



VALDOSTA  

---

STATE  
UNIVERSITY™

2013-2014  
Undergraduate Catalog

# ACADEMIC CALENDAR

## FALL 2013 THROUGH SUMMER 2014

### FALL 2013

Mon, Aug 12	First Class Day
Mon, Sep 2	Labor Day Holiday
Thurs, Oct 3	Midterm
Mon-Fri, Nov 25-29	Thanksgiving Holidays
Mon, Dec 2	Last Class Day
Tues, Dec 3	Examination Preparation Day
Wed-Fri, Dec 4-6	Semester Final Examinations
Friday, Dec 6	Graduate School Graduation
Sat, Dec 7	Undergraduate Graduation

### SPRING 2014

Mon, Jan 13	First Class Day
Mon, Jan 20	MLK, Jr. Holiday
Thurs, Mar 6	Midterm
March 17-21	Spring Break
Mon, May 5	Last Class Day
Tues, May 6	Examination Preparation Day
Wed-Fri, May 7-May 9	Semester Final Examinations
Fri, May 9	Graduate School Graduation
Sat, May 10	Undergraduate Graduation

### SUMMER 2014

#### Maymester (Summer I)

Thurs, May 15	First Class Day – Maymester
Mon, May 26	Memorial Day-Holiday
Tues, May 27	Midterm
Thurs, Jun 5	Last Class day
Fri, Jun 6	Final Examinations

#### Summer II (full term)

Wed, Jun 11	First class day
Thurs, Jul 3	Midterm
Fri, Jul 4	Holiday; No Classes Meet
Mon, Jul 28	Last Class Day
Wed-Thurs, Jul 30-31	Final Examinations
Sat, Jul 27	Graduation

#### Summer III

Wed, Jun 11	First class day
Fri, Jun 20	Midterm
Wed, Jul 2	Last class day
Thurs, Jul 3	Final Examinations

#### Summer IV

Mon, Jul 8	First class day
Fri, Jul 17	Midterm
Tues, Jul 29	Last class day
Wed, Jul 30	Final Examinations
Sat, Aug 2	Graduation

# TABLE OF CONTENTS

Academic Calendar . . . . .	2
Mission Statement. . . . .	4
Accreditation and Memberships . . . . .	6
History of the University . . . . .	7
General Information . . . . .	8
Admissions. . . . .	14
Tuition, Fees, and Costs. . . . .	25
Public Safety . . . . .	33
Auxiliary Services. . . . .	34
Student Affairs. . . . .	39
Student Financial Aid. . . . .	50
Academic Affairs. . . . .	64
Academic Programs . . . . .	87
Interdisciplinary and Multidisciplinary Programs. . . . .	97
College of Arts and Sciences. . . . .	113
Harley Langdale, Jr. College of Business Administration . . . . .	176
James L. and Dorothy H. Dewar College of Education and Human Services . . . . .	191
College of the Arts . . . . .	220
College of Nursing and Health Sciences. . . . .	248
Aerospace Studies. . . . .	261
Cooperative Education Program . . . . .	264
Academic Student Instructional Support . . . . .	267
Athletic Department . . . . .	268
Courses of Instruction . . . . .	269
Center for eLearning . . . . .	453
Public Services and Continuing Education . . . . .	453
University System of Georgia . . . . .	455
Valdosta State University Administration . . . . .	457
Faculty . . . . .	463
Index. . . . .	485
Campus Map . . . . .	492

## **MISSION STATEMENT VALDOSTA STATE UNIVERSITY**

Since 1913, Valdosta State University has been a major provider of educational services for south Georgia. The beauty and consistency of its Spanish Colonial style of architecture are indicative of its dedication to serving the region's heritage while developing programs and services to enhance its future.

Within the context of the University System's mission and vision, Valdosta State University possesses the core characteristics of a regional university. The core characteristics include:

- A commitment to excellence and responsiveness within a scope of influence defined by the needs of a specific region of the state, and by particularly outstanding programs or distinctive characteristics that have a magnet effect even beyond the region;
- A campus-wide commitment to a technologically-enhanced learning community that promotes student success, sustains instructional excellence, serves a diverse and well-prepared student body, offers academic assistance, and provides enrichment for all students;
- A range of disciplinary and interdisciplinary academic programming at the baccalaureate and master's levels, as well as a range of professional programs at the baccalaureate and post-baccalaureate levels, including a limited number of professionally oriented doctoral-level programs;
- A commitment to public service, continuing education, technical assistance, and economic development activities that address the needs, improve the quality of life, and raise the educational level within the university's scope of influence;
- A commitment to scholarly and creative work to enhance instructional effectiveness and to encourage faculty scholarly pursuits and a commitment to research in selected areas of institutional strength and focused on regional need.

As a regional university in south Georgia, Valdosta State cooperates with other University System institutions to ensure that the region receives the services it needs. To expand its programmatic outreach, it develops and offers programs by distance learning and at off-campus locations throughout the region. It will continue to exercise a leadership role in meeting the needs of the region, particularly in providing access to professionally oriented doctoral programs, primarily in education, and to applied research.

VSU prides itself on offering nationally accredited programs in Art, Business, Music, Nursing, Athletic Training, Communication Disorders, School Psychology, Theatre, Public Administration, Social Work, and Teacher Education, which have a magnet effect beyond the institution's primary setting. In its academic credit programming, VSU will place a priority on developing existing programs that aid the educational, economic, cultural, and social advancement of its region and new programs in health-related professions and public administration. The programs will continue to be supported by strong preparatory courses and majors in the humanities, sciences, and social studies. VSU also remains committed to pre-professional programs preparing its undergraduate students for medical, legal, technical, and other professional study.

In its service to students, VSU concentrates on those from the region, including a large number of older, nontraditional students who live and work off-campus and many who transfer from other institutions. To serve its region and to attain maximum educational benefits, the university promotes an atmosphere that attracts a diversified student body, of which a representative proportion will be minority students.

VSU promotes a successful learning experience by maintaining services for minority, disabled, veteran, international, and other students with special needs. To aid in developing the whole student, it provides counseling, health services, academic advising, special assistance, honors programs, international programs, career planning, and many co-curricular activities.

VSU is committed to providing life-long learning and to the economic and cultural development of its region. It offers various non-credit programs and services through the South Georgia Institute, ArtSouth, the Valdosta Symphony Orchestra, the Music Society, and other organizations. Community relations are enhanced through alumni services and VSU-TV and Radio. Community service and technical assistance are offered by faculty and staff in a variety of forms.

Research, scholarship, and creative endeavors exist primarily to meet the regional needs of schools, businesses, and other organizations and to promote faculty development and instructional improvement.

VSU aspires to improve continuously the quality and effectiveness of its programs, scholarship, and student services. Assessment of programs, the raising of standards, and the refinement of learning technologies will improve the university. To aid in obtaining this objective, institutional research and planning, external funding, and collaborative relationships with other institutions will be promoted. To a great extent, VSU will continue to develop as a regional university serving its south Georgia constituency by implementing programs that meet student needs and providing the maximum opportunity for faculty development.

Approved by the Institutional Planning Committee November 18, 1999; Approved by the Faculty Senate February 17, 2000; the revision was approved February 2002. Subsequent revisions approved by the VSU Faculty in January 2007 and approved by the USG Board of Regents in June 2007.

## **HOW TO USE THIS CATALOG**

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.

## ACCREDITATION AND MEMBERSHIPS

Valdosta State University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate, bachelor's, master's, educational specialist, and doctoral degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of VSU.

Numerous academic programs have attained accreditation from national professional organizations. 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 Public Relations emphasis within the Bachelor of Fine Arts degree with a major in speech communications has been awarded Certification in Education for Public Relations by the Public Relations Society of America.

The Bachelor of Science degree program in chemistry has been approved by the Committee on Professional Training of the American Chemical Society. Students who complete the approved program are eligible to have their degree certified by the American Chemical Society.

Both the undergraduate Applied and Clinical Sociology program and the graduate Applied Sociology program are accredited by the Commission on Applied and Clinical Sociology. The Marriage and Family Therapy Master's Program at Valdosta State University is accredited by the Commission on Accreditation for Marriage and Family Therapy Training and Education of the American Association for Marriage and Family Therapy, 112 S. Alfred Street, Alexandria, VA 22314, 703-838-9808.

Both the bachelor's degree (BSN) and the master's degree (MSN) 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, Phone: 202-887-6791 Fax: -202-887-8476]. The Athletic Training Education Program is accredited by the Commission on the Accreditation of Athletic Training Education.

All of the programs housed within the James L. and Dorothy H. Dewar College of Education and Human Services, as well as the Art Education and Music Education programs, are approved by the Georgia Professional Standards Commission.

The Dewar College of Education and Human Services maintains accreditation with the National Council for Accreditation of Teacher Education, and all of its individual teacher preparation programs, including programs in Art Education and Music Education from the College of the Arts and Spanish Education and French Education from the College of Arts and Sciences, are approved by the Georgia Professional Standards Commission. Specific questions concerning teacher certification should be directed to the appropriate department.

The College of Education and Human Services includes the following undergraduate programs that are nationally recognized by specialized professional associations:

- Early Childhood Education (Association for Childhood Education International),
- Middle Grades Education (Association on Middle Level Education)
- French Education and Spanish Education from the College of Arts and Sciences (American Council on the Teaching of Foreign Languages)

The master's degree program in Communication Disorders is accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association.

The Master of Social Work program is accredited by the Council on Social Work Education.

The Master of Public Administration program is accredited by the National Association of Schools of Public Affairs and Administration.

AACSB International–The Association to Advance Collegiate Schools of Business accredits the programs in the Harley Langdale, Jr. College of Business Administration.

The Master of Library and Information Science Program is accredited by the American Library Association.

## **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 Woman’s 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 10 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 Zaccari (2002-08), Patrick Schloss (2008-11), Interim President Louis H. Levy (2011-2012), and William McKinney (2012- ).

Valdosta State University offers undergraduate work leading to the following degrees: the Associate of Applied Science, the Associate of Arts, the Bachelor of Arts in 14 major programs, the Bachelor of Science in 11 major programs, the Bachelor of Science in Education in 9 major programs, the Bachelor of Business Administration in 6 major programs, the Bachelor of Fine Arts in 7 major programs, the Bachelor of Music in 2 major programs, the Bachelor of General Studies, the Bachelor of Science in Nursing, the Bachelor of Science in Exercise Physiology, the Bachelor of Science in Athletic Training, and the Bachelor of Applied Science.

Graduate degrees offered include the Master of Education in 23 major programs, the Master of Arts in 2 major programs, the Master of Science in 5 major programs, the Master of Arts in Teaching in 5 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 Education, the Master of Social Work, the Master of Library and Information Science, the Education Specialist in 5 major programs, the Master of Arts in Communication, the Doctor of Public Administration, 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.

## 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 Municipal 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.

## FACILITIES

More than 60 air-conditioned buildings house the varied activities of Valdosta State University. Main Campus buildings are of Spanish Colonial architecture, while those on North Campus are a red brick modified form of Georgian architecture.

## MAIN CAMPUS

As the University grows, it must increase its building space, making room for increases in the number of students, faculty members, staff, and visitors, as well as for classrooms, laboratories, and office space for academic programs. Therefore, certain programs are located in recently acquired buildings adjacent or very near the campus, but the following list describes the traditional principal buildings:

**West Hall**, long known as the symbol of Valdosta State University, has undergone renovation and expansion. It houses the administrative offices of the President, the Provost and Vice President for Academic Affairs, Legal Affairs, and the Departments of English, Political Science, and Modern and Classical Languages. In addition, this building houses the graduate programs in Public Administration, the language laboratory, and electronic classrooms.

**The Hugh C. Bailey Science Center**, completed in 2001 and named in 2005 in honor of former President Bailey, who served the University with distinction for 23 years, provides offices, classrooms, and laboratories for the Departments of Biology and Chemistry as well as offices for the Dean of the College of Arts and Sciences. An addition was completed in 2012.

**Nevins Hall** houses offices, classrooms, and laboratories of the Departments of Physics, Astronomy, and Geoscience; Mathematics and Computer Science; Communication Arts; and the African American Studies Program. This building is named in honor of the late Dr. Beatrice I. Nevins, head of the Department of Biology for many years.

**Odum Library** contains the general and research library collections of the University. The building was dedicated in 1972 and named in 1990 for the late Gertrude Gilmer Odum, Professor



Emerita of English. In 2004, an addition to the library doubled its size, offering an Internet café, a computer lab, an electronic classroom, a Georgia Library Learning Online (GALILEO) Technology Center, a 100-seat auditorium, and expanded study space, reading rooms, and book stacks. In 2011, a three-phase renovation of the original library building was completed. The library is designed to facilitate research and study. Students can get research assistance from the Reference Services department in a number of different ways, including e-mail, chat, and in-person research consultations. The collection contains over 500,000 bound volumes and over a million volumes in microforms, as well as current issues of over 2,000 magazines, journals, and newspapers. In addition to printed materials, the library has extensive collections of audiovisual, graphic, and machine-readable materials. Odum Library is a Selective Depository of U. S. Government documents and maintains the Archives of Contemporary South Georgia History and a Southern History Collection. Odum Library Media Center is a service-oriented office providing assistance in media content development and media presentations. It provides access to a wide variety of traditional and new media equipment and software. The Informational Technology Help Desk is also located in Odum Library.

**Pine Hall**, located southwest of Odum Library, provides offices for the Department of Social Work and the Offices of Information Technology.

**Powell Hall**, named for Richard H. Powell, the first president of the institution, houses the offices of Career Services, Co-op Education, Testing, Housing, the Counseling Center, and Alcohol and Other Drug Education.

**Ashley Hall**, renovated in 2011, is occupied by the Department of History and the Department of Philosophy and Religious Studies.

**The Psychology Building**, next door, was built in 2011 and houses classrooms and offices of the Department of Psychology and Counseling. The offices for the Graduate School and the Office of Grants and Contracts are also in the building.

**Old Farber Hall**, originally the Student Infirmary, now provides space for the Access Office for Students with Disabilities

**Dr. Marian E. Farber Student Health Center**, across Georgia Avenue from Powell Hall, is named for the University's first physician and was completed in 2008.

**The Admissions Office** is located at 1413 North Patterson Street.

**The Center for International Programs** is located at 204 Georgia Avenue.

**The Honors College House** is located at 210 Georgia Avenue.

**The Women's and Gender Studies Center** is in Carswell Hall, 1526 North Oak Street.

**The Student Union**, completed in 2010, was built on the site of the University Union (1966). It houses offices of the Dean of Students, the University Union Board, the Student Government Association, the Bookstore, the Tech Shop, a student lounge, a game room, and a theatre.

**The University Center**, renovated in 1995 from a mall, houses a theater, offices, meeting rooms, a computer lab, and a dining area in the north section. The central section has offices for the Vice President for Finance and Administration, the Registrar, Human Resources, Financial Aid and Veterans Affairs, University Business Services, and University Financial Services as well as art and dance studios and faculty offices. The south section houses the South Georgia Consortium; Internal Auditors; the Office of Academic Student Instructional Support (OASIS); the Department of Sociology, Anthropology, and Criminal Justice; and art and interior design studios.

**S. Walter Martin Hall**, acquired in 1985, is located on Patterson Street across from the University Center. This facility houses the College of Nursing and Health Sciences; the name honors the University's fifth president.

**The Communication Disorders Building**, located on the corner of Brookwood Drive and Patterson Street, houses the Department of Communication Sciences and Disorders and the Department of Curriculum, Leadership, and Technology, as well as the Speech and Hearing Clinic.

**The Mass Media Program House** was renovated in 2010 and provides audio and video studios, offices, labs, classroom, and workshops.

**The Office of Equal Opportunity and Multicultural Affairs**, at 1208 North Patterson Street, is adjacent to S. Walter Martin Hall, opposite the University Center.

**The Bursary**, on the corner of Anne and Patterson Streets, houses the Bursar, university cashiers, offices for short-term loans, the collection officer, and the contract officer. Students make their fee payments in this building.

**The Education Center**, dedicated in 1973, houses several departments of the Dewar College of Education and Human Services and provides the most modern facilities for training teachers, school administrators, and other specialists in education. An addition, Jennett Hall, contains two large lecture halls seating 350 students each and was completed in 2010.

**The Physical Education Complex** was completed in 1982. This facility seats 5,500 people for basketball and 6,000 for graduations and concerts. The building of 100,000 square feet contains the offices of the Kinesiology and Physical Education faculty and all athletic offices except football. Classrooms, a Health Fitness Center, an athletic training room, varsity dressing rooms for men and women, and a Human Performance Laboratory are also included.

**The Student Recreation Center** was opened in 2002. It contains an indoor swimming pool, basketball and racquetball courts, a weight-lifting area, a climbing wall, and other recreational facilities for student use.

**The Fine Arts Building** houses the Department of Art and the Department of Music, as well as classrooms, laboratories, offices for faculty, and studios for art, music, dance, communication arts, and mass media.

**University residence halls** include Converse Hall, named in honor of W. L. Converse (the original Converse Hall burned in 1978, and its replacement was completed in 1981); Reade Hall, named in honor of Frank R. Reade, third president of the University and remodeled in 2009; Anne Powe Hopper Hall, named in honor of the University's first dean of women, replaced in 2008; Brown Hall, named in honor of Joseph M. Brown, governor of Georgia when the University opened its doors in 1913; Lowndes Hall, named in appreciation of the county in which the University is located and in honor of William Jones Lowndes, southern educator and statesman; the reconstructed Georgia Hall, completed in 2009; John W. Langdale Hall, named for one of south Georgia's pioneer developers and leading citizens; Patterson Hall, named for the street on which the building is located; and Centennial Halls East and West, opened in 2005 on Sustella Avenue.

**The Oak Street Parking Deck**, constructed in 2008, provides 922 parking spaces, temporary offices for the Office of Strategic Research and Analysis, offices for University Policy, and for Auxiliary Services.

**The Sustella Parking Deck**, constructed in 2008, provides 1,322 parking spaces, a University Police Substation, offices for Parking and Transportation, and a rental shop for Campus Recreation.

The Athletic Training **Facility**, near the junction of Sustella Avenue and West Anne Street, was constructed in 2008 and provides offices and training facilities for the football program and for the Athletic Department's strength and conditioning center and flagship sports medicine center.

**The Palms Dining Center** seats 1,000 diners. Featuring cafeteria-style service, the facility is under the direct supervision of a trained dietitian, and all employees are required to have periodic physical examinations.

