplomatic, ethnic, cultural, political, and social developments.

HIST 6205. United States, 1921-1945. 3 Hours.

A study of United States history from the end of World War I to the end of World War II. Focuses on the "Roaring '20s," the Great Depression, and U.S. involvement in World War II.

HIST 6206. United States Since 1945. 3 Hours.

A study of United States history since World War II with emphasis on political, cultural, social, and economic developments and the nation's foreign relations.

HIST 6207. United States Diplomacy to 1921. 3 Hours.

A study of United States foreign relations from the Revolutionary period through 1921.

HIST 6208. United States Diplomacy Since 1921. 3 Hours.

A study of the United States foreign relations since 1921.

HIST 6209. The United States in the 1980's. 3 Hours.

Survey of the history of the United States in the 1980's. The course will provide students with a broad understanding of the major social, political, cultural, and economic trends and developments during the period.

HIST 6210. History of Georgia. 3 Hours.

A comprehensive survey of Georgia's development from the occupation by the earliest Indians to the present. Satisfies the Georgia History legislative requirements.

HIST 6211. Georgia History through 1865. 3 Hours.

A study of Georgia's history from the occupation by the earliest Indians through the Civil War, with attention to the state's development in its regional, national, and international context. Satisfies Georgia history legislative requirement.

HIST 6212. Georgia History since 1865. 3 Hours.

A study of Georgia's history from the Civil War to the present, with attention to the state's development in its regional, national, and international context. Satisfies Georgia history legislative requirement.

HIST 6215. Introduction to Public History. 3 Hours.

An introduction to the foundational concepts, methods, professional opportunities, and challenges in public history. Course provides the basic knowledge required in museum studies, historic preservation, cultural resources management, and related fields, and emphasizes issues related to communicating about history to the general public.

HIST 6216. Principles of Public History. 3 Hours.

An exploration of public history leading concepts in the discipline, with opportunities for hands-on experience. The course includes historic preservation, object collections management, museum studies, exhibit design, historical tourism, archival management, and related fields. Course highlights graduate school and career paths for public history students.

HIST 6221. The Old South. 3 Hours.

A detailed study of the social, economic, cultural, and intellectual life of the colonial and antebellum South, with consideration of the influence of slavery.

HIST 6222. The New South. 3 Hours.

A history of the South since the Civil War, with special attention to the political, social, economic, and cultural developments, as well as the problems of southern blacks after emancipation.

HIST 6225. History of the American West. 3 Hours.

History of the American West from Spanish colonial times to the present. The course will consider economic, social, political, and cultural developments of the region.

HIST 6226. Colonial South. 3 Hours.

A study of the American South in colonial times, with special emphasis on the Deep South. The course will examine the interaction of African, English, French, Native American, and Spanish cultures.

HIST 6227. History of American Sport. 3 Hours.

An examination of the history of American sports, their cultural context, and how cultures and sport have acted on each other.

HIST 6231. African American History to 1865. 3 Hours.

The history of African-Americans from their origin in Africa to the end of slavery in the U.S., with emphasis on their economic life and social thought.

HIST 6232. African American History Since 1865. 3 Hours.

The history of the African-American struggle for equality after emancipation, with special focus on the problems of black leadership from Frederick Douglass to the present.

HIST 6233. African American Cultural History. 3 Hours.

An examination of the evolution of African American cultural expression from slavery to the present, emphasizing in particular literature, theater, visual art, film, and music.

HIST 6234. African American Intellectual History. 3 Hours.

An examination of the intellectual history of African Americans from the 17th century to the present. Topics may include the role of black intellectuals in American society, changing conceptions of race, and the global context of African American thought.

HIST 6235. Nazi Germany and the Jim Crow South. 3 Hours.

A comparative analysis of racial theory and practices in both the Jim Crow South and Nazi Germany in the first half of the 1900's.

HIST 6240. American Social History. 3 Hours.

Analysis of the major trends in religion, culture, social structures, and social groups in the United States from the Colonial Era until the present. Particular attention is paid to the experiences of the various ethnic groups making up the American people.

HIST 6241. Native American History to 1850. 3 Hours.

Overview of Native American history in North America from the earliest human occupation of the continent in 1850. The course examines the economic, cultural, diplomatic, military and social history of Native Americans including the development and implementation of Indian policies by non-natives.

HIST 6242. Native American History Since 1850. 3 Hours.

Overview of Native American history in North America since 1850. The course examines the economic, cultural, diplomatic, military, and social history of Native Americans including the development and implementation of United States Indian policy.

HIST 6243. Native People in the American Southeast. 3 Hours.

A study of the native peoples in the southeastern United States from prehistory to Removal. The course will emphasize social and cultural changes as well as relationships among native groups.

HIST 6261. Women in the U.S. to 1869. 3 Hours.

A study of United States history from the perspective of women. Includes social, cultural, political, intellectual, and economic aspects of the nation's history, and more specifically, the ways women influenced and were influenced by various events and movements in U.S. history from the Colonial period to 1869.

HIST 6262. Women in the U.S., 1869 to the Present. 3 Hours.

A study of United States history from the perspective of women. Includes social, cultural, political, intellectual, and economic aspects of the nation's history, more specifically, the ways women influenced and were influenced by various events and movements in U.S. history from 1869 to the present.

HIST 6290. U.S. Military History. 3 Hours.

A study of military experiences and issues in American history from the Colonial Era to the present. The course analyzes war, its economic issues, technological developments, politics, and other factors that have influenced military aspects of American history.

HIST 6291. U.S. Political History to 1877. 3 Hours.

A study of U.S. political history to 1877. Special emphasis will be placed on national elections and the parties and issues that have influenced American political history.

HIST 6292. U.S. Political History Since 1877. 3 Hours.

A study of U.S. political history from 1877 to the present. Special emphasis will be placed on national elections and the parties and issues that have influenced American political history.

HIST 6295. Environmental History. 3 Hours.

Overview of environmental history with particular emphasis on North America. The course will examine human impact of the environment from the earliest to the present as well as the development of conservation policies and the environmental movement.

HIST 6296. History of Contemporary Issues in the U.S.. 3 Hours.

Overview of the longer term historical background of selected contemporary issues in the United States. The course will examine current political, social, cultural, and economic issues and problems including terrorism, economic conditions, and civil rights and liberties.

HIST 6301. Colonial Latin America. 3 Hours.

The founding, growth, and development of Latin America by Spain and Portugal to the wars of independence.

HIST 6302. Modern Latin America. 3 Hours.

Major historical trends in Latin America since the wars of independence.

HIST 6303. U. S. Spanish Borderlands. 3 Hours.

A study of the history of Spanish North America and its influence on the history of the United States and Native Americans, 1513 to 1850. Special emphasis will be placed on the region's diversity of peoples and intercultural relations as well as aspects of social, cultural, economic, imperial, and military history.

HIST 6404. History of the Vietnam War. 3 Hours.

An exploration of the many interrelated aspects of the conflict in Vietnam. Topics include French colonization, Ho Chi Minh and Vietnamese nationalism, the 1946-1954 war between the French and Vietminh, the Cold War policies of the United States, escalating United States intervention in Vietnam, the United State's war in Vietnam (1965-1973), the fall of Saigon, domestic opposition to the war within the U.S.A., and postwar legacies of the conflict.

HIST 6501. History of the Middle East to 1798. 3 Hours.

Overview of the political, religious, and cultural history of the Middle East from the beginning of the Islamic era to Napoleon's invasion of Egypt.

HIST 6502. History of the Middle East Since 1798. 3 Hours.

Overview of the history of the Middle East in the modern period. The course examines the development of modern states, the effects of imperialism, the impact of World War I and II, and the results of the Arab-Israeli conflict.

HIST 6700. History Content for Teaching U. S. History Surveys. 3 Hours.

A survey of the social, cultural, economic, and political development of the United States from the beginning of civilization to the present.

HIST 6810. Internship in History. 3-9 Hours.

Supervised practical experience related to the discipline of history in an appropriate agency, combined with a program of academic work. The number of credit hours granted is dependent on the nature of the program, the hours worked, and the academic program approved in advance. A maximum of 6 hours will be awarded for HIST 6810. (Graded on satisfactory/unsatisfactory basis.).

HIST 7000. Seminar in Historiography. 3 Hours.

A seminar focusing on the history of historical writing from the ancient world to the present. Topics covered include major themes, schools of thought, methods of research, and the writings of influential historians.

HIST 7101. Seminars in United States History. 3 Hours.

Seminars on selected topics in the history of the United States.

HIST 7102. Seminars in United States History. 3 Hours.

Seminars on selected topics in the history of the United States.

HIST 7103. Seminars in United States History. 3 Hours.

Seminars on selected topics in the history of the United States.

HIST 7104. Seminars in United States History. 3 Hours.

Seminars on selected topics in United States history.

HIST 7201. Seminars in British History. 3 Hours.

Seminars on selected topics in British history.

HIST 7202. Seminars in British History. 3 Hours.

Seminars on selected topics in English history.

HIST 7301. Seminars in European History. 3 Hours.

Seminars on selected topics in European history.

HIST 7302. Seminars in European History. 3 Hours.

Seminars on selected topics in European history.

HIST 7303. Seminars in European History. 3 Hours.

Seminars on selected topics in European history.

HIST 7401. Seminars in Latin American History. 3 Hours.

Seminars on selected topics in Latin American history.

HIST 7402. Seminars in Latin American History. 3 Hours.

Seminars on selected topics in Latin American history.

HIST 7501. Seminars in Asian History. 3 Hours.

Seminars on selected topics in Asian history.

HIST 7502. Seminars in Asian History. 3 Hours.

Seminars on selected topics in Asian history.

HIST 7600. Seminar in African History. 3 Hours.

Seminar on selected topics in African history.

HIST 7700. Seminar in Middle Eastern History. 3 Hours.

Seminar on selected topics in Middle Eastern history.

HIST 7800. Seminar in Women's History. 3 Hours.

Seminar on selected topics in Women's history.

HIST 7901. Seminars in World History. 3 Hours.

Seminars on selected topics in World history.

HIST 7902. Seminars in World history. 3 Hours.

Seminars on selected topics in World history.

HIST 7950. Directed Study in History. 3 Hours.

Supervised readings in areas of history not normally available in regular graduate course offerings, with regular conferences between instructor and student. May be repeated for up to 6 hours of credit if topics are different.

HIST 7970. Libraries and Literacy in History. 3 Hours.

An exploration of the development of reading, writing and information management from the proto-literate stages of the ancient Near East to the present computer age. Intellectual foundations of research and librarianship will be emphasized in their historical contexts.

HIST 7999. Thesis. 3-6 Hours.

Thesis.

Industrial-Organizational Psychology (IOPY)

IOPY 5500. Statistical Methods in Psychology. 3 Hours.

Prerequisite: Open to graduate students from any major. Univariate and bivariate statistical methods for research in the behavioral sciences.

IOPY 5800. Industrial/Organizational Psychology. 3 Hours.

Prerequisite: Open to graduate students from any major. Theory and application of psychological principles to industrial and organizational settings.

IOPY 7050. Consulting in Industrial-Organizational Psychology I. 3 Hours.

Prerequisite: Admission to MS Psychology-Industrial Organizational program or Permission of Instructor. An introduction to the fundamentals of consulting in the field of Industrial-Organizational Psychology. Students work together on consulting initiatives, developing the necessary skills and knowledge to be successful as consultants.

IOPY 7060. Consulting in Industrial-Organizational Psychology 2. 3 Hours.

Prerequisite: Admission to MS Psychology-Industrial Organizational program or Permission of Instructor. An advanced course on career consulting in the field of Industrial-Organizational Psychology. Students lead teams to accomplish consulting initiatives, developing the necessary skills and knowledge to develop a consulting firm.

IOPY 7080. Group Dynamics. 3 Hours.

Prerequisite: Admission to MS Psychology-Industrial Organizational Program or Permission of Instructor. An exploration of the interactions and processes that occur in groups and teams. The course covers the fundamental concepts, principles, and theories of teams and groups. Topics include group influence, group decision making, group conflict, power, leadership, and group performance.

IOPY 7090. Organizational Development. 3 Hours.

Prerequisite: Admission to MS Psychology-Industrial Organizational Program or Permission of Instructor. An introduction to change and interventions in relation to individuals, groups, and organizations, including strategies for individual, interpersonal and group, and organizational change.

IOPY 7600. Personnel Selection. 3 Hours.

Prerequisite: Permission of Instructor. This course addresses personnel selection from predictors to criterion measures of job performance; measurement issues; job and task analysis; and the legal and social context for the process.

IOPY 7610. Performance Appraisal. 3 Hours.

Prerequisite: Permission of Instructor. Methods, theory, and applications in the measurement of work performance as related to administrative, developmental, and feedback functions.

IOPY 7690. Professional Issues in I/O Psychology. 3 Hours.

Prerequisites: Permission of Instructor. Theory and application related to career development within the field of I/O psychology. Developing competencies across applied, academic, and service related sectors is emphasized.

IOPY 7961. I/O Psychology Practicum I. 3 Hours.

Prerequisite: Admission to I/O Program and Advanced standing. Supervised training in an appropriate applied setting.

IOPY 7962. I/O Psychology Practicum 2. 3 Hours.

Prerequisite: Admission to I/O Program and Advanced standing. Supervised training in an appropriate applied setting.

IOPY 8000. Research Design and Analysis. 3 Hours.

Prerequisite: PSYC 5500 or permission of instructor. Design of experimental and correlational research, using univariate, bivariate, and multivariate techniques.

IOPY 8100. Research Methods in I/O Psychology. 3 Hours.

Prerequisite: Admission to MS Psychology-Industrial Organizational Program or Permission of instructor. An exploration of topics in Industrial-Organizational psychology. Students work together in teams to conduct empirical investigations.

IOPY 8110. Psychometrics. 3 Hours.

Prerequisite: Admission to MS Psychology-Industrial Organizational Program or Permission of Instructor. A study psychometrics including scale development, reliability, validity, and test use. Although advanced statistical knowledge is not required, all students should have a background in statistics, including ANOVA, correlation, and multiple regression. This course is open to graduate students only.

IOPY 8350. Psychology of Motivation. 3 Hours.

Prerequisite: Advanced standing. Behavioral, cognitive, and physiological bases of motivation in theory and application.

IOPY 8360. Human Resource Development. 3 Hours.

Prerequisite: Advanced standing. Development, administration, and evaluation of strategies and products utilized in the development of human resources in business, industrial, and educational settings.

IOPY 8370. Human Factors Psychology. 3 Hours.

Human learning, performance, and cognition in the context of human-machine and human-environment systems and interactions.

IOPY 8380. Employment Law and Personnel Practices. 3 Hours.

A study of employment law and ethical principles as they relate to the practice of I/O psychology. Course content spans landmark labor and civil rights legislation (e.g., title VII, ADEA, FLSA, etc.), in addition to ethical standards and principles within the workplace.

Instructional Technology (FRIT)

FRIT 7090. Special Topics. 1-3 Hours.

Prerequisite: Permission of instructor. Promotes specialized training in new and/or emerging instructional technologies/methodologies or topics appropriate to the needs of in-service personnel. Attention will be given to a range of specific needs as they reach special significance in local school systems.

FRIT 7132. Admin of the Sch Library Media. 3 Hours.

An introduction to the functions of the school library media center and the roles of the school library media specialist. Candidates will develop skills that will enable them to direct a school library media center, design a school library media center facility, manage personnel and budgets, develop policies and procedures, and evaluate the school library media program.

FRIT 7134. Collection Development and Organization. 3 Hours.

An overview of the processes and procedures associated with developing, organizing, maintaining and evaluating the school library media collection. Emphasis is placed on intellectual freedom, evaluating existing collections, principles of selecting materials in all formats, applying standard methods of cataloging to organize the collection, and utilization of technology to access physical and virtual collections.

FRIT 7136. Reference & Information Source. 3 Hours.

Provides competence in the selection, production, utilization and evaluation of various formats of instructional technologies. Basic techniques are provided through direct laboratory experiences in the design and production of instructional technologies.

FRIT 7230. Selection and Development of Instructional Technologies. 3 Hours.

Provides competence in the selection, production, utilization and evaluation of various formats of instructional technologies. Basic techniques are provided through direct laboratory experiences in the design and production of instructional technologies.

FRIT 7231. Instructional Design. 3 Hours.

This course is designed to develop the knowledge, skills, and dispositions of instructional technology leaders necessary for them to understand and apply a systematic process of instructional design to create effective technology-based instruction for learners with diverse needs.

FRIT 7232. Vis Leadership in Instructional Technology. 3 Hours.

This course is designed to develop the knowledge, skills, and dispositions of instructional technology leaders to inspire and lead the development and implementation of a shared vision for the effective use of technology to promote excellence and support transformational change throughout educational organizations.

FRIT 7330. The Internet in Schools. 3 Hours.

This course provides learners with a focused look at issues surrounding the implementation and use of emerging applications of the internet in schools.

FRIT 7335. Web Design and Development. 3 Hours.

Focuses on the front-end aspects of web design: HTML authoring, graphics production, and media development.

FRIT 7430. Instructional Design. 3 Hours.

An introduction to systems theory as applied to the design of instructor. Examines principles of systems theory in the context of the design, development, selection and utilization of curriculum, instruction and instructional materials.

FRIT 8530. Applications in Instructional Technology. 3 Hours.

This course focuses in the effective utilization of technology in the instructional process and on systematic processes for using new technology to enhance learning. Meets the Special Georgia technology Requirements for Teacher Certification.

FRIT 8532. Multimedia Tools and Applications. 3 Hours.

Covers issues in the design and development of interactive multimedia instructional lessons. Covers the tools required for the creation of interactive multimedia and is organized around individual student projects. Prerequisite: ITEC 7530 or permission of instructor.

Instructional Technology (ITED)

ITED 7040. Thinking and Learning with Computers. 3 Hours.

Exploration of computer applications as cognitive tools for engaging and enhancing thinking in learners. Examines the theoretical, pedagogical, and practical reasons for using computers as thinking tools.

ITED 7050. Distance Education. 3 Hours.

A study of historical background, theories, and emerging trends of distance education. The course examines the effective use of technologies and strategies to design, develop, deliver, and evaluate distance instruction.

ITED 7070. Educational Data Use and Visualization. 3 Hours.

A survey of techniques for data collection, analysis, and visualization in educational settings to guide professional decision-making and data presentation.

ITED 7080. Technology and Learning Standards. 3 Hours.

Integration of technology into learning environments with an emphasis on matching technology with instructional approaches, content, student needs, and assessment to meet Georgia Performance Standards.

ITED 7090. Professional Development for Instructional Technology Professionals. 3 Hours.

An exploration of microlearning and credential opportunities for instructional technology professionals through self-directed learning, reflection and application.

ITED 7100. Foundations in Instructional Design and Technology. 3 Hours.

An introduction to instructional design and technology through exploring the self; theories of learning, instruction and technology integration; as well as the context surrounding professional practice.

ITED 7110. Foundations and Learning Theories. 3 Hours.

The historical foundations and evolutionary development of the field of Instructional Technology. It investigated philosophical, neurological, and practitioner aspects of prominent learning theories underlying teaching and learning.

ITED 7200. Digital Literacy and Citizenship. 3 Hours.

The integration and evaluation of tools and resources to support digital learning environments. Topics include examining digital resources, using safe and ethical practices, and participating in a digital world.

ITED 7201. Information Resources and Services. 3 Hours.

The development and application of knowledge and skills to provide information resources and services in P-12 school media centers. The course includes strategies for integrating information access skills and open educational resources into the curriculum, delivering traditional and electronic services, collaborating with the learning community, and developing professional learning networks.

ITED 7202. Collection Development and Maintenance. 3 Hours.

An introduction to basic cataloging and classification tools and processes as applied to integrated electronic systems. This course includes bibliographic networks, resource sharing, collection development, and database maintenance and evaluation.

ITED 7203. Administering School Media Centers. 3 Hours.

Study of school library media professionalism and the organization, functions, facilities, and management of P-12 school media centers. This course includes planning, coordinating, supervising, budgeting, and evaluating media center personnel, services and programs.

ITED 7204. Literature for the P-12 School Librarian. 3 Hours.

A study of children's and young adult literature in the context of the school library media center. This course includes promotion and encouragement of reading to actively engage learners in the critical-thinking and inquiry process; addresses curriculum integration and collaboration; promotes diversity through reading engagement; and supports classroom reading instruction and awareness of current trends in literature for children and youth.

ITED 7210. Instructional Design Models and Practices. 3 Hours.

An examination of prominent instructional models to enable instructional designers to select the most appropriate model for their audience and instructional content. Special attention is paid to the ADDIE/ISD model and its use in diverse settings.

ITED 7299. Internship in School Media Centers. 3 Hours.

Prerequisite: Approval of advisor. Supervised field experiences in administering P-12 school media centers.

ITED 7300. Instructional Design and Technology Integration. 3 Hours.

The design and implementation of technology-infused learning activities and assessment in a professional context.

ITED 7302. Needs Assessment. 3 Hours.

Application of research and evaluation skills to a field-based needs assessment; investigation of non-instructional solutions with attention to performance improvement. The course includes the use of job task analysis, consideration of organization cultures, and application of team building skills.

ITED 7310. Instructional Strategies. 3 Hours.

Selecting, implementing, and evaluating instructional strategies for training room environments based upon the learning goals, nature of the content, abilities of the learners, and affordances of the teaching environment.

ITED 7399. Internship in Technology Applications. 3 Hours.

Prerequisite: Approval of advisor. A faculty-supervised field experience in an instructional technology setting.

ITED 7400. Creation and Management of Digital Learning Environments. 3 Hours.

The creation and management of digital learning environments, including purchasing and management of software, hardware, and networking infrastructure; evaluation and selection of digital tools; and creation of learning spaces.

ITED 7410. Adapting Traditional Instruction to Online Environments. 3 Hours.

Adapting face-to-face instructional content to online delivery platforms (Web and mobile). The course uses industry-standard software for creating, integrating, and publishing the adapted content for the online environment, preparing students to take industry-recognized certification exams.

ITED 7500. Vision and Planning for Instructional Technology. 3 Hours.

An introduction to the core competencies of a technology leader in an educational organization. Such as performing a needs assessment or a program evaluation, designing and implementing a technology project or a professional development.

ITED 7510. Digital Learning Environments. 3 Hours.

An examination of the computer hardware and software needed for building, hosting, delivering, and participating in online learning. Topics covered include how computer hardware and software work; how to evaluate and select equipment for acquisition; and network infrastructure and security.

ITED 7600. Introduction to Discipline-Based Best Practices Literature. 3 Hours.

Introduction to analyzing discipline-specific literature and applying the conventions of academic writing using the Publication Manual of the American Psychological Association.

ITED 7610. Instructional Graphics. 3 Hours.

A study of techniques for creating, editing, and producing professional quality graphics for both face-to-face and online instructional settings. Students will use industry-leading software to prepare them to take the industry-recognized certification exam in image editing and graphic design.

ITED 7710. Instructional Video and Audio. 3 Hours.

A study of techniques for creating professional quality videos for both face-to-face and online instructional settings. Students will use industry-leading software to prepare them to take the industry-recognized certification exam in video editing and production.

ITED 7810. Project Training Management. 3 Hours.

An examination of factors and processes affecting project management, preparing students for the Certified Associate in Project Management (CAPM) exam.

ITED 7900. Special Topics in Instructional Technology. 1-3 Hours.

In depth study of specific issues in instructional technology. Course may be repeated under different topics.

ITED 7910. Program Evaluation. 3 Hours.

Approaches to conducting evaluations of educational/training programs. The course addresses political, ethical, and practical issues as well as the necessary steps and strategies for a planning program evaluation.

ITED 8100. Theories, Models, and Perspectives of Instructional Design and Technology. 3 Hours.

Modeling and facilitation of theoretical perspectives concerning digital citizenship, change, communication, diversity, learning, and instruction for the legal and ethical integration of instructional technology in learning environments.

ITED 8200. Instructional Design for Training and Education. 3 Hours.

Applications of systematic design principles to address an identified need in a training or learning context. The course addresses learner characteristics, assessment (diagnostic, formative, summative), message design, and instructional strategies to support and enhance higher order thinking skills.

ITED 8299. Internship School Media Center. 3 Hours.

Field experience in administering P-12 school media centers supervised through distance technology.

ITED 8300. Technology Tools for Training and Education. 3 Hours.

The application of technologies via professional learning networks. The course includes in-depth learning and application of candidate's choice of computer-related technology tools to design and create effective instructional materials and assist other educators in similar tasks that use technology to improve teaching, learning, and assessment.

ITED 8400. Technology for Learning Environments: Evaluation, Selection, and Management. 3 Hours.

Evaluation, selection, and manage educational technology for learning environments, including purchasing and procurement of technology; suitability of technology; and management of technology infrastructure for learning environments.

ITED 8500. Leadership in Instructional Technology. 3 Hours.

The student and implementation of techniques for effective organizational change. This includes working with leading individuals and groups to develop a shared vision for the use of technology in learning environments; advocate for equitable access in digital content and learning opportunities that meet diverse needs; and demonstrate leadership in professional environments that enhance technology.

ITED 8600. Professional Development and Program Evaluation. 3 Hours.

The study and implementation of needs assessment and program evaluation to inform the content and delivery of technology-based professional learning programs.

ITED 8700. Designing Creative Learning for Students and Adults. 3 Hours.

Prerequisite: ITED 8200. The application of Constructivist learning theories to produce technology-supported learning environments that promote creative learning in P12 and adult learners. Students will collaborate with peers and their own learners to enable learners to own instructional content in which they discover, investigate, and address authentic learning problems.

ITED 8900. Special Topics in Instructional Technology. 1-3 Hours.

Special Topics in Secondary Education.

ITED 8960. Supporting Best Practices with Innovative Technologies. 3 Hours.

A study of the ways in which technology can support the advancement of teaching and learning through collaboration, research, and professional learning.

ITED 8970. Action Research Methods and Planning. 3 Hours.

Application of the ethics and principles of action research. This course includes design of technology-enhanced learning experiences and planning for subsequent evaluation to improve instruction and learning.

ITED 8999. Action Research Project. 3 Hours.

Implementation of research-based interventions to improve instructional practice and maximize learning. The students will use digital tools and resources to collect systematically and analyze data, interpret results, and communicate findings.

International Studies (INTL)

INTL 5000. Foreign Exchange. 0 Hours.

A course for foreign students enrolled at VSU under official exchange agreements of the University.

INTL 5170. Topics in International/Intercultural Studies. 1-3 Hours.

Special topics in international studies include on-campus experiences, seminars, and workshops such as the National Model United Nations program and the spring courses offered in conjunction with the Focus lecture series each spring. May be repeated for credit.

INTL 5500. Study Abroad. 0-3 Hours.

Prerequisite: Acceptance to a VSU study abroad program. Courses for students studying abroad on VSU-approved programs. Students must have written approval from the Office of International Programs and relevant academic units to register for these courses. The number of credit hours granted is dependent on the nature of the program. Faculty supervisors in relevant departments will be responsible for assigning credit and reporting grades.

INTL 5501. Study Abroad. 0-3 Hours.

Prerequisite: Acceptance to a VSU study abroad program. Courses for students studying abroad on VSU-approved programs. Students must have written approval from the Office of International Programs and relevant academic units to register for these courses. The number of credit hours granted is dependent on the nature of the program. Faculty supervisors in relevant departments will be responsible for assigning credit and reporting grades.

INTL 5502. Study Abroad. 0-3 Hours.

Prerequisite: Acceptance to a VSU study abroad program. Courses for students studying abroad on VSU-approved programs. Students must have written approval from the Office of International Programs and relevant academic units to register for these courses. The number of credit hours granted is dependent on the nature of the program. Faculty supervisors in relevant departments will be responsible for assigning credit and reporting grades.

Kinesiology/Physical Education (KSPE)

KSPE 6101. Foundations and Technology in Health and Physical Education. 3 Hours.

An introduction to the historical, theoretical, practical principles and technologies of physical education and sport.

KSPE 6150. Applied Sports Science. 3 Hours.

The scientific study of human motion as applied to physical activity, fitness, and human performance. Primary course content will include motor learning, skill analysis, aspects of exercise physiology, and nutrition.

KSPE 6200. Nutrition for Health and Human Performance. 3 Hours.

An introduction to the characteristics of the essential dietary nutrients and their respective roles in the body. Emphasis is placed on the effects of nutritional practices on health and human performance.

KSPE 6220. Management of Physical Education Programs. 3 Hours.

A study of administrative theory and principles as they relate to the process of planning, organization, supervision, personnel, budget, facility design, risk management, and other issues that are related to operating physical education and sport programs in educational and community settings.

KSPE 6301. Contemporary and Comprehensive Health Issues. 3 Hours.

A study of contemporary and comprehensive health issues. Emphasis is placed primarily on content of each health category across elementary, middle, and secondary school levels.

KSPE 6401. Instructional Planning and Evaluation. 3 Hours.

Provides the student with pertinent information relative to basic instructional and planning methodologies, basic statistics, data analysis, assessment and evaluative procedures and instruments across the psychomotor, cognitive, and affective domains. Students will apply this content within health and physical education settings.

KSPE 6411. Human Movement Applications. 3 Hours.

Prerequisite: KSPE 2999 A study of neuroanatomy and neurophysiology relative to motor development and motor learning, coupled with functional anatomy as it pertains to the dynamics of human motion. Emphasis is placed on mechanical analysis of human movement.

KSPE 6500. Workshop in Coaching Athletics. 3 Hours.

A workshop dealing with the techniques and strategies of football, basketball, baseball, and track. General topics relating to the psychology of coaching to administrator's problems and to physiological principles are also covered.

KSPE 6700. Elementary Physical Education Methods and Content. 3 Hours.

Prerequisite: KSPE 2999. A study of physical education methodologies and content for preschool through fifth grade public school students. Field experiences are required.

KSPE 6710. Middle Grades & Secondary Physical Education Health Methods & Content. 3 Hours.

Prerequisite: KSPE 2999. A study of physical education methodologies and health instructional content for middle grades and secondary public school students. Field experiences are required.

KSPE 6790. Student Teaching in Health and Physical Education. 5 Hours.

Prerequisites: Completion of all requirements to student teach as listed in the university's undergraduate catalog. Graded "Satisfactory" or "Unsatisfactory". The students' reflect on educational practices and refinement of concepts emanating from their teaching experiences. Required for candidates who are not currently employed in a P-12 setting.

KSPE 6800. Student Teaching Seminar in Health and Physical Education. 1 Hour.

Prerequisite: Completion of all requirements to student teach as listed in the university's undergraduate catalog. Graded "Satisfactory" or "Unsatisfactory". Reflection of educational practices and refinement of concepts emanating from the teaching experience. Required for candidates who are not currently employed in a P-12 setting.

KSPE 6890. Internship in Health and Physical Education. 5 Hours.

Prerequisite: Completion of all requirements to student teach as listed in the university's undergraduate catalog. Graded "Satisfactory" or "Unsatisfactory". The students reflect on educational practices and refinement of concepts emanating from the student teaching experience. Required for candidates who are currently employed in a P-12 setting.

KSPE 6900. Internship Seminar in Health and Physical Education. 1 Hour.

Prerequisite: Completion of all requirements to student teach as listed in the university's undergraduate catalog. Graded "Satisfactory" or "Unsatisfactory". Reflection of educational practices and refinement of concepts emanating from the teaching experience. Required for candidates who are currently employed in a P-12 setting.

KSPE 6911. Diversity in Sport and Physical Education. 3 Hours.

Prerequisite: KSPE 2999. Introduction to physical education and sport for exceptional children and diverse populations. An overview of litigation and federal laws pertaining to human diversity in physical education and sport, including diverse cultures, physical differences, communication diversity, behavior differences, sensory diversity, and family diversity. Field experiences are required.

KSPE 7110. Physical Education for Exceptional Learners. 3 Hours.

A study of pedagogical and content best practices in planning, implementing, and adapting existing programs of physical education and activity programs for special needs students. In addition to programmatic content, students will also receive instruction in administrative practices and policies and special needs legislation in education.

KSPE 7120. Physical Education Pedagogy. 3 Hours.

A critical study of teaching skills that have been shown to be effective in fostering student achievement, including teacher planning, classroom management, discipline, diversity, and professionalism and ethics.

KSPE 7130. Curriculum Development in Physical Education. 3 Hours.

A study of educational curriculum theory, curriculum development, and curriculum models for physical education. National and state standards for physical education will be used to inform curriculum development decisions, and research related to curriculum design will serve as the basis for content development.

KSPE 7140. Program and Content Development I. 3 Hours.

Design of educational game and fitness experiences utilizing the development curriculum model and tactical games model platforms. Additional specific examples of content development and pedagogical strategies will be emphasized. Field experience instruction (public/private school lesson delivery) is a requirement for this course.

KSPE 7141. Technology Application in Physical Education. 3 Hours.

A study of research and the developing of varied technological applications and practices utilized in the delivery and assessment of physical education.

KSPE 7150. Assessment and Applications in Physical Education. 3 Hours.

A study of effective assessment development, administration, and results application to planning and instruction based on student achievement in Pre-K-12 physical education within the cognitive, psychomotor, and affective domains of learning.

KSPE 7160. Human Kinetics. 3 Hours.

Scientific study of human motion as applied to physical activity, fitness, and human performance. Primary course content will include motor learning, skill analysis, aspects of exercise physiology, and nutrition.

KSPE 7170. Program and Content Development II. 3 Hours.

Design of dance/rhythms-driven and gymnastics content experiences within the context of varied curricular models and pedagogical strategies. Field experience instruction (public/private school lesson delivery) is a requirement for this course.

KSPE 7171. Innovative Health-Related Fitness Applications in Physical Education Program. 3 Hours.

A study of health-related physical activity (fitness) content development and delivery options. They will be researched in order to foster improved program and instructional expertise within the advanced candidates' current teaching contexts.

KSPE 7180. Interdisciplinary Physical Education. 3 Hours.

An in-depth study of the fundamentals of interdisciplinary physical educations, including interdisciplinary teaching models, used for organizing content, collaborating with others, and creating meaningful activities that impact student learning in physical education.

KSPE 7200. Contemporary Issues in Health and Physical Education. 3 Hours.

An exhaustive inquiry and discussion of contemporary personal, public health and physical education issues at the local, national, and international levels with special emphasis on the effects of these issues on health and physical education.

KSPE 7230. Psychology of Sport. 3 Hours.

The relationship between sport and pertinent psychological principles is investigated. In-depth analysis of research in the area is also undertaken.

KSPE 7250. Ethics in Sports. 3 Hours.

An investigation of the ethical issues involved in sports and society. This investigation will proceed by applying philosophical techniques in ethical problem-solving. The course will consider what these problems are, how they arise, and possibilities for how they may be solved.

KSPE 7260. Professional Practices. 3 Hours.

Development of a foundation of research concerning the content and practices needed to become a reflective practitioner of physical education, including strategies for self-assessment, problem-solving, and supervision. Supervision strategies will also be researched.

KSPE 7261. Contemporary Program Development. 3 Hours.

An overview of varied contemporary program options for developing new courses within physical education programs that foster the most innovated content within P-12 settings.

KSPE 7300. Special Topics in Physical Education. 1-6 Hours.

Prerequisite: Permission of the instructor. Permits the development of special topics or issues in the areas of health, physical education, health education, exercise science, and sports medicine.

KSPE 7400. Directed Study in Health Sciences and Physical Education. 1-6 Hours.

Prerequisite: Approval of Area Coordinator, Graduate Coordinator and Department Head. Development and in-depth study of an approved topic of interest pertinent to the fields of health sciences and physical education.

KSPE 7900. Internship. 1-6 Hours.

Prerequisite: Approval of advisor, Program Coordinator, Graduate Coordinator, and Department Head. Provides the student with an opportunity to apply what they have learned in the classroom to actual working situations, as well as learn from professionals they will work with in the field.

KSPE 7910. Capstone Seminar in Physical Education. 3 Hours.

Prerequisites: Student must be enrolled for the final semester of the program of study. Reflection and discussion of content and professional practices relative to the program of study. The professional presentation requires students to look across the program of study, present that learning, and extend it through research to colleagues within the advanced candidates' schools or related settings. Each presentation is peer-reviewed and then presented electronically to the faculty.

KSPE 8100. Studying Sports Coaching. 3 Hours.

Foundations required to examine and establish innovative coaching programs and to study the literature on coaching. This course is designed to develop an in-depth understanding of coaching in education and the promotion of quality athlete lifestyles through evidenced-based knowledge and application. The course provides the opportunity to reflect on and develop the student's knowledge and understanding of coaching, of self, and of athletes.

KSPE 8110. History, Sociology and Psychology of Sport. 3 Hours.

Examination of the sociology and psychology of sport from a historical and applied perspective. Beginning with a history of sport, students will use historical and current literature to understand the sociological and psychological factors affecting sport coaching within the United States as well as European/Australian models of sport.

KSPE 8200. Coaching Sciences. 3 Hours.

Provides required information to recognize, assess, and respond to athletic emergencies as a prudent coach. The course will allow coaches to develop appropriate methods of conditioning to promote safe and effective practices.

KSPE 8210. Sport Coaching Pedagogy. 3 Hours.

A study of essential information required for planning, instruction, and assessment of athletes to enhance current coaching practices of the advanced candidates, who will develop appropriate teaching methods based on pedagogical content knowledge and sport-specific contexts.

KSPE 8300. Applied Sports Science. 3 Hours.

Application of various science-related fields of study to the coaches' instructional context in order to enhance current coaching practices of advanced candidates, who will use learning from exercise physiology, biomechanics, motor development, sports management, and nutrition to enhance sport programs, coaching practices, and athletic outcomes.

KSPE 8400. Workplace Coaching Analysis and Evaluation. 3 Hours.

Development and analysis of coaching practices in the workplace. This course will facilitate the improvement of methods of practice, and the generation of original solutions to coaching problems through reflection, synthesis and the application of evidence based strategies to a range of complex issues in coaching. Focus is on designing and implementing training, and practice programs to promote safe and effective development of athletes.

KSPE 8410. Coaching Pedagogy: Evaluating Research. 3 Hours.

Introduction of both qualitative and quantitative research methodologies and the utility of each in sport coaching scholarship. Essential elements, inherent weakness, and key strengths of applicable research designs will be evaluated and critiques using current research in sport coaching education.

KSPE 8420. Foundations of Sports Coaching and Theory. 3 Hours.

Prerequisite: EDUC 5999. A study of appropriate coaching behaviors to utilize with various age groups; differences in levels of competitive sports; the personal professional roles that coaches should exhibit, and the professional roles expected of a coach.

KSPE 8500. Coaching Pedagogy Research Methods. 3 Hours.

Provides the required information to produce publishable research, critique literature, develop research methods, design, and perform analysis of information collected through various scientific methods. The course will allow coaches to develop appropriate methods to qualitatively and quantitatively reflect and defend or append their styles of instruction.

KSPE 8600. Professional Coaching Development. 3 Hours.

Designed to help coaches critique their coaching behaviors, learn professional coaching standards, be updated on current coaching issues dealing with diversity, legal ethical, moral responsibilities, and title IX. Coaches will create an athlete centered sports system while applying a variety of effective coaching methods to develop athletic performance.

KSPE 8700. Communication Skills for Coaches. 3 Hours.

Designed to adopt strategies and languages to establish and maintain good, appropriate coach to player relationships, coach, to assistant coaches, and coach to parent relationships. Coaches will understand a variety of coaching styles, effective recruiting strategies and how to utilize constructive criticism, listening skills, questioning techniques and evaluation procedures.

KSPE 8800. Coaching Pedagogy: Action Research. 3 Hours.

Action research focused on efforts to improve the quality and organization of coaching performance. It typically is designed and conducted by practitioners who use assessments and then analyze the data to improve their own practice.

KSPE 8900. Coaching Pedagogy Capstone: Data Analysis Research Project. 3 Hours.

A capstone experience culminating with reflective practice upon the program of study. This course provides the opportunity to review and reflect on the student's individual program of study with regard to how it did, and will in the future, impact their performance in their chosen field. The capstone course will prepare the students for the final defense of his/her program of study.

Linguistics (LING)

Linguistics

LING 6000. Principles of Language Study. 3 Hours.

A study of the nature, structure, and diversity of language, including English phonology (sounds), morphology (word formation), syntax (sentence structure), and semantics (meaning) contrasted with features of other selected languages and applied to fields such as literary study, written communication, and language acquisition.

LING 6160. Language in Society. 3 Hours.

A study of the nature of language and its use in society, including psychological and sociocultural variables in conversation, language varieties, multilingualism, world Englishes, and the development of language policy.

Marriage & Family Therapy (MFTH)

MFTH 6700. Family Sociology. 3 Hours.

The social context of contemporary issues facing families. Including family history, cross-cultural issues, and research and theory regarding changing gender roles, family violence and abuse, divorce, single-parenting, work families, sexual orientation, non-traditional families, and other relevant issues.

MFTH 6800. Relational Theory, Practice, and Ethics. 3 Hours.

Introduction to the basic epistemological theories and practices in marriage and family therapy, history of the field and current developments, and the ethics and values associated with a systemic orientation to change. Implications for practice are emphasized.

MFTH 6900. Foundations of Family Therapy. 3 Hours.

Introduction to postmodern theory and social constructionism. The course will focus on understanding human interaction, meaning making, and problem resolution through both relational and narrative lenses. Students will explore the relationship between meaning, language, stories, and cultural discourses.

MFTH 6990. Supervisor's Training in Marriage and Family Therapy. 3 Hours.

Limited to graduate students who already hold the master's degree and are pursuing the status of "Supervisor in Training" through the American Association for Marriage and Family Therapy. (Graded on S/U basis). Offered on an individual basis, readings of supervision, supervision styles, systemic family therapy, and ethics for supervision will be explored.

MFTH 7050. Diversity, Inclusion, and Social Justice. 3 Hours.

Prerequisite: MFTH 6800. An in-depth study of the skills, sensitivities, and theoretical ideas needed by family therapists to encounter otherness and navigate the interface between professional responsibilities, ethics, social justice, and the social and political context of treatment. Implications for practice are emphasized.

MFTH 7101. Family Systems Theories. 3 Hours.

Prerequisite: MFTH 6800. An in-depth study of family systems theory. Emphasis on the major schools of thought included in a systems analysis of the family and current issues and ideas within family systems discourse.

MFTH 7102. Interventions in MFT. 3 Hours.

Prerequisite: MFTH 6800. A review of the various intervention techniques employed by the major theoretical approaches to MFT. Emphasis on skill development, video and role-play demonstrations, and linking practice to theory and appropriate treatment goals.

MFTH 7103. Advanced Theories Seminar. 1 Hour.

Prerequisite: MFTH 7102. A series of seminars that allow students to develop in depth understanding of at least two theoretical approaches to MFT. Examples of offerings include structural/strategic, experiential, family of origin, narrative/constructivism, feminist, solution-oriented. May be repeated.

MFTH 7200. Research in Marriage and Family Therapy. 3 Hours.

An examination of the various concepts and theories used in marriage and family therapy research. Outcome research will be emphasized. Students will be expected to complete a major project demonstrating their ability to perform research in family therapy.

MFTH 7350. Legal Issues in MFT. 1 Hour.

Prerequisite: MFTH 6800. Legal responsibilities and liabilities in the practice of family therapy. Addresses issues such as limits to confidentiality, therapist liability, and client privilege. Includes working with the legal system and relevant aspects of family law.

MFTH 7400. Psychopathology & Pharmacology in MFT. 3 Hours.

Prerequisite: MFTH 6800. Legal responsibilities and liabilities in the practice of family therapy. Addresses issues such as limits to confidentiality, therapist liability, and client privilege. Includes working with the legal system and relevant aspects of family law.

MFTH 7500. Development in the Family System. 3 Hours.

Human growth and development within the family system. Includes theories of individual development, developmental tasks over the family life cycle, normative and non-normative change, processes of divorce and remarriage, and social, economic, and ethnic influences on the family life cycle. Implications for practice are emphasized.

MFTH 7510. Human Sexuality and Gender. 3 Hours.

The cultural, social, physical, psychological, and interpersonal aspects of human sexuality and gender. Includes gender role socialization and the development of gendered identities, sexual functioning and attraction, sexual orientation, and problems related to sex and gender.

MFTH 7550. Family Stress and Crisis. 3 Hours.

Understanding normative and catastrophic stress, trauma, and crisis across the lifespan from a family systems perspective. Focus on approaches to preventions and intervention with families, agencies, and communities.

MFTH 7600. Practicum in Marriage and Family Therapy. 6 Hours.

Prerequisite: MFTH 7102 and approval of the MFT Faculty. Co-requisite: MFTH 7350. Supervised experience in the practice of marriage and family therapy. Includes practice and live supervision at the MFT Training Clinic as well as experience in community placements. Requires a minimum of 20 hours per week. Must be taken three successive semesters for a total of 500 hours of direct client contact.

MFTH 7601. Treatment Issues in Family Therapy. 3 Hours.

A review of the predominant treatment modalities used by family therapists when treating families in crisis. Emphasis will be placed on intervention issues surrounding family violence, sexual coercion, and the role of the conflict.

MFTH 7602. Couples and Sex Therapy. 3 Hours.

A review of those theories, specific therapies, and research studies applied to couples with an emphasis on the marital dyad.

MFTH 7650. Special Topics in MFT. 1-3 Hours.

A rotating series of seminars addressing important contemporary issues in the field of marriage and family therapy. Examples of topics include working with children, working with adolescents, spirituality, family violence, and substance abuse. May be repeated for credit.

MFTH 7700. Assessment in Marriage and Family Therapy.. 3 Hours.

Prerequisites: MFTH 7101 and MFTH 7500. How to assess family processes within a developmental context. Models for assessing family functioning and use of individual and family assessment instruments will be included.

MFTH 7880. Professional Ethics Seminar. 1 Hour.

Addresses professional issues in the workplace. Includes marketing oneself, politics of the workplace, professional licensure and clinical membership, working in interdisciplinary teams, professional wellness, and the ethics, values, and decision-making associated with current practice issues.

MFTH 7980. Internship in Marriage and Family Therapy. 1-5 Hours.

Prerequisite: MFTH 7600. Supervised experience in the practice of marriage and family therapy in a community placement. Requires enough direct contact hours additional to practicum to total 500 before graduating.

MFTH 7990. Directed Study in Family Therapy. 1-3 Hours.

Prerequisite: Permission of instructor. Specialized study in an area of Marriage and Family Therapy under the direction of a faculty member.

Master of Accountancy (MACC)

MACC 7100. Seminar in Financial Accounting. 3 Hours.

Prerequisite: ACCT 3202 with a grade of "C" or better. A critical review, analysis, and evaluation of current accounting thought relating to the nature, measurement, and reporting of business income and financial position.

MACC 7220. Consolidations and Partnership Accounting. 3 Hours.

Prerequisites: ACCT 3202 and 3203, or equivalent courses, with a grade of "C" or better in each course. A study of concepts and techniques related to the preparation of consolidate financial statements and an introduction to partnership accounting.

MACC 7390. Governmental and Not-For-Profit Accounting. 3 Hours.

Prerequisite: ACCT 3201 or equivalent course with a grade of "C" or better. The accounting and financial reporting used by state and local governments and not-for-profit entities.

MACC 7400. Fraudulent Financial Reporting. 3 Hours.

A foundation for analyzing and evaluating fraudulent financial statements. Topics include the importance of producing reliable financial information, the effects of fraudulent financial reporting, symptoms and schemes of modern corporate fraud, and the roles of the major corporate governance players (e.g., board of directors) in preventing and detecting fraudulent financial reporting.

MACC 7410. Advanced Accounting Information Systems. 3 Hours.

Prerequisite: ACCT 4410, or equivalent courses, with a grade of "C" or better. The use of computer technologies to support decision making. The course provides experience with various technologies for data analysis and presentation. The audit software is used to conduct a mock audit of a business process. The ERP system is used to introduce students to the analysis of the information needs of those they may serve and the potential variability of these needs across positions.

MACC 7453. Estate Tax, Trusts, and Wealth Transfer. 3 Hours.

Prerequisite: ACCT 4500 or equivalent course with a grade of "C" or better. A study of methods used to transfer wealth while living and after death in a tax effective manner. Topics include estate planning, gifting, and the use of trusts to achieve wealth transfer efficiently.

MACC 7500. Tax Research. 3 Hours.

Prerequisite: ACCT 4500 or equivalent course with a grade of "C" or better. Designed to familiarize students with federal tax law. This includes sources of federal tax law, which enables students to analyze tax problems, and to prepare tax briefs and memoranda to support their positions.

MACC 7510. Corporate and Partnership Taxation. 3 Hours.

Prerequisite: ACCT 4500 with a grade of "C" or better. An introduction to the tax aspects of corporations and partnerships. The course includes coverage of the tax consequences associated with a C- corporation's formation, operations, distributions, reorganization, and liquidation. It also includes an introduction to the taxation of flow-through entities, focusing on S- corporations and partnerships.

MACC 7600. Accounting Research. 3 Hours.

An applied research course with a focus on real world data analysis.

MACC 7700. Advanced Managerial Accounting. 3 Hours.

Prerequisite: ACCT 3400 or equivalent. A case-based examination of managerial accounting. Topics include costing systems, budgeting issues, cost behavior, and performance evaluation methods. The course develops critical thinking, business writing and oral communication skills through class discussions, written reports and presentations.

MACC 7800. Advanced Auditing. 3 Hours.

Prerequisites: ACCT 3202 and 4800 or equivalent courses, each with a grade of "C" or better. The course builds on the knowledge base from introductory auditing to provide an in-depth understanding of the concepts and techniques used by the independent accountant in financial statement audits.

MACC 7980. Accounting Internship. 3 Hours.

Prerequisite: Approval of Department Head. Graded "Satisfactory" or "Unsatisfactory". The application of academic accounting skills in an employment situation. A paper, approved by a faculty member and the employer, is required. The student must complete a workshop with the Career Strategies Coordinator no later than the end of the first week of classes. May be taken more than once with Department Head approval.

MACC 7990. Special Topics in Accounting. 3 Hours.

A study of current issues and concepts in accounting. Students will use electronic databases and other resources to research topics and present their findings to the class. Guest speakers and field trips may be part of the course. With department head approval, this course may be taken more than once if topics are substantially different.

Master of Arts in Communication (MAIC)

MAIC 5000. Communication Theory. 3 Hours.

Review of theories of communication in a variety of contexts in the discipline. The use of theory construction, theory building, and theory analysis will be studied. Topics include rhetorical theories and artifacts, persuasion contexts, nonverbal communication theories, and organizational theories and strategies.

MAIC 5050. Mass Communication Theory. 3 Hours.

The study of the evolution of mass communication from its origins to emerging media technologies.

MAIC 6000. Integrated Communication. 3 Hours.

A study of the evolving marketplace and how to develop advertising/public relations/marketing plans for target audiences, including the use of analytics and other methods to measure the impact of Integrated Communication programs. This course includes mass and social media's role in Integrated Communication.

MAIC 6100. Media Process Management. 3 Hours.

A study of the financial aspects of project development, including grant writing, research project recruitment and execution, crowd sourcing, and entrepreneurship. Other topics include management of human resources and legal/regulatory concerns relevant to the production and distribution of media projects in a global environment.

MAIC 6150. Media Entrepreneurship. 3 Hours.

A study of strategies for funding and leveraging communication technologies in an ever-changing economy, including resource management, project timelines and workflows, legal and regulatory considerations, and communication with constituents from different sectors of the distribution process.

MAIC 6200. Intercultural Communication. 3 Hours.

Survey of recent research in intercultural communication theory and practice; particular attention will be paid to language, the acquisition of intercultural communication competence, and related issues.

MAIC 6250. Theory and Design of Emerging Communication. 3 Hours.

An examination of conceptual methodological issues and decisions underpinning the determination of communication campaign effects, planning, implementation and evaluation. The course includes practical and theoretical developments with information processing, media choice, technology and organizational design, and networks.

MAIC 6300. Communication in the Social Processes of Risk and Crisis. 3 Hours.

An examination of the role of risk and crisis communication in managing times of crisis and the resulting psychological, sociological, and cultural effects.

MAIC 6350. Communication, Conflict, and Negotiation. 3 Hours.

A survey of the role of communication in the management of conflict in interpersonal and professional contexts and analytical frameworks for understanding negotiations.

MAIC 6400. Organizational Communication. 3 Hours.

Advanced study of the theories and practices that inform communication in organizations including the process of organizing, communication networks, and organizational culture.