## NORTH CAMPUS

**Barrow Hall** on the North Campus, named for David C. Barrow, Chancellor of the University System when South Georgia Normal College opened in 1913, was remodeled in 1971 to house the Division of Aerospace Studies (Air Force ROTC).

**Pound Hall**, built in 1926 and completely renovated in 1991-1992, was named for Dr. Jere M. Pound, the second president of the University. It houses offices and classrooms for the Langdale College of Business Administration.

**Thaxton Hall**, built in 1926 and completely renovated in 1982, was named for Dr. J. Ralph Thaxton, VSU's fourth president. It provides facilities for the Langdale College of Business Administration.

The north half of North Campus—containing **Billy Grant Field**, the **Baseball Fieldhouse**, **Steel's Diamond**, and the **Softball Fieldhouse**—provides office, training, and playing facilities for VSU's winning sports teams.

## SOUTH CAMPUS

**The Continuing Education** building, built in 1965 and remodeled in 1993, is located at 901 North Patterson Street and houses offices of the Division of University Advancement and the Department of Regional and Continuing Education.

**The Psychology Classroom** building, built in 1998, is adjacent to Continuing Education and provides classrooms for the Marriage and Family Therapy Program.

**The Old Georgia Power** building, also adjacent to Continuing Education and remodeled in 2012, contains the Department of Marriage and Family Therapy and the Web Development group.

## COMPUTING AND DATA NETWORKING FACILITIES

The university operates secure and accessible, state-of-the-art computing and networking facilities to support the mission of instruction, research, and service and associated activities. The facilities include a 1,700 square foot, raised floor data center, constructed in 2008 with the support of the Division of Auxiliary Services, housing over 200 servers for high-performance computing, server clusters, and storage array networks with redundant 140kVA enterprise class uninterruptible power supplies a backup 300kVA electrical power generator, redundant cooling in four 15-ton air conditioning units, a redundant high-speed campus network core connecting all buildings by gigabit fiber optic cabling and gigabit copper cabling to the desktop for the majority of buildings.

This infrastructure services 1,225 student computers in 61 computer labs, 2,275 faculty and staff desktop and notebook computers, and over 200 smart classrooms utilized in instruction, research, and administration. Internet service to the campus is provided by the University System of Georgia's PeachNet network, providing primary and secondary links with a total of 157mbps of bandwidth, 100mbps of which is dedicated to the public Internet and 50mbps dedicated to internal PeachNet traffic, such as for Galileo and GIL library resources. Video conferencing is supported by 5 mbps of prioritized, reserved bandwidth and three dedicated classrooms and several portable units. A separate PeachNet link at 110mbps provides dedicated bandwidth to users of the campus wireless network located in residence halls and academic areas.

A number of core services are supported by the systems server and network infrastructure. The student information system is comprised of the Banner Student Information and Financial Aid modules supporting admissions, registration, and financial aid functions. A recent

component, Degree Works, has been added to better support advising and degree audit functions with self-service capabilities for students. The Live@VSTATE system hosted by Microsoft Windows Live@edu services provides email, calendars, document storage, and online office applications for all students, faculty, and staff. The University utilizes a University System of Georgia-hosted version of Desire2Learn (D2L), known as BlazeVIEW, as its learning management system with online classroom resources available for every class. Wimba web conferencing services are integrated into the D2L system to provide real time audio, video, chat, and whiteboard conferencing for these classes. Additional services integrated into the D2L system include Turnitin plagiarism detection and Turning Technologies student response systems (i.e., clickers).

Finally, an updated and secured Apache web server system provides the public web site, utilizing the Adobe Contribute content management system to allow programs and departments to maintain updated information using a simple workflow for administrative approval and publishing without the need for technical support or specialized knowledge of web authoring.

Employee training for these resources is provided by the Division of Information Technology in coordination with the department Human Resources and Employee Development. Additional Vista and Wimba training is provided to faculty by the eLearning department utilizing the collaborative HUB teaching cooperative facilities located in the Odum Library. Since 2005, a special, proactive focus has been applied to information security and awareness with the application of dedicated resources and programs to eliminate the use of social security numbers where appropriate and scanning and monitoring of systems and network resources to discover vulnerabilities and correct them. Regular audits of information security and information technology operations ensure continued progress toward these goals.

## **UNIVERSITY ADVANCEMENT**

The Division of University Advancement, located at 901 North Patterson Street, 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.

## **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 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.

## 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. New students may choose a major at once or be classified as "Liberal Arts Students" until they decide upon the major they desire. Liberal Arts students are considered to be enrolled in the College of Arts and Sciences. A grade of "C" or higher is required in each course applicable to the major.
- 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.

# ADMISSIONS

*Mr. Walter Peacock, 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 following website: [www.valdosta.edu/admissions/undergraduate/degrees-and-majors.php](http://www.valdosta.edu/admissions/undergraduate/degrees-and-majors.php).

## HOW TO FILE AN APPLICATION

Applications for undergraduate admission are available on line at [www.valdosta.edu/admissions/undergraduate/apply-now.php](http://www.valdosta.edu/admissions/undergraduate/apply-now.php) or by calling the Office of Undergraduate Admissions at 800-618-1878. 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 and Report of Medical History" is required of all applicants seeking admission to courses that carry academic credit. The form is available on line at [www.valdosta.edu/admissions/undergraduate/forms/immunization-medical-history-form.pdf](http://www.valdosta.edu/admissions/undergraduate/forms/immunization-medical-history-form.pdf). Admission is not complete until the "Certificate of Immunization and Report of Medical History" has 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. Applications are kept on file for one full year.

## **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 College Preparatory Curriculum (CPC). The University System of Georgia requires that high school graduates complete the CPC 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), P.O. Box 592, Princeton, New Jersey 08541-6200 or the American College Testing Program (ACT), P.O. Box 168, Iowa City, Iowa 52243.

## **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.

## **JOINT ENROLLMENT / EARLY ADMISSIONS / POST SECONDARY OPTIONS**

Minimum SAT score of 1100 on critical reading and math with 530 critical reading / 530 math minimum or minimum score of 24 on Enhanced ACT-Composite with 23 English/22 math minimum and a 3.0 high school academic grade point average.

## **FRESHMAN ADMISSION STANDARDS**

1. Applicant must have completed all College Preparatory Curriculum requirements (17 units), and
2. Test requirements (either test):  
A minimum total score of 900 SAT (Math and Critical Reading only) or an ACT Composite of 19 and Board of Regents' minimum requirements for each section of the test: 430 Critical Reading/400 Math (SAT subscores) or 17 English/17 Math (ACT subscores)
3. Freshman Index\* (FI) 2040  
\*FI = total SAT Score + (500 x high school GPA)  
or (ACT composite x 42) + 88 + (500 x high school GPA)

The College Preparatory Curriculum requirements apply to all students who graduated from high school within the last five years. Transfer students who have not completed a minimum of 30 transferable semester hours are also subject to these requirements if they graduated from high school within the last five years.

## COLLEGE PREPARATORY CURRICULUM

Course (Units)	Instructional Emphasis
English (4)	Grammar and Usage Literature (American, British, and World) Advanced composition skills
Mathematics (4)	Algebra I and II Geometry One higher level course than Algebra II <i>or</i> equivalent math course
Science (4)	Physical Science Two laboratory courses from Biology, Physics, Chemistry, <i>or</i> related areas of science
Social Science (4)	United States Studies World Studies Economics and Government
Foreign Language (2)	Two courses in one language emphasizing speaking, listening, reading, and writing

The University System will accept algebra I, physical science, and foreign language taken in the eighth grade to fulfill its College Preparatory Curriculum requirements. Out-of-state high school students may be granted some flexibility in the Social Science area only.

## 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. The following items must be submitted with your application for admission in order to be evaluated. Your application packet should be submitted at least six months prior to your desired term of enrollment.

- Certificate of Immunization
- Official SAT or ACT scores:  
A minimum SAT score of 1050 on critical reading and math with 430 critical reading/400 math or a composite ACT score of 23 with 17 English/17math is required for admission.
- Official transcripts from any conventional public or private high school and colleges you may have attended.
- Copy of Declaration of Intent to Home School as filed with your local Board of Education.
- A portfolio that demonstrates satisfactory completion of the College Preparatory Curriculum (CPC) required for admission of traditional high school graduates. This portfolio must include information about each individual course used to satisfy CPC requirements and must include a list of educational resources used, course outline or syllabus, and appropriate outcomes assessment. Also include any extra-curricular activities and/or academic achievements that support your academic preparedness for college.
- Letter from your primary teacher certifying completion of HS and a date of graduation.
- Two letters of recommendation for admission from non-family members such as an employer, clergy, civic leader, or tutor.



## 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 Compass Placement Exam and achieve a passing score on the reading portion and minimum placement scores on writing and algebra before admission can be granted. Students who do not pass the mathematics and/or English portion(s) of the Compass and are placed in remedial classes must comply with the Learning Support Requirements. See the section of this catalog related to Academic Student Instructional Support (OASIS).

## 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. See [www.valdosta.edu/admissions/undergraduate/student-information/transfer-students.php](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 had 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 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 hour 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, which 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.

Transient students register the day before classes begin by contacting the Office of Admissions.

## **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 Director of Admissions or to the Registrar for readmission. Upon readmission, students become subject of the current catalog to fulfill degree requirements. Students seeking readmission following an academic suspension must also apply to the Director of Admissions or to the Registrar.

## **ADMISSION OF INTERNATIONAL STUDENTS**

Valdosta State University encourages applications from international students. At Valdosta State University, international students are defined as citizens of countries other than the U.S. who require a visa in order to enter this country. To be considered for admission, international students must submit the following materials to the Center for International Programs, Valdosta State University, Valdosta, GA 31698:

1. A completed application for admission, with a check or money order for \$40.00 in U.S. currency. Applications are available on line at [www.valdosta.edu/admissions/undergraduate/apply-now.php](http://www.valdosta.edu/admissions/undergraduate/apply-now.php) or by writing directly to the Center for International Programs.
2. Certified copies of all secondary school and college transcripts, as records of past academic work. Certified copies in English of these transcripts must be sent directly from the educational institutions to the Office of Admissions.
3. Proof of having completed ELS Language Centers' Level 109 or official results from the Test of English as a Foreign Language (TOEFL), if the applicant's first language is other than English. A minimum score of 523 on the TOEFL (193 on the computer version or 69 on the Internet version) is required for admission.
4. A completed Certificate of Finances statement guaranteeing that the student will have a minimum of \$30,000 (for nine months) available for personal and educational expenses. The Certificate of Finances statement form is available on line at [www.valdosta.edu/admissions/undergraduate/student-information/international-students.php](http://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.
5. Completed medical form. VSU requires that prior to registration all students present proof of two vaccines for measles and one for mumps and rubella; a tetanus booster within the last ten years; proof of disease or immunization for varicella (chicken pox); and, if under the age of 19 at time of enrollment, proof of hepatitis B series immunization. A doctor or nurse must verify these immunizations. New students must complete a VSU medical form, which will be mailed to students after application for admission is submitted.
6. All international students must purchase the VSU medical insurance plan for students to cover the cost of medical treatment while in the U.S.
7. All transcripts from international colleges and universities must be submitted to a professional evaluation service in the United States. Applications for these services are available through the Office of Admissions.

**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. A copy of the visa must be submitted to the Office of Admissions.

## **VERIFICATION OF LAWFUL PRESENCE**

The Board of Regents of University System of Georgia (USG) has recently instituted new policies that affect all applicants who seek in-state tuition at USG institutions. According to USG policy, individuals who apply for Fall 2011 and beyond must submit documentation of U.S. 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 U.S. birth certificate showing the applicant was born in the U.S. or a U.S. territory. *Photocopies are not acceptable.*
- Copy of a current U.S. passport.
- Copy of a current driver’s license issued by the state of Georgia after January 1, 2008.
- Copy of a U.S. certificate of naturalization.
- Copy of a U.S. certificate of citizenship.
- A U.S. 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.

## **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), and College Level Exam Program (CLEP). Please refer to the following charts for required scores and equivalencies.

A total of 30 semester hours can be earned through any combination of AP, IB, CLEP, credit by departmental exam, correspondence courses and extension work, and prior learning assessments.

### **VSU ADVANCED PLACEMENT EQUIVALENCIES**

<b>College Board AP Test</b>	<b>Score</b>	<b>VSU Course</b>	<b>Hours</b>
<b>Art</b>			
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

## VSU ADVANCED PLACEMENT EQUIVALENCIES

### Biology

General Biology	3 or better	BIOL 1010/1020L and 1030/1040L	8
General Biology	4 or 5	BIOL 1107K and 1108K	8

### Chemistry

General Chemistry	3	CHEM 1211, 1211L	4
General Chemistry	4 or 5	CHEM 1211, 1211L, 1212, 1212L	8

### Computer Science

Computer Sci A	3 or better	CS 1301	3
Computer Sci AB	3 or better	CS 1301 and 1302	6

### 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 1102	6

### Geology/Geography

Environmental Science	3 or better	GEOE elective	3
Human Geography	3 or better	GEOG 1101	3

### History

*American History	3	HIST 2111 or 2112	3
*American History	4 or 5	HIST 2111 and 2112	6
European History	3 or better	HIST 1012	3
World History	3 or better	HIST 1011	3

### Foreign Language

French Language	3	FREN 1002 and 2001	6
French Language	4 or 5	FREN 1002, 2001 and 2002	9
French Literature	3	FREN 1002 and 2001	6
French Literature	4 or 5	FREN 1002, 2001 and 2002	9
German Language	3	GRMN 1002 and 2001	6
German Language	4 or 5	GRMN 1002, 2001 and 2002	9
Latin Literature	3	LATN 1002 and 2001	6
Latin Literature	4 or 5	LATN 1002, 2001 and 2002	9
Latin-Vergil	3	LATN 1002 and 2001	6
Latin-Vergil	4 or 5	LATN 1002, 2001 and 2002	9
Spanish Language	3	SPAN 1002 and 2001	6
Spanish Language	4 or 5	SPAN 1002, 2001 and 2002	9
Spanish Literature	3	SPAN 1002 and 2001	6
Spanish Literature	4 or 5	SPAN 1002, 2001 and 2002	9

**Mathematics**

Calculus AB	3	MATH 1113	3
Calculus AB	4 or 5	MATH 1113, 2261	7
Calculus BC	3	MATH 2261	4
Calculus BC	4 or 5	MATH 2261, 2262	8

**Music**

Music Theory	3 or better	MUSC elective	3
--------------	-------------	---------------	---

**Physics**

Physics B	3	PHYS 1111K	4
Physics B	4 or 5	PHYS 1111K and 1112K	8
Physics C-Mechanics	4 or 5	PHYS 2211K	4
Physics C-Elect/Magnetism	4 or 5	PHYS 2212K	4

**Political Science**

* U.S. Gov't/Politics	3 or better	POLS 1101	3
-----------------------	-------------	-----------	---

**Psychology**

Psychology	3 or better	PSYC 2500	3
------------	-------------	-----------	---

**Statistics**

Statistics	3 or better	MATH 2620	3
------------	-------------	-----------	---

\*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 1020L	4
		BIOL 1030 and 1040L	4
Biology	5(HL) or 6(SL)	BIOL 1107K	4
Biology	6(HL) or 7(SL)	BIOL 1107K and 1108L	8
Biology	6 or 7	BIOL 1010 and 1020L	4
		BIOL 1030 and 1040L	4
		or BIOL 1107K	4
Chemistry	4	CHEM 1211 and 1211L	4
Chemistry	5 or higher	CHEM 1211 and 1211L	4
		CHEM 1212 and 1212L	4
Computer Science	4 or higher	CS 1301	4
Economics	4 or higher	ECON 2106 or 2105	3
English	4 or 5	ENGL 1101	3
English	6 or higher	ENGL 1101 and 1102	6
French	4	FREN 1002 and 2001	6
French	5 or higher	FREN 1002, 2001 and 2002	9
Geography	4 or higher	GEOG 1102	3
German	4	GRMN 1002 and 2001	6
German	5 or higher	GRMN 1002, 2001 and 2002	9
History and America*	4	HIST 2111	3
History and America*	5 or higher	HIST 2111 and 2112	6
History and Europe	4 or higher	HIST 1012	3
Latin	4	LATN 1002 and 2001	6
Latin	5 or higher	LATN 1002, 2001 and 2002	9
Math	4 or higher	MATH 2261	4
Physics	4	PHYS 1111K	4
Physics	5 or higher	PHYS 1111K and 1112K	8
Psychology	4 or higher	PSYC 2500	3
Spanish	4	SPAN 1002 and 2001	6
Spanish	5 or higher	SPAN 1002, 2001 and 2002	9
Theatre Arts	4 or higher	THEA 1100	3
Visual Arts	4 or higher	ART 1020	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	50	POLS 1101	3
American Literature	50	Course title	3
Analyzing & Interpreting Literature	50	Course title	3
Biology	50	BIOL 1010	3
Calculus with Elementary Functions	50	MATH 226 and 2262	8
College Composition Modular	50 + passing essay	ENGL 1101	3
English Literature	50	Course title	3
French, Level I	50	FREN 1002 and 2001	6
German, Level I	50	GRMN 1002 and 2001	6
*History of the United States I	50	HIST 2111	3
*History of the United States II	50	HIST 2112	3
Human Growth & Development	50	PSYC 2700	3
Info Systems & Computer Applications	50	Course title	3
Introductory Psychology	50	PSYC 2500	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 1002 and 2001	6
Western Civilization I	50	HIST 1012	3
Western Civilization II	50	HIST 1013	3

\*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."



# TUITION, FEES, AND COSTS

*Ms. Sue E. Mitchell Fuciarelli*

*Vice President for Finance and Administration*

Valdosta State University is a unit of the University System of Georgia and receives a major 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.

## **FEE SCHEDULE**

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

Fee schedules can be found on the Web at [www.valdosta.edu/administration/finance-admin/financialservices/students/service/tuition-and-fee-schedules](http://www.valdosta.edu/administration/finance-admin/financialservices/students/service/tuition-and-fee-schedules).

All new students who attend orientation programs will be charged \$40 to cover the related costs. All transfer students who attend an orientation program will be charged \$20 to cover the related costs.

VSU assesses mandatory fees each semester to students who are registered for 4 or more credit hours on the main campus. VSU's mandatory fees for these students include health fee, student activity fee, athletic fee, transportation fee, parking facility fee, and health facility fee.

All students are charged the following mandatory fees each semester regardless of campus or registered credit hours: technology fee, access card fee, and a Board of Regents Institutional fee.