MAIC 6450. Rhetorical Criticism and Theory. 3 Hours.

A history of public discourse in media.

MAIC 6500. College Pedagogy and Instruction. 3 Hours.

An introduction to teaching at the college level. Students will engage in inquiry, dialogue, reflection on pedagogical theory, active learning strategies, teaching goals, student learning outcomes, assessment, and developing a personal teaching philosophy.

MAIC 6550. Communication Practicum. 3 Hours.

Prerequisites: MAIC 5000, MAIC 5050, and MAIC 6500. A survey of methods designed to develop students' instructional skills and provide classroom experiences under the guidance and supervision of a faculty member. The course provides practical experience in classroom management, student engagement, activities, lecture/discussion, technology, and grading.

MAIC 6600. Integrated Communication Metrics. 3 Hours.

An examination of the impact of integrated communication in evolving digital communication environments.

MAIC 7100. Quantitative Research Methods in Communication. 3 Hours.

An advanced investigation of research methodologies used in the study of communication with in-depth study of research design and data management used to basic and applied research settings; study of descriptive, exploratory, and inferential statistical application; practical interpretations of computer-assisted data analysis.

MAIC 7150. Interpersonal Communication. 3 Hours.

Review of interpersonal communication theories and research with respect to personal and professional relationships including organizational, intercultural, and health care settings.

MAIC 7200. Qualitative Research Methods in Communication. 3 Hours.

Survey of qualitative research methods used to conduct systematic inquiry into communication topics including ethnography, interviews, focus groups, and textual analysis. The course provides practical experience in information-collection design and analysis.

MAIC 7300. International Media. 3 Hours.

An examination of the social, political, legal, and economic forces that influence and change the worldwide media information system.

MAIC 7400. Directed Study. 3 Hours.

Individual study of themes, applications, trends, and issues beyond that covered in other MAIC courses. The course may be repeated once for credit when topics vary.

MAIC 7700. Special Topics. 3 Hours.

Specialized course providing an opportunity to explore themes, applications, trends, and issues beyond the prescribed curriculum. May be repeated once for credit when topics vary.

MAIC 7800. Communication Law. 3 Hours.

A study of modern communication law in an increasingly diverse global environment. Topics include copyright, libel, regulations relating to distribution media via various channels, and legal issues raised by technological change.

MAIC 7999. Thesis or Project. 1-6 Hours.

Culminating research or creative project undertaken during the final semesters of study. Students may register for 1 to 6 credit hours. A total of 6 credit hours in required.

Master of Business Administration (MBA)

MBA 7030. Managerial Accounting. 3 Hours.

Prerequisites: ACCT 2101 and ACCT 2102 or their equivalents. An overview of the role of the accounting function in organizations. Emphasis is placed on analyzing financial information to enhance managerial decision making. The course is designed to assist managers in developing processes for evaluating the merits of historical and forecast data and using such information to add value to organizations.

MBA 7050. Marketing. 3 Hours.

A study of the strategic managerial aspects of marketing. Topics focus on product, price, promotion, and place in the ethical planning, implementing, and controlling of marketing operations.

MBA 7350. Managerial Finance. 3 Hours.

Prerequisite: FIN 3350 or equivalent. An advanced study of the theory, principles, and practices that define the finance function in the firm as viewed from the perspective of the financial manager. The topics covered include financial planning, capital budgeting, financing the firm, capital structure management, and dividend policy. Computerized financial models are used to apply financial principles to financial problems and decision making.

MBA 7401. International Business. 3 Hours.

International business with an emphasis on decision making for prospective international managers. Topics include cultural forces, economic theories, strategic decision making, global human resource management, and currency and labor markets.

MBA 7402. International Economics. 3 Hours.

A survey of the fundamentals of international economics. Topics include gains from trade, determinants of trade patterns, analysis of tariffs and other barriers to trade, trade blocks, trade blocs, balance of payment, FEM, forward exchange, international investment, lending and financial crises.

MBA 7403. International Financial Management. 3 Hours.

Prerequisite: MBA 7350. Financial theory and practice, terminology, models, and analytic techniques and processes in an international setting. Emphasis is placed on applications and limitations of core financial paradigms in keeping with sound corporate financial planning.

MBA 7409. International Business and Culture. 3 Hours.

A study abroad course that promotes a greater understanding of international business practices and fosters cross-cultural understanding through visiting international companies, domestic companies operating globally, financial institutions, and places of cultural and historical significance.

MBA 7500. Managerial Economics. 3 Hours.

The application of economic principles and methodologies to the decision-making process of a business firm. Key topics include optimization and statistical techniques, consumer behavior, market demand analysis for decision making, demand forecasting, production and cost relationships, cost estimation and forecasting, and business pricing decisions.

MBA 7610. Business Law. 3 Hours.

A survey of the fundamentals of business law. Topics include agency, contracts, commercial transactions, negotiable instruments, debtor-creditor relationships, employment relations, business organizations, government regulation of business, and the environment of business.

MBA 7630. Leadership and Motivation. 3 Hours.

Study of leadership and employee motivation, including an analysis of existing theories of motivation and leadership.

MBA 7640. Strategic Human Resources Management. 3 Hours.

Strategic Human Resource Management focuses on linkages between human resource management activities and programs and an organization's effectiveness. The emphasis is on aligning organizational strategy and human resource management practices. A number of human resource management metrics will be examined.

MBA 7660. Advanced Quantitative Methods. 3 Hours.

Prerequisite: BUSA 2100 or equivalent. A seminar in the procedures, techniques and applications of quantitative methods in business. Topics include classical inference procedures, nonparametric methods, regression analysis, analysis of variance, contingency table analysis, decision theory and an introduction to methods for quality improvement. Computer software will be used in the analysis of data.

MBA 7700. Current Topics in Business. 3 Hours.

An examination of current topics in business. May be repeated up to a maximum of 6 hours if topics are different.

MBA 7750. Topics in International Business. 3 Hours.

An examination of current topics in international business. May be repeated up to a maximum of 6 semester hours if topics are different.

MBA 7800. Introduction to Healthcare Systems and Policies. 3 Hours.

An overview of the organization and management of the healthcare system.

MBA 7810. Healthcare Economics. 3 Hours.

An advanced study of how economic theory applies to healthcare. Healthcare services will be compared to other market goods and services.

MBA 7820. Insurance and Risk Management. 3 Hours.

Prerequisite: MBA 7800. General risk management techniques for healthcare professionals.

MBA 7830. Financial Management in Healthcare. 3 Hours.

Prerequisites: MBA 7030 and MBA 7800. An advanced study of financial management in the area of healthcare and the financial environment in which healthcare organizations operate.

MBA 7840. Legal Aspects of Healthcare. 3 Hours.

A survey of the legal environment in which healthcare administrations and employees function.

MBA 7850. Healthcare Information Systems. 3 Hours.

Prerequisite: MBA 7800. Medical information systems for administrative management and patient care.

MBA 7860. Healthcare Operations Management. 3 Hours.

Prerequisite: MBA 7800. Application of operations management tools and techniques in healthcare organizations.

MBA 7870. Healthcare Strategic Leadership. 3 Hours.

Prerequisites: MBA 7630, MBA 7800, and MBA 7830. Strategic leadership in the healthcare setting.

MBA 7898. Healthcare Directed Research. 3 Hours.

Prerequisites: MBA 7800 and successful completion of a minimum of 27 hours of MBA coursework. Graded "Satisfactory" or "Unsatisfactory". An applied research project focusing on theories and concepts of healthcare systems delivery and practice and on practical challenges within a healthcare systems.

MBA 7899. Healthcare Administration Practicum. 3 Hours.

Prerequisite: MBA 7800 and successful completion of a minimum of 27 hours of MBA coursework. Graded "Satisfactory" or "Unsatisfactory". Field experience in healthcare administration. Students will apply knowledge and skills gained in the healthcare curriculum.

MBA 7900. Strategy and Competiton. 3 Hours.

Prerequisite: MBA 7030 and 7350. Integrates the functional areas of an organization, and develops analytical skills. Emphasis is given to the formulation and implementation of strategy in world markets.

Master of Library and Information Science (MLIS)

MLIS 7000. Foundations of Library and Information Science. 3 Hours.

Prerequisite: Admission to the MLIS program as a degree-seeking student. An introduction to the library and information science field, its history, and future directions. The focus is on the history, concepts, and technological development of the discipline. Students will gain familiarity with library and information theory, the discipline and sub-disciplines within the information sciences, and ethical practices and standards.

MLIS 7100. Information Sources and Services. 3 Hours.

Prerequisite or co-prerequisite: MLIS 7000 with a grade of "B" or better. An introduction to concepts and processes in reference and information science and to fundamental information sources and services provided by libraries and information organizations. An overview of the reference function includes the history and future of reference service, question negotiation, information needs analysis, effective research strategies, evaluation of information sources in various formats, and ethics of information services.

MLIS 7110. Online Searching. 3 Hours.

An introduction to methods of information retrieval used in commercial databases and on the World Wide Web. Advanced search strategies such as complex Boolean operations and keyword commands will be included.

MLIS 7120. Government Information Sources. 3 Hours.

Prerequisite or corequisite: MLIS 7000 with a grade of "B" or better. Use of and access to government documents, defining government documents, how they are generated or created, how and who uses them, how and where to find them. The course addresses government documents at the federal, state, and local levels as well as documents of international organizations (UN, EU, etc.) and foreign governments.

MLIS 7125. Genealogy for Librarians. 3 Hours.

An overview of resources on genealogy and techniques for providing library service to genealogists. The course allows students to acquire practical knowledge of genealogical materials and to explore related topics for providing library service to genealogists.

MLIS 7140. Advanced Reference. 3 Hours.

Prerequisite: MLIS 7100 with a grade of "B" or better. An examination of multi-disciplinary information domains, addressing user behavior and information needs, resources, and services unique to researchers in the humanities and social sciences.

MLIS 7180. Library Services for Users with Disabilities. 3 Hours.

Prerequisite or Corequisite: MLIS 7000 with a grade of "B" or better. A general introduction to disability and library services to users with disabilities including accessibility, assistive technology, universal design, relevant policy, and funding opportunities. Student will also learn about disability and social justice in the LIS profession and typical issues and barriers that individuals with disabilities face in society.

MLIS 7200. Management of Libraries and Information Centers. 3 Hours.

Prerequisite or corequisite: MLIS 7000 with a grade of "B" or better. An introduction to the functions of library management and its underlying theoretical concepts. This course provides an overview of the history of management, an introduction to management theory and functions, including planning, leading, organizing, staffing, controlling, budgeting, human resource issues, and an understanding of management as a system involving all staff.

MLIS 7210. Academic Libraries. 3 Hours.

Prerequisite or corequisite: MLIS 7200 with a grade of "B". An examination of the functions of the library within the higher education environment. The course promotes the Jeffersonian ideal of the library as the center of the university and explores administrative issues and service patterns specific to the academic library.

MLIS 7220. Public Libraries. 3 Hours.

Prerequisite or Corequisite: MLIS 7200 with a grade of "B" or better. A study of the American public library and its place in contemporary communities. Topics include standards, planning, evaluation, governance, funding, and advocacy.

MLIS 7222. Adult Services in Public Libraries. 3 Hours.

Prerequisite: MLIS 7220. An exploration of adult services in public libraries including adult library use, programming for adults, services to special populations, partnerships, marketing, digital services, and introduction to reader's advisory services.

MLIS 7230. Special Libraries and Information Centers. 3 Hours.

Prerequisite or Corequisite: MLIS 7200 with a grade of "B" or better. An examination of the contexts and administrative functions of special libraries and information centers. Management policies and practices, user services, technical services, collections, facilities, and outreach are addressed.

MLIS 7240. Marketing Library Services. 3 Hours.

Prerequisite or Corequisite: MLIS 7200 with a grade of "B" or better. Marketing techniques and their applications in all types of libraries. Planning, research, goal setting, relationship marketing, and marketing with technology are considered. Development of marketing plans and tools is included.

MLIS 7250. Human Resources Management. 3 Hours.

Prerequisite or corequisite: MLIS 7200 with a grade of "B" or better. A comprehensive look at issues that shape the nature of human relations in libraries. Topics include staff recruitment and development, diversity, equal opportunity, performance evaluation, and legal requirements.

MLIS 7260. Leadership in Libraries and Information Centers. 3 Hours.

Prerequisite or corequisite: MLIS 7000 with a grade of "B" or better. An introduction to leadership theory, principles, and practices. The course provides an overview of the relationship between leadership theory and the effective practice of leadership as well as an understanding of the competencies required of effective leaders in today's libraries and information organizations.

MLIS 7280. Community Building. 3 Hours.

An introduction to theoretical and pragmatic aspects of community building through libraries in areas such as social services, social learning, media, civic engagement, cultural enrichment, and the creative spirit. The course emphasizes a partnership between libraries and the communities they serve.

MLIS 7290. Project Management for Libraries. 3 Hours.

An introduction to fundamental concepts and practices of project management for libraries, including the five project management process groups and project management knowledge areas.

MLIS 7300. Organization of Information. 3 Hours.

Prerequisite or Corequisite: MLIS 7000 with a grade of "B" or better. An introduction to the conceptual and theoretical frameworks for organizing and retrieving information, including organizational systems objectives, structures, formats, standards, and vocabularies; choice and form of access points; authority control; subject access; the impact of new technologies; and the information life cycle.

MLIS 7310. Introduction to Metadata for Catalogers. 3 Hours.

Prerequisite: MLIS 7300. Introduction to the theories, principles, and practices of bibliographic descriptive cataloging and metadata, including the application of current and emerging standards. The course includes creation of descriptive metadata and examination of current trends and future directions of descriptive cataloging and metadata.

MLIS 7330. Advanced Metadata. 3 Hours.

Prerequisites: MLIS 7300 and 7310. Advanced study of the theory and practice of descriptive cataloging and metadata, including the metadata development; application of current and emerging metadata standards, methodologies, and practices; issues in metadata interoperability, social aspects of metadata creation, linked data, and ontologies.

MLIS 7355. Cataloging and Classification. 3 Hours.

Prerequisite: MLIS 7300. Study of the theories, principles, and practices of cataloging and classification; including resource description, Library of Congress Subject Headings (LCSH), related thesauri, RDA Registry, and classification theory; and application of classification schemes including Dewey Decimal Classification (DDC), Library of Congress Classification (LCC), and other systems.

MLIS 7360. Knowledge Creation and Taxonomy. 3 Hours.

Prerequisite: MLIS 7300. An introduction to contemporary topics in management of knowledge creation and use. Students will learn the principles and practices of knowledge creation. Discussion topics include the indexing process, image indexing, faceted classification for indexing, thesaurus construction, taxonomies, and ontologies.

MLIS 7400. Collection Development. 3 Hours.

Prerequisite or Corequisite: MLIS 7000. Principles and processes for building and maintaining library and information center collections. Identification, evaluation, selection, acquisition, and preservation of materials in all formats will be emphasized. The contexts of all types of libraries, needs of diverse patrons, and legal/ethical issues will be considered.

MLIS 7420. Literature for Children. 3 Hours.

A study of the literature created for children in relation to their needs, interests, and abilities. Emphasis will be on the process of evaluation in order to meet the developmental, educational, cultural, and recreational needs of children.

MLIS 7421. Multicultural Youth Literature. 3 Hours.

A survey of multicultural literature for children and teenagers. Evaluation, selection and use of multicultural literature in school and public libraries will be emphasized.

MLIS 7422. Programming for Children and Young Teens. 3 Hours.

An overview of the nature, philosophy, design and delivery of library programs for youngsters from birth through early teens. The course includes principles of planning, implementing, promoting, and evaluating programs for this age group. Emphasis will be on creative arts including story time and storytelling, puppetry, reading incentive programs, and other age-specific activities.

MLIS 7423. Literature for Young Adults. 3 Hours.

A study of the literature created for young adults in relation to their characteristics, needs, interests, and abilities. Emphasis will be on the process of evaluation in order to meet the developmental, educational, cultural, and recreational needs of young adults.

MLIS 7425. Youth Electronic Resources. 3 Hours.

Evaluation, selection, management, and use of electronic materials for children and young adults including, web and computer-based materials. Learners will explore categories of resources and develop materials to facilitate access and promote learning.

MLIS 7430. Information Literacy Instruction. 3 Hours.

An examination of the information literacy movement from its origins in library instruction to the learning theories and teaching practices that shape its current standards. The information literacy model used in academic libraries will be emphasized.

MLIS 7440. Electronic Resources in Libraries. 3 Hours.

Prerequisite: MLIS 7000 with a grade of "B" or better. Policies and procedures for managing electronic information resources as part of a library collection. Selection, budgeting, acquisitions, assessment, copyright, licensing, and preservation are considered.

MLIS 7510. Essential Technologies in Libraries. 3 Hours.

An introduction to technologies defining or influencing library operations and services with an emphasis on essential library technologies. Course activities center upon conceptual and practical application of information technologies.

MLIS 7520. Database Design for Information Professionals. 3 Hours.

Prerequisite or corequisite: MLIS 7000 with a grade of "B" or better. Government and industry needs for design, implementation, and management of database systems. This course focuses on the application of data modeling technologies in library and information science practice and research.

MLIS 7540. Integrated Library Management Systems. 3 Hours.

Introduction to fundamental concepts of library management systems, with an emphasis on integrated library systems and electronic resource management systems. Topics include planning, selecting, and implementing managerial practices related to library management systems.

MLIS 7570. Information Architecture. 3 Hours.

Prerequisite or Corequisite: MLIS 7000 with a grade of "B" or better. Theory and techniques of designing Web sites for effective information delivery. Study of organization, labeling, navigation, and indexing systems included.

MLIS 7580. Digital Libraries. 3 Hours.

Prerequisite or corequisite: MLIS 7000 with a grade of "B" or better. Current trends in digital libraries' research and practice. The impact of digital libraries on society will be emphasized.

MLIS 7610. Information Policy. 3 Hours.

Prerequisite or corequisite: MLIS 7000 with a grade of "B" or better. Study of governmental information policy, with emphasis on the United States. Issues include privacy, intellectual property, access to information, media deregulation, and networking initiatives.

MLIS 7650. Information and Ethics. 3 Hours.

Prerequisite or corequisite: MLIS 7000 with a grade of "B" or better. An introduction to the basic ethical precepts of the information professions and the importance of ethics. The course examines differences among ethical, legal, moral, and religious systems and includes a case study methodology to explore ethical situations in the professional practice. Drawing upon lessons offered by relevant professional organizations and their ethics codes.

MLIS 7680. Understanding Information Behavior. 3 Hours.

Prerequisite: MLIS 7000 with a grade of B or better. An exploration of concepts underlying our understanding of how human beings seek and utilize information within the context of contemporary library and information services information needs, information seeking, and information preferences from the library user perspective are examined. Provides foundational concepts useful for understanding reference interactions, library services, and technology use.

MLIS 7700. Research Methods. 3 Hours.

Prerequisite: MLIS 7000 with a grade of "B" or better. An introduction to the various approaches to social science research and research methods. Students will perform small scale research projects and develop skills in the research uses of libraries and the needs of library patrons.

MLIS 7710. Archival Theory and Issues. 3 Hours.

Prerequisite or Corequisite: MLIS 7000 with a grade of "B" or better. An introduction to archival theory and practice. The course explores archival history and the profession, including legal issues, standards and ethics, terminology and concepts research tools, and methods and practice.

MLIS 7730. Preservation Management. 3 Hours.

Prerequisite or Corequisite: MLIS 7000. An introduction to the fundamental principles of preservation in libraries and archives. Course content covers the nature and deterioration of library and archival materials, collections care, analog and digital reformatting, conservation considerations, disaster planning, and issues in digital preservation.

MLIS 7740. Rare Book Librarianship. 3 Hours.

A foundation in the principles and practices of rare book librarianship. Topics include book collecting, acquisitions and access, support for teaching and research, professional competencies, programming, preservation, ethics, and current issues and trends.

MLIS 7800. Capstone. 3 Hours.

Taken during the final semester of study. Required for partial fulfillment of the requirements for the MLIS degree. Emphasis will be on synthesis of knowledge, honing writing and presentation skills, and creating a professional development plan.

MLIS 7950. Independent Study in Library and Information Science. 3 Hours.

Prerequisite or corequisite: MLIS 7000 with a grade of "B" or better, and consent of advisor, and consent of instructor. Supervised study in areas of library and information science not normally available in regular course offerings, with regular conferences between instructor and students.

MLIS 7960. Supervised Fieldwork. 3 Hours.

Prerequisite: MLIS 7000, consent of advisor, and consent of instructor. Graded "Satisfactory" or "Unsatisfactory". A minimum of 120 hours in an approved library or information center. Learning objectives that are specific to the individual student's interests and goals will be identified collaboratively by the student, the on-site supervisor, and the instructor.

MLIS 7970. Library and Literacy in History. 3 Hours.

An exploration of the development of reading, writing and information management from the proto-literate stages of the ancient Near East to the present computer age, intellectual foundations of research and librarianship will be emphasized in their historical contexts.

MLIS 7995. Special Topics in Library and Information Sciences. 3 Hours.

Special topics in Library and Information Sciences.

MLIS 7996. Special Topics in Library and Information Sciences. 3 Hours.

Special topics in Library and Information Sciences.

MLIS 7997. Special Topics in Library and Information Sciences. 3 Hours.

Special Topics in Library and Information Sciences.

MLIS 7998. Special Topics in Library and Information Sciences. 3 Hours.

Special topics in Library and Information Sciences.

MLIS 7999. Special Topics in Library and Information Sciences. 3 Hours.

Advanced study of specific issues in library and information science. Course may be repeated under different topics.

Mathematics (MATH)

MATH 5010. History of Mathematics. 3 Hours.

Prerequisite: MATH 2261. A study of the development of mathematics from primitive times to the twentieth century; including numeral systems, arithmetical methods, origins of algebra, geometry, trigonometry, analytic geometry, calculus; and selected topics from modern mathematics.

MATH 5040. Set Theory. 3 Hours.

Prerequisite: MATH 2262. Propositional and predicate logic; mathematical induction. Logic and structure of sets as related to mathematical proof. Relations and cardinality.

MATH 5140. Mathematics for Special Education Teachers. 3 Hours.

Prerequisite: MATH 1111. Fundamental mathematical concepts beginning with prenumber notions and then extending to number concepts, numeration systems, and computational algorithms for whole and rational numbers; geometry and measurement, and the role of technology in mathematical instruction.

MATH 5161. Mathematics for Early Childhood Teachers I. 3 Hours.

Prerequisite: Grade of "C" or higher in either MATH 1101 or MATH 1111 and admission to the Teacher Education Program of the College of Education, or permission of instructor. An in-depth study of the concepts and processes underlying the P-5 school mathematics curriculum, with special emphasis on numeration, number systems, estimation, algebraic thinking, and computational algorithms. Problem solving and historical context serve as unifying strands.

MATH 5180. Mathematics for Middle School Teachers. 3 Hours.

Prerequisite: Grade of "C" or higher in either MATH 1101 or MATH 1111. Concepts and processes that provide the for the middle-grades mathematics curriculum (5-8). Includes an in-depth study of the real number system with emphasis on the rational number system and axiomatic differences among number systems. Other topics include relations and functions, geometry (including coordinate geometry and graphing), measurement, and elementary probability and statistics.

MATH 5190. Algebra and Geometry for Teachers. 3 Hours.

Prerequisite: C or better in either MATH 2261 or MATH 3180. An in-depth study of concepts and processes underlying the middle and secondary school mathematics curriculum with special emphasis placed upon the integrated development of algebra, geometry, and analytical geometry. Problem solving and historical context serve as unifying strands.

MATH 5340. Ordinary Differential Equations. 3 Hours.

Prerequisite: MATH 2262 or consent of the instructor. Differential equations of first and second order, linear equations of higher order, applications.

MATH 5510. Foundations of Geometry. 3 Hours.

Prerequisite: MATH 3040/5040. A study of the Euclidean and non-Euclidean plane geometry from both synthetic and metric approaches. Topics include concepts related to incidence, betweenness, plane separation and convexity, congruence, and parallelism, with some attention given to geometric transformations.

MATH 5600. Probability and Statistics. 3 Hours.

Prerequisite: MATH 2262 or MATH 1262 with a grade of "C" or higher. Descriptive statistics, probability distributions for discrete and continuous random variables, statistical inference, one way analysis of variance, and regression analysis.

MATH 6081. Modern Algebra I. 3 Hours.

Prerequisite: MATH 4150 or MATH 3040/5040 or consent of the instructor. Topics from groups, rings, and fields. Subgroups, cyclic groups, permutation groups, normal subgroups, homomorphisms, Cayley's and Lagrange's Theorems, factor groups, abelian groups, direct products. Introduction to rings and fields.

MATH 6082. Modern Algebra II. 3 Hours.

Prerequisite: MATH 4081/6081. Continuation of MATH 6081 with emphasis on rings and fields. Rings, integral domains, and fields. Vector spaces, extension fields, finite fields.

MATH 6085. Applied Modern Algebra. 3 Hours.

Prerequisite: MATH 4081/6081. Lattices, Boolean algebras, semigroups, binary group codes, binary relations, and graphs. Special emphasis is placed on applications.

MATH 6110. Number Theory. 3 Hours.

Prerequisite: MATH 2262. Elementary properties of integers including divisibility, unique factorization, progressions and prime numbers. Linear congruences and residue classes, complete and reduced residue systems, Chinese Remainder Theorem, quadratic residues, law of quadratic reciprocity, Theorems of Fermat and Wilson, Fibonacci and perfect numbers, sums of squares, elementary theory of continued fractions.

MATH 6150. Linear Algebra. 3 Hours.

Prerequisites: Either MATH 2150 and MATH 3040/5040 or consent of instructor. Introduction to the theory of vector spaces, with emphasis on finite-dimensional vector spaces, linear systems, matrices, linear transformations, eigen- values, and related subjects.

MATH 6161. Mathematical Reasoning. 3 Hours.

Prerequisite: C or better in either MATH 3162 or MATH 3180. An in-depth study of concepts and processes underlying the P-8 school mathematics curriculum with special emphasis on informal and formal mathematical reasoning. Problem solving and historical context serve as unifying strands. The analysis and remediation of student errors manifested in the application of conceptual and procedural mathematical knowledge will also be addressed.

MATH 6260. Mathematical Analysis. 3 Hours.