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

## **OFF-CAMPUS COURSES**

Off-campus and on-campus fees are the same. However, health, health facility, student activity, athletic, transportation, parking facility, and access card fees are assessed only for on-campus courses.

## **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 Registration Fee: Failure to register by end of regular registration. . . . .	\$75
Returned Check Fee: For each check. . . . .	\$25
<i>or 5% of the face amount of the check (whichever is greater).</i>	
<i>If the check is for tuition fees, an extra \$75 fee will be charged.</i>	
Excess check stop payment and reissue request processing fee . . . . .	\$10
Music Lessons, including use of instrument for practice, per term:	
private lessons . . . . .	\$50
group lessons . . . . .	\$35
Art Studio Materials fee. . . . .	\$30
Science Laboratory fee (per laboratory) . . . . .	\$30
eCore fee (per credit hour) . . . . .	\$189
E-tuition (per credit hour)	
undergraduate . . . . .	\$250
Orientation Fee:	
Undergraduates who attend fall, spring, or summer orientation program . . . . .	\$40
Transfer students who attend spring or summer orientation . . . . .	\$20
Fall orientation program guest fee (each) (limit 2). . . . .	\$20
Post Office Box per semester. . . . .	\$10
Key Replacement Charge. . . . .	\$50
Honors Program Course fee . . . . .	\$20
Student Teaching fee . . . . .	\$100
KPE Fitness Center Fee . . . . .	\$5
Mandatory Insurance, Annual (Nursing majors, international students) . . . . .	\$1087
Electronic transmission (Fax) of unofficial transcripts or certification forms/letters, per copy (Official transcripts cannot be Faxed). . . . .	\$10
Transcript Fees, 1-5 copies . . . . .	no charge
6th and subsequent copies (each) . . . . .	\$2
Priority Fee for Certification Forms/Letters/Transcripts, per copy . . . . .	\$5
Graduation Fee: Bachelor's or Graduate Degree . . . . .	\$25
<i>(Students who apply for graduation and who do not meet degree requirements     must pay appropriate graduation fees again upon re-application.)</i>	
Parking Fee—Annual. . . . .	\$50

## 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 notices are also sent to University e-mail accounts. The VSU e-mail is an official means of communication with students.

However, in the event that an account balance is not paid or scheduled to be paid, the University mails an invoice to students with account balances 2-3 weeks before each fee payment deadline. Generally, the invoice 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. However, if there are any other charges, a student must give the University consent to pay other charges with federal financial aid. This authorization is maintained in the Banner student system. A written statement is required to rescind the authorization and should be delivered to the Financial Aid Office in the University Center.

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 (MasterCard, Discover, or American Express), university short-term loans (separate qualifications required), completed and fully authorized financial aid (meaning all promissory notes have been signed for loans). Credit card payments are accepted only online through the Banner student information system.

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

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 do not attend VSU for a given term must withdraw from courses paid for by financial aid in order to avoid unsatisfactory grades or financial accountability. 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.

Complete payment instructions are located on the Web at [www.valdosta.edu/administration/finance-admin/financialservices/students/service/tuition-and-fee-schedules](http://www.valdosta.edu/administration/finance-admin/financialservices/students/service/tuition-and-fee-schedules).

## **REFUND OF FEES**

Students officially withdrawing from the University after paying fees for the term will be issued a 100% refund for tuition, mandatory fees, campus housing, and board meal plans, provided the official withdrawal occurs NO LATER THAN the official drop/add day for refunds. 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 funds and financial aid monies will have their refunds restored to the following programs in this precise order: outstanding balances on non-subsidized loans, subsidized loans, PLUS loans, Pell, SEOG, other Title IV student assistant programs, HOPE, private scholarships, and finally to the student.

No other refunds or reductions 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, tuition, or fees paid. Additionally, students who are asked to vacate their residence hall rooms as a result of disciplinary actions are not eligible for refunds.

## **ADDITIONAL INFORMATION IS LOCATED ON THE WEB:**

Registration dates and course schedules: [www.valdosta.edu/it/eas/sis/](http://www.valdosta.edu/it/eas/sis/)

Fee Schedules: [www.valdosta.edu/administration/finance-admin/financialservices/students/service/tuition-and-fee-schedules](http://www.valdosta.edu/administration/finance-admin/financialservices/students/service/tuition-and-fee-schedules)

Refund policies: [www.valdosta.edu/administration/finance-admin/financialservices/students/service/tuition-and-fee-schedules](http://www.valdosta.edu/administration/finance-admin/financialservices/students/service/tuition-and-fee-schedules)

## **THE 62+ PROGRAM FOR GEORGIANS 62 AND OLDER**

Georgians 62 years of age and older are eligible to resume, continue, or even begin their college education without paying most of the normal fees or tuition. The program, as directed by Amendment 23 to the Georgia Constitution and approved by the Board of Regents, is designed to allow eligible applicants to register for college-level courses for credit or audit (same requirements as for credit), on a "space available" basis subject to the following requirements:

- Must apply, meet all applicable admission requirements for program of study, and be accepted
- Must be 62 years of age or older at the time of registration (proof of age is required)
- Must be classified as a Georgia resident in accordance with the Regents' Requirements for Resident Status

To receive the waiver of tuition and fees, applicants eligible for this program are required to register during late registration on a space available basis.

For undergraduate application information and deadlines, contact the Admissions Office located at 1413 N. Patterson Street. Graduate application information and deadlines are available at the Graduate School in the Psychology Building, Suite 3100, 1500 North Patterson Street.

## **RULES GOVERNING THE CLASSIFICATION OF STUDENTS AS IN-STATE RESIDENTS AND NON-RESIDENTS (OUT-OF-STATE)**

### **A. UNITED STATES CITIZENS**

1. An independent student who has established and maintained a domicile in the State of Georgia for a period of at least 12 consecutive months immediately the first day of classes for the term shall be classified as "in-state" for tuition purposes. It is presumed that no student shall have gained or acquired in-state classification while attending any postsecondary educational institution in this state without clear evidence of having established domicile in Georgia for purposes other than attending a postsecondary educational institution in this state.

2. A dependent student shall be classified as “in-state” for tuition purposes if either: i) the dependent student’s parent has established and maintained domicile in the State of Georgia for at least 12 consecutive months immediately preceding the first day of classes for the term and the student has graduated from a Georgia high school; or ii) the dependent student’s parent has established and maintained domicile in the State of Georgia for at least 12 consecutive months immediately preceding the first day of classes for the term and the parent claimed the student as a dependent on the parent’s most recent federal income tax return.
3. A dependent student shall be classified as “in-state” for tuition purposes if a U. S. court-appointed legal guardian has established and maintained domicile in the State of Georgia for at least 12 consecutive months immediately preceding the first day of classes for the term, provided that appointment was not made to avoid payment of out-of-state tuition and the U.S. court-appointed legal guardian can provide clear evidence of having established and maintained domicile in the State of Georgia for a period of at least 12 consecutive months immediately preceding the first day of classes for the term.
4. If an independent student classified as “in-state” relocates temporarily but returns to the State of Georgia within 12 months, the student shall be entitled to retain in-state tuition classification.
5. If the parent or U.S. court-appointed legal guardian of a dependent student currently classified as “in-state” for tuition purposes establishes domicile outside of Georgia after having established and maintained domicile in the State of Georgia, the student may retain in-state tuition classification as long as the student remains continuously enrolled in a public postsecondary educational institution in the state, regardless of the domicile of the parent or U.S. court-appointed legal guardian.

## **B. NONCITIZENS**

Noncitizens initially shall not be classified as “in-state” for tuition purposes unless there is evidence to warrant consideration of in-state classification. Lawful permanent residents, refugees, asylees, or other eligible noncitizens as defined by federal Title IV regulations may be extended the same consideration as citizens of the United States in determining whether they qualify for in-state classification. International students who reside in the United States under nonimmigrant status conditioned at least in part upon intent not to abandon a foreign domicile are not eligible for in-state classification.

A glossary defining the terms in the tuition classification policy can be found in the University System of Georgia Board of Regents Tuition Classification.

## **OUT-OF-STATE TUITION WAIVERS**

- a. Academic Common Market. Students selected to participate in a program offered through the Academic Common Market.
- b. International and Superior Out-of-State Students. International students and superior out-of-state students selected by the institutional president or an authorized representative, provided that the number of such waivers in effect does not exceed 2% of the equivalent full-time students enrolled at the institution in the fall term immediately preceding the term for which the out-of-state tuition is to be waived.
- c. University System Employees and Dependents. Full-time employees of the University System, their spouses, and their dependent children.
- d. Medical/Dental Students and Interns. Medical and dental residents and medical and dental interns at the Georgia Health Sciences University (BR Minutes, 1986-87, p. 340).

- e. Full-Time School Employees. Full-time employees in the public schools of Georgia or of the Department of Technical and Adult Education, their spouses, and their dependent children. Teachers employed full-time on military bases in Georgia shall also qualify for this waiver (BR Minutes, 1988-89, p. 43).
- f. Career Consular Officials. Career consular officers, their spouses, and their dependent children who are citizens of the foreign nation that their consular office represents and who are stationed and living in Georgia under orders of their respective governments.
- g. Military Personnel. Military personnel, their spouses, and their dependent children stationed in or assigned to Georgia and on active duty. The waiver can be retained by the military personnel, their spouses, and their dependent children if the military sponsor is reassigned outside of Georgia, as long as the student(s) remain(s) continuously enrolled and the military sponsor remains on active military status (BR Minutes, February 2004).
- h. Border County Residents. Residents of an out-of-state county bordering a Georgia county in which the reporting institution or a Board-approved external center of the University System is located.
- i. National Guard Members. Full-time members of the Georgia National Guard, their spouses, and their dependent children. (BR Minutes, April 1998, pp. 16-17).
- j. Students enrolled in University System institutions as part of Competitive Economic Development Projects. Students who are certified by the Commissioner of the Georgia Department of Economic Development as being part of a competitive economic development project.
- k. Students in Georgia-Based Corporations. Students who are employees of Georgia-based corporations or organizations that have contracted with the Board of Regents through University System institutions to provide out-of-state tuition differential waivers.
- l. Students in Pilot Programs. Students enrolled in special pilot programs approved by the Chancellor. The Chancellor shall evaluate institutional requests for such programs in light of good public policy and the best interests of students. If a pilot program is successful, the tuition program shall be presented to the Board for consideration.
- m. Students in ICAPP® Advantage programs. Any student participating in an ICAPP® Advantage program.
- n. Direct Exchange Program Students. Any international student who enrolls in a University System institution as a participant in a direct exchange program that provides reciprocal benefits to University System students.
- o. Economic Advantage. As of the first day of classes for the term, an economic advantage waiver may be granted to a dependent or independent student who can provide clear evidence that the student or the student's parent, spouse, or U.S. court-appointed guardian has relocated to the State of Georgia to accept full-time, self-sustaining employment and has established domicile in the State of Georgia. Relocation to the state must be for reasons other than enrolling in an institution of higher education. This waiver will expire 12 months from the date the waiver was granted.

As of the first day of classes for the term, an economic advantage waiver may be granted to a student possessing a valid employment-related visa status who can provide clear evidence of having relocated to the State of Georgia to accept full-time, self-sustaining employment. Relocation to the state must be for reasons other than enrolling in an institution of higher education. These individuals would be required to show clear evidence of having taken all legally permissible steps toward establishing legal permanent residence in the United States and the establishment of legal domicile in the State of Georgia. Students currently receiving a waiver who are dependents of a parent or spouse possessing a valid employment-sponsored visa may continue to receive the waiver as long as they can demonstrate continued efforts to pursue an adjustment of status to U.S. legal permanent resident.

- p. Recently Separated Military Service Personnel. Members of a uniformed military service of the United States who, within 12 months of separation from such service, enroll in an academic program and demonstrate an intent to become a permanent resident of Georgia. This waiver may be granted for not more than one year.
- q. Nonresident Student. As of the first day of classes for the term, a nonresident student whose parent, spouse, or U.S. court-appointed legal guardian has maintained domicile in Georgia for at least 12 consecutive months so long as the student can provide clear evidence showing the relationship to the parent, spouse, or U.S. court-appointed legal guardian has existed for at least 12 consecutive months immediately preceding the first day of classes for the term.

If the parent, spouse, or U.S. court-appointed legal guardian of a continuously enrolled nonresident student establishes domicile in another state after having maintained domicile in the State of Georgia for the required period, the nonresident student may continue to receive this waiver as long as the student remains continuously enrolled in a public postsecondary educational institution in the state, regardless of the domicile of the parent or U.S. court-appointed legal guardian.

**Please Note:** In order to avoid delay and inconvenience upon arrival for registration, any question concerning residence status should be clarified immediately upon receipt of acceptance of admission or not later than one month prior to the registration date. Questions for clarification should be addressed to Resident Committee, Office of Admissions, Valdosta State University, Valdosta, Georgia 31698.

## STUDENT RESPONSIBILITIES

- A. Student Responsibility to Register under Proper Classification:** The responsibility of registering under the proper residence classification is that of the students. If there is any question of the right to classification as a legal resident of Georgia, it is the student's obligation, prior to or at the time of his or her registration, to raise the question with the administrative officials of the institution in which he or she is registering and have the classification officially determined. The burden always rests with the student to submit information and documents necessary to support the contention of qualification for in-state residency under Regents' regulations.
- B. Notification upon Becoming a Non-Resident:** Students who are classified as residents (in-state) must notify the proper administrative officials of their institution immediately of any change (out-of-state) in their residency status.

## RECLASSIFICATION OF NON-RESIDENT STUDENTS

Those non-resident (out-of-state) students who believe they have met the resident requirements as previously set forth may complete a Petition for Residence Status, which is available in the Registrar's Office and must be completed and supported by the required documentation before an initial review of status can be conducted.

The initial review is conducted by a member of the Registrar's staff, who will rule on the basis of oral evidence and other documentation supporting the petition for in-state resident status. The results of the initial review, if unfavorable, may be appealed to the Residence Status Review Committee and ultimately to the president, if such action is required.

Such petitions and appeals must be completed no later than 60 days following registration for the academic term for which residence status is to be effected. If the petition is granted, reclassification will not be retroactive to prior terms.

Should it be determined that the student has misrepresented or omitted material facts which results in classification or re-classification as a resident student, retroactive charges for out-of-state tuition will be made and must be paid prior to the close of the academic term in which they are levied.

## **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**

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 upon completion of registration. Students should not report for registration without having sufficient funds available to pay their fees. The payment instructions are located at [www.valdosta.edu/administration/finance-admin/financialservices/students/service/how-to-pay-fees.php](http://www.valdosta.edu/administration/finance-admin/financialservices/students/service/how-to-pay-fees.php).
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 may be prosecuted.



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.

## VERIFICATION OF LAWFUL PRESENCE

The Board of Regents of University System of Georgia (USG) has recently instituted new policies that affect all applicants who seek in-state tuition at USG institutions. According to USG policy, individuals who apply for Fall 2011 and beyond must submit documentation of U.S. 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 U.S. birth certificate showing the applicant was born in the U.S. or a U.S. territory. Photocopies are not acceptable.
- Copy of a current U.S. passport.
- Copy of a current driver's license issued by the State of Georgia after January 1, 2008.
- Copy of a U.S. certificate of naturalization.
- Copy of a U.S. certificate of citizenship.
- A U.S. 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.

## DEPARTMENT OF PUBLIC SAFETY

*Scott Doner, Director*  
*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: [www.valdosta.edu/police](http://www.valdosta.edu/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 and on the Internet: [www.valdosta.edu/police/the-clery-act.php](http://www.valdosta.edu/police/the-clery-act.php).

## **AUXILIARY SERVICES**

*Dr. Rob Kellner, Director  
Oak Street Parking Deck, Level 2*

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, ICard Services, Parking and Transportation, Vending, Health Services, Key Shop, Telecommunications, and Housing and Residence Life (financial management). Administrative offices are located in the Oak Street Parking Deck, on the second level. Telephone 229-333-5706; Fax 229-333-7419.

For information about ICard Services, the Bookstore, Dining Services, Health Services, Parking and Transportation, or Housing and Residence Life, visit our web page: [www.valdosta.edu/administration/finance-admin/auxiliary-services](http://www.valdosta.edu/administration/finance-admin/auxiliary-services).

Valdosta State University is defined by the Board of Regents of the University System of Georgia as a residential institution, and the University must provide on-campus housing and dining service. All undergraduate students who live in residence halls are required to participate in the meal program. The policy is a part of the total "Living-Learning" concept of the University and is supported by an amendment to the Georgia Eighteen-Year-Old Bill, which reads, "Nothing in this Act shall be construed to limit the powers of the Board of Regents of the University System of Georgia to adopt and enforce rules and regulations for the government, control, and management of the University System; nor shall this Act be construed so as to limit the authority of any institution in the University System of Georgia to adopt and enforce rules and regulations governing housing, conduct, discipline, and other related activities of the student body."

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

## **HOUSING AND RESIDENCE LIFE**

### **HOUSING APPLICATION AND CONTRACT**

The Housing Application and Contract forms are available online at [housing.valdosta.edu](http://housing.valdosta.edu). Once admitted, new students will receive a postcard invitation to apply for housing. All students applying for campus housing will be required to sign a contract with Housing for the academic year. Apartment residents must sign a 12-month contract. All students who plan to live in campus housing must pay an application fee of \$25 and a \$300 deposit when they submit their Housing Application and Contract.

The deposit is a one-time fee that will be refunded once the student fulfills the requirements set forth by the Housing contract or upon graduation from the University. The housing contract outlines

conditions under which refunds may be made. Occupancy of a traditional-style or suite-style residence hall room is terminated at the end of each spring semester (9 months). Apartment contracts terminate at the end of summer term (12 months). Students currently enrolled should obtain an application for housing at the annual Room Selection Process held in March.

Please read the contract carefully, as it constitutes a fully binding legal agreement with the University. Requests for release from the housing contract prior to the conclusion of the academic year will be considered after the student resident completes a Request for Release from Contract, available online at the Housing website.

**FRESHMAN RESIDENCY PROGRAM**

Valdosta State University administers a Freshman Residency Program, which requires that all freshmen live on campus. To obtain an exemption from this requirement, a student must apply for exemption and meet one of the following criteria: (1) age 20 by September 1 of the current academic year; (2) married; (3) be a single parent; or (4) residing with parent(s), grandparent(s), or legal guardian within a 50-mile driving distance from Valdosta State University. Exemption forms are available online.

**RESIDENCE HALL FEES**

**All fees are tentative and subject to change according to Board of Regents policy. All rates are quoted with the Housing Activity Fee (\$20) and Post Office Box Fee (\$10) included.**

Traditional residence halls offer double-occupancy rooms opening onto conventional hallways with community bathrooms. The rate of \$1,940 per semester, projected for the 2013-2014 year, is in effect for **Langdale, Brown, Lowndes, Reade, and Patterson** Halls. This rate is based on dual occupancy.

Suite-style facilities offer both private and semi-private rooms with a bathroom inside each unit. **Georgia Hall** and **Hopper Hall** are the suite accommodations, with Georgia used for freshmen and Hopper used for upperclassmen. The private rate for both buildings is projected at \$2,430 and the semi-private rate is projected at \$2,180.

**APARTMENTS**

**Converse Hall** and **Centennial Hall** apartments are available to upperclassmen. Converse Hall offers efficiency units with a bathroom and a kitchenette and one-bedroom (2-person) units with a bathroom and a full kitchen. Centennial Hall, an apartment-style facility, opened in 2005, features individual bedrooms, a kitchen shared by no more than four residents, one or two bathrooms, and a dining/living room area.

Converse efficiency (projected rate) . . . . .	\$2,375
Converse one-bedroom (per person) (projected rate) . . . . .	\$2,030
Centennial two-bedroom (per person) (projected rate). . . . .	\$2,545
Centennial four-bedroom (per person) (projected rate) . . . . .	\$2,410

Housing charges are assessed on a semester basis and must be paid in full during the registration process at the beginning of each semester. Rates include all utilities. Rates for future academic years will be posted at [housing.valdosta.edu](http://housing.valdosta.edu) and available on campus once the rates have been established. All charges are based on approved fees and are subject to change according to policies of the Board of Regents. **The University reserves the right to close any of its residence halls in any given semester or to reassign students to rooms at any time.**

## DINING SERVICES

Valdosta State University and Dining Services firmly believe that today's hard-working student should be rewarded with a dining service that makes eating on campus palate-pleasing, healthy and entertaining. With 12 different dining locations in 8 different buildings 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

The following meal plans for 2013-2014 are \$1,832 per semester (projected rate). Students living on campus are asked to choose from the following plans at registration. If you do not choose a plan, the Blazer Plus plan will be chosen for you.

**Blazer Plus:** Unlimited meals at Palms or Hopper + \$125 Blazer Bucks

**14 Meals per week at Palms or Hopper + \$225 Blazer Bucks**

**10 Meals per week at Palms or Hopper + \$370 Blazer Bucks**

**\$875 Declining Balance** (only available to residents ranked sophomores or above)

**\$475 Declining Balance** (students residing in Centennial or Converse only)

### COMMUTER AND STAFF MEAL PLAN OPTIONS

**100 Meals per semester at Palms or Hopper + \$40 Blazer Bucks = \$645 per semester**  
(projected)

**75 Meals per semester at Palms or Hopper + \$20 Blazer Bucks = \$490 per semester** (projected)

**50 Meals per semester at Palms or Hopper + \$15 Blazer Bucks = \$350 per semester** (projected)

**25 Meals per semester at Palms or Hopper = \$190 per semester** (projected)

Meals must be used at one of the residence dining facilities, Palms or Hopper, both of which are all-you-care-to-eat facilities. For a complete list of meal plan prices or a map of dining locations, visit our website at [www.dineoncampus.com/valdosta](http://www.dineoncampus.com/valdosta).

### 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 ICard Services. Any student living in a residence hall who does not register for a meal plan will automatically be assigned The Blazer Plus/Unlimited plan. The Meal Plan Office is located at VSU ICard Services, 1204 N. Patterson St. Call (229) 333-5988 or visit our website at [www.dineoncampus.com/valdosta](http://www.dineoncampus.com/valdosta).

## **BLAZER BUCKS**

Blazer Bucks are “dining dollars” that 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 a purchase at our 2 on-campus convenient stores, without carrying cash. Each time you make a purchase, the amount is automatically deducted from your VSU ICard. Any unused Blazer Bucks will be forfeited at the end of the semester. If you run out of Blazer Bucks, we recommend you load money on your Flex Account.

## **CONVENIENCE STORES**

There are two convenience stores located on campus, Langdale Market and Sustella Street Market. Langdale Market is located on the first floor of Langdale Hall (west side) and Sustella Street Market is located on the first floor of Centennial Hall East. They provide a variety of 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. The V-Store, also located in the Union, carries a variety of snack and sundry items. For students attending the VSU campus at Kings Bay Naval Submarine Base, there is a small store on that campus offering required course material and a few merchandise items.

The Tech Shop, an Authorized Apple Campus Store, also in the Student Union, carries the latest products from Apple, with demonstration units so you can feel it before you buy it! Also at the Tech Shop, students are able to buy other technology products, including academically priced software, computer accessories, gaming consoles, and computer games and accessories. The VSU campus is wireless, so the Tech Shop will configure your computer to work on any wireless environment. The store also offers services such as virus removal, system reformat, and installation of software.

For more information on the Bookstore, please visit online at [www.thevsubookstore.com](http://www.thevsubookstore.com). For more information on the Tech Shop, please visit online at [www.vsutechshop.com](http://www.vsutechshop.com).

## **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 a physician, nurse practitioners, a physician assistant, registered and licensed practical nurses, a pharmacist, a medical technologist, and office staff. All students living in campus housing are required to pay the health fee, regardless of the number of hours in which they are enrolled. There is also a new facility fee that is paid by all students.

All new students are required to provide evidence of inoculation for mumps, measles, and rubella. The University Health Service recommends additional inoculations for diphtheria, tetanus, polio, influenza, meningitis, and chicken pox. Various health screenings are provided throughout the year.

## **PARKING AND TRANSPORTATION**

All motorized vehicles parked on campus must properly display a current parking permit at all times. 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. Details about parking lots and instructions are also available at [www.vsuparking.com](http://www.vsuparking.com).

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 Departmental 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 and on our web page, [www.vsuparking.com](http://www.vsuparking.com).

## **VSU 1CARD SERVICES**

The VSU 1Card is the official Valdosta State University identification card and on-campus debit card. It allows access to your assigned plans and privileges, after payment has been made, through a swipe of the magnetic strip in a designated reader. The card is automatically assigned a FLEX Account, which allows you to deposit funds 24 hours a day, online via credit card. No deposits may be made via phone or Fax. Excess funds from financial aid can be applied to your FLEX account via the Banner Registration page, after all of your other fees are paid.

If you designate financial aid for FLEX and you still owe the University, you will not be able to use the FLEX/ 1Card to make purchases. A FLEX Account is non-transferable and may be used only by the cardholder. To obtain a VSU 1Card, all students must visit the VSU 1Card Office, be registered, provide two forms of identification, one of which must be a government-issued photo identification (such as driver's license, passport, military ID); and have a photograph made.

Replacement cards are \$15, and photo identification must be submitted prior to a replacement card being produced. Please visit our website at [www.vsu1card.com](http://www.vsu1card.com) for more information regarding the VSU 1Card.

# STUDENT AFFAIRS

*Mr. Russell F. Mast, Vice President for Student Affairs and Dean of Students  
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: Cooperative Education, Counseling Center, Alcohol and Other Drug Education, Student Conduct, Financial Aid, Housing and Residence Life, Health Promotions, Access Office, Orientation and Student Leadership, Career Opportunities, Student Life (Student Union, Greek Life, Homecoming, Parents' Weekend, Volunteer Services, and Student Organizations), Campus Recreation (Student Recreation Center, Ropes Challenge Course, IM Fields, and Outdoor Rental Center), Testing, Parent Programs, and Student Publications. 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. More information is available at [www.valdosta.edu/studentaffairs/](http://www.valdosta.edu/studentaffairs/).

## STUDENT LIFE

The Office of Student Life is located on the third 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, Volunteer Services, 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 Campus Connect and log in with your Blazeview password or visit the Office of Student Life.

## VOLUNTEER SERVICES

The Office of Volunteer Services provides numerous volunteer opportunities. The primary mission of the Volunteer Services program is to foster an active culture at Valdosta State University by promoting and facilitating opportunities for building partnerships between VSU and the community through service, while encouraging a sense of civic responsibility among students through critical engagement and participation in the Valdosta community.

## CLUBS AND ORGANIZATIONS

There is a diversity of clubs and student organizations at the University, including 10 national sororities, 13 national fraternities, various service organizations, honor societies, and department clubs. All students are members of the Student Government Association (SGA). The purpose of this organization is to work for the best interests of the students; cooperate with the VSU administration, faculty, and staff in all matters of common interest to the University; and provide a means of communication between the students and all areas of their University. Representatives are elected in annual campus elections and meet weekly.

## CAMPUS MINISTRY ORGANIZATIONS

The following registered campus organizations form the core of VSU's campus ministry community: Baptist Collegiate Ministries, Campus Outreach, Episcopal Campus Ministries, Catholic Student Center, Christian Student Center, Fellowship of Christian Athletes, Hillel, Latter Day Saint Student Association, Presbyterian Student Center, VSU Blazer Victory Ministry, VSU Mass Choir, Wesley Foundation (Methodist), and Xchange Ministries.

## STUDENT PUBLICATIONS

The University also provides opportunities for experience in journalism through *The Spectorator*, 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. These activities are open to all students who register for four or more academic hours or who have a least one hour and have paid the student fees. 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, volleyball, tennis, racquetball, and ultimate frisbee. The Intramural Sports program offers over 40 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. VSU currently has men's and women's soccer, ultimate frisbee, outdoor adventure, paintball, tennis, and triathlon club teams. Several other clubs will be organized in the near future. If there is any activity that we don't offer and you have the interest in starting, please come by and let's work on it.

The mission of Outdoor Programs is to provide 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. Outdoor programs provides a venue for VSU groups to work on their team development skills. It also offers another way for students to experience the outdoors while still being on campus. The 27-foot climbing wall is located inside the student recreation center and makes you feel as if you were climbing a real mountain. We offer belay certification and beginning and advanced climbing classes. The Outdoor Trip Program, working in partnership with the Outdoor Adventure Club, travels to places close to VSU. Trips have included rock climbing, whitewater rafting, canoeing, mountain biking, Nordic skiing, bouldering, back packing, and skydiving. The Outdoor Rental Center provides students with outdoor equipment for personal use.



The mission of the Department of Campus Recreation is to provide students, faculty, and staff the opportunity to enjoy lifelong activities while enhancing their well-being by promoting fitness and wellness as a positive outlet to relieve stress. For more information, see [www.valdosta.edu/recreation](http://www.valdosta.edu/recreation) or call 229-333-5898.

## **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 Farber Hall. For more information, call 229-245-2498 (V), 229-375-5871(VP), 229-219-1348 (TTY), e-mail [access@valdosta.edu](mailto:access@valdosta.edu), or visit the website at [www.valdosta.edu/access](http://www.valdosta.edu/access).

## **CAREER OPPORTUNITIES**

Valdosta State University understands the needs that university students have in determining their career goals. Career Opportunities offers a variety of programs to assist VSU students in choosing their majors, identifying career objectives, obtaining practical work experience, and seeking relevant employment upon graduation.

Individual career counseling is available for students who wish to explore how their abilities, values, and interests match particular career fields. Seminars on career-related topics are also offered each semester. Students may utilize the varied resources in the office including printed career materials, occupational videos, and computer-assisted career exploration programs.

Full and part time job listings are also posted. On-campus interviews are scheduled with employers interested in interviewing students/alumni for professional employment. Upcoming graduates are encouraged to register with the office two semesters before graduation so the office can best assist them in their job search.

For more information about our services or to schedule an appointment, students may call or drop by in person. The Office of Career Opportunities, Powell Hall-West, 2nd floor; telephone 229-333-5942; [www.valdosta.edu/career](http://www.valdosta.edu/career).

## **COOPERATIVE EDUCATION**

Valdosta State University offers students the opportunity to integrate their classroom instruction with practical work experience as part of their academic program. The Cooperative Education Office works with local, state, and national agencies and employers to give students an opportunity to complement their academic and vocational interests and to gain valuable experience in their chosen fields prior to graduation while also earning an income for their educational expenses. Students also develop professional work habits and can make valuable career contacts.

The co-op program is offered as an option for students. In order to be eligible, students must have completed a minimum of 30 semester hours and be in good academic standing. A minimum GPA of 2.0 is required. Students may work on a full-time basis during alternate semesters, a part-time continuous basis, or during a one- or two-semester internship. Opportunities exist to earn

academic credit as part of the co-op program. Interested students are encouraged to apply as early as possible in their university career to enhance the prospects of placement in the best possible position. The Co-op Office is located in Powell Hall-West, 1st floor; telephone 229-333-7172; [valdosta.edu/coop](http://valdosta.edu/coop). E-mail [coop@valdosta.edu](mailto:coop@valdosta.edu).

## **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. These services are free of charge.

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 Powell Hall-East, 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.

## **OFFICE OF ALCOHOL AND OTHER DRUG EDUCATION**

The Office of Alcohol and Other Drug (AOD) Education is dedicated to taking a pro-active approach in addressing the issue of substance use/abuse among the VSU community and its potential impact on academic, professional, and social development.

We provide assessments and accurate, up-to-date information in the areas of prevention, education, and referral. We encourage student involvement through Peer Education (KARMA, a for-credit class) and substance-free social programming (Natural High). Educational opportunities include presentations to classes and organizations as well as individual awareness via "Alcohol 101 Plus," "Training for Intervention Procedures" (TIPS), and "Prime for Life: On Campus Talking about Alcohol." Feedback regarding one's personal use of alcohol is available through "Alcohol Check-UpToGo" and may be accessed through the AOD website. Videos and print resources are also available through our office.

AOD sponsors and participates in several campus awareness campaigns, including the National Collegiate Alcohol Awareness Week and Safe Spring Break Fair.

Our services are available free to students. We are located in Powell Hall-East, 1st floor, and may be contacted by phone at 229-259-5111 or e-mail at [mfwillia@valdosta.edu](mailto:mfwillia@valdosta.edu). Our web site is [www.valdosta.edu/aode/](http://www.valdosta.edu/aode/).

## **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 Powell Hall-East, Room 1131. You may contact U.S. by telephone at 229-245-3878 or online at [www.valdosta.edu/testing](http://www.valdosta.edu/testing).

## **VETERANS AFFAIRS**

The Veterans Affairs Office is part of the Office of Financial Aid. A full-time counselor assists all veterans in completing applications for benefits, making adjustments in payments, providing tutorial assistance, updating enrollment certifications, and with other services to assist veterans with their education. 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 or visit our website at [www.valdosta.edu/admissions/financial-aid/veterans-affairs](http://www.valdosta.edu/admissions/financial-aid/veterans-affairs).

## **HEALTH PROMOTIONS**

The Office of Health Promotions is located in Centennial Hall 135B. The mission of the office is to empower Valdosta State University students to make healthier lifestyle choices through prevention education. The goal is to provide wellness education through interactive formats and to assist students in connecting with various resources throughout the VSU community. For more information call 229-245-3896 or visit our website at [www.valdosta.edu/student/student-services/counseling-center/health-promotions](http://www.valdosta.edu/student/student-services/counseling-center/health-promotions).

## **HOUSING AND RESIDENCE LIFE**

The mission of the Office of Housing and Residence Life is to provide affordable, quality housing in a safe and secure environment. Our caring and competent staff members are committed to serving students by creating a holistic living and learning community that fosters education, diversity, civic engagement, recreation, and personal growth through programming and leadership opportunities.

Valdosta State University houses approximately 2,850 students on campus in five traditional residence halls, two suite-style halls, and two apartment communities. Traditional residence halls offer double-occupancy rooms and community bathrooms opening onto conventional hallways. Brown, Langdale, Lowndes, Patterson, and Reade are the traditional residence halls. The new Georgia Hall and Hopper Hall are suite-style facilities that offer both private and semi-private rooms. Converse Hall, an apartment-style facility, offers efficiency units with a bathroom and a

kitchenette or one-bedroom (2-person) units with a bathroom and a full kitchen. Centennial Hall, an apartment-style facility that opened in 2005, features individual bedrooms, a kitchen shared by no more than four residents, one to two bathrooms, and a dining/living room area.

National research shows that freshmen who live in the residence halls tend to experience greater academic and personal success during their college career. Our experience at VSU has been consistent with these findings. For this reason, VSU has a program for all incoming freshmen to live in the residence halls. After their first year, students may choose to live in Centennial Hall, Converse Hall, or Hopper Hall, if space is available.

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. All students have to do is to mutually request each other by placing their requested roommate's VSU e-mail address on their housing application. The Housing office does its best to accommodate all requests.

Where you choose to live during your college years is paramount in defining your college experience. Housing and Residence Life provides a distinctive and dynamic living and learning environment. Campus living is convenient, with all residence halls being just a short walk from classes, labs, the library, entertainment, and dining. But living on campus is about so much more than just proximity. It is about lifelong friendships, opportunities for involvement and employment, 24-hour staff support, and leadership development. We encourage you to explore all the benefits of campus living.

## **THE ROLE OF THE RESIDENCE HALL STAFF**

The Complex Director, Residence Hall Director, and Resident Assistants in your residence hall have been chosen for their ability to facilitate learning and growth. Their primary duties are to encourage and stimulate meaningful activity; to assist residents in working out the problems that occur in group living; to provide information about campus services, activities, and residence hall and university procedures; to perform certain managerial tasks such as check-in, check-out, and property inventory; and to serve as an interested person when someone wishes to discuss matters of personal concern. The Complex Director and Residence Hall Director supervise the Resident Assistants and oversee the activities within the residence hall. All our live-in staff members are present to assist you with your overall residential experience.

## **HOUSING ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

Specially equipped facilities for students with disabilities are available. Students requesting modified housing because of a disability must register with the Access Office in Farber Hall, telephone 229-245-2498. The Access Office will notify Housing and 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. Please see those documents for further details. Students are given a key to their room. There is a \$50 replacement charge for a lost key. The University recommends that all students keep their rooms locked. Residence halls are locked 24 hours a day, and guests must be admitted by the resident they are visiting.

Housing applications cannot be made until a student has been formally accepted by Valdosta State University. 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 of \$300 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.

Apartments are available on a limited basis to students who meet the specific requirements. Two- and four-bedroom apartments are available. All utilities are provided. VSU maintains a list of available off-campus housing in the Office of Housing and Residence Life, located in Hopper Hall, telephone 229-333-5920. For additional information on Housing and Residence Life at Valdosta State, see the Web page at [housing.valdosta.edu](http://housing.valdosta.edu).