Prerequisites: MATH 3040/5040 or consent of instructor or MATH 2263 with a grade of "A" or "B". A study of the principles of mathematical analysis; point set topology in Euclidean and metric spaces, numerical sequences and series, continuity, differentiation, integration, sequences and series of functions.

MATH 6300. Functions of a Complex Variable. 3 Hours.

Prerequisite: MATH 2263. Introductory study of the algebraic and geometric properties of the complex number system and functions of a complex variable. Limits, continuity, and differentiation of complex functions. Analytic functions and the Cauchy-Riemann conditions. Integration of complex functions; Cauchy-Goursat theorem; Cauchy integral formula; the theorems of Morera and Liouville. Taylor and Laurent series expansions. Residues and poles with applications to integration. Conformal mappings.

MATH 6621. Mathematical Statistics I. 3 Hours.

Prerequisites: MATH 2263 and MATH 3600 or 5600. Distributions of random variables, conditional probability and stochastic independence, multivariate and some special distributions, and distributions of functions of random variables.

MATH 6622. Mathematical Statistics II. 3 Hours.

Prerequisite: MATH 4621/6621. Introduction to statistical inference, sufficient statistic, estimation theory, theory of statistical tests, and inferences about normal models.

MATH 6651. Numerical Analysis I. 3 Hours.

Prerequisites: MATH 2262 and either CS 1301 or CS 1338. Developmental and implementation of efficient numerical methods; locating roots of nonlinear equations; solving systems of linear equations; numerical differentiation and integration; interpolation; approximation of functions.

MATH 6652. Numerical Analysis II. 3 Hours.

Prerequisites: MATH 4651/6651 and MATH 3340/5340. Continuation of MATH 6651. Determination of eigenvalues and eigenvectors of matrices; method of least squares, and curve fitting; numerical solutions of ordinary and partial differential equations.

MATH 6901. Operations Research I. 3 Hours.

Prerequisite: MATH 2150 or MATH 4150/6150. Mathematical aspects and applications of operations research. Topics are selected from linear programming (mainly), integer programming, and dynamic programming.

MATH 6902. Operations Research II. 3 Hours.

Prerequisite: MATH 3600/5600 or MATH 4621/6621 (note that MATH 4901/6901 is not a prerequisite). An introduction to stochastic operations research. Topics are selected from stochastic modeling and optimization, probability models, queuing theory, and Monte Carlo simulation.

MATH 6910. Mathematical Models. 3 Hours.

Prerequisite: MATH 2263 and MATH 3600 or 5600, each with a grade of "C" or higher, or consent of instructor. An introduction to the basic principles and applications of classical mathematical models, optimization models and probabilistic models.

MATH 6990. Special Topics in Mathematics. 3 Hours.

Prerequisite: Consent of instructor and Head of Department of Mathematics and Computer Science. Topics and credit to be assigned. May be taken for more than once if topics are different.

Mathematics Education (EDMT)

EDMT 7360. Integration of Technology in Mathematics Instruction. 3 Hours.

Students examine the role of technologies in the teaching and learning of mathematics, with a particular focus on classrooms within urban environments. Course includes hands on experience with graphing calculators, computer software tools, Internet resources, and instructional materials for integrating technology in mathematics instruction.

EDMT 7560. Theory and Pedagogy of Mathematics Instruction. 3 Hours.

Theory and Pedagogy of Mathematics Instruction. Students examine classroom practices in mathematics through implementation of reflective practice and action research. A review of the literature includes an examination and articulation of theoretical frameworks for mathematics teaching and learning as they relate to classroom practice. Research focuses on equity, teaching, learning, curriculum, assessment, and technology issues in a standard-based classroom.

EDMT 8430. Sociocultural and Sociohistorical Issues of Mathematics Instruction. 3 Hours.

Students explore cultural, economic, political, and social structures and discourses as they relate to mathematics, mathematics teaching and learning, and research in mathematics. Course includes an examination of how research in mathematics and mathematics education is framed and enacted within different theoretical frameworks.

Middle Grades Math & Science (MGMS)

MGMS 5999. Professional Orientation. 0 Hours.

Required non-credit course that must be successfully completed at entry to advanced programs. Candidates are required to establish an electronic portfolio and provide evidence that all advanced entry requirements have been satisfactorily met.

MGMS 7000. Professional Development Seminar I. 3 Hours.

The self-assessment of individual student understanding and application of master teacher outcomes. Provides the basis for an individual program of study based on individual needs.

MGMS 7100. Research Methodology in Education. 3 Hours.

This course provides a study of methods used to conduct educational and educationally-related research and includes critical analysis of selected research articles and research design. Emphasized is the ability to use research and research methods to improve practices in educational and educationally-related settings.

MGMS 7200. Conceptualizing Middle Level Learning and Diversity in Context. 3 Hours.

Examination of concepts, principles, theories, and research that supports the tenets of the middle school philosophy as well as current trends in middle level education. Focus will be on the unique nature and development of the middle level learner. Candidates will analyze their own practice, investigate the impact of media on young adolescent developmental issues, and generate research-based professional resources.

MGMS 7240. Instructional Leadership, Curriculum and Assessment. 3 Hours.

Advanced knowledge and skill in the areas of curriculum, instruction, and assessment. Multiple approaches to assessment will be emphasized as related to programmatic and content issues, learner outcomes, and teaching performance. Focus will be the advancement of best practices utilizing data to help make decisions about curriculum, instruction, and assessment within a content-based classroom.

MGMS 7300. Collaboration and Professionalism. 3 Hours.

Collaborative skills among teachers, and between teacher and students, community, parents and support professionals. Application to the graduate students' work-site will be emphasized.

MGMS 7400. Physical Science for Middle Grades. 3 Hours.

An integrated math and physics course with the special emphasis on conceptual physics. The assigned work will include the laws of physics, theories and problem solving, including a review of the basic math required to be a successful problem solver.

MGMS 7401. Chemistry, Earth Science and Astronomy for Middle Grades. 3 Hours.

An integrated math and science course with special emphasis on an understanding of chemical processes related to earth science, and astronomy, including a study of physical chemistry, earth processes, and the chemical evolution of the universe.

MGMS 7402. Life Science and Natural History for Middle Grades. 3 Hours.

A life science course with special emphasis on ecology, biomes, classification, phylogenetic trees, and evolution and natural selection, including a study of the biosphere, biochemistry, genetics, and evolutionary processes.

MGMS 7650. Teaching Practicum. 3 Hours.

Teaching Practicum.

Middle and Secondary Education (FRMS)

FRMS 7331. Early Adolescent Literature. 3 Hours.

A study of pedagogical theory and practices for integrating contemporary early adolescent/young adult literature into the middle and secondary school curriculum. Course content will focus on making text selections, workshop approaches, literary circles, and reader response theory.

FRMS 7335. Teaching Middle Grades and Secondary Mathematics. 3 Hours.

An in-depth study of current content standards, methods and assessment strategies for teaching middle grades and secondary mathematics.

FRMS 7535. Teaching Middle & Secondary Math. 3 Hours.

An in-depth study of current content standards, methods and assessment strategies for teaching middle grades and secondary mathematics.

Middle and Secondary Education (MSED)

MSED 5100. Mathematics Methods for Middle Grades or Secondary Education. 3 Hours.

Prerequisite: Appropriate 2999 course. Co-requisite: MSED 6100. An examination of teaching methods in middle grades (4th – 8th) and secondary (6th – 12th) mathematics, emphasizing the links between research and the methods for teaching concepts, skills, and relationships in middle grades and secondary mathematics in accordance with national and state standards. A field experience is required.

MSED 5200. Science Methods for Middle Grades or Secondary Education. 3 Hours.

Prerequisite: appropriate 2999 course. Co-requisite: MSED 6100. An examination of teaching methods in middle grades (4th – 8th) and secondary (6th – 12th) science, emphasizing the links between research and the methods for teaching middle grades and secondary science in accordance with national and state standards. The focus of the course is on processes of scientific inquiry. A field experience is required.

MSED 5300. Social Science Methods for Middle Grades or Secondary Education. 3 Hours.

Prerequisite: Appropriate 2999 course. Co-requisite: MSED 6100. An examination of teaching methods in middle grades (4th – 8th) social studies and secondary (6th – 12th) social sciences, emphasizing the links between research and the methods for teaching middle grades social studies and secondary social sciences in accordance with national and state standards. The focus of the course is on social inquiry. A field experience is required.

MSED 5400. English/Language Arts Methods for Middle Grades or Secondary Education. 3 Hours.

Prerequisite: Appropriate 2999 course. Co-requisite: MSED 6100. An examination of teaching methods in middle grades (4th – 8th) language arts and secondary (6th – 12th) English, emphasizing the links between research and the methods for teaching middle grades and secondary reading in accordance with national and state standards. The focus of the course is on linguistic and communicative competence. A field experience is required.

MSED 5500. Methods of Teaching Reading for Middle Grades or Secondary Education. 3 Hours.

Prerequisites: Appropriate 2999 course. Co-requisite: MSED 6100. An examination of teaching methods in middle grades (4th – 8th) and secondary (6th – 12th) reading, emphasizing the links between research and the methods for teaching in accordance with national and state standards. The focus of the course is on strategy instruction and expository text structures. Field experience required.

MSED 5600. Content Teaching Methods of Middle Grades or Secondary Education. 3 Hours.

Prerequisites: Appropriate 2999 course. Co-requisite: MSED 6100. An examination of teaching methods in middle grades (4th – 8th) and secondary (6th – 12th) education, emphasizing the links between research and a variety of teaching methods and best practice in accordance with national and state standards. Field experience required.

MSED 5700. Agriculture Education Methods. 3 Hours.

Prerequisites: Appropriate 2999 course; Co-requisite: MSED 6100. An examination of agriculture education teaching methods in middle grades and secondary education (6th-12th) in accordance with national and state standards. A field experience is required.

MSED 5840. Teaching Context for Career, Technical, and Agricultural Educators. 3 Hours.

Prerequisite: EDUC 2999. Pre- or Corequisite: MSED 6020 or 6200. The communication of the work in the MAT program. Candidates integrate major philosophical and theoretical fields of thought in education, make connections between their clinical experiences and coursework, and develop a professional approach to education as a new teacher.

MSED 6000. Written and Verbal Communication for Teachers. 3 Hours.

Practice and application of techniques in verbal and written communication specifically for the middle and secondary classroom. The use of standardized English will be emphasized in speaking, reading, writing, and listening.

MSED 6001. Planning for Middle or Secondary Teaching. 3 Hours.

Prerequisite: Appropriate 2999 course. A study of lesson planning skills in content areas, emphasizing the development of measurable student learning objectives, classroom activities, and assessments/measures of learning that align with Georgia State Standards. Classroom management techniques, the creation of effective learning environments, and research-based instructional strategies for adolescents will be introduced.

MSED 6002. Assessment in Middle or Secondary Education. 3 Hours.

Prerequisite: Appropriate 2999 course. A study of lesson planning skills in content areas, emphasizing the development of measurable student learning objectives, classroom activities, and assessments/measures of learning that align with Georgia State Standards. Classroom management techniques, the creation of effective learning environments, and research-based instructional strategies for adolescents will be introduced.

MSED 6003. Differentiation and Multicultural Education in Middle or Secondary Education. 3 Hours.

Prerequisite: Appropriate 2999 course. An examination of strategies for differentiating content in order to address the unique needs of students. Exploration of how multiculturalism, social and intellectual diversity, and student choice can collectively increase student engagement and success. The utilization and evaluation of various educational technologies and their appropriateness for curriculum will be emphasized.

MSED 6004. Content Area Literacy for Middle and Secondary Teachers. 3 Hours.

Prerequisite: Appropriate 2999 course. An examination of concepts and theories of literacy, together with methods for reading and writing across content areas to meet the needs of a diverse student population. The utilization of digital technology to design meaningful and engaging learning tasks for middle and secondary students will be emphasized.

MSED 6005. Educational Philosophy, Law and Ethics. 3 Hours.

Prerequisite: Appropriate 2999 course. Advanced study of philosophies, current issues, ethics and law related to American public education, including major policies and court cases, educator codes of ethics; major philosophies and theories of learning in education; and the impact of social, political and economic issues on contemporary public education.

MSED 6010. Employed Teacher Track Internship 1. 3 Hours.

Prerequisite: Appropriate 2999 course. Graded "Satisfactory" or "Unsatisfactory". Intended for MAT candidates who have secured employment on a nonrenewable certificate by a school system. The first of two semester-long internships completed in a middle or secondary school classroom in which the candidate is supervised by a university faculty member, and is fully engaged in the processes of planning, instruction, and assessment. On-campus seminar meetings will occur throughout the semester.

MSED 6020. Employed Teacher Track Internship 2. 5 Hours.

Prerequisite: Appropriate 2999 course. Corequisite: MSED 6021. Graded "Satisfactory" or "Unsatisfactory". Intended for MAT candidates who have secured employment on a nonrenewable certificate by a school system. The culminating semester-long internship completed in a middle or secondary school classroom in which the candidate is supervised by a university faculty member, and is fully engaged in the processes of planning, instruction, and assessment. On-campus seminar meetings will occur throughout the semester.

MSED 6021. Clinical Seminar Employed Teacher Track. 1 Hour.

Corequisite: MSED 6020. Graded "Satisfactory" or "Unsatisfactory". Clinical Seminar accompanies the Teaching Internship II clinical experience course. This one-credit hour seminar course involves teacher candidates finalizing all work samples, state assessment requirements and associated documentation.

MSED 6100. Apprenticeship in Teaching. 3 Hours.

Prerequisite: Appropriate 2999 course. Corequisite: MSED 5100, MSED 5200, MSED 5300, MSED 5400, or MSED 5500. The final field experience prior to student teaching. Candidates are placed with a content-area mentor teacher in a middle or secondary school daily for a four-week period as one part of their field experience, and in a different setting within their certification grade band for two days per week for ten weeks as a second part of their field experience. A university supervisor will observe and provide additional support. Candidates must successfully complete the apprenticeship experiences in order to be admitted to student teaching. On-campus seminar meetings will occur throughout the semester.

MSED 6200. Student Teaching. 5 Hours.

Prerequisites: Appropriate 2999 course and MSED 6100. Corequisite: MSED 6201. The culminating clinical field experience for teaching candidates. Candidates are placed under the immediate supervision of a mentor teacher and, with additional support provided by a university supervisor, are fully engaged in the processes of planning, instruction, and assessment. On-campus seminar meetings will occur throughout the semester.

MSED 6201. Clinical Seminar Full-time Student Track. 1 Hour.

Corequisite: MSED 6200. Graded "Satisfactory" or "Unsatisfactory". Clinical seminar accompanies the Student Teaching clinical experience course. The one credit hour seminar course involves teacher candidates finalizing all work samples, state assessment requirements, and associated documentation.

MSED 6300. MAT Capstone. 3 Hours.

Prerequisites: Appropriate 2999 course. The culmination of the work in the MAT program. Candidates integrate major philosophical and theoretical fields of thought in education, make connections between their clinical experiences and coursework, and develop a professional approach to education as a new teacher.

MSED 7000. Professional Development Seminar I. 3 Hours.

The self-assessment of individual student understanding and application of master teacher outcomes. Provides the basis for an individual program of study based upon individuals needs.

MSED 7001. Planning for Teaching. 3 Hours.

Prerequisite: MGED 2999 or SEED 2999 and completion of content major courses. Co-requisite: MSED 7002. Foundation for preparation for teaching and learning. The focus is on designing lessons and assessments, classroom management, effective teachers, and exceptional children. Field experience required.

MSED 7002. Content Methods. 3 Hours.

Prerequisite: Completion of content major courses. Corequisite: MSED 7001. Provides the foundation for the development of a variety of teaching methods appropriate for middle and secondary education. Focus is on the organization and structuring of content for instruction. Forty hours of field experience required.

MSED 7003. Middle and Secondary School Experiences. 3 Hours.

Prerequisite: Completion of content major courses, MSED 7001, and MSED 7002. Nature and needs of the middle grades and secondary students and how contextual factors impact their development and academic success. Focus is on understanding young adults as learners, diversity in the classroom and community, individual learning styles and special needs of exceptional children. Forty hours of field experience required.

MSED 7004. Reading and Writing for Diverse Populations, 4-12. 3 Hours.

Prerequisite: Completion of content major courses, MSED 7001, MSED 7002 and MSED 7003. An examination of current research relevant to teaching and evaluation of reading and writing in a school environment. Motivating students to read widely and developing vocabulary, reading comprehension and study skills will be addressed in relation to the school curriculum. Forty hours of field experience required.

MSED 7005. Teaching Internship I. 3 Hours.

Prerequisite: Completion of content major courses, MSED 7001, and MSED 7002, consent of department head, and employment on a nonrenewable certificate by a school system. The first of two semester long internships completed in a school classroom.

MSED 7006. Teaching Internship II. 3 Hours.

Prerequisite: Completion of content major courses, MSED 7001, MSED 7002, MSED 7003, MSED 7005 and consent of department. The second of a two semester long internship completed in a public school classroom.

MSED 7010. Current Issues and Trends in MSED. 3 Hours.

Prerequisite: MSED 7000. Advanced study of issues and trends in middle grades and secondary education.

MSED 7020. Curriculum in Middle Grades and Secondary Education. 2 Hours.

Co-requisite: MSED 7021. Review current status and trends in middle grades and secondary curriculums. Analysis of middle grades and secondary curriculums and their unique construction, planning, and application.

MSED 7021. Apprenticeship in Teaching. 1 Hour.

Co-requisite: MSED 7020. Supervised apprenticeship in appropriate educational setting for certification requirements for MAT degree program.

MSED 7040. Evaluation and Assessment. 1 Hour.

Co-requisite: MSED 7041. Focuses primarily on the basic concepts, methods, and tools of assessment or evaluation. It is designed so professional educators can combine their initial experience and understanding of students with information regarding past performance to assess students' abilities.

MSED 7041. Teaching Internship. 2 Hours.

Co-requisite: MSED 7040. Graded "Satisfactory" or "Unsatisfactory". Supervised teaching internship in an appropriate educational setting for certification requirements for MAT degree program.

MSED 7650. Teaching Practicum. 2-3 Hours.

Prerequisite: MSED 7000.

MSED 7800. Professional Development Seminar II. 3 Hours.

Prerequisites: MSED 7000, 7010, and 7650. Capstone course to be taken within last two semesters of program of study. Analysis of an individual's teaching plan in relationship to National Board Standards, master's program outcomes, and school improvement plans.

MSED 8000. Special Topics in Middle Grades and Secondary Education. 2-3 Hours.

Studies of selected topics in middle grades and secondary education. No more than two special topics courses may be used in a six year program.

Music (MUSC)

MUSC 5101. Graduate Diction I. 2 Hours.

Prerequisites: MAT (Music Education) majors or permission of instructor. Advanced skills needed to sing in English and Italian.

MUSC 5102. Graduate Diction II. 2 Hours.

Prerequisites: MAT (Music Education) majors or permission of instructor. Advanced skills needed to sing in German and French.

MUSC 5110. Jazz Arranging. 2 Hours.

Prerequisite: MUSC 2012 and MUSC 1172, or permission of instructor. Study of advanced techniques to scoring for vocal and instrumental ensembles of jazz-oriented styles.

MUSC 5210. Private Piano. 1 Hour.

Secondary Applied - Piano.

MUSC 5310. Private Organ. 1 Hour.

Secondary Applied - Organ.

MUSC 5410. Private Voice. 1 Hour.

Secondary Applied - Voice.

MUSC 5430. History of Jazz. 2 Hours.

Prerequisite: MUSC 2172 or permission of instructor. A comprehensive study of the development of jazz from its origins through present day. Emphasizes on the evaluation of stylistic trends and techniques.

MUSC 5500. Band Literature I. 1 Hour.

Study of styles and eras of band literature appropriate for performance levels I-IV.

MUSC 5510. Band Literature II. 2 Hours.

Prerequisite: MUSC 5500. A study of styles and eras of band literature appropriate for performance levels V-VI.

MUSC 5511. Choral Literature I. 2 Hours.

Prerequisite: MUSC 1100 or equivalent. Study of choral literature from the Medieval, Renaissance, and Baroque eras.

MUSC 5512. Choral Literature II. 2 Hours.

Prerequisite: MUSC 5511. A study of choral literature from the Classical, Romantic, and Contemporary eras.

MUSC 5520. Symphonic Literature I. 1 Hour.

Prerequisite: MUSC 1100 or equivalent. A survey of Western symphonic music.

MUSC 5521. Symphonic Literature II. 2 Hours.

Prerequisite: MUSC 5520. A study of symphonic literature appropriate for school orchestras grades 5 through 12.

MUSC 5610. Private Brass. 1 Hour.

Secondary Applied - Brass.

MUSC 5800. Musical Union. 1 Hour.

Participating in a choral ensemble emphasizing the performance of choral masterworks often performed with orchestra. The Musical Union chorus is designed to enhance the musical, creative, and expressive qualities of all students. Ensemble open to community members, VSU students, faculty, and staff. Performance occur several times annually. Ensemble commitment follows the regular student semester class schedule.

MUSC 5810. Chamber Singers. 1 Hour.

Prerequisite: Successful audition. Principal ensemble option for voice principals and other principals according to assignment by the Head of the Department of Music. This select ensemble emphasizes choral and vocal chamber music repertoire.

MUSC 5820. Concert Choir. 1 Hour.

Open to any VSU student by permission of the instructor.

MUSC 5830. The Spotlighters. 1 Hour.

Prerequisite: Successful Audition. A select choral ensemble emphasizing popular, jazz, blues, and show tune repertoire. Participation is by audition only.

MUSC 5840. Opera and Musical Theatre. 1 Hour.

Music drama production and ensemble work. Preparation of scenes and full-scale productions.

MUSC 5850. Concert Band. 1 Hour.

Open to any VSU student by permission of the instructor.

MUSC 5851. Wind Ensemble. 1 Hour.

Study and performance of repertoire for a variety of instrumental combinations. Open by audition.

MUSC 5860. Orchestra. 1 Hour.

Open to VSU students with permission of the instructor.

MUSC 5870. Jazz Ensemble. 1 Hour.

Selection by audition only.

MUSC 5880. Marching Band. 1 Hour.

Performance at all home football games and various exhibitions. Auditions are required for marching percussion, dance line, and color guard. This course meets fall semester only.

MUSC 5890. Instrumental Ensembles. 1 Hour.

Study and performance of repertoire for a variety of combinations of instruments. Open by permission of instructor.

MUSC 5891. Pan-American Ensemble. 1 Hour.

A study and performance of folk music from the Americas and Caribbean. Open by permission of instructor.

MUSC 5893. Saxophone Quartet. 1 Hour.

The study and performance of saxophone chamber repertoire.

MUSC 5894. Chamber Music. 1 Hour.

An ensemble designed for the development of the professional performer and educator.

MUSC 5910. Private Woodwinds. 1 Hour.

Secondary Applied - Woodwinds.

MUSC 5960. Opera Seminar. 1 Hour.

The study and analysis of scenes from opera and operetta.

MUSC 6050. Aural Skills Pedagogy. 2 Hours.

Prerequisite: Graduate music majors only. An in-depth study of aural skills pedagogy designed to enhance instructional skills in music theory classes.

MUSC 6310. Private Percussion. 1 Hour.

Secondary Applied - Percussion.

MUSC 6410. Private Strings. 1 Hour.

Secondary Applied - Strings.

MUSC 6510. Song Literature. 2 Hours.

A survey course of German, French, Spanish, Italian, British, American, and Russian art song literature from the Renaissance through the 21st century.

MUSC 6540. Piano Literature I. 2 Hours.

Survey course in piano literature. The keyboard instruments and literature of the Renaissance, Baroque, and Classical eras.

MUSC 6550. Piano Literature II. 2 Hours.

Survey course in piano literature. The piano literature of the Romantic period and representative repertory of the last one hundred years.

MUSC 6760. Jazz Pedagogy. 1 Hour.

Prerequisites: MAT (Music Education) majors or permission of instructor. A study of jazz teaching methods and materials, including rehearsal techniques for large and small jazz ensembles.

MUSC 6870. Jazz Combo. 1 Hour.

Study and performance of a wide variety of jazz styles for 5-8 member ensemble. Selection by audition only.

MUSC 6880. University Community Band. 1 Hour.

Study and performance of standard band literature. Open to VSU students and members of the community by permission of the instructor.

MUSC 6890. Vocal Chamber Ensembles. 1 Hour.

Ensemble performance in musicals, opera, and other such events in conjunction with the departments of music and theatre.

MUSC 7010. Music Theory. 3 Hours.

Graduate survey in music theory.

MUSC 7020. Music History. 3 Hours.

Graduate survey in music history.

MUSC 7040. Technology for Teachers. 1 Hour.

A survey of trends and applications using technology to assist music educators enhance teaching and learning in the classroom.

MUSC 7050. Music Research and Bibliography. 3 Hours.

Development of skills for graduate-level music research.

MUSC 7240. Private Piano. 4 Hours.

Applied piano for graduate piano majors. Studio requirements include one 50-minute lesson and a studio class each week. May be repeated for credit.

MUSC 7340. Private Strings. 4 Hours.

Applied strings for graduate strings majors. Studio requirements include one 50-minute lesson and a studio class each week. May be repeated for credit.

MUSC 7440. Private Voice. 4 Hours.

Applied voice for graduate voice majors. Studio requirements include one 50-minute lesson and a studio class each week. May be repeated for credit.

MUSC 7530. Chamber Music. 2 Hours.

Selected studies in the history and theory of chamber music masterworks.

MUSC 7540. Private Percussion. 4 Hours.

Applied percussion for graduate percussion majors. Studio requirements include one 50-minute lesson and a studio class each week. May be repeated for credit.

MUSC 7640. Private Brass. 4 Hours.

Applied brass for graduate brass majors. Studio requirements include one 50-minute lesson and a studio class each week. May be repeated for credit.

MUSC 7650. Graduate Conducting. 2 Hours.

Prerequisites: MAT (Music Education) majors and MUSC 3650 or equivalent course. A study of conducting and rehearsal techniques used in instrumental and vocal music classes. Students will refine their conducting skills and acquire knowledge of the latest developments in rehearsal strategies for use with musicians of any age.

MUSC 7721. Advanced Piano Pedagogy. 1 Hour.

An in-depth study of piano pedagogy designed to enhance instructional skills in private and group settings.

MUSC 7731. Advanced Percussion Pedagogy. 1 Hour.

An in-depth study of percussion pedagogy designed to enhance instructional skills in private and group settings.

MUSC 7732. Advanced Brass Pedagogy. 1 Hour.

An in-depth study of brass pedagogy designed to enhance instructional skills in private and group settings.

MUSC 7733. Advanced Woodwind Pedagogy. 1 Hour.

An in-depth study of woodwind pedagogy designed to enhance instructional skills in private and group settings.

MUSC 7734. Advanced String Pedagogy. 2 Hours.

Prerequisites: MAT (Music Education) majors (string) or permission of instructor. Orientation to and experience with techniques of performance and methods of advanced string pedagogy.

MUSC 7740. Advanced Pedagogy of Choral Conducting. 1 Hour.

An in-depth study of choral conducting pedagogy designed to enhance instructional skills in private and group settings.

MUSC 7760. Advanced Pedagogy of Orchestra Conducting. 1 Hour.

In-depth study of orchestra conducting pedagogy designed to enhance instructional skills in private and group settings.

MUSC 7770. Advanced Pedagogy of Wind Band Conducting. 1 Hour.

In-depth study of wind band conducting pedagogy designed to enhance instructional skills in private and group settings.

MUSC 7777. Private Collaborative Piano. 4 Hours.

Applied collaborative piano for graduate collaborative piano majors. Studio requirements include one 50-minute lesson and a studio class each week. May be repeated for credit.

MUSC 7778. Advanced Collaborative Piano Pedagogy. 1 Hour.

An in-depth study of collaborative piano pedagogy designed to enhance instructional skills in private and group settings.

MUSC 7840. Private Conducting. 4 Hours.

Applied conducting for graduate conducting majors. Studio requirements include one 50-minute lesson and a studio class each week. May be repeated for credit.

MUSC 7900. Directed Study in Music Performance. 1-3 Hours.

The opportunity to earn academic credit for a performance or performance-related project not otherwise included in the curriculum offerings. Credit hours to be determined by the instructor, Graduate Music Coordinator and the Department Head.

MUSC 7940. Private Woodwinds. 4 Hours.

Applied woodwinds for graduate woodwinds majors. Studio requirements include one 50-minute lesson and a studio class each week. May be repeated for credit.

Music Education (MUE)

MUE 5100. Arranging for School Band, Chorus, and Orchestra. 2 Hours.

Prerequisites: MUSC 2012 and 2052. Basic techniques of scoring for school choral and instrumental groups. Three periods a week.

MUE 5520. Symphonic Literature I. 2 Hours.

Prerequisite: MUSC 1100 or equivalent. A study of string/symphonic literature appropriate for school orchestras grades 5 through 12.

MUE 5521. Symphonic Literature II. 1 Hour.

Prerequisites: MUE 5520 for MAT candidates; none for other graduate degree candidates. A survey of Western symphonic music, with a focus on string/symphonic music appropriate for collegiate and advanced high school orchestras.

MUE 5640. Music for Teachers. 3 Hours.

Music materials and methods for the elementary teacher in the school. Not open to music majors.

MUE 7100. Professional Development Seminar I: Foundations. 3 Hours.

Prerequisite: MAT (Music Education) majors or permission of instructor. An orientation to the field of Music Education, including pedagogy, philosophy, history, and social factors.

MUE 7101. Professional Development Seminar II: Clinical Practice. 1 Hour.

A reflection on educational practices and refining of concepts that emanate from clinical practice experience and completion of certification assessments.

MUE 7102. Professional Development Seminar III: Capstone. 2 Hours.

Prerequisites: MAT (Music Education) majors or permission of instructor. Culminating course for MAT in Music Education which focuses on evaluation of teaching, program administration, advocacy, and curriculum.

MUE 7330. Percussion Methods. 1 Hour.

Prerequisite: MAT (Music Education) majors or permission of instructor. A study of performance techniques and methods of teaching percussion in heterogeneous groups including ethnic percussion.

MUE 7340. Low Brass Methods. 1 Hour.

Prerequisite: MAT (Music Education) majors or permission of instructor. A study of performance techniques and methods of teaching trombone, euphonium, and tuba.

MUE 7360. String Methods. 1 Hour.

Prerequisite: MAT (Music Education) majors or permission of instructor. An orientation to and experience with the fundamentals and performance of string methods.

MUE 7370. Vocal Methods. 1 Hour.

Prerequisite: MAT (Music Education) majors or permission of instructor. A study of performance techniques and methods of teaching vocal music.

MUE 7400. Instrument Repair. 1 Hour.

Prerequisite: MAT (Music Education) majors or permission of instructor. An overview of basic maintenance and repair for woodwind, brass, percussion, and string instruments.

MUE 7600. Instrumental Music Curriculum. 2 Hours.

Prerequisites: MAT (Music Education) majors, MMed majors, or permission of instructor. Grade of "S" in MUE 2999 and admission to Teacher Education. Materials and techniques of instrumental music instruction and curriculum in schools, including rehearsal techniques, repertoire, administration, instructional approaches, and assessment strategies.

MUE 7610. Choral Curriculum. 3 Hours.

Prerequisites: MAT (Music Education) majors, MMed majors, or permission of instructor. Grade of "S" in MUE 2999 and admission to teacher education. Materials and techniques of choral music instruction and curriculum in schools, including rehearsal techniques, vocal development, repertoire, administration, instructional approaches, and assessment strategies.

MUE 7640. Generalized Music Education I. 2 Hours.

Prerequisites: Admission to teacher education for the Masters of Arts in Teaching in Music Education. Techniques and tools for generalized music education and culturally-responsive teaching in P-12 schools. Candidates use varied styles and diverse strategies aligned with traditional, multicultural, and contemporary practices for beginning learners.

MUE 7650. Generalized Music Education II. 2 Hours.

Prerequisites: MUE 7640. Techniques and tools for generalized music education and culturally-responsive in P-12 schools. Candidates use varied styles and diverse strategies aligned with traditional, multicultural, and contemporary practices for advanced learners.

MUE 7700. Marching Band Techniques. 2 Hours.

Prerequisite: MAT (Music Education) majors, MMED majors, or permission of instructor. A study of marching fundamentals, drill design, arranging issues, and other topics associated with directing a marching band including the use of computer-assisted design techniques.

MUE 7710. Flute, Clarinet, and Saxophone Methods. 1 Hour.

Prerequisite: MAT (Music Education majors or permission of instructor. An overview of performance techniques and methods of teaching flute, clarinet, and saxophone.

MUE 7720. Oboe and Bassoon Methods. 1 Hour.

Prerequisite: MAT (Music Education) majors or permission of instructor. A study of performance techniques and methods of teaching oboe and bassoon.

MUE 7730. High Brass Methods. 1 Hour.

Prerequisite: MAT (Music Education) majors or permission of instructor. A study of performance techniques and methods of teaching trumpet and horn.

MUE 7740. Advanced String Pedagogy. 2 Hours.

Prerequisites: MAT (Music) majors (String) or permission of instructor. Orientation to and experience with techniques of performance and methods of advanced string pedagogy.

MUE 7750. Advanced Vocal Pedagogy. 2 Hours.

Prerequisites: MAT (Music Education) majors or permission of instructor. An in-depth study of vocal pedagogy designed to enhance instructional skills in private and group settings.

MUE 7790. Clinical Practice in Music Education. 6 Hours.

Prerequisites: MAT (Music Education) majors and MUE 7600 or 7610 in the MAT (Music Education) curriculum. A supervised teaching clinical practice in an appropriate educational setting for certification requirements for the MAT (Music Education) program.

MUE 7800. Practicum in Music. 3 Hours.

Co-requisites: MUE 7600 or MUE 7610, MUE 7640, MUSC 7750, 2 to 4 hours of Instrumental Methods courses. A supervised field experience (15 weeks) to coordinate with MAT (Music Education) methods and curriculum courses.

MUE 7810. Employed Teacher Internship in Music Education I. 3 Hours.

Graded "Satisfactory" or "Unsatisfactory". Intended for MAT candidates who have secured employment on a nonrenewable certificate by a school system. The first of two semester-long internships completed in a music classroom in which the candidates is supervised by a university faculty member and is fully engaged in the processes of planning, instruction, and assessment with a school music teacher mentor. On-campus seminar meetings will occur throughout the semester.

MUE 7820. Employed Teacher Internship in Music Education II. 3 Hours.

Graded "Satisfactory" or "Unsatisfactory". Intended for MAT candidates who have secured employment on a nonrenewable certificate by a school system. The first of two semester-long internships completed in a music classroom in which the candidates is supervised by a university faculty member and is fully engaged in the processes of planning, instruction, and assessment with a school music teacher mentor. On-campus seminar meetings will occur throughout the semester.

MUE 7900. Directed Study in Music Education. 1-3 Hours.

Directed study in Music Education.

MUE 7999. Thesis. 3 Hours.

Thesis.

Nursing (NURS)

NURS 7100. Advanced Pathophysiology. 3 Hours.

Prerequisites: Graduate admission status. Advanced principles of human physiology and pathogenesis. This course builds on basic knowledge of pathophysiology. The focus is on etiology, pathogenesis and clinical manifestations of disease processes commonly encountered in advanced nursing practice.

NURS 7101. Role Transition: Issues in Advanced Nursing Practice. 2 Hours.

An introduction to the history, competencies, and professional roles of the advanced practice nurse. Students will explore, analyze, apply, and evaluate attributes influencing advanced nursing practice and healthcare.

NURS 7110. Philosophical and Theoretical Foundations for Advanced Nursing Practice. 2 Hours.

Examination of philosophies and theories that frame advanced nursing practice. The evolution of nursing knowledge and roles in advanced nursing practice are explored with an emphasis on analysis and application of nursing models and related theories using critical thinking and clinical reasoning strategies within a framework of altruism, dignity, integrity, and social justice.

NURS 7150. Nursing and Health Care Information Systems. 2 Hours.

Prerequisite: Graduate standing. Analysis on current and emerging nursing and health care information systems for evidence-based practice, documentation, and evaluation of client care outcomes. Emphasis is on use of information and communication technologies to assess, document, and evaluate client outcomes and enhance accessibility of care.

NURS 7160. Health Care Delivery Systems, Economics, and Policy. 2 Hours.

A foundation for participation in health policy and understanding the economic impact of health planning. Content focuses on organization of health care delivery systems, health care financing and economics implications, and the role of the provider in policy making. Emphasis is on analysis of health policy; integration of clinical management processes; and use of personal, personnel, and material resources in clinical systems.

NURS 7200. Advanced Health Assessment. 3 Hours.

Prerequisites: NURS 7100. Corequisite: NURS 7200L. Expands the knowledge of physical assessment principles specific to the role of the APN. The student will develop assessment proficiency related to history and physical examination of clients through the lifespan, including psychiatric-mental health and related supportive assessments. Students will analyze, implement and evaluate principles in the clinical setting.

NURS 7200L. Advanced Health Assessment Practicum. 2 Hours.

Prerequisite: NURS 7100. Corequisite: NURS 7200. Focus will be on common deviations from normal. Populations across the lifespan will be included.

NURS 7220. Advanced Evidence-Based Practice. 3 Hours.

Prerequisites: NURS 7110. Evaluation and use of nursing and health care research and other scholarly inquiry in advanced nursing practice. This course focuses on strategies and skills in retrieving, evaluating, and using evidence to plan quality health care, initiate change in health care systems and processes, and improve health care outcomes.

NURS 7230. Advanced Pharmacology. 3 Hours.

Prerequisite: NURS 7100. The pharmacokinetic processes and drugs used in advanced nursing practice. Emphasis is on pharmacologic management of patients in independent and collaborative primary care practice, including professional and statutory issues related to prescribing.

NURS 7250. Theoretical Foundations for Advanced Practice Psychiatric Mental Health Nursing Practice. 3 Hours.

Prerequisite: Admission to MSN program or permission of the instructor. Introduction to theories, concepts, models, and ethics relevant to the Advanced Psychiatric/Mental Health Nurse. Emphasis is placed on neurobiological, developmental, and psychodynamic theories of mental illness in the care of persons or populations with or at risk for mental illness.

NURS 7251. Advanced Psychopharmacology. 2 Hours.

Prerequisite: NURS 7230 or permission of the instructor. Principles of Psychopharmacology required for the prescription and management of medications by advanced practice psychiatric nurses for the treatment of psychiatric disorders across the lifespan.

NURS 7251L. Advanced Psychopharmacology Practicum. 1 Hour.

Pre or Corequisite; NURS 7351 or permission of instructor. Application of psychopharmacology to the prescription of and management of medications for the treatment of psychiatric disorders across the lifespan.

NURS 7252. Psychiatric Mental Health Assessment Across the Lifespan. 4 Hours.

Prerequisite: NURS 7200L or permission of the instructor. Analysis of theories and current trends in primary, secondary, and tertiary prevention of psychiatric disorders and promotion of mental health within a social systems framework. Focus is on application of family systems theory and group dynamics to advanced practice psychiatric mental health nursing.

NURS 7328. Advanced Practice Nursing: Women's Health. 3 Hours.

Prerequisites: NURS 7200, 7200L, 7220, and 7230. Holistic and comprehensive care of multicultural childbearing and post childbearing women with reproductive, gynecologic, and general non-reproductive needs/problems using diagnostic and therapeutic skills for health promotion/disease prevention, and management. Students will integrate pathophysiology, advanced health assessment, and diagnoses to design and implement evidence-based plans of care.

NURS 7328L. Advanced Practice Nursing: Women's Health Practicum. 2 Hours.

Prerequisites: NURS 7200, 7200L, 7220, 7230; Pre or Co-requisites: NURS 7328. Clinical primary practice and management of acute and chronic illnesses in childbearing and post childbearing women with reproductive, gynecologic, and general non-reproductive needs/problems.

NURS 7329. Advanced Practice Nursing: Pediatrics. 3 Hours.

Prerequisites: NURS 7200, 7200L, 7220, and 7230. Holistic and comprehensive care of multicultural neonates, infants, children and adolescents using diagnostic and therapeutic skills for health promotion/disease prevention and management. Students will integrate pathophysiology; advanced health assessment, and diagnoses to design and implement evidence-based plans of care.

NURS 7329L. Advanced Practice Nursing: Pediatrics Practicum. 2 Hours.

Prerequisites: NURS 7200, 7200L, 7220, 7230; Pre or Co-requisites: NURS 7329. Clinical practice in primary care with neonates, infants, children and adolescents with acute and chronic health problems.

NURS 7330. Advanced Practice Nursing: Adult Health I. 3 Hours.

Prerequisites: NURS 7200, 7200L, and 7230. Co-requisite: NURS 7220. Holistic and comprehensive care of multicultural adolescents, adults, and older adult using diagnostic and therapeutic skills in disease management. Students will identify pathophysiology, discriminate among evidence-based diagnoses, and treatments and implement plans of care.

NURS 7330L. Advanced Practice Nursing: Adult Health I: Practicum. 3 Hours.

Prerequisites: NURS 7200, 7200L, and 7230. Co-requisite: NURS 7220 and 7330. Clinical practice in primary care with adolescents, adults and older adults with acute and chronic health problems.

NURS 7348. Advanced Psychiatric Mental Health Nursing for Individuals Across the Lifespan. 3 Hours.

Prerequisite: NURS 7250. Advanced nursing management of individuals with acute and chronic mental health problems. Therapeutic foundations for short-term intervention with adults experiencing time-limited crises and who have no long-term mental health problems, and adults with persistent conditions that are stabilized, but confronting short-term stressors and for those needing long-term therapeutic case management.

NURS 7348L. Advanced Psychiatric Mental Health Nursing for Individuals Across the Lifespan Practicum. 3 Hours.

Pre- or Corequisite: NURS 7348: Diagnosis and management of individuals with psychiatric disorders and mental health problems. This course focuses on development of skills in clinical decision making, comprehensive and focused assessment, interpretation of data, establishment of therapeutic relationship with individuals, and interprofessional collaboration.

NURS 7350. Advanced Practice Nursing: Adult Health II. 3 Hours.

Prerequisites: NURS 7200, 7200L, and 7230. Co-requisites: NURS 7220. Holistic and comprehensive care of multicultural adolescents, adults, and geriatric populations using diagnostic and therapeutic skills for health promotion/disease prevention and management. Students will integrate pathophysiology, advanced health assessment, and diagnoses to design and implement evidence-based plans of care.

NURS 7350L. Advanced Practice Nursing: Adult Health II Practicum. 3 Hours.

Prerequisites: NURS 7200, 7200L, and 7230. Co-requisites: NURS 7220 and 7350. Clinical practice in primary care with adolescents, adult, and older adults with acute and chronic health problems.

NURS 7352. Advanced Psychiatric Mental Health Nursing for Families and Groups Across the Lifespan. 3 Hours.

Prerequisite: NURS 7252. Advanced nursing management of groups and families across the lifespan. Focus is on family systems, group process and strategies for psychotherapy applied to the advanced practice nursing role.

NURS 7352L. Advanced Psychiatric Mental Health Nursing for Families and Groups Across the Lifespan Practicum. 3 Hours.

Pre or Co-requisite: NURS 7352. Diagnosis and management of groups and families with psychiatric disorders and mental health problems across the lifespan. Focus is on family systems, group process, and implementation of counseling and psychotherapy applied to the advanced practice nursing role.

NURS 7590. Advanced Practice Nursing: Capstone. 6 Hours.

Prerequisites for FNP: NURS 7100, 7101, 7110, 7150, 7200, 7200L, 7220, 7230, 7328, 7328L, 7329, 7329L, 7330, 7330L, 7350, 7350L. Prerequisites for FPMHNP: NURS 7100, 7101, 7150, 7200, 7200L, 7220, 7230, 7250, 7251, 7251L 7252, 7329, 7330, 7348, 7348L, 7350, 7352, 7352L. Pre or Co-requisite: NURS 7160. Synthesis of evidenced-based knowledge and clinical skills. Emphasis is on health promotion, disease prevention, and clinical practice in primary care and behavioral health across the lifespan.

NURS 8310. Epidemiology and Biostatistics. 3 Hours.

Admission to the DNP program. Application, analysis, and interpretation of distribution, risk, and prevention of disease in populations. Principles and methods of epidemiologic investigation including patterns of illness in populations and research designs for investigating the etiology of disease are explored. Bio-statistical measures are utilized to determine risk, incidence, and prevalence of populations.

NURS 8311. Population Health. 3 Hours.

Admission to the DNP Program. The implementation and analysis of population-based disease prevention and health promotion strategies to achieve national and international goals for improving aggregate, community, environmental, occupational, and cultural/socioeconomics dimensions of health. The course focuses on issues affecting health, including communicable and non-communicable disease, emergency preparedness, and the impact of disparity and social determinants on health.

NURS 8312. Health Care Informatics. 3 Hours.

Admission to the DNP program. Analysis and synthesis of information science concepts, principles, and methods to generate knowledge for best practice. The course focuses on application of research; management of individual and aggregate data; assessment of efficacy of decision support, productivity, and web-based learning tools; and evaluation of integrated communication systems.

NURS 8313. Leadership and Ethics. 4 Hours.

Admission to the DNP program. Emphasis is on the ethical principles and responsibilities used in interprofessional practice healthcare decisions. Application of ethically sound solutions to complex issues related to individuals, populations, and systems care will be studied.

NURS 8314. Translating Research into Practice. 3 Hours.

Admission to the DNP program. The synthesis and integration of knowledge related to translation of research into practice, evaluation of practice, and design of activities aimed at improving health care practices and outcomes, and participation in collaborative outcome-driven research.

NURS 8315. Process Improvement and Evaluation. 3 Hours.

Admission to the DNP program. An examination of the concepts of quality improvement and its role in the quality and safety of health care systems and patient outcomes. Exploration of the methods, models, and tools used to evaluate practice variation and minimize risk of harm to lead change across complex organizational systems.

NURS 8316. DNP Project Seminar. 3 Hours.

Prerequisite: Admission to the DNP Program, NURS 8314; NURS 8311. Graded "Satisfactory" or Unsatisfactory". Development and design of an evidence-based project focusing on quality improvement aimed at practice and/or systems level change to enhance health outcomes for a population of interest. Completion of a minimum of 100 clinical hours is required.

NURS 8317. Organizational Policy and Practice. 3 Hours.

Prerequisite: Admission to the DNP program. Analysis of health care policy and advocacy for change to improve health care delivery at multiple organizational levels. The course focuses on evaluating the influence of political and economic conditions on health policy and the delivery of quality care.

NURS 8318. DNP Project. 1-4 Hours.

Prerequisite: Admission to the DNP Program: NURS 8316. Graded "Satisfactory" or "Unsatisfactory". Implementation, evaluation, and dissemination of previously proposed evidence-based practice interventions for quality improvement aimed at practice and/or systems level change to enhance health outcomes for a population of interest. Completion of 400 Clinical hours is required in this two semester course.

NURS 8319. Systems Leadership. 3 Hours.

Prerequisite: Admission to the eDNP program. The integration of management theories into the nursing process for the delivery of advanced practice nursing services in a variety of systems. Healthcare financial planning, budgeting, reimbursement, and decision-making strategies are applied to healthcare organizations. Theoretical models, analytical methods, and evaluation strategies are explored.

NURS 8320. Practice Implementation and Sustainability for the Advanced Practice Nurse. 3 Hours.

Prerequisite: NURS 8319. Implementation of management theories to support the advanced practice nurse entrepreneur. The course integrates the knowledge related to financial sustainment, and innovative strategies to serve at risk populations, facility securement, and grant funding proposals.

Philosophy (PHIL)

PHIL 5100. Ethics and Health Care. 3 Hours.

A study of ethical issue in health care delivery, with special emphasis on topics such as abortion, euthanasia, paternalism and autonomy, confidentiality, medical experimentation and informed consent, allocation of scarce resources, and the right to health care.

PHIL 6120. Ethics and Public Policy. 3 Hours.

A study of ethical issues involved in public policy, with special emphasis on issues such as affirmative action, abortion, euthanasia, capital punishment, free speech and privacy.

PHIL 6220. Ethics and Public Administration. 3 Hours.

A study of ethical issues in public administration, with special emphasis on developing analytical skills in ethical decision-making in the public sector, highlighting the role of ethics and professional responsibility in public service, and identifying situations involving professional malfeasance such as conflict of interest.

Physical Science (PHSC)

PHSC 5010. Experimental Physical Science. 4 Hours.

This course covers the basic principles of physical science, and how apparatus can be built from commonly available materials in order to demonstrate these principles.

PHSC 5050. Observational Astronomy. 4 Hours.

A study of the observation of celestial objects visible to the unaided eye, with astronomical photography, the position and motion of objects in the sky, locating celestial objects with the telescope and the use of star charts. The course consists of about 25 hours of lecture and 50 hours of laboratory work.

Physics (PHYS)

PHYS 5040. Electronics. 4 Hours.

A lecture-laboratory study of basic electrical circuits and techniques, including extensive use of the oscilloscope. Both continuous wave and pulse phenomena are treated.

PHYS 5100. Optics. 4 Hours.

An advanced course with emphasis on physical optics. Lens matrices, interference, polarization, dispersion, absorption, resonance, and quantum effects will be covered. The electromagnetic nature of light is emphasized. Students will be required to implement a project that involves applying theory to an experiment, performing the experiment, analyzing the results, and writing a paper reporting on the results.

PHYS 5810. Mathematical Methods of Physics. 3 Hours.

Special topics in mathematics as related to advance study in physics. Topics include vector analysis, differential equations, orthogonal functions, eigenvalue problems, matrix methods, and complex variables.

PHYS 5820. Computational Physics. 3 Hours.

Topics include formulation of equations describing physical systems and the use of computers to solve them, computer simulations of physical systems, the use of computers to acquire and analyze data, and graphical methods of displaying data.

PHYS 6040. Experimental Physics. 4 Hours.

A lecture-laboratory course devoted to techniques of research in experimental physics. Topics include treatment of data, vacuum techniques, magnetic devices, preparation and manipulation of beams of particles and radioactivity. A number of modern physics experiments are studied and performed.

PHYS 6111. Theoretical Mechanics I. 3 Hours.

Topics include Newtonian Mechanics, conservation laws, Lagrange's equations, and relativity.

PHYS 6112. Theoretical Mechanics II. 3 Hours.

Topics include Newtonian Mechanics, conservation laws, Lagrange's equations, and relativity.

PHYS 6211. Electromagnetism I. 3 Hours.

Topics include electrostatics, magnetostatics, time varying electric and magnetic fields, Maxwell's equations, and propagation of electromagnetic waves.

PHYS 6212. Electromagnetism II. 3 Hours.

Topics include electrostatics, magnetostatics, time varying electric and magnetic fields, Maxwell's equations, and propagation of electromagnetic waves.

PHYS 6310. Statistical Physics. 3 Hours.

A study of kinetic theory and statistical mechanics with a brief treatment of classical thermodynamics.

PHYS 6411. Modern Physics I. 3 Hours.

An introduction to 20th century physics with the emphasis on quantum mechanics and its applications to atomic and nuclear structure, and to solid state physics. Both wave and matrix formalisms are developed, along with their experimental implications.

PHYS 6412. Modern Physics II. 3 Hours.

An introduction to 20th century physics with the emphasis on quantum mechanics and its applications to atomic and nuclear structure, and to solid state physics. Both wave and matrix formalisms are developed, along with their experimental implications.

PHYS 6800. Internship in Physics. 3-6 Hours.

Active participation in research in physics or in a field of science closely allied with physics, such as biophysics. A daily log of activities, a report on the work done, and a research paper relating the work done to the field of physics are required.

PHYS 6900. Special Topics in Physics. 1-6 Hours.

Topics to be assigned by instructor; may be taken more than once if topics are different, up to a total of 6 credit hours.

PHYS 6950. Directed Study in Physics. 1-6 Hours.

Study in area or subject not normally found in established courses offered by the department; may also allow student to explore in more detail and/or depth an area or subject covered by the department in physics. Up to a maximum of 12 credit hours.

Political Science (POLS)

POLS 5500. Western Political Theory I. 3 Hours.

An examination of the teachings of the classical period of political theory from early Greeks through the political writings of Thomas Aquinas.

POLS 5510. Western Political Theory II. 3 Hours.

An examination of the normative teachings of modern political theory beginning with Machiavelli up to the writings of John Stuart Mill.