## **STUDENT CONDUCT CODE**

All rules listed under Student Code of Conduct in the Student Handbook apply to residence hall living. All resident students must also abide by the Community Living Guidelines found on the Housing website and in the Student Success Planner.

The University reserves the right to remove any student from housing who is delinquent in the payment of bills to the University, has demonstrated an unwillingness to abide by the University Code of Conduct and Community Living Guidelines, violates any section of the Housing contract or published Residence Life rules and regulations, or exhibits behavior that is incompatible with the maintenance of order and propriety in the residence halls.

## **BUILDING SECURITY**

The residence halls are locked 24 hours a day, beginning the first day of class each semester. You may gain admission to your residence hall by using your VSU identification card. For your own protection, nonresidents are not allowed in the halls unless they are guests of residents or are on official business. Students should be aware of this non-trespass policy and should assist the residence hall staff in maintaining the privacy and security of the halls. In order for guests to contact residents, they may call residents from the courtesy phones located outside each residence hall.

The University can assume no responsibility for missing or stolen articles. Parents' insurance policies may cover resident belongings while students are at college. Check with your insurance provider for more information. Students should leave family heirlooms and valuables at home and keep their room locked when they are not present.

The Office of Housing and Residence Life is located on the first floor of Hopper Hall; telephone 229-333-5920. For more information on Housing and Residence Life, please visit the website at [housing.valdosta.edu](http://housing.valdosta.edu) or via e-mail at [housing@valdosta.edu](mailto:housing@valdosta.edu).

## **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 primary mission is to get students back on track regarding the completion of their degree program. For more in-depth SCO information, please call 229-333-5941 or visit SCO's webpage at [www.valdosta.edu/judicial](http://www.valdosta.edu/judicial).

## **REGULATIONS**

### **General Expectations**

Inasmuch as Valdosta State University is an institution committed to the quest for knowledge, truth, and wisdom, all students are expected:

- to examine critically and otherwise to evaluate themselves, their knowledge, and their society;
- to commit themselves to genuine enlightenment rather than to inflexible adherence to limited knowledge;
- to respect the regulation and order of the university community, which must exist for real learning to take place;
- to respect and obey the laws of the State of Georgia and the United States;
- to respect and obey the Code of Conduct as set forth by the Student Government Association in the University Handbook;
- to assume full responsibility for their individual and collective actions;
- to participate seriously and purposefully in campus life as both student and person;
- to make mistakes because they are “students,” but to profit from these mistakes by maturing eventually into fully participating, responsible, educated leaders in whatever careers they select.

### **Drugs**

Valdosta State University, as a regional university within the University System of Georgia and 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 one’s employment or enrollment, will result in appropriate disciplinary action. This policy is subject to modifications, and said changes will be publicized. Questions regarding this matter may be directed to the Office of Personnel or the Office of the Vice President for Student Affairs.

### **Student Dissent**

Valdosta State University will not permit any demonstrations or protests that would disrupt any academic or regularly scheduled non-academic pursuits. Dissent which is voiced in a constructive way and is manifested in an orderly and peaceful manner is acceptable. Threats, demands, and coercion are not acceptable. All students affiliated with Valdosta State University are expected to abide by the Student Code of Conduct.

## **Board of Regents Statement on Disruptive Behavior**

The following is the policy of the Board of Regents of the University System of Georgia regarding disruptive behavior in any institution of the University System:

The Board of Regents of the University System of Georgia reaffirms its policies to support fully freedom of expression by each member of the academic community and to preserve and protect the rights and freedom of its faculty members and students to engage in debate, discussion, peaceful and nondisruptive protest and dissent. The following statement relates specifically to the problem described below. It does not change or in any way infringe upon the Board's existing policies and practices in support of freedom of expression and action. Rather, it is considered necessary to combat the ultimate effect of irresponsible disruptive and obstructive actions by students and faculty which tend to destroy academic freedom and the institutional structures through which it operates.

In recent years, a new and serious problem has appeared on many college and university campuses in the nation. Some students, faculty members, and others have on occasion engaged in demonstrations, sit-ins, and other activities that have clearly and deliberately interfered with the regular and orderly operation of the institution concerned. Typically, these actions have been the physical occupation of a building or campus area for a protracted period of time or the use or display of verbal or written obscenities involving indecent or disorderly conduct.

These actions have gone beyond all heretofore recognized bounds of meetings for discussion, persuasion, or even protest, in that: (1) acquiescence to demands of the demonstrators is the condition for dispersal, and (2) the reasonable and written directions of institutional officials to disperse have been ignored. Such activities thus have become clearly recognizable as an action of force, operating outside all established channels on the campus, including that of intellectual debate and persuasion which are at the very heart of education.

The Board reaffirms its belief that all segments of the academic community are under a strong obligation and have a mutual responsibility to protect the campus community from disorderly, disruptive, or obstructive actions which interfere with academic pursuits of teaching, learning and other campus activities.

The Board of Regents understands that this policy is consistent with resolutions adopted by the American Association of University Professors in April, 1968, by the Association of American Colleges in January, 1968, and by the Executive Committee of the Association for Higher Education in March, 1968, condemning actions taken to disrupt the operations of institutions of higher education.

The Board of Regents is deeply concerned by this new problem. Under the Constitution of the State of Georgia, under all applicable court rulings, and in keeping with the tradition of higher education in the United States, the Board is ultimately responsible for the orderly operation of the several institutions of the University System and the preservation of academic freedom in these institutions. The Board cannot and will not divest itself of this responsibility. Of equal or greater importance, such action of force as has been described above destroys the very essence of higher education. This essence is found in the unhampered freedom to study, investigate, write, speak, and debate on any aspect or issue of life. This freedom, which reaches its full flowering on college and university campuses, is an essential part of American democracy, comparable to the jury system or the electoral process.

For these reasons and in order to respond directly and specifically to this new problem, the Board of Regents stipulates that any student, faculty member, administrator, 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 or public service activity, or any other activity authorized to be discharged or held on any campus of the University System of Georgia is considered by the Board to have committed an act of gross irresponsibility and shall be subject to disciplinary procedures, possibly resulting in dismissal or termination of employment.

### **Notification of Rights under the Family Educational Rights and Privacy Act of 1974 (FERPA) for Post-Secondary Institutions Dealing with Student Educational Records**

In accordance with the policy of the Board of Regents of the State of Georgia and under the provisions of The Family Educational Rights and Privacy Act of 1974 (FERPA), Valdosta State University maintains various educational records for each matriculating student. VSU affords students certain rights with respect to these educational records, and these rights include:

1. The right to inspect and review the student's educational records within 45 days of the day the University receives a request for access. Students should submit to the registrar, the dean of the appropriate college, the head of the appropriate 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 in the Office of the Vice President for Academic Affairs. There will be a nominal fee for the retrieval and reproduction of any record requests.
2. The right to request the amendment of the student's educational records that the student believes are inaccurate. Students may ask the University to amend a record that they believe is inaccurate. 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. 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 educational 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.

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

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. The following is considered 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, class schedule, photograph, full- or part-time status, e-mail address, and the most recent previous educational agency or institution attended by the student.

Educational records may be furnished to a requesting party in compliance with a judicial order or pursuant to any lawfully issued subpoena.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failure by Valdosta 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, 400 Maryland Avenue, SW, Washington, DC 20202-4605, (202) 260-3887.

**The following are exceptions within FERPA, and students should take note of them:**

- a. Students do NOT have access to the financial records of parents of students.
- b. Students do NOT have access to letters of recommendation placed in records prior to January 1, 1975.
- c. Personal records of instructional, supervisory, and administrative personnel are NOT open for review and inspection by students.
- d. The professional records of the institution's medical staff are not open for review and inspection by students. However, physicians or other appropriate professionals of the student's choice can review these records.

## STUDENT FINANCIAL AID

*Mr. Douglas R. Tanner, Director of Financial Aid  
Room 4121, 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. 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.

This material was prepared in advance of the 2013-2014 academic year and is subject to changes in state or federal laws or regulations.

## GRANTS

**Federal Pell Grant.** Gift aid, with no repayment required. 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).** Gift aid, with no repayment required. 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.

**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.

## 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 emergency loans are available from the Office of Business and Finance each semester. Apply to the VSU Office of Student Accounts located in the Bursary.

**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, but good credit is required. 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 apply for and be considered for the FWSP, the students must complete and submit all required financial aid documents to the Office of Financial Aid. Priority is given to those students who have completed financial aid applications by April 1.

**Student Assistant Program.** On-campus jobs, financed by the University, are also available. Each department has its own funds for this program. Inquiries should be made to Student Employment, located in Langdale Hall West, or visit the web site at [www.valdosta.edu/administration/finadmin/human\\_resources/student-employment](http://www.valdosta.edu/administration/finadmin/human_resources/student-employment).

**Other Employment.** The Job Location and Development Program, administered through the Office of Career Opportunities, Powell Hall West, 2nd Floor, assists students in obtaining part-time employment off-campus. Web site: [www.valdosta.edu/career](http://www.valdosta.edu/career).

## 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 at [www.valdosta.edu/financialaid](http://www.valdosta.edu/financialaid). 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](mailto:tycobb@mindspring.com).

**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 Accel 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 website at [www.gacollege411.org](http://www.gacollege411.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** 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 HOPE 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 Accel 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 at [www.gacollege411.org](http://www.gacollege411.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 BASED ON MAJOR

**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.**

**Application forms are available at [www.valdosta.edu/financialaid](http://www.valdosta.edu/financialaid). Students without access to the Web should contact the Office of Financial Aid at 229-333-5935.**

## COLLEGE OF THE ARTS

**Lee M. Bennett Art Scholarship.** This endowed scholarship was created in memory of retired VSU Art Professor Lee M. Bennett, who taught art history, drawing, painting, ceramics, printmaking, and graphics. VSU students majoring in art meeting specific criteria are eligible to apply for this scholarship. The Lee M. Bennett Art Scholarship is renewable. Apply to the Department of Art.

**Robert F. Barr Scholarship.** Funds are available for scholarship awards for promising instrumentalist Music and Music Education majors through the Robert F. Barr Scholarship Fund. Recipients are selected on the basis of audition by the Department of Music.

**Wesley Ren Christie Scholarship.** A scholarship for up to the amount of full tuition for Communication Arts majors. High school seniors must have a combined SAT score of at least 1100. Applications for this scholarship will be chosen on the basis of SAT or ACT scores, the academic average and standing in high school or junior college, and an original essay. Apply to the Department of Communication Arts.

**Elene D. Dorminy Scholarship.** One full tuition scholarship from funds provided by the John Henry Dorminy Foundation. Awarded annually to an undergraduate music major, on the basis of musical ability and potential. Recipients are selected by the Department of Music on the basis of audition.

**LaForrest S. Eberhardt ('28) Scholarship.** Created by the estate of Lieutenant Colonel LaForrest S. Eberhardt, U. S. Navy, Retired, this endowed scholarship assists VSU theatre majors of outstanding ability. Recipients are chosen on the basis of a combination of academic achievement and audition or portfolio presentation. The scholarship is renewable. Apply to the Department of Communication Arts.

**Tammy Lee Fortner Scholarship.** This scholarship, awarded to art majors, honors Tammy Lee Fortner, who graduated from VSC in 1983 with a degree in fine arts. Her parents, Lloyd L. and Tamlin B. Fortner, desired to honor her with a living memorial that would be used for educational purposes. This endowed scholarship is renewable and is awarded on the basis of need and academic merit. Apply to the Department of Art.

**Bernard L. Linger Memorial Fine Arts Scholarship.** This endowed scholarship was created to honor the memory of Bernard L. Linger and is awarded to a sophomore, junior, or senior majoring in music, art, or communication arts. The recipient must have carried a minimum of 12 credit hours per semester during the year prior to application and must have maintained an overall 3.5 GPA. Renewable for up to three years if the student maintains a 3.5 cumulative GPA and continues to major in music, art, or communication arts. Apply to the College of the Arts.

**Ola Lee Means Scholarship.** Refer to the awarding criteria listed in College of Arts and Sciences section.

**Louise Sawyer Theatre Scholarship.** This scholarship fund established in memory of Louise Sawyer is awarded to a student pursuing a degree in theatre arts. Applicants are selected by the Department of Theater Arts.

**Lucy Martin Stewart Scholarship.** Awarded each year to a vocal music major. Selection is made solely on promise as a performer. Recipients are selected by the Department of Music on the basis of audition.

**Golden Circle Theatre Scholarship.** This scholarship is awarded to theatre majors on the basis of academic achievement and audition or portfolio presentation. Apply to the VSU Theatre Department.

## COLLEGE OF ARTS AND SCIENCES

**Alpha Kappa Delta Scholarship.** This annual endowed scholarship is available to undergraduates and graduates based on a combination of academic achievement and financial need. The scholarship was established to promote interest in the study of sociology at Valdosta State University. Recipients are chosen by the Department of Sociology, Anthropology, and Criminal Justice, where application may be made.

**Harold S. Gulliver, Sr., Memorial Scholarship.** This scholarship was created to honor the memory of Harold S. Gulliver, Sr., and is awarded on the basis of academic ability and financial need. Preference will be given to English and Humanities majors. Apply to the Office of Financial Aid by completing a VSU General Scholarship Application.

**Andy Kopp Memorial Scholarship.** This annual endowed scholarship was created to honor the memory of Andy Kopp and is awarded to students majoring in computer science who are also minoring in German. The recipients must maintain a 3.0 grade point average in all courses

and are chosen annually on the basis of ability, promise, and need, by a decision made by the Department Head of Mathematics and Computer Science and the senior Professor of German in the Department of Modern and Classical Languages. Apply to the Department of Math and Computer Sciences.

**James E. Martin Scholarship.** This scholarship was created to honor the memory of James E. Martin. The scholarship is awarded to a student pursuing a Bachelor of Science degree in physics. The scholarship can be renewed for up to three years if the student maintains a 3.0 GPA in all courses required for the physics major. Recipients are selected by the Physics Department.

**Ola Lee Means Scholarship.** This non-renewable endowed scholarship is offered to outstanding students majoring in a degree program in either the English Department or in a degree program in the College of the Arts. In even numbered years, the award will be made to a student whose degree is based in the English Department. In odd numbered years, the scholarship is awarded to a student majoring in a program of study in the College of the Arts. Recipients are selected by the appropriate college or department. Apply to the Office of Financial Aid by completing a VSU General Scholarship Application.

**Julia Wisenbaker Sumerford Scholarship.** This non-renewable, full-tuition scholarship is offered to outstanding students in the fields of chemistry and nursing. In the even numbered years, the award is made to a student majoring in the field of chemistry. In the odd numbered years, the award is made to a nursing student. Apply to the Office of Financial Aid by completing a VSU General Scholarship Application.

#### **HARLEY LANGDALE, JR., COLLEGE OF BUSINESS ADMINISTRATION**

**Bank of America Scholarship.** This scholarship is awarded on the basis of recommendations by the Dean of the Harley Langdale, Jr., College of Business Administration. Recipient must be pursuing a degree within the LCOBA and have a minimum SAT score of 1000. The scholarship may be renewed for up to 3 years or until the recipient completes the program of study. Renewal of the scholarship requires a cumulative grade point average of at least 3.00 (on a 4.0 scale) at the completion of each academic year. Preference will be given to applicants meeting all or some of the following conditions: hold permanent residence within VSU's primary service area; be juniors or seniors majoring within the LCOBA; have expressed an interest in entering banking upon graduation. None of these preferences should be viewed as binding to the award of the scholarship. Apply to the Office of Financial Aid by completing a VSU General Scholarship Application.

**Belk-Hudson Management Scholarship.** This scholarship provided by Belk-Hudson of Valdosta is awarded to an outstanding management major. The scholarship is renewable, provided the recipient maintains a 2.8 grade point average and is making satisfactory progress toward completion of the B.B.A. degree. Preference is given to VSU students residing within VSU's primary service area. Recipients are selected by the Harley Langdale, Jr., College of Business Administration. Apply to the Office of Financial Aid by completing a VSU General Scholarship Application.

**Citizens Community Bank Scholarship.** Established by Citizens Community Bank, four \$1,000 scholarships are awarded annually on the basis of recommendations by the Dean of the Harley Langdale, Jr., College of Business Administration. Minimum requirements include an SAT score of 1000 and a high school grade point average of 2.8 on a 4.0 scale. Scholarships are renewable, provided recipients continue to meet ongoing requirements. Preference will be given to recipients residing in Lowndes, Brooks, Cook, Echols, or Lanier counties in Georgia. A current FAFSA should be on file. Apply to the Office of Financial Aid by completing a VSU General Scholarship Application.



**James L. Dewar, Sr. – Park Avenue Bank Scholarship.** This scholarship was created to honor Mr. James L. Dewar, Sr. Students who graduated from a high school in Lowndes County, Georgia, and are majoring in Business Administration are eligible. Apply to the Office of Financial Aid by completing a VSU General Scholarship Application.

**John Henry Dorminy Scholarship.** This scholarship is provided by the Dorminy Trust Fund. Incoming freshmen at VSU who will have a major in the College of Business Administration are eligible. This scholarship is renewable. Recipients are selected by the Langdale College of Business. Apply to the Office of Financial Aid by completing a VSU General Scholarship Application.

**Georgia Gulf Sulfur Business-Athlete Scholarship.** This scholarship, established by the Georgia Gulf Sulfur Corporation to recognize outstanding performance in the classroom and the field of competition, is awarded to an incoming freshman at Valdosta State University, majoring in a Langdale College of Business discipline and participating in one of VSU's intercollegiate athletic teams. A minimum 950 SAT is required, and the scholarship can be renewable up to three additional years if the student maintains a minimum 2.5 GPA, continues to pursue a College of Business degree program, and continues to participate in one of VSU's intercollegiate athletic sports. Apply to the Office of Financial Aid by completing a VSU General Scholarship Application.

**Steele Scholarship.** The premier scholarship of the Harley Langdale, Jr., College of Business Administration, this scholarship was created in 2002 to honor the memory of Rea and Lillian Steele. Steele Scholarships are awarded annually to outstanding incoming freshmen and transfer students majoring in one of the five business disciplines. Minimum requirements include an SAT score of 1230 and a high school or transfer grade point average of 3.25 on a 4.0 scale. Involvement in activities, leadership, service to the community, and financial need (must have a FAFSA on file with the Office of Financial Aid) are also considered. A Steele Scholarship is renewable for up to three additional years for recipients maintaining a 3.25 average while continuing to pursue a B.B.A. degree. Recipients are selected by the Langdale College of Business. Apply to the Office of Financial Aid by completing a VSU General Scholarship Application.