POLS 5620. Health Policy. 3 Hours.

An examination of the emergence of national health care programs in the United States. The course focuses on the contending interests in the health policy arena and on related management issues.

POLS 6430. National Security Administration and Policy. 3 Hours.

An examination of the organizational dynamics, political features, and policy outcomes of the national security decision-making process. Special attention will be placed on the changing role of the National Security Council.

POLS 6820. Special Topics in U.S. Government and Politics. 3 Hours.

Special topics in U.S. government and politics.

POLS 6830. Special Topics in Comparative Politics. 3 Hours.

Special topics in comparative politics.

POLS 6840. Special Topics in International Politics. 3 Hours.

Special topics in international politics.

POLS 6860. Special Topics in Public Administration. 3 Hours.

Special topics in public administration.

Positive Behavior Intervention Support (PBIS)

PBIS 8130. Administration in PBIS. 3 Hours.

Designed to help practitioners develop critical frameworks for designing and evaluating educational practices and programs within the context of current trends and issues in the administration of PBIS. Emphasis is placed on the district level team and faculty buy in for school wide implementation.

PBIS 8131. Critical Issues in PBIS. 3 Hours.

Candidates will identify and address a series of critical issues in Positive Behavior Interventions and support from the standpoint of how such issues impact on the practice of discipline in their classroom, school, and system. Historical and current research will be reviewed as they relate to identified issues. Discussions of methods for addressing such issues within the context of the public schools will be a major focus of the course.

PBIS 8839. PBIS Data Decision-Making. 3 Hours.

Designed for those graduates with interest in data collection and decision making strategies aligned with PBIS.

Psychology (PSYC)

PSYC 5400. Abnormal Psychology. 3 Hours.

Prerequisite: Open to graduate students from any major. The nature and etiology of the various of behavior disorder, mental deficiency, and other deviations. Critical evaluation of current theories.

PSYC 5500. Statistical Methods in Psychology. 3 Hours.

Prerequisite: Open to graduate students from any major. Uni- variate and bivariate statistical methods for research in the behavioral sciences.

PSYC 5700. Rehabilitation Psychology. 3 Hours.

The course focuses on biological, personality, cognitive, and social effects of disabilities on adult development. Em- phasis is placed on sensory and motor disabilities and the roles played by vocational rehabilitation programs, indepen- dent living initiatives, and the community integration move- ment on rehabilitation. Implications of theory, research, and program implementation on rehabilitation outcomes are made.

PSYC 6500. Special Topics. 1-3 Hours.

Prerequisite: Approval of advisor and instructor.

PSYC 6610. Counseling Gifted/Talented Children and Youth. 3 Hours.

An overview of issues relevant to the counseling and guidance of gifted and talented children and youth. Issues include, but are not limited to, conceptions of giftedness, motivation, self-image, relationships, career planning, counseling needs, intervention methods, and programs designed to fulfill the needs of this population.

PSYC 7000. Methods in School Psychology. 3 Hours.

Prerequisite: Admission to Graduate Program in the Department. An introduction to the modern role of school psychologists to include response to intervention strategies and current special education law. Historical, current, and future status of psychological services in the schools will be explored. Professional, ethical, and cultural issues will be presented for discussion with particular attention to recent developments in federal and state laws that affect the delivery of services in the school.

PSYC 7010. Learning and Assessment. 3 Hours.

Prerequisite: RSCH 7100. This course assists the in-service educator (teacher, administrator, coach, curriculum supervisor, etc.) to understand the learning and assessment as they apply in educational settings.

PSYC 7020. Principles of Learning and Classroom Management. 3 Hours.

Prerequisite: RSCH 7100 or PSYC 5500. Designed to aid the in-service educator in predicting, understanding, and controlling the fundamental principles of learning and human development as they apply to schools. The emphasis is on studying the variables shown to affect students and educators in the teaching/learning process with particular attention to classroom management and current research findings.

PSYC 7030. Measurement and Evaluation. 3 Hours.

Prerequisite: RSCH 7100, or PSYC 3500, or PSYC 5500. An overview of issues related to assessment, measurement, and evaluation in educational and school counseling settings, including supervised experience in instrument selection, use, and outcomes analysis.

PSYC 7040. Adult Learning and Assessment. 3 Hours.

Prerequisite: RSCH 7100 or PSYC 3500 or PSYC 5500. Course is designed to aid the in-service educator in predicting, understanding, and controlling the fundamental principles of learning and assessment as they apply in the education and training of adults.

PSYC 7080. Group Dynamics. 3 Hours.

Prerequisite: Admission to MS Psychology-Industrial Organizational Program or Permission of Instructor. An exploration of the interactions and processes that occur in groups and teams. The course covers the fundamental concepts, principles, and theories of teams and groups. Topics include group influence, group decision making, group conflict, power, leadership, and group performance.

PSYC 7100. Intellectual Assessment. 4 Hours.

Prerequisite: Admission to Clinical/Counseling Psychology or School Psychology. A combination of lectures and supervised practical experiences on conducting psychological evalua- tions. Primary emphasis on the administration, scoring and interpretation of traditional and process oriented intellec- tual measures. Additional training on clinical interview and report writing skills as well as functional mastering of selected psychometric instruments.

PSYC 7110. Personality Assessment. 4 Hours.

Prerequisite: Admission to Clinical/Counseling Psychology or School Psychology. An introduction to the theory, administration, scoring, and interpretation of personality assessment instruments, with primary emphasis on objective measures. The course is designed to familiarize students with projective and objective assessment instruments and to enhance development of clinical interviewing skills. Students will administer several personality assessment batteries and produce final reports based on their scoring and interpretation.

PSYC 7120. Academic and Behavioral Assessment. 4 Hours.

Prerequisites: A previous graduate assessment course and permission of instructor. Advanced intensive study of the administration and interpretation of individual academic and behavioral assessment instruments with attention to multimethod, multisource, and multisetting methodologies; emphasis on the measurement of change within individuals and system levels of intervention.

PSYC 7130. Infant and Preschool Assessment. 3 Hours.

Prerequisite: Graduate standing, permission of instructor, and prior coursework in measurement, evaluation, and child development. Training on the administration, scoring, and interpretation of instruments assessing cognitive, visual-motor ability, and adaptive behavior of infants, toddlers, and preschool-ages children.

PSYC 7200. Psychopathology. 3 Hours.

Prerequisite: Admission to Clinical/Counseling Psychology or School Psychology or Permission of the Instructor. Overview of formal psychopathology classification systems across the life span with emphasis on the integration of multivariate, empirical approaches, and medical and psychological models. The course is designed to familiarize students with evolving information such as criteria, co-morbidity rates, and issues of differential diagnosis accrued from the current Diagnostic and Statistical Manual and the developmental psychopathology literature. Case studies are used to illustrate diagnostic issues.

PSYC 7400. Counseling Theory and Practice. 3 Hours.

Prerequisite: Admission to Graduate Program in Department. Introduction to major theoretical approaches to counseling and psychotherapy. Theories of personality and the causes of mental illness and emotional distress will be reviewed as frameworks for intervention. Specific case examples will illustrate applications of theory to professional practice.

PSYC 7420. Child Counseling. 3 Hours.

Prerequisite: PSYC 7200 or PSYC 7400. Theories, methods, and techniques of psychotherapy with children. Emphasis will be placed on a multidimensional view of intervention with children, giving attention to developmental, cognitive, behavioral, affective, organic, educational, social, and environmental issues.

PSYC 7450. Group Counseling. 3 Hours.

Prerequisite: PSYC 7400. Group dynamics and their importance in the counseling process and counseling outcome is studied. Emphasis is given to the application of various counseling and psychotherapeutic approaches within the group setting.

PSYC 7470. Counseling Culturally Diverse Populations. 3 Hours.

Prerequisite: PSYC 7400. Survey of the cultural context of relationships, issues, and trends in a multicultural and diverse society. Emphasis placed on a knowledge base related to theory, techniques and skills utilized in working with culturally diverse populations.

PSYC 7500. Consultation Theory and Practice. 3 Hours.

This course is designed to be an introduction to consultation and collaboration. Effective development of indirect intervention strategies employed by human service workers will be reviewed in this course.

PSYC 7610. Performance Appraisal. 3 Hours.

Prerequisite: Permission of Instructor. Methods, theory, and applications in the measurement of work performance as related to administrative, developmental, and feedback functions.

PSYC 7670. Social Psychology. 3 Hours.

Prerequisite: Open to graduate students from any major. Integration of classic and contemporary theories, research, and application relating groups, organizations, culture, and society to individual behavior.

PSYC 7791. School Psychology Practicum. 1 Hour.

Prerequisite: Admission to School Psychology program.

PSYC 7792. School Psychology Practicum. 1 Hour.

Prerequisite: Admission to School Psychology program.

PSYC 7793. School Psychology Practicum. 1 Hour.

Prerequisite: Admission to School Psychology program.

PSYC 7794. School Psychology Practicum. 1 Hour.

Prerequisite: Admission to School Psychology program.

PSYC 7795. School Psychology Practicum. 1 Hour.

Prerequisite: Admission to School Psychology program.

PSYC 7820. Career Counseling. 3 Hours.

Prerequisite: Open as an elective to all graduate majors. An introduction to the theories of career choice and to human development processes which influence career choice. Emphasis is placed on the nature and use of educational and occupational information in assisting individuals to explore the world of work and develop meaningful career plans. The course includes lab experiences consisting of administering scoring and interpreting career inventories. Students also learn about computer assisted career development including the Georgia Career Information System.

PSYC 7900. Pre-Practicum. 3 Hours.

Prerequisite: PSYC 7400. Advanced course in counseling and psychotherapeutic approaches emphasizing skill development. Extensive role playing in dyads and groups will be critiqued. Basic attending, empathy, and relationship skill will be emphasized as well as specific techniques such as desensitization, contracting, and role reversal.

PSYC 7950. Clinical/Counseling Psychology Practicum. 1-3 Hours.

Prerequisites: PSYC 7900, successful completion of comprehensive examinations. Practical supervised experience in counseling, psychometric assessment, and report writing at approved practicum sites. Group and individual supervision with the instructor will allow students to share their experiences and learn from one another, and receive guidance in working with clients in a professional setting. May be repeated for credit.

PSYC 8000. Research Design and Analysis. 3 Hours.

Prerequisite: PSYC 5500 or permission of instructor. Design of experimental and correlational research, using univariate, bivariate, and multivariate techniques.

PSYC 8020. Advanced Educational Psychology. 3 Hours.

Prerequisite: PSYC 7010 and admission to COE Educational Specialist or Doctoral Program or approval of instructor. The course applies the research and theory in educational psychology to practical problems in P-16 school settings. Students will be taught problem-solving processes and learn to apply them through discussion and resolution of a variety of case studies. Students will also develop a specific application to a current significant educational problem.

PSYC 8120. Alternative Assessment. 2 Hours.

Prerequisite: PSYC 7100. Alternative methodologies such as portfolio, authentic, curriculum-based, and dynamic assessment will be introduced. Integration of alternative and traditional methodologies will be emphasized. Application to multicultural, non-traditional settings, and to the assessment of special populations such as infants will be addressed.

PSYC 8130. Computer Based Assessment. 2 Hours.

Prerequisite: PSYC 7100. Course content will include technological advances that augment both traditional as well as more recent assessment devices. Development and applications of alternative assessment methodologies such as adaptive testing and intervention-based program development will be examined.

PSYC 8140. Emergent Technologies for Interview-Based Assessment. 1 Hour.

Prerequisite: A previous graduate assessment course and/or permission of instructor. Includes technological advance that augment both traditional as well as more recent assessment devices; examines alternative assessment methodologies for individual and family intervention-based program development.

PSYC 8150. Behavioral Health Care Systems. 3 Hours.

Prerequisite: PSYC 7420, or permission of instructor. Develops knowledge and skills concerning the behavioral health care of school aged youth with severe emotional disorders, including the conceptual, philosophical, operational, structural and procedural mechanisms commonly associated with system-level service coordination and delivery.

PSYC 8160. Advanced Practice in Cognitive Behavioral Therapy. 3 Hours.

Prerequisite: SCHC 7400 or PSYC 7400 or equivalent. An in-depth study of counseling theories whereby students develop an advanced level of understanding and skill in cognitive behavioral counseling theories and practice.

PSYC 8200. Child Psychopathology. 3 Hours.

An intensive study of formal psychopathology classification system of infants, children, and adolescents with emphasis on multivariate or empirical approaches, medical models, and an integration of both. The course is designed to familiarize students with evolving information such as criteria, comorbidity rates, and differential issues accrued from the current Diagnostic and Statistical Manual, developmental psychopathology literature, and research related to public laws governing special education. Case studies will be used to illustrate diagnostic issues.

PSYC 8250. Developmental Psychology. 3 Hours.

Prerequisite: RSCH 7100 or PSYC 8000, and Advanced standing. The course is designed to acquaint the student with life span developmental problems, milestones, achievements, and social influences from a psychological perspective. Topics will include, but not be limited to, theory research methods, biosocial influences, cognition, language, motivation, personality, and socialization processes.

PSYC 8350. Psychology of Motivation. 3 Hours.

Prerequisite: Advanced standing. Behavioral, cognitive, and physiological bases of motivation in theory and application.

PSYC 8360. Human Resource Development. 3 Hours.

Prerequisite: Advanced standing. Development, administration, and evaluation of strategies and products utilized in the development of human resources in business, industrial, and educational settings.

PSYC 8380. Employment Law and Personnel Practices. 3 Hours.

A study of employment law and ethical principles as they relate to the practice of I/O psychology. Course content spans landmark labor and civil rights legislation (e.g., title VII, ADEA, FLSA, etc.), in addition to ethical standards and principles within the workplace.

PSYC 8400. Special Topics in Applied Psychology. 1-3 Hours.

Prerequisite: Approval of Instructor. Introduction to current advanced topics within the fields of applied psychology. Emphasis will be placed on specific content areas and applications.

PSYC 8800. Legal and Ethical Issues in Psychology. 3 Hours.

Prerequisite: Admission to Graduate Program in Department and Advanced Standing. Review of legal and ethical dilemmas and decisions faced in psychological practice, including research, assessment, teaching, therapeutic intervention, consultation, and court testimony. Emphasis will be placed on a review of professional guidelines and the process of ethical decision-making.

PSYC 8891. School Psychology Internship I. 1 Hour.

Prerequisite: Advanced standing in the Ed.S. Program in School Psychology.

PSYC 8892. School Psychology Internship II. 1 Hour.

Prerequisite: Advanced standing in the Ed.S. Program in School Psychology.

PSYC 8893. School Psychology Internship III. 1 Hour.

Prerequisite: Advanced standing in the Ed.S. Program in School Psychology.

PSYC 8894. School Psychology Internship IV. 1 Hour.

Prerequisite: Advanced standing in the Ed.S. Program in School Psychology.

PSYC 8895. Capstone Project. 3 Hours.

Prerequisites: RSCH 8000. Development, implementation, and evaluation of a project in the school environment.

PSYC 8999. Thesis. 3 Hours.

Prerequisite: Admission to Graduate Program in Department, advanced standing, permission of advisor.

PSYC 9050. Program Evaluation. 3 Hours.

Prerequisite: PADM 9040. Also offered as PADM 9050. Theories, research, and practice related to program evaluation in government and nonprofit organizations.

PSYC 9710. Social Psychology in Educational Contexts. 3 Hours.

Prerequisite: Approval of Doctoral Program Coordinator. An intensive scientific study of how our thoughts, feelings, and behaviors are influenced by the actual, imagined, or implied presence of others. Various theoretical and applied approaches of social psychology will address the educational context.

Psychology--Gifted (PSYG)

PSYG 5610. Nature and Needs of Children Who are Talented and Gifted. 3 Hours.

A course designed to give an overview of educational and behavioral characteristics of pupils who are talented and gifted. Includes diagnosis, referral, management, and educational practices.

PSYG 6600. Methods & Materials for Children Who Are Talented and Gifted. 3 Hours.

A course covering the development of curriculum content and teaching materials for students identified as talented and gifted. Considerable time will be spent on organizing learning experiences and utilizing a variety of teaching methods.

PSYG 6620. Curriculum for Children Who Are Talented and Gifted. 3 Hours.

This course provides a study of curriculum models, the types of curriculum needed for the Talented and Gifted, guidelines for developing curricular patterns which include subject or skill, core, interest, process, experiential bases of operations, and modular designs of community involvement. The course requirements include the development of curriculum of learning activities which will have greatest applicability and usability within the local school system.

PSYG 7600. Assessment of Children Who Are Talented and Gifted. 3 Hours.

Introduction to tests unique to assessing the developmental level and the potential achievement of children with talents and gifts. Emphasis is placed on the use of these tests in planning and selecting curricular programs and activities.

Public Administration (PADM)

PADM 7000. Human Resource Management. 3 Hours.

A study of Human Resource Management. This course examines the processes of personnel administration and relates them to the human resource needs of organizations.

PADM 7010. Public Sector Labor Relations. 3 Hours.

An analysis of labor relations in public organizations. Topics include dispute resolution, management of benefit packages, and other current issues of labor relations.

PADM 7020. Public Sector Planning. 3 Hours.

An exploration of the elements of public sector planning, including data validation, forecasting and projection techniques, and decision-making.

PADM 7040. Non-Profit Management. 3 Hours.

A survey of the types, methods, and techniques of management of organizations outside the dualistic public and private sector model. Emphasis is on revenue strategies, structure and control.

PADM 7050. Administrative Law and Government. 3 Hours.

An overview of the administrative legal processes, focusing on the formation and execution of public policy. Special emphasis is placed upon protecting the rights of all parties in the complex processes of administrative law, policy formation, and implementation.

PADM 7060. Quantitative Methods for Public Administration. 3 Hours.

The application of quantitative methods to problems faced by public administration practitioners. Topics include regression analysis and the use of probability theory as they apply to decision making in public management.

PADM 7090. Policy Analysis. 3 Hours.

A systematic survey of the theories, basic concepts and approaches associated with empirical analysis of public policies. Topics include problems and uses of analysis, with reliance on case studies.

PADM 7110. Information Management. 3 Hours.

A survey of the issues and problems of information management. Emphasis is on modern developments in the generation, storage, classification and transmission of information vital to the management of public organizations.

PADM 7140. Governmental Budgeting and Finance. 3 Hours.

An analysis of financial management and budgeting procedures as applied to federal, state and local governments.

PADM 7170. Organizational Theory and Behavior. 3 Hours.

An introduction to major theories concerning management in the public sector, including analysis of individual behavior in an organizational context. Emphasis is on the politicized environment.

PADM 7180. Labor Law. 3 Hours.

An examination of modern labor movements in the United States, with special attention to the National Labor Relations Act and other fair employment practices acts. Attention will also be focused on the laws of unionization, collective bargaining, strikes and picketing.

PADM 7190. Special Topics in Public Administration. 3 Hours.

Study in areas which are not ordinarily covered in the MPA Program, but which may be of contemporary or special interest to MPA students at the time.

PADM 7200. Directed Study in Public Administration. 1-3 Hours.

Directed readings in selected areas of public administration with regular conferences between the student and the faculty member.

PADM 7210. Internship in Public Administration. 1 Hour.

Co-requisite PADM 7900. Grading is on a satisfactory - unsatisfactory basis. A one-semester internship in a public or not-for-profit agency. The internship is designed to provide the student with practical experience in the field of public administration. A written report or a portfolio development is required.

PADM 7220. Managing Diversity in the Public Workforce. 3 Hours.

An overview of diversity issues in public management from a human resource manager's perspective. Topics include differences in age, disability, gender, race/ethnicity, and cultural differences and their impact on human resource management.

PADM 7230. Public Marketing and Branding for the Public Sector. 3 Hours.

An overview of public marketing and branding practices that exist in the public sector setting.

PADM 7240. Public Administration and Community-Based Organizations. 3 Hours.

An examination of the relationships between urban public administrators and their environment. Topics include but are not limited to the role community organizations, interest groups, and demographic diversity upon the management function.

PADM 7250. Managing Small Cities and Counties. 3 Hours.

An overview of local government operations for small and mid-sized communities. Topics include legal issues, the clerk's office, emergency management, planning, economic development, public works, leisure and human services, police and fire services, budgeting and financial management personnel, communication, and intergovernmental relations.

PADM 7260. Democracy and Public Administration. 3 Hours.

An examination of the role of the career administrator in a democratic system. Topics include the nature of the American democratic system and the ethical implications of non-elected administrators playing a key role in that system.

PADM 7270. Innovation and Creative Problem Solving in the Public Sector. 3 Hours.

An exploration of innovation, problem solving, and creativity as applied in the public sector. The course seeks to expand class participants' understanding and abilities in, each of these areas.

PADM 7300. Foundations Seminar in Public Administration. 3 Hours.

Graded satisfactory/unsatisfactory. A survey of the field of public administration, including the research and writing skills needed for successful study in the field. The course is to be taken during the student's first semester of coursework. Students must demonstrate basic computer proficiency as part of this course.

PADM 7350. Intergovernmental Management. 3 Hours.

A study of federal, state, and local government interactions including interactions with the not-for-profit sector, from perspective of a public administrator.

PADM 7360. Planning and Implementing Electronic Government. 3 Hours.

An introduction to the methods and processes for planning and implementing a website for a governmental entity or a nonprofit organization. Students will learn how public and nonprofit organizations utilize the web to meet the needs of their constituents.

PADM 7370. Comparative Public Policy. 3 Hours.

An examination of how public policies differ cross-nationally, why they differ, and what impact they have on their respective societies.

PADM 7380. Politics of Managing Urban Areas. 3 Hours.

A survey of urban history and governmental functions in areas, with particular attention on infrastructures. Focus is placed on urban politics from a public administration approach, along with pertinent policies such as economic development, transportation, education, criminal justice, and health policy. Emphasis is placed on management in a political context.

PADM 7400. Ethics and Public Administration. 3 Hours.

Examination of the role of ethics in public administration with an emphasis on ethical obligations, practices, and decision making. Students will analyze the principal philosophical approaches that inform ethical behavior and apply moral reasoning to a variety of specific cases that highlight ethical dilemmas faced by public administrators.

PADM 7410. Performance Analysis for Government and Non-Government Organizations. 3 Hours.

An overview of performance measurement and analysis in public and non-profit organizations.

PADM 7420. Homeland Security. 3 Hours.

An overview of homeland security, focusing on conventional and unconventional threats. Special emphasis is placed on civil defense, emergency management, and policy making.

PADM 7500. Environmental Policy. 3 Hours.

An examination of environmental politics and policy in the U.S. and U.S. involvement in global environmental issues. Using historical and current case topics, students will gain a greater understanding of challenges facing public administrators in managing environmental concerns.

PADM 7510. Health Policy. 3 Hours.

An examination of politics and policy making in health care in the United States. Topics will include providers, payers, and regulators; policy evaluation; and the challenges facing public administrators who manage or access the health care system.

PADM 7600. Public Policy Formation. 3 Hours.

An examination of the making of public policy in the United States. Using case studies and applied analysis, students will develop a deeper understanding of the institutions, people, and environmental conditions that influence the formation of public policies.

PADM 7670. Quality Management in Public Administration. 3 Hours.

A survey of the history, practice, and theory of quality management, as specifically related to public sector and nonprofit organizations.

PADM 7860. Grant Writing and Management. 3 Hours.

An examination of process for acquiring and managing grants in the public sector. Emphasis is on demonstrating knowledge of grant strategies and procedures gained through course material and completion of a case study.

PADM 7900. Capstone Seminar in Public Administration. 2 Hours.

Co-requisite: PADM 7210. Grading is on a satisfactory - unsatisfactory basis. To be taken during the student's final semester of course work. An internet-based course in which students are expected to demonstrate mastery of the material presented in their program of study through case analyses. This course serves as the exit requirement for the MPA program.

PADM 9000. Administration and Government. 3 Hours.

A survey of the history and development of public administration and the institutions of government. This course is designed to introduce students to the social, political, and institutional context of public administration. Topics include democracy, federalism, and administrative theory.

PADM 9010. Financial Management for Public and Non-Governmental Organizations. 3 Hours.

A review and assessment of current practices and theory in public finance administration. The applicability of key public theories is analyzed in terms of their use within governmental and not-for-profit (NPO) settings. Specific attention is paid to applying theory as a standard of judgment in assessing the quality of governmental and NPO financial and budgetary structures and activities.

PADM 9020. Managing Human Resources in Public and Non-Governmental Organizations. 3 Hours.

A focus on human resource management in public and non-governmental organizations, including the standards that government bureaucracies have set for personnel practices in areas of diversity, equal opportunity, merit, and fair labor compensation that have been adopted in the private and non-governmental sectors.

PADM 9030. Logic of Inquiry in Administration. 3 Hours.

An in-depth examination of various epistemological approaches used in the systematic study of public administration.

PADM 9040. Research and Methods for Public Administration. 3 Hours.

Prerequisite: PADM 9030. An in-depth examination of the research methods used in the study of public administration. The course will expose students to the research methodologies available to modern public administrators and academics and to the software packages available to analyze data concerning various questions important to political scientists. The course will help students acquire the capability to critically examine empirical research and facilitate their ability to develop and carry out a complete empirical research project.

PADM 9050. Program Evaluation. 3 Hours.

Prerequisite: PADM 9040. Also offered as PSYC 9050. Theories, research, and practice related to program evaluation in government and nonprofit organizations.

PADM 9060. Information and Data Management. 3 Hours.

An examination of technology and information management, including hardware, software, and systems development. Particular emphasis will be placed on the management of information resources within the public sector and the role of E-Government.

PADM 9070. Culture of Formal Work Organizations. 3 Hours.

Also offered as SOCI 9070. The study of organizational culture and methods of changing culture in public and nonprofit organizations. The impact of culture on organizational behavior will be discussed.

PADM 9090. Educational Policy Analysis. 3 Hours.

Prerequisites: Doctoral standing or approval of instructor. A systematic survey of the theory, concepts and approaches associated with empirical analysis of public educational policies in a multi-cultural environment. Topics include quantitative and qualitative tools and methods of analysis. The case study approach is utilized.

PADM 9670. Quality Management in Public Administration. 3 Hours.

A survey of the history, practice, and theory of quality management, as specifically related to public sector and nonprofit organizations, with particular emphasis on data collection and analysis.

PADM 9990. Capstone Seminar. 3 Hours.