**Maxwell Stephenson Scholarship.** Recipients are selected by the Langdale College of Business. Preference is given to business administration majors, who must be in good academic standing. Apply to the Office of Financial Aid by completing a VSU General Scholarship Application.

## **DEWAR COLLEGE OF EDUCATION AND HUMAN SERVICES**

**Gail Aberson Scholarship.** This endowed scholarship was created to honor the memory of Gail Aberson, 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.

**Ola M. Brown Minority Scholarship.** Established in honor of Dr. Ola M. Brown, who served as Head of the Department of Early Childhood and Reading for several years, this scholarship is designated for a minority student majoring in education and is available to a student with good academic standing and demonstrated financial need (must have a FAFSA application on file with the Office of Financial Aid). Selection will be determined by the Dewar College of Education and Human Services Scholarship Committee. For application and deadline information, contact the Dewar College of Education and Human Services.

**Mattie H. Dewar Scholarship.** This annual endowed scholarship was created by her family members to honor the memory of Mattie Hendry Dewar. The scholarship is awarded to students pursuing service occupations in the fields of education, welfare, and religious activities. For application and deadline, contact the Dewar College of Education and Human Services.

**Catherine Hensley McDonald Memorial Scholarship.** The members of the Valdosta Junior Service League established this scholarship in memory of Catherine Hensley McDonald. The scholarship is available to students majoring in the Business-Vocational Education program, who have completed 50 semester hours, have a minimum GPA of 2.5, and have demonstrated financial need (must have a FAFSA on file). The scholarship is renewable for one year if the recipient maintains the 2.5 GPA. Selection is made by the Department of Adult and Career Education Scholarship Committee. Apply to the College of Education and Human Services.

**Saralynn Sammons Scholarship.** The Saralynn Sammons Scholarship was established to honor Miss Sammons, Head of the Department of Business Education for 26 years. The scholarship is awarded to a student in the Department of Adult and Career Education who has completed 30 hours at VSU, has a minimum 3.0 GPA, and has demonstrated financial need (must have a FAFSA on file). Recommendations for this scholarship are made by the Department of Adult and Career Education Scholarship Committee. Apply to the College of Education and Human Services.

**Valdosta Junior Service League Speech and Language Pathology Scholarship.** The members of the Valdosta Junior Service League have established this scholarship for an undergraduate or graduate student majoring in communication disorders, who has completed 50 semester hours, has a minimum 3.0 GPA, and has demonstrated financial need (must have a FAFSA on file). Selection is made by the College of Education and Human Services Scholarship Committee. Contact the Department of Communication Sciences and Disorders for information.

**Jim and Mary Threatte Scholarship.** This annual scholarship was established by Jimmy '65 and Quay Allen of Tifton, in honor of Mrs. Allen's parents. The recipient must be pursuing a degree in education, have a minimum of 3.0 GPA, and demonstrate financial need. Selection is made by the College of Education and Human Services Scholarship Committee. Apply to the College of Education and Human Services.

**Vicky Lynne Foshee Scholarship.** This endowed scholarship was created to honor the memory of Vicky Lynne Foshee, daughter of Dr. and Mrs. Donald P. Foshee. The scholarship is to be awarded to a graduate student enrolled in the Industrial/Organizational Psychology program. Completing at least 10 hours per semester with a "B" or better grade point average may renew it.

## COLLEGE OF NURSING AND HEALTH SCIENCES

**Virginia McCraw Gaskins Scholarship.** One scholarship is offered each year from funds provided in memory of Virginia McCraw Gaskins. Preference is given to students who are pursuing a course of study leading to a degree in nursing. Complete a VSU General Scholarship Application.

**Valdosta Kiwanis Club Nursing Scholarship.** This nursing scholarship is sponsored annually by the Valdosta Kiwanis Club. This scholarship is renewable, and recipients are recommended by the College of Nursing and Health Sciences. Apply to the Office of Financial Aid by completing a VSU General Scholarship Application.

**Thomas H. Moseley, M. D., Nursing Scholarship.** This scholarship was created by the physicians of Southern Ob-Gyn Associates in memory of Dr. Thomas H. Moseley, Sr., to fund tuition support for nursing students enrolled in the upper division nursing major at VSU's College of Nursing and Health Sciences. The Executive Board of the College of Nursing and Health Sciences will choose the Moseley Scholar recipient on the basis of academic record, financial need (must have a FAFSA on file with the Office of Financial Aid), and a professional character consistent with high nursing standards. Apply to the Office of Financial Aid by completing a VSU General Scholarship Application.

**Julia Wisenbaker Sumerford Scholarship.** See awarding criteria listed in College of Arts and Sciences section.

**Jane Parramore Scholarship.** This scholarship is awarded to senior nursing majors on the basis of academics and financial need (must have a FAFSA on file). Apply to the Office of Financial Aid by completing a VSU General Scholarship Application.

**Lettie Pate Whitehead Foundation Scholarship.** This scholarship is awarded to undergraduate female students, in good academic standing and with demonstrated financial need (must have a FAFSA). Recipients are selected by the College of Nursing and Health Sciences. Apply to the Office of Financial Aid by completing a VSU General Scholarship Application.

## 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. For further information contact the VSU Air Force ROTC Office at 229-333-5954.

**The Hugh C. Bailey Family Scholarship.** This endowed scholarship honors Dr. Hugh Bailey, President of Valdosta State University from 1978 to 2001, and is also in memory of his mother, Susie Jenkins Bailey. This scholarship supports academic excellence and achievement in every academic discipline through participation in the Honors College. Recipients must be full-time students who have been admitted to the Honors College, have a GPA of at least 3.6 for all courses completed (including Honors courses taken at VSU), and must have completed between 45 and 75 semester hours (including at least 10 semester hours in the Honors College). Also, recipients must exemplify the spirit of inquiry and service that characterizes the Honors College. Recipients are to be chosen by the faculty and other advisors of the Honors College. For application and deadline information, contact the Honors College.

**Beth Burnette Scholarship.** This endowed scholarship is created to honor the memory of Beth Burnette. The scholarship is available to students who are graduates of Valdosta High School. Recipients will be selected based upon a combination of financial need (must have a FAFSA on file with the Office of Financial Aid) and academic merit. The scholarship is renewable for three years.

**Paul A. Burnette Memorial Scholarship.** This scholarship was established by J. R. and Phyllis H. Burnette to honor the memory of their son, Paul A. Burnette. Scholarship recipient must be a member of the Sigma Alpha Epsilon fraternity, have a 2.5 grade point average at the time of application, and have financial need (must have a FAFSA on file). Apply to the Office of Financial Aid by completing a VSU General Scholarship Application.

**Colquitt EMC (Electric Membership Corporation) Scholarship.** Colquitt EMC Scholars are chosen on the basis of merit and Colquitt EMC member status and are available to undergraduate and graduate students attending VSU. Recipients must have a minimum 2.5 GPA, provide proof of enrollment at VSU, and reside in the household of a Colquitt EMC member. Application forms are available via [www.colquittemc.com](http://www.colquittemc.com) or any Colquitt EMC office.

**Dr. Joseph A. and Hazel Durrenberger Scholarship.** This endowed scholarship is available to deserving undergraduate students, with preference given to those who are considered non-traditional, having reached the age of 25, maintaining a 2.5 grade point average, and enrolled full time. This scholarship is renewable. Apply to the Office of Financial Aid by completing a VSU General Scholarship Application.

**Griffin Corporation Scholarship.** This scholarship is awarded to a student demonstrating financial need by providing necessary documentation to the Office of Financial Aid. Scholars must maintain a GPA of at least 2.5 as an entering freshman and while a student at VSU. This scholarship may be renewable. Apply to the Office of Financial Aid by completing a VSU General Scholarship Application.

**Lorene Joiner Memorial Scholarship.** This endowed scholarship was established by Mr. and Mrs. John W. Thomas, in memory of Mrs. Thomas's mother, Lorene Joiner. The scholarship is to be awarded to a VSU student who is in good academic standing and has financial need (must have a FAFSA application on file). Apply to the Office of Financial Aid by completing a VSU General Scholarship Application.

**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, organization, 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 March 1. The application form is available at [www.valdosta.edu/finaid](http://www.valdosta.edu/finaid) from January 1 to March 1 each year.

**Paul Scott Marty Scholarship.** This endowed scholarship was created to honor the memory of Paul Scott Marty, son of Mr. and Mrs. Chester Marty. The recipient must be an Air Force ROTC cadet who will be entering the junior year and will not be receiving the Air Force ROTC Scholarship. For further information, contact VSU Air Force ROTC.

**Sallie Hutchinson Scholarship.** This scholarship is available to deserving undergraduate students, with preference given to female students who permanently reside in Berrien, Cook, Lowndes, Thomas, or Brooks Counties. This scholarship is renewable. Apply to the Office of Financial Aid by completing a VSU General Scholarship Application.

**Roy L. "Butch" Pierce Scholarship.** This scholarship is awarded each year on the basis of academic excellence and financial need, and it may be renewed. Preference is given to residents of Seminole County, Georgia, and the surrounding area. Apply to the Office of Financial Aid by completing a VSU General Scholarship Application.

**VSU Minority Alumni Scholarship.** This scholarship was established by the VSU Minority Alumni Association. The scholarship is awarded to students in good academic standing and with demonstrated financial need (must have a FAFSA on file with the Office of Financial Aid). The recipient(s) will be selected by the VSU Minority Alumni Association.

**Milton M. Ratner Foundation Scholarship.** This scholarship is intended to benefit students in good academic standing and with demonstrated financial need (must have a FAFSA on file with the Office of Financial Aid).

**Walter R. and Dorothy S. Salter Scholarship.** This fund provides scholarships for undergraduate students enrolled in a pre-medical program of study. Recipients are selected by the trustee of the estate of Mrs. Salter. Students must be enrolled full time, have a 3.0 GPA, be a declared pre-med major having completed two major level courses in both chemistry and biology (4 courses). Apply to the Office of Financial Aid by completing a VSU General Scholarship Application.

**Barbara Pearlman Soshnik Scholarship.** This scholarship was created by Mr. and Mrs. Bill Pearlman to honor the memory of their daughter, Barbara Pearlman Soshnik. This scholarship is awarded to deserving graduate or undergraduate students with demonstrated financial need (must have a FAFSA on file). Apply to the Office of Financial Aid by completing a VSU General Scholarship Application.

**James D. Walker Scholarship.** This scholarship is awarded to a junior transfer student on the basis of academic excellence and financial need (must have a FAFSA on file). May be renewed for the senior year. Preference given to residents of Suwannee County, Florida. Apply to the Office of Financial Aid by completing a VSU General Scholarship Application.

**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.

## 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.

## FINANCIAL AID ACADEMIC REQUIREMENTS

In accordance with the Higher Education Act of 1965, as amended, students must be making satisfactory academic progress ("SAP"), both in quality and quantity, to qualify for and continue to receive Title IV federal financial aid. The satisfactory academic progress standards for federal financial aid recipients at Valdosta State University are as follows:

### UNDERGRADUATE STUDENTS

**Qualitative:** All undergraduate students are expected to maintain at least a 2.0 cumulative GPA for all courses taken at Valdosta State University, or which have been accepted for credit toward their program of study from a prior institution.

**Quantitative:** In addition to maintaining the specified grade point average, students receiving financial aid must complete their degree within an acceptable number of attempted hours and successfully complete a minimum percentage of credit hours each academic year.

To maintain financial aid eligibility at Valdosta State University, a student must complete his or her degree program by the time he or she has attempted 150% of the number of semester hours required to earn the degree. Examples: Students pursuing a degree that requires 120 semester hours may not receive financial aid after they have attempted 180 hours. If the degree requires 130 semester hours, students will be expected to have earned the degree after having attempted no more than 195 hours.

Students must successfully complete 67% of the courses for which they register at Valdosta State University or which have been accepted for credit toward their program of study from a prior institution. The grades of A, B, C, D, and S count as the successful completion of a course. The grades of F, W, WF, I, IP, U, NR, and V do not count as the successful completion of a course.

## **REMEDIAL COURSE WORK**

No student may receive financial aid for more than 30 hours of remedial course work, which includes all College Preparatory Curriculum deficiencies and developmental courses.

## **MONITORING OF SATISFACTORY PROGRESS**

All quantitative and qualitative academic requirements will be checked at the end of each semester and at the time the student applies for financial aid. Students who are found to be in violation of the 2.0 GPA rule and the 67% completion pace requirements will be placed on warning and receive a warning letter notifying them that they have one semester to graduate or come into compliance with all SAP requirements. Students who reach the maximum time frame or do not come into compliance with the 2.0 GPA and 67% completion pace requirements within one semester of being placed on warning will have their financial aid terminated.

The grade point average of students who apply during the academic year, the limitation on the total hours attempted, and the 67% completion pace requirement will be checked as of the end of the last semester attended.

## **SUMMER SEMESTER**

Courses taken during the summer are counted exactly the same as courses taken during any other semester.

## **TRANSFER STUDENTS**

Transfer students will be considered as incoming freshmen for the initial awarding and disbursement of financial aid until transcripts arrive and are evaluated. Only grades earned at Valdosta State University will be used to determine the grade point average for financial aid eligibility. Hours transferred to Valdosta State University will be counted as total hours attempted for the maximum time frame.

## **REPEATED COURSES, REMEDIAL COURSES, 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 in 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. Students can receive financial aid for no more than 30 hours of remedial course work (including remedial courses and courses to satisfy deficiencies in the College Preparatory Curriculum). However, students required to take remedial course work may have their eligibility extended by the number of remedial hours taken, up to a maximum of 30 hours.

## **REINSTATEMENT OF AID**

Reinstatement of Financial Aid depends upon availability of financial aid funds at the time of the application for reinstatement and other factors: students who lose eligibility for financial aid for failure to maintain the required 2.0 GPA or the required 67% completion pace can apply for reinstatement of their financial aid once they are in compliance with all SAP requirements. Students terminated from aid for failure to exit Learning Support within 30 semester hours may apply for a reinstatement of aid after exiting Learning Support.

## **APPEALS**

Students wishing to appeal may do so by filling out a Satisfactory Progress Petition and presenting it to the Office of Financial Aid, along with any supporting documentation. The Financial Aid staff may take into consideration illness, death in the immediate family, or any other extenuating circumstances. Students will be notified, in writing, of the decision. Students wishing to appeal the decision of the Office of Financial Aid may do so by writing to the Student Financial Aid Committee.

## **ACADEMIC RENEWAL**

The U.S. Department of Education does not recognize academic amnesty or academic renewal in relation to financial aid satisfactory academic progress. VSU is required to include all courses and grades in evaluating a student's satisfactory academic progress. However, if there were special circumstances involved, VSU may be able to approve an academic appeal and place a student on probation or an academic plan.

## **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.

# ACADEMIC AFFAIRS

*Provost and Vice President for Academic Affairs*  
Room 107, West Hall

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 Arts and Sciences:** Departments of Biology; Chemistry; English; History; Mathematics and Computer Science; Modern and Classical Languages; Philosophy and Religious Studies; Physics, Astronomy, and Geosciences; Political Science; and Sociology, Anthropology, and Criminal Justice.

**The College of Business Administration:** Departments of Accounting and Finance, Management and International Business, and Marketing and Economics.

**The College of Education and Human Services:** Departments of Adult and Career Education; Communication Sciences and Disorders; Curriculum, Leadership, and Technology; Early Childhood and Special Education; Kinesiology and Physical Education; Marriage and Family Therapy, Middle, Secondary, Reading, and Deaf Education; Psychology and Counseling; and Social Work.

**The College of the Arts:** Departments of Art, 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 as well as the Master of Library and Information Science Program.

The Divisions of Aerospace Studies and Continuing Education.

## ACADEMIC ADVISING—HOW TO GET HELP

If you are just starting at VSU and need help, go to the office with the title that matches your needs: Office of Admissions (located at 1413 North Patterson Street), Office of the Registrar (in University Center), Department Head (of your major interest), Dean of the College (in which your major department is located), or Vice President for Academic Affairs (107 West Hall). If you are undecided about your major, contact the OASIS Center for Advising (1114 University Center).

If you have decided upon a major or general area of study, contact the Department Head of the appropriate discipline or the Dean of the College in which the department is located. The campus directory contains a list of departments, schools, colleges, and administrators, with office locations and telephone numbers. Department Heads and Deans are the appropriate individuals to contact for any academic problem at any time. All academic units report to the Vice President for Academic Affairs, 107 West Hall.

## 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 by attending the summer



semester as well. 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.

## **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.

## **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.

## **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.

Minors are available in the following program areas:

- |   |                                 |
|---|---------------------------------|
| Advertising and Promotion                       | Legal Assistant Studies         |
| Aerospace Studies                               | Literature and Language         |
| African American Studies                        | Mass Media Studies              |
| Anthropology                                    | Mathematics                     |
| Art   | Music                           |
| Astronomy                                       | Native American Studies         |
| Chemistry                                       | Nutritional Science             |
| Computer Science                                | Philosophy                      |
| Creative Writing and Contemporary<br>Literature | Physics                         |
| Dance   | Political Science               |
| Deaf Studies                                    | Professional Writing            |
| Entrepreneurship                                | Professional and Applied Ethics |
| Environmental Studies                           | Psychology                      |
| French  | Public Administration           |
| Geography                                       | Religious Studies               |
| Geology   | Sociology                       |
| German  | Spanish                         |
| History   | Speech Communication            |
| International / Intercultural Studies           | Theatre Arts                    |
| Journalism                                      | Women’s and Gender Studies      |

## 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 at [www.valdosta.edu/cip](http://www.valdosta.edu/cip)

### 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 dedicated page at [www.valdosta.edu/cip/Study\\_Abroad/studyabroad.shtml](http://www.valdosta.edu/cip/Study_Abroad/studyabroad.shtml).

## FOREIGN STUDENT ADVISOR

A full-time 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 [www.valdosta.edu/iss](http://www.valdosta.edu/iss).

## 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

## AEROSPACE STUDIES (AFROTC)

The Division of Aerospace Studies was established to select and prepare students, through a permanent program of instruction, to serve as officers in the United States Air Force. The curriculum emphasizes the uniformly high level of military understanding and knowledge required of all Air Force officers. The Air Force Reserve Officer Training Corps is divided into two parts. The first two years constitute the General Military Course, the last two the Professional Officer Course. The division offers a four-year and a two-year program. Each of these options leads to a commission as a second lieutenant in the United States Air Force.