Prerequisites: Completion of all Core and Methods course. Graded "satisfactory" or "Unsatisfactory". The concluding seminar in the DPA program, to be taken during the student's final semester. Students will demonstrate mastery of the material presented in their programs of study through a variety of methods and will present a professional portfolio. Students will develop and defend the proposal for their final project or organizational analysis.

PADM 9999. Final Project/Organizational Analysis. 1-3 Hours.

Prerequisites: Completion of all core and methods courses and permission of advisor or final project chair. Graded "Satisfactory" or "Unsatisfactory". Development and defense of the final project or organizational analysis. Under the supervision of a faculty committee, students will conduct either an applied research project or a descriptive and prescriptive evaluation of the management policies of an agency. Course may be repeated for credit. Students must take a minimum of 6 credit hours.

Reading Education (EDRD)

EDRD 7600. Theory and Pedagogy in the Study of Reading. 3 Hours.

This course addresses methodologies and materials used in developmental reading programs. Students analyze strategies, materials, and organizational designs for teaching reading to all students including those representing diverse cultural and linguistic communities. Course may extend beyond one term.

EDRD 7630. Literacy in the Content Areas. 3 Hours.

In this course students examine reading and writing instructional strategies and materials in the content area classroom. Emphases are on adolescent literacy development, the process of reading and writing in the middle and secondary schools, the role of textbooks and trade books, concept development, comprehension, vocabulary, and study strategies. Course may extend beyond one term.

EDRD 7650. Individualized Literacy Assessment and Instruction. 3 Hours.

Prerequisite: EDRD 6600 or 7600 or equivalent. This course introduces the use of formal and informal assessments of students' reading and writing abilities. Emphases include instructional strategies for working with a variety of literacy learners across the developmental continuum and a practicum experiences in which students compile literacy profiles of students using a case study approach.

Reading Education (READ)

READ 5999. Professional Orientation in Reading Education. 0 Hours.

Graded "Satisfactory" or "Unsatisfactory". Required non-credit course for all teacher candidates in the M.Ed. Reading Education Program. Candidates are required to establish an electronic portfolio and complete specific modules in ethics and International Reading Association (IRA) standards.

READ 6030. Directed Study in Reading. 3 Hours.

Prerequisite: Consent of the Department Head. An opportunity for intensive individual study in the student's field of specialization or an area of professional interest.

READ 7010. Diagnosis and Correction of Reading Difficulties. 3 Hours.

Study of the nature and causes of reading difficulties, procedures for diagnosis, and methods and materials for corrective techniques in the classroom.

READ 7100. Trends and Issues in Reading. 3 Hours.

A review of current issues and trends in literacy education. Emphasis in on the principal viewpoints on these issues, including opposing points of view.

READ 7110. Research and Theory in Reading. 3 Hours.

A review of the major research and theories in reading. Reading research findings will be applied to classroom instruction.

READ 7120. Word Identification, Vocabulary, and Spelling Instruction. 3 Hours.

A review of research and instructional practices in word identification, vocabulary, and spelling. Research findings will be applied to classroom instruction.

READ 7130. Comprehension and Study Strategy Instruction. 3 Hours.

A review of research related to comprehension and study strategies. Research findings will be applied to classroom instruction.

READ 7140. Methods of Teaching Writing. 3 Hours.

Methods of instructing students to write in the narrative, poetic, expository, and persuasive modes. Emphasis is placed on appropriate strategies of using the writing process; addressing the issues of form, function, and audience; employing writing as a tool to integrate curriculum; using technology appropriately to enhance writing; and assessing writing through multiple approaches.

READ 7150. Issues in Using Literature in the Classroom. 3 Hours.

An in-depth study of issues in using classic and contemporary literature in P-12 and adult literacy settings. Emphasis will be on using trade books to foster literacy development.

READ 7160. Practicum in Diagnosing Reading Difficulties. 3 Hours.

Corequisite: READ 7170. Students will study the nature and causes of reading difficulties, develop and conduct diagnostic assessments, interpret the results of the assessments, and plan instructional programs to address the learning needs of children. Students will diagnose the reading difficulties of children in the reading lab.

READ 7161. Assessment and Correction of Reading and Writing Difficulties in Grades Pk-5. 3 Hours.

A study of the nature and causes of reading and writing difficulties. Candidates will develop and conduct assessments, interpret the results of the assessments, and plan instructional programs to address the learning needs of students in grades Pk-5.

READ 7170. Practicum in Correcting Reading Difficulties. 3 Hours.

Corequisite: READ 7160. Students will apply their knowledge of the reading process to correct reading difficulties. They will develop and implement instructional programs to address the learning needs of children in the reading lab.

READ 7171. Assessment and Correction of Reading and Writing Difficulties in Grades 4-12. 3 Hours.

A study of the nature and causes of reading and writing difficulties. Candidates will develop and conduct diagnostic assessments, interpret the results of the assessments, and plan instructional program to address the learning needs of students in grades 4-12.

READ 7180. Organizing and Supervising School Reading Programs. 3 Hours.

Principles of organizing and supervising school reading programs will be reviewed. Special emphasis will be given to identifying characteristics of programs that maximize student achievement across diverse populations.

Research (RSCH)

RSCH 7100. Research Methodology in Education. 3 Hours.

This course provides a study of methods used to conduct educational and educationally-related research and includes critical analysis of selected research articles and research design. Emphasized is the ability to use research and research methods to improve practices in educational and educationally-related settings.

RSCH 8000. Advanced Research Methodology. 3 Hours.

This course provides a study of quantitative and qualitative methods used to conduct educational and educationally-related research, with a focus on the application of appropriate research models to the critique of published research and the preparation of research reports. Emphasized is the ability to use research and research methods in the development and completion of a research project in educational and educationally-related settings.

RSCH 9800. Research Design and Foundations for Advanced Quantitative, Qualitative, and Mixed Methods Research. 3 Hours.

Research design for quantitative, qualitative, and mixed methods research in education. Philosophical foundations, research techniques, and fundamentals of each approach are presented. Basic statistics are reviewed from descriptive to ANOVA. This course is a foundation for all other advanced courses in research.

RSCH 9810. Program Evaluation in Learning Environments. 3 Hours.

Prerequisite: RSCH 9800. An examination of theories across the program evaluation spectrum and their application in learning environment. The course addresses financial, ethical, and logistical issues related to planning and conducting robust, professional evaluations.

RSCH 9820. Qualitative Research Methods in Education. 3 Hours.

Prerequisite: RSCH 9800. Study and application of qualitative research methodology in educational settings.

RSCH 9830. Advanced Qualitative Research Methods. 3 Hours.

Prerequisite: RSCH 9820. An investigation of advanced approaches to the conceptualization, design, implementation, and representation of qualitative research and their application.

RSCH 9840. Quantitative Research Methods in Education. 3 Hours.

Prerequisite: RSCH 9800. Study and application of quantitative research methodology educational settings.

RSCH 9850. Advanced Quantitative Research Methods. 3 Hours.

Prerequisites: RSCH 9840. Develop the skills to identify an appropriate statistical technique to interpret results for independent research and to critically evaluate contemporary social research using advanced quantitative methods. This advanced course covers complex analyses used in education and data-driven decision making. Topics include multivariate analysis of variance and covariance, repeated measures ANOVA, log linear regression, factor analysis, discriminant analysis, canonical correlation, and an introduction to structural equation modeling and hierarchical linear modeling.

RSCH 9860. Advanced Mixed Method. 3 Hours.

An investigation of practical and philosophical foundations for the design and implementation of mixed method research.

RSCH 9871. Planning for Dissertation. 1 Hour.

Graded "Satisfactory" or "Unsatisfactory". Research seminar for the planning of the doctoral dissertation topic.

RSCH 9872. Dissertation Topic Conceptualization. 3 Hours.

Prerequisites: RSCH 9820 and 9840. Corequisites: RSCH 9830, 9840 or 9860. Research seminar for the development of the doctoral dissertation topic.

RSCH 9900. Special Topics in Research. 3 Hours.

Advanced study of specific contemporary issues in research. May be repeated under different topics.

RSCH 9999. Dissertation Research. 1-6 Hours.

Research associated with the development and completion of the dissertation in Leadership or Curriculum and Instruction including the preparation of the dissertation proposal and the final dissertation. May be repeated for credit.

School Counseling (SCHC)

SCHC 7120. Academic and Behavioral Assessment. 4 Hours.

Prerequisites: A previous graduate assessment course and permission of instructor. Advanced intensive study of the administration and interpretation of individual academic and behavioral assessment instruments with attention to multimethod, multisource, and multisetting methodologies; emphasis on the measurement of change within individuals and system levels of intervention.

SCHC 7820. Career Counseling. 3 Hours.

An introduction to the theories of career choice and to human development processes which influence career choice. Emphasis is placed on the nature and use of educational and occupational information in assisting individuals to explore the world of work and develop meaningful career plans. The course includes lab experiences consisting of administering scoring and interpreting career inventories. Students also learn about computer-assisted career development including the Georgia Career Information System. Open as an elective to all graduate majors.

SCHC 7840. Sch Counseling Elem School. 3 Hours.

Prerequisite: Open as an elective to all graduate majors. Studies in the nature and development of counseling services in the elementary school. Emphasis is given to particular characteristics of the elementary school setting as a unique climate for learning and human development.

SCHC 7860. Sch Counseling Secondary Sch. 3 Hours.

Prerequisite: Open as an elective to all graduate majors. Studies in the nature and development of counseling services in the secondary school. Emphasis is given to particular characteristics of the secondary setting as a unique climate for learning and human development.

SCHC 8150. Program Evaluation. 3 Hours.

The course will familiarize students with different types of program evaluation, including formative evaluation, process/implementation evaluation, and outcome/impact evaluation to provide the knowledge and skills needed to evaluate and modify a comprehensive school counseling program.

SCHC 8160. Advanced Practice in Cognitive Behavioral Therapy. 3 Hours.

An in-depth study of counseling theories whereby students develop an advanced level of understanding and skill in cognitive behavioral counseling theories and practice.

SCHC 8220. Social Justice in Professional Practice. 3 Hours.

An overview of theories and models of social justice, social change, advocacy, and leadership examined from a multicultural perspective and discussed within the context of counseling in school settings. The focus will be on strategies for school counselors to be effective change agents, leaders, and advocates in the school environment.

SCHC 8300. Crisis Counseling. 3 Hours.

Development and evaluation of crisis intervention and response plans and strategies to address specific crisis situations.

SCHC 8400. Special Topics in School Counseling. 1-3 Hours.

Prerequisite: Admission to Ed.S. School Counseling Program and Approval of Instructor. Introduction to current advanced topics within the fields of school counseling. Emphasis will be placed on specific content areas and applications.

SCHC 8891. School Counseling Practicum I. 3 Hours.

Prerequisite: Admission to Ed.S. School Counseling Program or permission of the instructor. Graded "Satisfactory" or "Unsatisfactory". The process and practice of counseling supervision and leadership in the school environment. An emphasis will be placed on the application of strategies and skills used to enhance supervision and leadership abilities.

SCHC 8892. School Counseling Special Topics Seminar. 3 Hours.

A study of the current events to which school counselors respond to promote growth and address crisis through school counseling interventions. Topics will change depending on current events and professional issues projects include collaboration with community resources or partners.

SCHC 8995. Capstone Seminar. 3 Hours.

Prerequisite: RSCH 8000. Students will use knowledge gained in previous courses to develop, implement and evaluate a project in the school environment.

SCHC 8999. Thesis. 3 Hours.

Prerequisite: Admission to Graduate Program in Department, advanced standing, permission of advisor.

Science Education (EDSC)

EDSC 7550. Theory and Pedagogy in Science Instruction. 3 Hours.

Theory and Pedagogy of Science Instruction. Examines current issues, strategies, materials, and technology related to the teaching and learning of science at the middle and secondary school levels. Science curriculum, teaching, and research in science education are investigated.

EDSC 8400. Strategies of Instruction in Science. 3 Hours.

The course explores topics such as the nature of science and of learning and the implications for teaching science, alternative uses for technology, assessment of science learning, and teaching.

EDSC 8430. Nature of Science. 3 Hours.

Students explore cultural, economic, political, and social structures and discourses as they related to science, science teaching and learning, and research in science and science teaching and learning. Course includes examination of how research in science and science education are framed and enacted within different theoretical frameworks.

EDSC 8600. Science in the School Curriculum. 3 Hours.

Acquaints teachers with the basis of curriculum decisions, the purpose and nature of science curricula, science curricula in the schools historically, current innovations and future directions, and the process of developing curricula. Emphasis will be placed on developing necessary knowledge, skills, attitudes, and self-confidence to contribute to the revitalization of science curricula.

Social Work (SOWK)

SOWK 6001. Orient Prof SOWK Practice I. 1 Hour.

Required seminar introducing conceptual frameworks, purpose, goals, values, and ethics of social work.

SOWK 6003. Practice with Groups. 1 Hour.

Prerequisite: Admission to the Program. Introduction to knowledge, skills, and values that underlie contemporary social work practice with groups.

SOWK 6004. Social Work Practice with Groups. 3 Hours.

Prerequisite: Admission to the program. An introduction to the knowledge skills, and values that underlie contemporary social work practice with various types of groups and group dynamics.

SOWK 6202. Human Behavior in the Social Environment II. 3 Hours.

Prerequisite: Admission to the Program. Presents a multi-theory perspective on human behavior of groups, organizations and communities within the context of the social environment.

SOWK 6203. Human Behavior in the Social Environment. 3 Hours.

Prerequisite: Admission to the program. A study of micro and macro theories and perspectives on the behavior of individuals, members of families, groups, organizations, and communities within the context of the social environment.

SOWK 6204. Diversity. 3 Hours.

Prerequisite: Admission to the Program. A survey of differences between individuals, marginalized populations and the dominant culture. The course explores concepts of intersectionality, human rights, and civil rights, and emphasizes application of self-reflection for the purpose of identifying personal perceptions and values in regard to differences.

SOWK 6301. Generalist Practice I: Individuals and Families. 3 Hours.

Prerequisite: Admission to the program. An introduction to social work values, ethics, and the planned intervention process with individuals and families within the ecological systems framework.

SOWK 6302. Generalist Practice II Organizations and Communities. 3 Hours.

Prerequisite: Admission to the program. An introduction to the problem-solving approach with work groups, organizations, and communities with the ecological systems framework.

SOWK 6310. Models of Intervention. 3 Hours.

Prerequisite: Admissions to the Program. An examination of selected treatment approaches as foundation for advanced direct practice. The course includes models base on psychodynamic, cognitive-behavioral, and social systems theories and their influence on practice decisions with client populations, using assessment, intervention and evaluation skills. There is emphasis on implications for populations at risk of marginalization due to the intersectionality of multiple factors.

SOWK 6400. Social Welfare Policy and Services. 3 Hours.

Prerequisite: Admission to the Program. A history of the social work profession and current patterns of the provision of social services. The course focuses on policy formulation process, policy analysis, and change.

SOWK 6500. Generalist Practice in Research and Evaluation Methods in Social Work. 3 Hours.

Prerequisite: Admission to the Program. Principles, methodologies, technologies and statistical approaches of human service research are introduced. Beginning capabilities in evaluation of social work practice and skill development regarding use of published research are emphasized.

SOWK 6600. Practicum I. 3 Hours.

Prerequisite: Admission to the Program. Corequisite: SOWK 6610. First semester of supervised practice for the integration of classroom learning in field settings.

SOWK 6610. Practicum Seminar I. 1 Hour.

Prerequisite: Admission to the Program. Corequisite: SOWK 6600. Seminar in which students discuss their practicum experiences with the goal of integrating social work theory and practice.

SOWK 6700. Practicum II. 3 Hours.

Prerequisite: Admission to the program, SOWK 6600, and SOWK 6610. Corequisite: SOWK 6710. Second semester of supervised practice for the integration of classroom learning in field settings.

SOWK 6710. Practicum Seminar II. 1 Hour.

Prerequisite: Admission to the program, SOWK 6600, and SOWK 6610. Corequisite: SOWK 6700. Second semester of seminar in which students discuss their practicum experiences with the goal of integrating social work theory and practice.

SOWK 6800. Field Practicum and Seminar I. 3 Hours.

Supervised practice in field settings with accompanying seminar in which students will integrate classroom learning, social work theory and practice, and discuss field experiences.

SOWK 6900. Field Practicum and Seminar II. 3 Hours.

Prerequisite: SOWK 6800. Supervised practice in field settings with seminar in which students will integrate classroom learning, social work theory and practice, and discuss field experiences.

SOWK 7000. Independent Study in Social Work. 3 Hours.

Prerequisite: Must have permission of division head. Independent study in social work.

SOWK 7001. Special Topics in Social Work. 1-3 Hours.

Prerequisite: Permission of the Instructor and Department Head. Advanced study of emerging areas and forms of social work practice. Topics may change each time the course is offered. Course may be taken three times for credit, with permission of the Department head.

SOWK 7300. Advanced Practice with Individuals. 3 Hours.

Prerequisite: Admission to the program. A study of practice models compatible with the ecological systems perspectives and with skills for working with individuals.

SOWK 7310. Advanced Practice with Families. 3 Hours.

Prerequisite: Admission to the program. The development of interviewing skill within a time-limited approach in relations to multi-level work with families at different levels of functioning and of diverse forms.

SOWK 7320. Advanced Practice with Organizations and Communities. 3 Hours.

Prerequisites: Admission to the Program. The applications of service management and planning principles and skills essential for social work planners, administrators, supervisors, and program developers.

SOWK 7321. Community Organizing and Planning. 3 Hours.

Prerequisite: Admission to the MSW program and Advanced status. The history, theories, and models of community organizing and planning. Students will implement evidence-based strategic planning and organizing frameworks that encompass ethical behavior and social, racial, economic, and environmental justice.

SOWK 7322. Program Development for Human Services. 3 Hours.

Prerequisites: SOWK 7320, 7321, and Advanced Status. An overview of processes and techniques of program planning and development in human service organizations from problem formulation through program design, resource mobilization, and implementation. Special attention is given to designing programs and meeting the needs of populations at risk.

SOWK 7400. Advanced Practice in Social Welfare Policy and Practice. 3 Hours.

Prerequisite: Admission to the program. Promotes the development of research skills for advanced policy analysis as well as an in-depth examination of where social work and law intersect.

SOWK 7500. Advanced Practice in Research and Program Evaluation. 3 Hours.

Prerequisite: Admission to the program. Emphasizes the integration of research and advanced generalist social work through analysis and evaluation of programs and program components. Emphasis is on program evaluation as a form of direct practice. Both qualitative and quantitative methods and evaluation are emphasized.

SOWK 7611. Advanced Social Work Practicum I. 3 Hours.

Prerequisite: Admission into the program and Concentration Status. The first of two concentration practica designed to prepare students for advanced generalist social work practice.

SOWK 7612. Advanced Social Work Practicum II. 3 Hours.

Prerequisite: SOWK 7611 and admission into the program. The second of two concentration practica designed to prepare students for advanced generalist social work practice.

SOWK 7613. Advanced Practice Seminar. 3 Hours.

Prerequisite: SOWK 7611 and Advanced Status. An integrative seminar to demonstrate readiness to practice as a master's professional social worker in the student's area of specialization and facilitate the students transition to social work practice.

SOWK 7630. Professional Seminar. 2 Hours.

Prerequisite: Admission to the Program. A seminar to facilitate and structure students' transition from graduate school to post-graduation social work practice.

SOWK 7700. Social Work Practice with Older Adults. 3 Hours.

Prerequisite: SOWK 6301, 6302, and 6303 or permission of instructor for other students in other graduate programs or Advanced Standing Status. Study of aging from a Bio-Psycho-Social perspective within the context of culture and values with an emphasis on healthy aging.

SOWK 7770. Trauma Informed Child Welfare Practice. 3 Hours.

Prerequisite: Admission to the program and SOWK 6301. An introduction to core concepts informing evidence-based assessment and interventions for traumatized children and adolescents involved in the child welfare system.

SOWK 7775. Social Work and Trauma. 3 Hours.

Prerequisite: SOWK 6301 and Admission to the program. A study of theories of primary and secondary trauma and intervention approaches as they apply to practice with survivors of primary trauma as well as care of secondary traumatic stress. The course assessment, intervention, and evaluation on the micro, mezzo, and macro levels of practice, diversity and use of social work ethics and values.

SOWK 7776. Military Social Work. 3 Hours.

Prerequisite: SOWK 6203 and Admission to the program. An overview and approaches for working with active-duty military personnel, and veterans and their families.

SOWK 7800. Social Work Practice in Health Settings. 3 Hours.

Prerequisite: SOWK 6301. Admission to the program. Prepares for advanced practice across a variety of traditional and emerging inpatient and outpatient health care delivery systems.

SOWK 7810. Psychopathology and Assessment. 3 Hours.

Prerequisite: Admission to the Program. Information on theories within the Bio-Psycho-Social paradigm or on causality of disorders/conditions and the use of the DSM-5.

SOWK 7820. Issues in Substance Use. 3 Hours.

Prerequisite: Admission to the Program or permission of instructor for Advanced Standing status. Examination of Alcohol and substance use issues are examined from the perspective of their individual and cultural impact. Strategies for prevention and treatment are introduced with an emphasis on Bio-Psycho-Social approaches.

SOWK 7830. Social Work Practice in Mental Health. 2 Hours.

Prerequisite: SOWK 6301, 6302, and 6303 or permission of instructor for students in other graduate programs or Advanced Standing status. An advanced seminar on mental health service delivery - past, present, and future.

SOWK 7840. Seminar on Loss and Bereavement. 3 Hours.

Prerequisite: SOWK 6301 or permission of instructor. A seminar focused on a multidisciplinary perspective for helping clients deal with significant losses, using practical interventions at the individual and family level.

SOWK 7850. Social Work Practice in Schools. 3 Hours.

Prerequisite: Admission to the program and SOWK 6301. A study on the issues and laws related to social work practice in the school.

SOWK 7860. Grant Writing and Program Development for Human Services. 3 Hours.

Prerequisite: Concentration Status for SOWK students or permission of department head for other graduate students. Provides knowledge, skills, and process grant writing with an emphasis on human services.

SOWK 7861. Human Services Organization Management. 3 Hours.

Prerequisite: Admission to the MSW program and Advanced status. A study of effective management in human services organizations, including program and organizational design, human resources, supervision, and financial and information systems management.

SOWK 7870. Working with Victims and Perpetrators of Abuse and Neglect. 3 Hours.

Prerequisite: SOWK 6310 or permission of instructor or Advanced Standing status. An advanced seminar in working with victims and perpetrators of abuse and neglect. Content includes current knowledge about causes, dynamics, and interventions related to abuse and neglect.

SOWK 7871. Advanced Direct Practice with Children and Adolescents. 3 Hours.

Prerequisite: SOWK 6310 or Advanced Standing Status. A study of direct social work practice with children, adolescents, and their families. Emphasis is placed on evidence-based intervention strategies to ameliorate detrimental environmental effects for children and families.

SOWK 7890. Spirituality in Social Work Practice. 3 Hours.

Prerequisite: SOWK 6301 or permission of instructor. A framework of knowledge, values, skills, and experiences for spiritually sensitive social work practice and subsequent social justice ramifications.

SOWK 7910. Advanced Cognitive Behavioral Therapy. 3 Hours.

Prerequisite: SOWK 6310 or Advanced Standing Status. Co-requisite: SOWK 7612. An overview of cognitive behavioral models and their application in treatment with individuals, families, and groups. The course emphasis is on assessment procedures and intervention strategies, monitoring and evaluating client progress.

Sociology (SOCI)

SOCI 6200. Sociology of Organizations. 3 Hours.

Prerequisites: Admission to the program. A sociological analysis of complex organizations. Course foci include theories and concepts in such areas as bureaucracy, power, authority, and organizational culture.

SOCI 7000. Sociological Issues in Race, Class, and Gender. 3 Hours.

A study of socially structured inequalities in terms of societal resources such as power, status, and wealth. The course focuses on stratification by economic class, race/ethnicity, and gender in contemporary society.

SOCI 7011. Sociology in Applied Settings. 3 Hours.

Prerequisite: Admission to the program or permission of the instructor. Exploration of the use of sociology on both the micro and macro levels. Special emphasis is placed on the use of sociological theory and methods to work with clients, organizations, and communities as well as the ethical concerns raised by working with people.

SOCI 7012. Sociological Theory. 3 Hours.

Prerequisite: Successful completion of undergraduate sociological theory course or permission of the instructor. An analysis of contemporary sociological theory. The emphasis is on the relationship between theory and research, micro, meso, and macro linkages as well as the application of theory to understanding social problems and social policy.

SOCI 7021. Statistical Applications in Sociology. 3 Hours.

Prerequisite: Successful completion of an undergraduate statistics course or permission of the instructor. Evaluation of social statistics and data management for applied research problems. Students will use computers to build data files, explore archival datasets, and prepare written analyses of research problems. Students will gain skills in determining which statistics to use for particular research problems and designs, which statistics provide the most practical means for reading and interpreting data, and what computer software is available to facilitate data analysis in sociology.

SOCI 7022. Research Methods. 3 Hours.

Prerequisite: Successful completion of an undergraduate statistics course and the successful completion of an undergraduate social science research course. Survey of qualitative and quantitative methodologies in the discipline of sociology. Students will develop skills by hands-on data analysis when appropriate.

SOCI 7060. Environmental Sociology. 3 Hours.

An examination of the sociological context of environmental problems. Topics include environmental thought, sustainable development, climate change, population dynamics, energy and society, the environmental movement, environmental justice, and current environmental policy discussions.

SOCI 7100. Issues in Applied Sociology. 3 Hours.

Analysis of issues relevant to an applied sociological perspective. May be repeated for credit with different topics.

SOCI 7700. Family Sociology. 3 Hours.

A study of family as an institution and the interaction between family and society by considering the historical and social influences on family life and by examining how the family unit affects the social world.

SOCI 7800. Sociological Practice. 3 Hours.

Graded Satisfactory/Unsatisfactory. Taken twice for credit. Field placement site must be approved by the course instructor. Students will integrate sociological knowledge and practical experience during their placement in a field setting. Major integrative paper is required.

SOCI 8010. Sociology of Education. 3 Hours.

A study of education as a social institution with an emphasis on an analysis of theory and research relating social factors to academic performance and attitudes.

SOCI 9010. Sociological Analysis of Education. 3 Hours.