Students who complete all four years of the program are awarded a minor in Aerospace Studies. The four-year program requires completion of both the General Military Course and Professional Officer Course. Students with prior active military service or previous training at military schools may, on the basis of their experience, receive a waiver for portions of the General Military Course. Participation in high school ROTC and Civil Air Patrol training may also qualify students for waivers of portions of the General Military Course. The two-year program requires, as a substitute for the General Military Course, completion of a six-week Field Training Course at an Air Force base prior to formal enrollment in the Professional Officer Course. Junior college and other non-ROTC college transfer students with no previous ROTC training, who qualify academically, are eligible for the two-year program.

Scholarships are available for two, three, or even four years for outstanding students. Applications for four-year scholarships must be submitted via the website at [www.afrotc.com](http://www.afrotc.com) by 1 December of the senior year in high school. Students wishing to compete for a 2-year or 3-year scholarship may apply within the fall semester of their freshman or sophomore year. Scholarship requirements are very competitive and include such things as passing the physical fitness test each semester, passing an officer aptitude test (Air Force Officer Qualifying Test), and earning a competitive CGPA (3.0).

## **GRADUATION REQUIREMENTS FOR UNDERGRADUATES**

Candidates for degrees must complete a minimum of 120 (somewhat more in selected majors) semester hours of academic work, with a cumulative 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 VSU cumulative GPA requirements for graduation. No person will be graduated with less than a 2.00 cumulative 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. A grade of “C” or better is 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 Business and Finance Office, 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.

A total of 30 semester hours can be earned through any combination of CLEP, credit by departmental examination, correspondence courses, extension work, and advanced placement.

### **PRIOR LEARNING ASSESSMENT (PLA)**

Prior Learning Assessment (PLA) 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. A total of 30 semester hours can be earned through any combination of CLEP, credit by departmental examination, correspondence courses, extension work, PLA, International Baccalaureate, and advanced placement. For more information about PLA at VSU, consult the PLA website at [www.valdosta.edu/pla](http://www.valdosta.edu/pla).

### **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.

### **INTERNSHIP GUIDELINES**

#### **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.

- I. **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.
- II. **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.
- III. **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.

IV. **Guidelines for Granting Academic Credit**

- A. For academic credit of three semester hours, the internship will involve, at the minimum:
  - 1. Work in an area directly or indirectly related to the major field of study.
  - 2. Ten (10) hours of service each week.
  - 3. A daily log of activities.
  - 4. 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:
  - 1. Work in an area directly or indirectly related to the major field of study.
  - 2. Twenty (20) hours of service each week.
  - 3. A daily log of activities.
  - 4. A report on the internship experience, relating it to the major field of study. The report will be made after completion of the internship.
  - 5. 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:
  - 1. 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.
  - 2. A daily log of activities.
  - 3. Thirty (30) hours of service each week.
  - 4. A report on the internship experience, relating it to the major field of study. The report will be made after completion of the program.
  - 5. A research paper or assessment in an area appropriate to the major and bearing on some aspect of the internship program.
  - 6. 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 English 1102\* or an approved substitute.

\* Students failing ENGL 1102 will be required to register for the class each subsequent semester in which they are enrolled at VSU. They will also be required to meet with a tutor in VSU's Student Success Center to develop a remediation plan. See [www.valdosta.edu/ssc](http://www.valdosta.edu/ssc).

## FOREIGN LANGUAGE REQUIREMENTS

### 1. Entrance requirement for students whose high school graduation was less than five years ago.

Students graduating from high school within the last five years are subject to the College Preparatory Curriculum (CPC) requirements. These students are required to complete two years of the same foreign language in high school to satisfy CPC requirements and are subject to the following restrictions on choice of foreign language.

Guidelines for Modern Classical Language (MCL) Course Selection

(MCL at VSU= French, Spanish, German, Latin, Japanese, and Russian)

- a) Students who elect to continue the study of their high school foreign language in order to meet requirements for the major may not take MCL 1001 in that language for credit. They should begin their college foreign language requirement with MCL 1002. To complete a 6-hour requirement, they should then take MCL 2001. MCL 2002 will complete the 9-hour requirement.
- b) Students may elect to take a foreign language other than the one studied previously in high school. They should take MCL 1001, MCL 1002 (to complete the 6-hour requirement), and MCL 2001 (to complete the 9-hour requirement).
- c) MCL 1001, when taken to satisfy a deficiency in the University admissions requirement, will not be counted toward satisfying the foreign language requirement for the major. MCL 1002, 2001, and 2002 should be taken if the same language is selected, to meet the foreign language requirement for the major. If students elect to begin the study of another language, MCL 1001, 1002, and 2001 should be taken.

### 2. Entrance requirement for students whose high school graduation was more than 5 years ago.

Students graduating from high school more than five years before entering college are not subject to CPC. They may count the 1001-level foreign language toward graduation even though they may have completed two years of the same foreign language in high school.

### 3. Requirements for Major Programs

Throughout the various colleges of the University, majors in selected academic disciplines have established requirements in foreign language and culture to be completed as a part of their program of study. The following list indicates specific requirements, according to degrees and majors. The full listing of degree requirements should be consulted for each major.



**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, criminal justice, psychology, or art.

B.S. with a major in chemistry, astronomy, environmental geography, or physics

**Six-hour foreign language requirement:**

B.A. with a major in music

B.S. with a major in applied mathematics

**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 ([www.valdosta.edu/testing](http://www.valdosta.edu/testing)) in Powell Hall-West 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, 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.

## 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	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.

## ACADEMIC ADVISING

Advising is an important and integral component of a student's academic success in college. At Valdosta State University, all undergraduate and graduate students must meet with their advisor each semester before being allowed to access the registration system and register for classes. While advising is mandatory for all students, the process of advising differs from college to college and department to department.

Students with a declared major should contact the Department Head in the appropriate department or discipline for advising. Students who have not chosen a major are classified as Liberal Arts Students (LAS) and are advised through the OASIS Center for Advising (1114 University Center, between entrances 7 and 8); the OASIS Center also advises non-degree seeking students, students in the Associate of Arts program, and students in Learning Support. Freshmen and sophomores in the Langdale College of Business Administration (LCOBA) are advised through the LCOBA Student Advising Center (SAC). Students with 30 credits or fewer in the Dewar College of Education and Human Services are advised through the College of Education's Advising Center. Students in the Associate of Applied Science in Dental Hygiene are advised by the College of Nursing and Health Sciences.

Students can also check in Banner for the name of their advisor by going to [www.valdosta.edu/it/eas/sis](http://www.valdosta.edu/it/eas/sis). Log in, click on "Student and Financial Aid," and then on "Student Information."

## 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. Fee and course schedules can be obtained at [www.valdosta.edu](http://www.valdosta.edu).

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.

## **WITHDRAWAL FROM COURSES POLICY**

Students may withdraw from courses following the drop/add period until 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. 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.

Students will not be allowed to withdraw after the mid-term point of the semester 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 the Vice President for Student Affairs and Dean of Students. 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 mid-term 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 Business and Finance Office will receive a copy of the withdrawal form for refunding if applicable.

Students receiving financial aid should be aware that withdrawal from courses may affect continued financial aid eligibility. Refer to the section on Financial Aid Academic Requirements for additional information.

## **LIMIT ON COURSE WITHDRAWALS (5 “W” POLICY)**

Effective Fall 2010, all undergraduate students are limited to five course withdrawal (“W”) grades for their entire enrollment at Valdosta State University. Once a student has accumulated five “W” grades, all subsequent withdrawals (whether initiated by the student in Banner or initiated by the instructor on the proof roll) will be recorded as “WF.” The grade of “WF” is calculated as an “F” for GPA purposes.

The limit on withdrawals does not apply if a student withdraws from all classes in a given semester before the mid-term point of the semester. The following types of withdrawals do not count against the limit of five course withdrawal (“W”) grades:

- Hardship withdrawals (see policy above)
- 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 five withdrawals at Valdosta State University.

## **MID-TERM GRADES**

In-progress grades are reported before 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 at [www.valdosta.edu](http://www.valdosta.edu) and select “Registration and Advising.” 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. Freshmen are also encouraged to contact the Director of the OASIS Center for Advising and First-Year Programs, telephone 229-333-5934.

## **MEDICAL WITHDRAWALS FROM THE UNIVERSITY**

A student may request to be withdrawn from the University for medical reasons. The student must contact the Office of the Dean of Students in the Student Union to make this request. The Office of the Dean of Students staff will assist the student through the process of a medical withdrawal. The Office of the Dean of Students’ telephone number is 229-333-5941.

## **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 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 Cost and Financial Aid section of this catalog. The Business and Finance Office will receive a copy of the withdrawal form for refunding if applicable.

## **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**

The University expects that all students shall attend all regularly scheduled class meetings held for instruction or examination. Although independent study is encouraged at Valdosta State University, regular attendance at class is expected. Instructors are required to maintain records of class attendance. The unexcused absence or "cut" is not regarded as a student privilege.

It is recognized that class attendance is essentially a matter between students and their instructors. Instructors must explain their absence policy in the course syllabus. All students are held responsible for knowing the specific attendance requirements as prescribed by their instructors and for the satisfactory make-up of work missed by absences. When students are compelled for any reason to be absent from class, they should immediately contact the instructor.

A student who misses more than 20% of the scheduled classes of a course will be subject to receiving a failing grade in the course.

Absence problems which cannot be resolved between the instructor and student should be referred immediately to the department head responsible for the course. Discontinuance of class attendance without officially withdrawing from a course is sufficient cause for receiving a failing grade in the course. It is assumed that students will consult with their instructor in a given course before initiating procedures for withdrawing from that course. Students officially withdrawing from a course prior to midterm will receive a "W" for the course. After midterm, in cases of hardship, students may complete a Petition for Withdrawal form, which is available in the Office of the Registrar. If the petition is approved, it is the instructor who determines whether the grade awarded is "W" (withdrew passing) or "WF" (withdrew failing). The grade of "WF" is equivalent to an "F" and is calculated in the grade point average as "F."

Off-campus activities, appropriately supervised and sponsored by faculty members, which appear to justify a student's absence from scheduled classes, must be approved by the academic dean or director responsible for the activity. Such activities must be justifiable on grounds consistent with the educational program of the University as interpreted by the Vice President for Academic Affairs. Instructors determine if a student is excused from class to participate in sanctioned activities, either off-campus or on-campus.

## 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.

## FINAL EXAMINATIONS

Final examinations are regularly administered for all classes at the end of each term according to an established schedule. The University Calendar is definite as to dates for final examinations, and permission for departure from the schedule cannot be granted. Graduating seniors may not be required to take final examinations at the end of their final semester of residence, but only with the approval of the instructor concerned.

## 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:

<b>A</b> = Excellent: 4 quality points per hour	<b>D</b> = Passing: 1 quality point per hour
<b>B</b> = Good: 3 quality points per hour	<b>WF</b> = Withdrew failing: 0 quality points
<b>C</b> = Satisfactory: 2 quality points per hour	<b>F</b> = Failing: 0 quality points

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

<b>I</b> = Incomplete	<b>IP</b> = In progress (course scheduled for more than one semester)
<b>K</b> = Credit by examination	<b>U</b> = Unsatisfactory
<b>S</b> = Satisfactory	<b>W</b> = Withdrew, without penalty
<b>V</b> = Audit	
<b>NR</b> = 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.

The repeat rule was discontinued Summer 1989. Cumulative grade point averages calculated prior to that time continue to include the repeat provisions. Academic records that were not adjusted for courses repeated prior to Summer 1989 will not be altered.

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 pick up a grade appeal form from the Registrar's office. The student should complete the form 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 five consecutive calendar years from any postsecondary institution. 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.

## **COURSE NUMBERING**

<b>0000-0999</b>	Remedial Courses. Such courses do not carry credit toward graduation.
<b>1000-2999</b>	Lower Division Undergraduate Courses. Courses with these numbers are basic undergraduate courses.
<b>3000-4999</b>	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.
<b>5000-6999</b>	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.
<b>7000-9999</b>	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 Federal Requirement 4.9 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 ...."



## 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. 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. Application forms and additional information can be found at the VSU Honors House.

## **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.

### **I. 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.

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

### **II. 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.

### **III. 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 five 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 III b, c, above.)

#### **IV. Right of Appeal**

Upon appeal by the student, the dean or director of the respective academic unit in which the student is enrolled has the authority to waive the first or second suspension if unusual circumstances warrant. The third suspension can be appealed only by petition to the Admissions Advisory Committee.

#### **V. Readmission Procedures**

Students must make application for readmission in writing to the Director of Admissions prior to registration for the semester in which they plan to return. Following the first or second suspension, readmission on probation may be granted for unusual and compelling reasons by the dean or director of the college or division in which the student was enrolled at the time of suspension. A suspended student readmitted on probation may have specific academic requirements imposed by the Admissions Advisory Committee or by the Vice President for Academic Affairs. A petition to the Committee and personal appearance before the Committee are required. Any further appeals must be made by petition directly to the Vice President for Academic Affairs. A student accepted for readmission, suspended at the end of the last term of attendance, who does not re-enroll will remain on academic suspension.

### **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.

### **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, either in person or by mail. (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.

VSU is permitted, but not required, to disclose to parents of a student information contained in the education records of the student if the parents notify VSU in writing that the student is a dependent as defined in Section 152 of the Internal Revenue Code of 1954.

The University will accept a request for student records (transcripts) by facsimile transmission equipment. Facsimile requests for copies of student records must be signed by the student whose record is to be reproduced.

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 12 to 15 weeks is required for the printer 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 completed by the student’s advisor, who must approve specific courses to be taken as a transient student.

3. The form must be taken to the Admissions Office for evaluation of proposed transient courses.
4. The form must be signed by the head of the department.
5. All holds (such as traffic fines, library fines, etc.) must be cleared with the appropriate office before a transient request can be processed.
6. The completed transient request form should be returned to the Registrar's Office for processing.
7. Students should contact the school they are planning to attend to inquire about admission requirements.
8. 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.

## **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 <http://www.valdosta.edu/administration/student-affairs/student-conduct-office/student-handbook.php>. 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 website: [www.valdosta.edu/academic/AcademicHonestyatVSU.shtml](http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml).

## **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*, [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, 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.

### **INAPPROPRIATE USE OF UNIVERSITY COMPUTING FACILITIES**

Students are expected to comply with all rules pertaining to the use of the University’s computers. These are described in detail in the Code of Ethics contained in the *Student Handbook*. The misappropriation of intellectual property, i.e., software piracy, or the use of the computers for personal or commercial gain is prohibited. Students are expected to respect the privacy of others in all matters of access and records.

# ACADEMIC PROGRAMS

Provost and Vice President for Academic Affairs  
107 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.

Each institution's Areas A-E will include three additional requirements.

### Areas US (US Perspectives) and GL (Global Perspectives) Learning Goals

Goal	Description
US Perspectives	Courses that address learning outcomes focused on the United States of America.
Global Perspectives	Courses that address learning outcomes focused on countries other than the United States of America

Each institution will designate one or more courses in Areas A-E as US courses and one or more courses in Areas A-E as GL courses. No course may be both a US course and a GL course. As they are fulfilling the Area A-E requirements, every student must take at least one US course and at least one GL course.

### CT (Critical Thinking) Learning Goal

Each institution must have a core curriculum CT plan to ensure that students who complete Areas A-E attain learning outcomes regarding foundational critical thinking skills. Institutions are encouraged to be innovative in their CT plans.

## 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.

<b>Courses in Area A1:</b> .....	<b>6 semester hours</b>
ENGL 1101 or ENGL 1101H .....	3 hours
ENGL 1102 or ENGL 1102H .....	3 hours

### AREA A2: QUANTITATIVE

Learning Goal:

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

<b>Courses in Area A2:</b> .....	<b>3 semester hours</b>
One of the following	
MATH 1101 or MATH 1111 .....	3 hours
MATH 1113 or MATH 1113H .....	3 hours
MATH 2261 or MATH 2261H .....	4 hours
MATH 2262 .....	4 hours

**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.

<b>Courses in Area B:</b> .....	<b>4 semester hours</b>
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**

One required course from the following . . . . . 3 hours

ENGL 2111 or ENGL 2111H, ENGL 2112 or

ENGL 2112H, ENGL 2113 or ENGL 2113H

One required course from the following . . . . . 3 hours

ART 1100 or ART 1100H, COMM 1100, COMM 1110, DANC 1500, MUSC 1100,

MUSC 1110, MUSC 1120, MUSC 1130, MDIA 2000, THEA 1100, PHIL 2010 or

PHIL 2010H, PHIL 2020 or PHIL 2020H, REL 2020, WGST 2010, ENGL 2111 or

ENGL 2111H, ENGL 2112 or ENGL 2112H, ENGL 2113 or ENGL 2113H, FREN 1001,

FREN 1002, FREN 2001, FREN 2002, GRMN 1001, GRMN 1002, GRMN 2001,

GRMN 2002, JAPN 1001, JAPN 1002, JAPN 2001, JAPN 2002, LATN 1001,

LATN 1002, LATN 2001, LATN 2002, RUSS 1001, RUSS 1002, RUSS 2001,

RUSS 2002, SPAN 1001, SPAN 1002, SPAN 2001, SPAN 2002 or SPAN 2002H

### 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

**Any two courses from the following . . . . . 8 hours**

ASTR 1010K, ASTR 1020K, BIOL 1010/1020L, BIOL 1030/1040L, BIOL 1951H,

BIOL 1952H, CHEM 1010, CHEM 1151K, CHEM 1152K, CHEM 1211 and 1211L,

CHEM 1212 and 1212L, GEOG 1112K, GEOG 1113K, GEOL 1121K, GEOL 1122K,

PHYS 1111K, PHYS 1112K, PHYS 2211K, PHYS 2212K

**Any one course from the following . . . . . 3 hours**

ASTR 1000, BIOL 1050, BIOL 1060, BIOL 1070, BIOL 1080, BIOL 1090,

ENGR 1010, GEOG1110, GEOL 1110, MATH 1112, MATH 1261,

MATH 2620, MATH 2261, MATH 2262, PHSC 1100

#### 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**

**For biology majors:**

MATH 2261, MATH 2262, or MATH 2620

**For all other science or mathematics majors:**

MATH 2261 or MATH 2262

(The additional hour of calculus [MATH 2261 and 2262] counts in Area F or in the major.)