A sociological analysis of education as a social institution and as a setting for social interaction, to include such topics as social stratification, gender, ethnicity, race, social organization, social change, cultural diversity, group dynamics, religion, and leadership. Case studies will be used to emphasize the relationship between sociological theory and educational practices.

SOCI 9070. Culture of Formal Work Organizations. 3 Hours.

Also offered as PADM 9070. The study of organizational culture and methods of changing culture in public and nonprofit organizations. The impact of culture on organizational behavior will be discussed.

Spanish (SPAN)

SPAN 6010. Advanced Grammar. 3 Hours.

Advanced study of the structure of the Spanish language, with emphasis on practical composition and refinement of written expression.

SPAN 6020. Advanced Conversation. 3 Hours.

Intensive approach to spoken Spanish based on contemporary themes.

SPAN 6110. Spanish Phonetics and Phonology. 3 Hours.

Study of the phonetics and phonemics of the Spanish sound system, including but not limited to phonological analysis and transcription. Emphasis is placed on the study of those sounds found in the dialects of what has been traditionally labelled American Spanish (Mexico, Central America, and the South American highlands); however, important dialectal variations, such as those found in Caribbean and peninsular Spanish, will also be presented.

SPAN 6210. Survey of Contemporary Hispanic Theater. 3 Hours.

Critical consideration of the major canonical and non-canonical dramatic works in Spain and Latin America from the 1930's to the present. Readings include, from among others, the works of Garcia Lorca, Arlt, Buero Vallejo, Usigli, Villalón, Marqués, Gambaro, Berman, and Pedrero. Some study of the genre of theater and dramatic movements, such as Theater of the Absurd, will also be included.

SPAN 6220. Hispanic Women Writers. 3 Hours.

Exploration of the way in which Hispanic women writers have created voices and identities through a variety of textual strategies. The development of feminist discourse through these works will also be covered. Class may be repeated for credit up to 6 hours.

SPAN 6250. Twentieth-Century Spanish Literature. 3 Hours.

Study of the genres, movements and writers most representative of the literature of Spain during the twentieth century. The course begins with the writers of the Generation of '98, continues with selected works in fiction, drama, and poetry of the years prior to and immediately following the Civil War, and concludes with examples of the literature of Spain in the last decades of the twentieth-century.

SPAN 6260. Latin American Prose: Twentieth-Century Novel. 3 Hours.

Study of selected Latin American novels which reflect the major trends in the development of the genre during the twentieth century.

SPAN 6270. Latin American Prose: Twentieth-Century Short Story. 3 Hours.

Study of selected Latin American short stories which reflect the major trends in the development of the genre during the twentieth century.

SPAN 6300. Hispanic Caribbean Literature. 3 Hours.

Study of the identity of the Hispanic Caribbean, drawing from literary texts of Puerto Rico, the Dominican Republic, and Cuba, in order to develop a greater understanding of the history, economics, sociology, culture, and literature of the region.

SPAN 6400. Chicano and U.S. Latino Writers. 3 Hours.

Study of selected works written by Chicano and U.S. Latino authors that are representative of the bicultural/bilingual culture for which they speak. Emphasis is placed on literary and cultural studies with some study and application of literary criticism.

SPAN 6900. Special Topics. 3 Hours.

Special topics in Spanish language or Hispanic literature, civilization, or culture. May be repeated up to a maximum of 6 hours if topics are different.

SPAN 6950. Directed Study. 1-3 Hours.

Study in area or topic of Spanish language or Hispanic literature, civilization, or culture not normally found in established courses offered by the department. Students may also study more extensively an area or topic covered by the departmental curriculum. May be repeated up to a maximum of 3 hours if topics are different.

SPAN 6970. Study Abroad Practicum. 1 Hour.

Orientation to the study abroad experience. Pre-departure sessions will focus on preparing the student to achieve the maximum learning potential from his/her stay in the selected site. Assigned readings and videos and regular discussion with the supervising instructor will familiarize the student with significant cultural practices that may differ from those of U.S. society and with geographical and historical features of the region as well as prepare him/her to function in the daily life of the community. A series of activities will be designed for the student to complete during the study abroad stay, and upon his/her return, the student will make at least six presentations related to the study abroad experience to university Spanish classes, elementary, middle or high school classes, or community organizations. The course is a requirement for all Spanish graduate students who participate in a study abroad program. Credit for the course is in addition to other credit earned through the study abroad program.

SPAN 7011. Don Quijote, Part I. 3 Hours.

Study of the first volume, published in 1605, of Miguel de Cervantes' Don Quijote.

SPAN 7050. Generation of 1898. 3 Hours.

Study of representative works of authors of the Generation of '98, including Miguel de Unamuno, Antonio Machado, Ramon Maria del Valle-Inclan, Pio Baroja, and Azorin.

SPAN 7100. Poetry and Theater of Federico Garcia Lorca. 3 Hours.

Study of the major works of Federico Garcia Lorca.

SPAN 7200. Novels of Gabriel Garcia Marquez. 3 Hours.

Study of the major novels of Gabriel Garcia Marquez, their precursors, and their influence on the development of the Latin American narrative.

SPAN 7300. Short Stories and Poetry of Jorge Luis Borges. 3 Hours.

Study of representative works from the short stories and poetry of Jorge Luis Borges.

Special Education (SPEC)

SPEC 5000. Individualized/Independent Study. 1-3 Hours.

Study directed by faculty designed to meet identified, individual needs of students.

SPEC 5030. Single Subject Research in Special Education (Responsive Teaching). 3 Hours.

Application of single subject research methodology in classroom settings with students who have disabilities. Focus is on acquisition of skills necessary to allow a functional relationship to be established between teaching practices and changes in pupil behavior.

SPEC 5090. Community-based Instruction. 2 Hours.

A study of the theoretical and practical interventions used to effectively teach students who require extensive and/or pervasive supports to acquire and perform chronologically age-appropriate and functional skills and behaviors in community environments.

SPEC 5100. Nonaversive Behavior Management. 3 Hours.

A study of the principles and application of positive behavioral support strategies for managing challenging behaviors of individuals with disabilities. This approach focuses on understanding functional assessments, developing and implementing individualized nonaversive behavior support plans.

SPEC 5140. Collaborative Roles in Education. 3 Hours.

A critical analysis of issues, research, implementation approaches, and recommended practices for employing collaborative models to support learning. Evaluating and accessing community resources, and developing and maintaining interdisciplinary and interagency partnerships will be studied.

SPEC 5150. Introduction to Early Childhood Special Education. 3 Hours.

A study of the history and rationale for services for services to infants, toddlers, and preschool children at risk for or with developmental disabilities and their families. The student will be introduced to typical and atypical child development, service delivery options and key components of family guided community based practices.

SPEC 5190. Physical and Health Management of Students with Disabilities. 3 Hours.

A study of physical and health management procedures necessary for individuals with disabilities. Course content addresses knowledge of roles and responsibilities of the educational team members in meeting the physical and health needs of individuals with disabilities. Emphasis is placed on developing an understanding of the role of the teacher in meeting the needs of children with physical and health management needs as well as working with other professionals (e.g., nurses, physical therapists) in assuring that those needs are met.

SPEC 5200. Practicum in Mental Retardation. 3 Hours.

Prerequisites: Completion of all prerequisite undergraduate coursework, and grades of B or better in SPEC 5030, 5100, and 5120. A university-supervised teaching experience for graduate students who wish to complete a graduate degree or area certification.

SPEC 5210. Practicum in Mild Disabilities. 3 Hours.

Prerequisites: Completion of all prerequisite undergraduate coursework, and grades of B or better in SPEC 5120, 5140, 7611, and 7630. A university-supervised teaching experience for graduate students who wish to complete a graduate degree or area certification.

SPEC 5230. Field Experience Lab. 1 Hour.

Field experience for application of instructional methods for students with disabilities. Students will apply concepts from the methods courses to assess, select, and use of a variety of evidence-based instructional methods.

SPEC 5260. Characteristics of Students with Physical and Health Disabilities. 3 Hours.

A study of physical, learning, and behavioral characteristics of students with a variety of physical disabilities. Course content addresses knowledge of the etiology, treatment, prognosis, course, and educational implications of neuromotor impairments, degenerative diseases, orthopedic and musculoskeletal disorders, and health impairments.

SPEC 5500. Characteristics of Students with Low Incidence Disabilities. 3 Hours.

A study of current and future historical, philosophical, social, legal, medical, and educational perspectives of students with low incidence disabilities. The identification, classification and unique characteristics of these individuals are included.

SPEC 5510. Curriculum Design for Students with Low Incidence Disabilities. 3 Hours.

Curriculum approaches and strategies to design, implement, and monitor functional and age-appropriate programs for children and youth with low-incidence disabilities in both school and community-based settings.

SPEC 5520. Assessment of Students with Low Incidence Disabilities. 3 Hours.

Coursework and field experience in assessment techniques for students with low-incidence disabilities. Required activities include exposure to and experience with informal assessment procedures across curriculum areas to generate IEP objectives, measurement strategies, and methods for monitoring progress. Requires 40 contact hours.

SPEC 5530. Systematic Instruction for Students with Low Incidence Disabilities. 3 Hours.

Strategies and methods to facilitate the acquisition, generalization, and maintenance of skills for children and youth with low-incidence disabilities in both school and community-based settings. This course will focus on evidence based methods of systematic instruction.

SPEC 5540. Positive Behavior Support. 3 Hours.

Study of the principles and application of positive behavioral support strategies for managing challenging behaviors of individuals with low-incidence disabilities. Course content focuses on the development of behavioral support strategies derived from functional assessments.

SPEC 5550. Communication Strategies for Students. 3 Hours.

Strategies and methods to facilitate acquisition, generalization, and maintenance of functional language and communication skills for children and youth with severe disabilities in both school and community-based settings. Course content includes methods for identifying and implementing augmentative and alternative communication systems.

SPEC 5610. Nature and Needs of Children Who Are Talented and Gifted. 3 Hours.

A course designed to give an overview of educational and behavioral characteristics of pupils who are talented and gifted. Includes diagnosis, referral, management, and educational practices.

SPEC 6000. Integration and Management of Instruction in the Classroom. 3 Hours.

Identification and implementation of management and instructional strategies that have demonstrated effectiveness. Through applied projects focused on K-12 student learning, students will demonstrate the ability to evaluate intervention efficacy.

SPEC 6010. Integration and Management of Instruction in the Classroom. 3 Hours.

The theoretical and practical basis of curriculum design for individuals with disabilities throughout the life cycle. This course focusing Individualized Education Plan (IEP) development and program planning that incorporates student access to the general education curriculum are components of this course.

SPEC 6020. Integrated Instruction: Assessment and Learning. 3 Hours.

Formal assessment, processes and classroom assessments unique to evaluating the developmental level and potential achievement of children with exceptionalities. Emphasis is on the use of these tools in planning and selecting curricular programs and activities.

SPEC 6030. Integrated Instruction: Evidence-based Methods and Strategies. 3 Hours.

Research-based instructional strategies for enhancing the ability of students with mild disabilities to acquire, retain, and demonstrate academic and social competence across academic and social content areas as addressed in the general school curriculum.

SPEC 6040. Technological Support Planning for Children. 3 Hours.

An introduction to computers, related hardware, and software as they relate to the individualized education program and needs of individuals who require intermittent or limited supports. The course emphasizes classroom applications and technology in support of the needs of students with disabilities.

SPEC 6100. Reading and Applying Research in Special Education. 3 Hours.

Study and application of fundamental characteristics of quality research across a number of methodologies in special education. Emphasis is placed students' development of an evidence-based research proposal to be implemented in the capstone course (SPEC 6110) that has the potential to impact programs or practices that affect students.

SPEC 6110. Professional Capstone Course. 3 Hours.

Culminating course. Students will implement a project that demonstrates their ability to apply evidence-based research to impact programs or practices that affect k-12 student learning.

SPEC 6600. Methods & Materials for Children Who Are Talented and Gifted. 3 Hours.

A course covering the development of curriculum content and teaching materials for students identified as talented and gifted. Considerable time will be spent on organizing learning experiences and utilizing a variety of teaching methods.

SPEC 6620. Curriculum for Children Who Are Talented and Gifted. 3 Hours.

This course provides a study of curriculum models, the types of curriculum needed for the Talented and Gifted guidelines for developing curricular patterns which include subject or skill, core, interest, process, experiential bases of operations, and modular designs of community involvement. The course requirements include the development of curriculum of learning activities which will have greatest applicability and usability within the local school system.

SPEC 6999. edTPA Assessment: Candidate Instructions and Resources for Preparation and Submission. 0 Hours.

Prerequisite: Candidates must be in third regular semester of enrollment in the MAT program. Graded "Satisfactory" or "Unsatisfactory". A required non-credit course for teacher candidates pursuing initial certification in special education general or adapted curriculum which focuses on requirements for edTPA, resources and grading rubrics, and registration and submission instructions.

SPEC 7000. Serving Students with Diverse Needs. 3 Hours.

An introduction to major issues in the field on special education. Emphasis is placed on understanding the characteristics and etiologies of individuals with diverse needs and on identifying the qualities of home, school, and community environments that support these individuals in achieving their potential.

SPEC 7600. Assessment of Children Who Are Talented and Gifted. 3 Hours.

Introduction to tests unique to assessing the developmental level and the potential achievement of children with talents and gifts. Emphasis is placed on the use of these tests in planning and selecting curricular programs and activities.

SPEC 7610. Assessment of Children. 3 Hours.

A course introducing tests unique to assessing the developmental level and the potential achievement of children with exceptionalities. Emphasis is placed on the use of these tests in planning and selecting curricular programs and activities.

SPEC 8010. Readings in Issues of the Education of Children and Youth with Disabilities. 3 Hours.

An in-depth study of research articles which present factual information regarding the chief issues in programs for children and youth with disabilities.

SPEC 8020. Characteristics of Effective School Structures for Children and Youth with Disabilities. 3 Hours.

An application of the effective schools' literature to programs for children and youth with disabilities in school settings.

SPEC 8030. Leadership in Special Education Programs. 3 Hours.

A review of and in-depth study of legal issues which govern programs for children and youth with disabilities.

SPEC 8040. Using Technology for Professional Development in Special Education. 3 Hours.

The application and implementation of advanced technology applications, hardware, software, and the Internet for professional training and staff development programs in the field of special education.

SPEC 8050. Co-Teaching in Special Education. 3 Hours.

Application of current evidence-based practice to write, implement, monitor, and evaluate building-based co-teaching plans for special education and general education teacher pairs who teach students with disabilities in general education classrooms.

SPEC 8060. Single Subject Designs for Special Education Research. 3 Hours.

An in-depth review of the use of single subject designs for research which has been conducted in special education. Application of these designs to research questions in school settings will be discussed.

SPEC 8110. Advanced Capstone Experience. 3 Hours.

Creation of portfolio demonstrating candidates' knowledge, skills, and dispositions for the Dewar College of Education Conceptual Framework Standards.

SPEC 8999. Thesis. 1-3 Hours.

Development and defense of Thesis. Must be taken each semester until the Thesis is completed. Number of hours taken per semester must be approved by the Thesis Chair. A minimum of 6 hours must be taken to complete the course of study for this program.

Special Education--Adapted Curriculum (SEAC)

SEAC 5030. Single Subject Research in Special Education. 3 Hours.

Application of single subject research methodology in classroom settings with students who have disabilities. Focus is on acquisition of skills necessary to allow a functional relationship to be established between teaching practices and changes in pupil behavior.

SEAC 5050. Assistive Technology. 3 Hours.

A study of various applications of technology for young children with disabilities that support inclusive services. Topics to be addressed include assistive technology assessment of young children with disabilities, selection and use of a variety of forms of assistive technology, and methods of securing funding for assistive technology.

SEAC 5140. Collaborative Roles in Education. 3 Hours.

A critical analysis of issues, research, implementation approaches, and recommended practices for employing collaborative models to support learning. Evaluating and accessing community resources, and developing and maintaining interdisciplinary and interagency partnerships will be studied.

SEAC 5500. Characteristics of Students with Low Incidence Disabilities. 3 Hours.

A study of current and future historical, philosophical, social, legal, medical, and educational perspectives of students with low incidence disabilities. The identification, classification, and unique characteristics of these individuals are included.

SEAC 5530. Systematic Instruction for Students with Significant Disabilities. 2 Hours.

Strategies and methods to facilitate the acquisition, generalization, and maintenance of skills for children and youth with significant disabilities in both school and community-based settings. This course will focus on evidence-based methods of systematic instruction.

SEAC 5531. Practicum in Systematic Instruction for Students with Significant Disabilities. 1 Hour.

Prerequisite: SEAC 5530. Supervised experience during which teacher candidates implement instructional strategies in their own classrooms, and collect and graph data on student learning.

SEAC 5540. Positive Behavior Support. 3 Hours.

Study of the principles and application of positive behavioral support strategies for managing challenging behaviors of individuals with low incidence disabilities. Course content focuses on the development of behavioral support strategies derived from functional assessments.

SEAC 5550. Communication Strategies for Students with Low Incidence Disabilities. 3 Hours.

Strategies and methods to facilitate acquisition, generalization, and maintenance of functional language and communication skills for children and youth with severe disabilities in both school and community-based settings. Course content includes methods for identifying and implementing augmentative and alternative communication systems.

SEAC 5570. Assessment and Curriculum for Students with Low Incidence Disabilities. 3 Hours.

Curricular approaches to design, implement, and monitor functional and age-appropriate programs for children and youth with low-incidence disabilities in school, home, and community settings. Required activities include informal assessment procedures across curriculum areas to generate IEP objectives, measurement strategies, and methods for monitoring progress.

SEAC 6010. Integrated Instruction: Individualized Education Program. 3 Hours.

The theoretical and practical basis of curriculum design for individuals with disabilities throughout the life cycle. Individualized Education Plan development and program planning that incorporates student access to the general education curriculum are components of this course.

SEAC 6110. Professional Capstone Course. 3 Hours.

Prerequisites: Minimum of 27 hours in the program of study prior to enrolling in SEAC 6110. Culminating course experience in which candidates select and post evidence from class assignments and write reflections describing and providing evidence to show how their knowledge and skills have changed/improved in relation to the InTASC Standards.

SEAC 6200. Internship in Special Education - Adapted Curriculum. 3 Hours.

Graded "Satisfactory" or "Unsatisfactory". Intended for MAT candidates in the special education adapted curriculum program. The culminating semester-long internship is completed in a P-12 classroom serving students with adapted curriculum needs. The candidate is engaged in the processes of planning, instruction, assessment, and management and is supervised by a university faculty member and the school principal or the principal's designee.

Special Education--General Curriculum (SEGC)

SEGC 5140. Collaborative Roles in Education. 3 Hours.

A critical analysis of issues, research, implementation approaches, and recommended practices for employing collaborative models to support learning. Evaluating and accessing community resources, and developing and maintaining interdisciplinary and interagency partnerships will be studied.

SEGC 6000. Integration and Management of Instruction in the Classroom. 3 Hours.

Identification and implementation of management and instructional strategies that have demonstrated effectiveness. Through applied projects focused on K-12 student learning, students will demonstrate the ability to evaluate intervention efficacy.

SEGC 6020. Integrated Instruction: Assessment and Learning. 3 Hours.

Formal assessment, processes, and classroom assessments techniques unique to evaluating the development level and potential achievement of children with exceptionalities. Emphasis is on the use of the tools in planning and selecting curricular programs and activities.

SEGC 6030. Integrated Instruction: Evidence-based Methods and Strategies. 3 Hours.

Research-based instructional strategies for enhancing the ability of students with mild disabilities to acquire, retain, and demonstrate academic and social competence across academic and social content areas as addressed in the general school curriculum.

SEGC 6040. Technological Support Planning for Children and Youth with Disabilities. 3 Hours.

An introduction to computers and related hardware and software as they related to the individualized education program and needs of individuals who require intermittent or limited support. The course emphasizes classroom applications and technology in support of the needs of students with disabilities.

SEGC 6050. Language and Learning Disabilities. 3 Hours.

Study of the foundation and sequence of language and communication development, characteristics of language and communication disorders and differences, and selected evidence-based classroom intervention strategies.

SEGC 6060. Transition Planning and Services. 3 Hours.

The study of theoretical constructs and practical considerations in programming for students with disabilities from preschool through secondary and post-secondary levels. Emphasis is placed on the transition planning process, including transition assessment and development of post-school goals to develop a transition plan based on student's strengths and interests.

SEGC 6110. Professional Capstone Course. 3 Hours.

Prerequisites: Minimum of 27 hours in the program of study prior to enrolling in SEGC 6110. Culminating course experience in which candidates select and post evidence from class assignments and write reflections describing and providing evidence to show how their knowledge and skills have changed/improved in relation to the InTASC Standards.

SEGC 6200. Internship in Special Education-General Curriculum. 3 Hours.

Graded "Satisfactory" or "Unsatisfactory". Intended for MAT candidates in the special education general curriculum program. The culminating semester-long internship is completed in a P-12 classroom serving students with general curriculum needs. The candidate is engaged in the processes of planning, instruction, assessment, and management, and is supervised by a university faculty member and the school principal or the principal's designee.

Special Education--Reading (SERD)

SERD 6030. Teaching Children to Read. 3 Hours.

An introduction to methods of teaching children to read, with an emphasis on balanced reading instruction. Major topics include building a literacy foundation, oral language development, phonemic awareness, phonics, fluency, vocabulary, comprehension, and guided reading instruction.

SERD 6070. Reading Research and Instruction. 3 Hours.

Research-based practices, and the theoretical underpinnings of reading and writing as they relate to the practical applications of teaching various aspects of literacy.

Web-based Master of Business Administration (WMBA)

WMBA 6000. Human Behavior in Organizations. 3 Hours.

An exploration of the ways in which human behavior affects management and leadership as well as individual, group, and organizational performance.

WMBA 6010. Managerial Accounting. 3 Hours.

The use of internal and external data to enhance the decision-making skills of managers. The course includes an overview of the management accounting function within the organization, cost management and cost accumulation systems, planning and control systems, use of historical data in forecasting costs, and the use of accounting information in management decision-making. These concepts will be applied to a variety of companies using problems and case studies, which improve critical thinking, problem solving, and communication skills. Students will be able to understand and apply accounting information in management decision making functions.

WMBA 6030. Global and International Business. 3 Hours.

And exploration of growing opportunities and potential risks in doing business across national boundaries will be explored. The nature and economic role of the global business, including the impact of legal, political, social, and cultural variables are examined for their influence upon business performance and managerial activity. The concepts will be applied to case studies, country report, and other assignments. Students will have a truly global approach in identifying, analyzing, and solving problems.

WMBA 6040. Managerial Decision Analysis Using Business Intelligence. 3 Hours.

An introduction to the statistical and management science techniques that are most commonly used by managers in both the public and private sectors. The course provides tools for a team project. Three main themes of this course are data analysis, optimization, and decision-making under uncertainty.

WMBA 6050. Strategic Marketing. 3 Hours.

A study of the strategic managerial aspects of marketing as well as basic marketing concepts and tools and strategies used by marketing managers. Topics include product, price, promotion, and place in the ethical planning, implementing, and controlling of marketing activities. Students will undertake a strategic marketing simulation that allows them to apply and demonstrate understanding of the concepts learned in the course.

WMBA 6060. Managerial Finance. 3 Hours.

A study of financial risk and return, capital budgeting, valuation, capital structure, working capital management and current topics in financial management. The course develops knowledge, analytical skills and communication skills in the area of financial management. Students will learn to analyze a company's financial position relative to the industry, apply time value of money concepts to business cash flows, evaluate the acceptability of a short-term and long-term financial decision, and understand the relationship between capital structure, risk, and the cost of capital.

WMBA 6070. Entrepreneurship. 3 Hours.

A study of the perspective of both the would-be entrepreneur and the manager of creative and entrepreneurial activity within established organizations. The course covers new venture startup process and strategies for increasing the likelihood of successful venture launch. Other topics include models of new venture formation, strategic resource acquisition and deployment, marketing, operations, and financial strategies for successful ventures, and the leadership skills and behaviors required for venture success, as well as how to write a business plan and assess business plans written by others.

WMBA 6080. Management Information Systems. 3 Hours.

A study of how technology can affect organizational success, impacting decision making from operational activities to strategic decisions. Business cases, current events, and personal experiences are used. Student teams investigate emerging technology topics and record videos to apply the new technology to business opportunities. For the final project, students will interview a CIO (or equivalent) and apply the skills learned to develop a framework for IT decisions.

WMBA 6100. Operations and Supply Chain Management. 3 Hours.

A course designed for both new and high level managers addressing operations strategy, process selection, capacity planning, facility location and layout planning, job design, and total quality management. Students will apply concepts to operational issues and challenges in their daily function and identify strategic decisions in operations management; select the appropriate process for a given production system; employ available techniques in firm's long-range capacity planning and layout design; and apply all related OM [what is OM?] approaches in management decision making processes.

WMBA 6110. Business Strategic Management. 3 Hours.

An integrative capstone for the WebMBA. Students learn how to audit and analyze complex situations to determine the firm's strategies for long-run survival and growth in competitive markets as well as techniques for analysis of environmental conditions and trends, opportunities and threats, and resource strengths and limitations through case studies, discussions, and a sophisticated strategy simulation. Students will plan, implement, and control organizational efficiency and effectiveness at both the strategic and operational level.

Archived Catalogs

2021-2022 catalog (pdf (<http://catalog.valdosta.edu/pdf/2021-2022.pdf>), web (<http://catalog.valdosta.edu/archive/2021-2022/>))

2020-2021 catalog (pdf, (<http://catalog.valdosta.edu/pdf/2020-2021.pdf>) web (<http://catalog.valdosta.edu/archive/2020-2021/>))

2019-2020 catalog (pdf (<http://catalog.valdosta.edu/pdf/2019-2020.pdf>), web (<http://catalog.valdosta.edu/archive/2019-2020/>))

2018-2019 catalog (pdf (<http://catalog.valdosta.edu/pdf/2018-2019.pdf>), web (<http://catalog.valdosta.edu/archive/2018-2019/>))

2017-2018 catalog (pdf (<http://catalog.valdosta.edu/pdf/2017-2018.pdf>), web (<http://catalog.valdosta.edu/archive/2017-2018/>))

For previous editions of the catalog, click here (<https://www.valdosta.edu/academics/catalog/>).

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