**Science (for all students listed above) . . . . . 8 hours**

BIOL 1107K, CHEM 1211 and 1211L, CHEM 1212 and 1212L,

PHYS 2211K, PHYS 2212K

### **COURSES IN AREA D.2.B**

Required of nursing majors

**Two-semester laboratory sequence . . . . . 8 hours**

PHYS 1111K and PHYS 1112K

or PHYS 2211K and PHYS 2212K

or CHEM 1151K and CHEM 1152K

or CHEM 1211/1211L and CHEM 1212/1212L

or BIOL 1010/1020L and BIOL 1030/1040L

**One required course from the following . . . . . 3 hours**

ASTR 1000, ASTR 1010K, ASTR 1020K, BIOL 1010/1020L, BIOL 1030/1040L,

BIOL 1050, BIOL 1060, BIOL 1070, BIOL 1080, BIOL 1090, CHEM 1010,

CHEM 1211 and 1211L, CHEM 1212 and 1212L, GEOG 1110, GEOG 1112K,

GEOG 1113K, GEOL 1110, GEOL 1121K, GEOL 1122K, PHYS 1111K,

PHYS 1112K, PHYS 2211K, PHYS 2212K, ENGR 1010, MATH 1112,

MATH 2620, MATH 2261, MATH 2262, PHSC 1100

### **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**

POLS 1101 or POLS 1101H. . . . . 3 hours

One required course from the following. . . . . 3 hours

HIST 2111 or HIST 2111H, HIST 2112 or HIST 2112H

Any two courses from the following . . . . . 6 hours

AFAM 2020/WGST 2020, ANTH 1102 or ANTH 1102H, ECON 1500,

ECON 1900H, GEOG 1100, GEOG 1101, GEOG 1102, GEOG 1103,

HIST 1011 or HIST 1011H, HIST 1012 or HIST 1012H,

HIST 1013 or HIST 1013H, POLS 2101, POLS 2401 or POLS 2401H,

POLS 2501, PSYC 2500 or PSYC 2500H, SOCI 1101 or SOCI 1101H, SOCI 1160

**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.

**LEARNING GOAL 1: US PERSPECTIVES**

Students will demonstrate an understanding of the United States and its cultural, economic, political, and social development.

**Courses to Meet US Goal:** HIST 2111, HIST 2111H, HIST 2112, or HIST 2112H (Required in Area E)

**LEARNING GOAL 2: GLOBAL PERSPECTIVES**

Students will demonstrate an understanding of the cultural, religious, or social dimensions of societies around the world.

**Courses to Meet GL Goal:** ENGL 2111, ENGL 2111H, ENGL 2112, ENGL 2112H, ENGL 2113, or ENGL 2113H (Required in Area C)

**LEARNING GOAL 3: CRITICAL THINKING**

Students will identify, evaluate, and apply appropriate models, concepts, or principles to issues, and they will produce viable solutions or make relevant inferences.

**Courses to Meet CT Goal:** ENGL 1101, ENGL 1101H, ENGL 1102, or ENGL 1102H and MATH 1101, MATH 1111, MATH 1113, MATH 1113H, MATH 2261, MATH 2261H, MATH 2262 (Required in Area A)

**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; however, to meet the VSU Global Overlay, students must take either ENGL 2111, 2112, or 2113 at VSU or ENGL 2111 in eCore®. For more information about eCore®, see [www.valdosta.edu/ecore/](http://www.valdosta.edu/ecore/)

**ECORE®**

**VSU EQUIVALENT**

**AREA A**

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: Introduction to Mathematical Modeling  
MATH 1111: College Algebra . . . . . MATH 1111: College Algebra  
MATH 1113: Pre-calculus . . . . . MATH 1113: Pre-calculus  
MATH 1501: Calculus I . . . . . MATH 2261: Analytic Geometry and Calculus I

**AREA B**

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**

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**

ISCI 1121: Integrated Science I . . . no direct VSU equivalent, but satisfies Area D1 3-hour elective  
CHEM 1211K: Principles of Chemistry I ..... CHEM 1211: Principles of Chemistry I  
and Lab ..... **AND** CHEM 1211L  
CHEM 1212K: Principles of Chemistry II ..... CHEM 1212K: Principles of Chemistry II  
and Lab ..... **AND** CHEM 1212L  
GEOL 1011k: Introductory Geosciences I . . . no direct VSU equivalent, but satisfies Area D1 lab science  
PHYS 1211K: Principles of Physics I ..... **PHYS 2211K: Principles of Physics I**  
MATH 1401: Introduction to Statistics ..... MATH 2620: Statistical Methods

**AREA E**

POLS 1101: American Government ..... POLS 1101: American Government  
HIST 1111: World History I ..... HIST 1011: History of Civilization, I  
HIST 2111: United States History I ..... HIST 2111: United States History I  
PSYC 1101: Intro to General Psychology ..... PSYC 2500: Fundamentals of Psychology  
SOC 1101: Introduction to Sociology ..... SOC 1101: Introduction to Sociology

# DEGREES OFFERED AT VALDOSTA STATE UNIVERSITY

## COLLEGE OF ARTS AND SCIENCES

DEPARTMENTS	MAJOR PROGRAMS	DEGREES
Biology	Biology	B. A., B.S.
Chemistry	Chemistry	B.S.
English	English	B.A.
History	History	B.A.
Mathematics and Computer Science	Mathematics	B.A.
	Applied Mathematics	B.S.
	Computer Science	B.S.
	Computer Information Systems	B.S.
Modern and Classical Languages	French or French Education Track	B.A.
	Spanish or Spanish Education Track	B.A.
Philosophy and Religious Studies	Philosophy and Religious Studies	B.A.
Physics, Astronomy, and Geosciences	Physics	B.S.
	Astronomy	B.S.
	Environmental Geosciences	B.S.
Political Science	Political Science	B.A.
	Legal Assistant Studies	B.A.
	Organizational Leadership	B.S.
Sociology, Anthropology, and Criminal Justice	Sociology and Anthropology	B.A.
	Criminal Justice	B.A.
College-wide	Associate of Arts	A.A.
	Interdisciplinary Studies	B.A.

## COLLEGE OF BUSINESS ADMINISTRATION

DEPARTMENTS	MAJOR PROGRAMS	DEGREES
Accounting and Finance	Accounting	B.B.A.
	Finance	B.B.A.
Management and International Business	Management	B.B.A.
	International Business	B.B.A.
Marketing and Economics	Marketing	B.B.A.
	Economics	B.B.A.

## COLLEGE OF EDUCATION AND HUMAN SERVICES

DEPARTMENTS	MAJOR PROGRAMS	DEGREES
Adult and Career Education	Business Education	B.S.Ed.
	Workforce Education and Development	B.S.Ed.
	Office Admin. and Technology	B.S.
	Human Capital Performance	B.A.S.
Communication Sciences and Disorders	Communication Disorders	B.S.Ed.
Early Childhood and Special Education	Early Childhood Education	B.S.Ed.
	Early Childhood Education	
	General Curriculum	B.S.Ed.
Kinesiology and Physical Education	Health and Physical Education	B.S.Ed.

Middle, Secondary, Reading, and Deaf Education	Middle Grades Education Deaf Education	B.S.Ed. B.S.Ed.
	ASL/Interpreting	B.S.Ed.
Psychology and Counseling	Psychology	B.A., B.S.

## COLLEGE OF NURSING AND HEALTH SCIENCES

Undergraduate Department	Nursing	B.S.N.
	Athletic Training	B.S.A.T.
	Exercise Physiology	B.S.E.P
	Dental Hygiene	A.A.S.

## COLLEGE OF THE ARTS

DEPARTMENTS	MAJOR PROGRAMS	DEGREES
Art	Art	B.A., B.F.A
	Art Education	B.F.A.
	Interior Design	B.F.A.
Communication Arts	Mass Media	B.F.A.
	Speech Communication	B.F.A.
	Theatre Arts	B.F.A.
Music	Dance	B.F.A.
	Music	B.A.
	Music Education	B.M.
	Music Performance	B.M.

## THE GRADUATE SCHOOL

DEPARTMENTS	MAJOR PROGRAMS	DEGREES
<b>COLLEGE OF ARTS AND SCIENCES</b>		
Biology	Biology	M.S.
English	English	M.A.
History	History	M.A.
Political Science	Public Administration	M.P.A., D.P.A.
Sociology, Anthropology and Criminal Justice	Criminal Justice Sociology	M.S. M.S.

## COLLEGE OF BUSINESS ADMINISTRATION

Graduate Programs	Business Administration Accountancy	M.B.A. M.Acc.
-------------------	--	------------------

## COLLEGE OF EDUCATION AND HUMAN SERVICES

Adult and Career Education	Adult and Career Education	Ed.D.
	Adult and Career Education	M.Ed.
Communication Sciences and Disorders	Communication Disorders	M.Ed.
Curriculum, Leadership, and Technology	Curriculum and Instruction	Ed.D.
	Instructional Technology	M.Ed., Ed.S.
	Educational Leadership	Ed.D.
	Educational Leadership	M.Ed., Ed.S.

Early Childhood and Special Education. . . .	Early Childhood Education Special Education	M.Ed. M.A.T. (2)
Kinesiology and Physical Education. . . . .	Health and Physical Education Coaching Pedagogy	M.Ed. Ed.S.
Marriage and Family Therapy . . . . .	Marriage and Family Therapy	M.S.
Middle, Secondary, Reading, . . . . . and Deaf Education	Middle Grades Education  Middle Grades Math and Science Secondary Education	M.Ed., M.A.T M.Ed. M.Ed., M.A.T.
	English, History, Earth Science, Mathematics, Spanish, Art, Biology, Chemistry, Physics, <i>or</i> Political Science	M.Ed.
	Curriculum and Instruction: <i>Accomplished Teaching</i>	M. Ed.
	Curriculum and Instruction: <i>Teaching and Learning</i>	M. Ed.
	Reading Education	M.Ed.
	Deaf Education	M.Ed.
	Special Educ. Deaf/Hard-of-Hearing Teaching and Learning	M.A.T. Ed.S.
Psychology and Counseling . . . . .	Clinical/Counseling Psychology or Industrial/Organizational Psychology School Counseling School Psychology	M.S.  M.Ed., Ed.S. Ed.S.
Social Work . . . . .	Social Work	M.S.W.

**COLLEGE OF NURSING AND HEALTH SCIENCES**

Nursing. . . . .	Nursing	M.S.N.
------------------	---------	--------

**COLLEGE OF THE ARTS**

Music. . . . .	Music Education	M.M.Ed.
Communication Arts. . . . .	Communication	M. A. C.

**LIBRARY AND INFORMATION SCIENCE**

Library and Information Science. . . . .	Library and Information Science	M.L.I.S.
--	---------------------------------	----------

## UNIVERSITY COURSE DESIGNATION ABBREVIATIONS

ACCT	Accounting	JOUR	Journalism
ACED	Adult and Career Education	KSPE	Kinesiology and Physical Education
AFAM	African American Studies	LATN	Latin
ANTH	Anthropology	LEAD	Educational Leadership
ARED	Art Education	LEAS	Legal Assistant Studies
ARID	Interior Design	LIBS	Library Science
ARST	Special Topics in Art	LING	Linguistics
ART	Art Studio and Art Appreciation	LITR	Literacy
ARTH	Art History	MAED	Mathematics Education
AS	Aerospace Studies	MATH	Mathematics
ASLS	American Sign Language Studies	MBA	Master of Business Administration
ASTR	Astronomy	MDIA	Mass Media
BIOL	Biology	MFTH	Marriage and Family Therapy
BUSA	Business Administration	MGMS	Middle Grades Math and Science
CHEM	Chemistry	MGNT	Management
CIED	Curriculum and Instruction	MKTG	Marketing
COMM	Communication Arts	MLIS	Master of Library and Information Science
COOP	Cooperative Education	MSED	Middle and Secondary Education
CRJU	Criminal Justice	MUE	Music Education
CWCL	Creative Writing and Contemporary Literature	MUSC	Music
CS	Computer Science	NAS	Native American Studies
CSD	Communication Sciences and Disorders	NURS	Nursing
DANC	Dance	NUTR	Nutrition
DEAF	Deaf Education	ORGL	Organizational Leadership
ECED	Early Childhood Education	PADM	Public Administration
ECON	Economics	PERS	Perspective Courses
EDAT	Education—Accomplished Teaching	PHIL	Philosophy
EDET	Education—Exemplary Teaching	PLA	Prior Learning Assessment
EDUC	Education	PHSC	Physical Science
ENGL	English	PHYS	Physics
ENGR	Engineering	POLS	Political Science
ENSL	English for International Students	PSYC	Psychology and Counseling
ESOL	English to Speakers of Other Languages	PSYG	Psychology—Gifted
FIN	Finance	READ	Reading Education
FLED	Foreign Language Education	REL	Religious Studies
FREN	French	RSCH	Research
GENS	Interdisciplinary Studies	RUSS	Russian
GEOG	Geography	SCHC	School Counseling
GEOL	Geology	SEAC	Special Ed Adapted Curriculum
GRMN	German	SEEC	Special Educ/Early Childhood
HIST	History	SEED	Secondary Education
HSAT	Health Sciences—Athletic Training	SEGC	Special Ed General Curriculum
HSEP	Health Sciences—Exercise Physiology	SERD	Special Education Reading
HONS	Honors	SOCI	Sociology
IB	International Business	SOWK	Social Work
INDS	Interdisciplinary Studies	SPAN	Spanish
INTL	International/Intercultural Studies	SPEC	Special Education
INTP	Interpreting	TASP	Transatlantic Studies Program
ISCI	Integrated Science	THEA	Theatre
ITED	Instructional Technology	VSU	Freshman Orientation
JAPN	Japanese	WMBA	Web-based MBA
		WGST	Women's and Gender Studies



## **INTERDISCIPLINARY AND MULTIDISCIPLINARY PROGRAMS**

Valdosta State University's five 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, Interim Dean  
222 Georgia Avenue, The VSU Honors House*

The University Honors College is an interdisciplinary program with courses 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.

The College recognizes its students in a variety of ways. Students who complete at least two courses in the Program while maintaining minimum Honors and cumulative grade point averages of 3.0 receive recognition at VSU's annual Honors Day. A student who completes all certificate requirements also receives recognition at Honors Day, as well as at graduation ceremonies. In addition, the student receives a Certificate of University Honors, a gold seal on the diploma, and special notation on official university transcripts.

Minimum requirements for acceptance into the Honors College are SAT 1130 (combined V and Q) or higher; or ACT composite of 25 or higher; and a high school GPA of 3.2 or above. Current students who achieve a 3.2 GPA or better may be considered.

### **REQUIREMENTS FOR GRADUATION WITH THE CERTIFICATE IN UNIVERSITY HONORS**

- 24-28 hours in the Honors Curriculum as designated below
- 3.0 or higher cumulative GPA, and a 3.0 or higher GPA in Honors curriculum courses

### **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 of 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.

### Freshman Year

HONS 1990	2 hours
Two core Honors courses	5-8 hours

### Sophomore Year

PERS 2170H, PERS 2160H, PERS 2315H, or PERS 2730H	2 hours
One core Honors course or 1 Honors major course	3-4 hours

### Junior Year

HONS 3999	3 hours
Two Honors major courses	6 hours

### Senior Year

HONS 4990	3 hours
-----------	---------

**Total Hours for the Certificate in University Honors . . . . . 24-28 hours**

### GLOBAL EXPERIENCE AND UNDERSTANDINGS REQUIREMENT

Students can meet this requirement in one of the following ways:

1. Foreign language—demonstrate proficiency at the Intermediate Low level in one foreign language, as defined by ACTFL, or complete 9 hours of FL up to at least the 2001 level.
2. Study abroad activities that have been approved by the Honors College Advisory Committee.
3. Other approved equivalents as designated by the curriculum for their academic major and approved by the Honors College Advisory Committee.

The following courses satisfy Honors College course requirements as Honors versions of Core classes, and satisfy Core Curriculum requirements as well:

ANTH 1102H	ART 1100H	BIOL 1951H	BIOL 1952H
ECON 1500H	ENGL 1101H	ENGL 1102H	ENGL 2111H
ENGL 2112H	ENGL 2113H	HIST 1011H	HIST 1012H
HIST 1013H	HIST 2111H	HIST 2112H	MATH 1113H
PHIL 2010H	PHIL 2020H	POLS 1101H	POLS 2401H
PSYC 2500H	SOCI 1101H	SPAN 2002H	

HONS 3990 may be taken to satisfy one of the Honors major requirements, with approval of the major department and the Honors College Dean 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 Honors College Dean).

Courses not listed above may also be available for Honors credit through the Honors Option (HONS 3330). 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 Honors College Dean. Honors Options must be approved no later than the last day of the second week of classes.

## 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 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.

## BACHELOR OF ARTS IN INTERDISCIPLINARY STUDIES DEGREE PROGRAM

*Dr. Marsha Walden, Coordinator*  
*1114 University Center*

There are two tracks within the Interdisciplinary Studies degree program.

**Track One** meets the specific needs of adult students who have been away from school for a period of time but who wish to return and complete a degree. Students can enter Track One of the program with course credits obtained at VSU or other schools, in military training programs, or through certain standardized tests. Admission to Track One is based on the following eligibility requirements: Students must either (a) be in the military on active duty, or (b) document a continuous two-year period in which they were working full-time and not taking university courses.

**Track Two** allows students to 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, where broad thinkers who can synthesize disparate materials are usually welcome. For the student who has a desire to develop a more personalized educational program, one that moves beyond the boundaries of the traditional major, the Bachelor of Interdisciplinary Studies, Track Two, is the place to begin exploration and conversation. Faculty advisors from appropriate departments of the University provide curriculum guidance. Working closely with both the Interdisciplinary Studies Track Two Coordinator and faculty advisors, students prepare individual programs of study consistent with their own plans and expectations. Admission to Track Two must occur prior to the completion of the last 30 semester hours before graduation. Students must also have a minimum grade point average (GPA) of 2.50 in order to be admitted to Track Two. This GPA is based on all course work, including transfer courses.

In both Track One and Track Two of Interdisciplinary Studies, students, with the assistance of program advisors, will define three areas of concentration, either in traditional disciplines or in multidisciplinary fields, in which they wish to specialize. Their remaining upper division coursework can then be focused in these areas.

The objectives of Interdisciplinary Studies are:

- (a) to encourage students to investigate combinations of disciplines that are not connected in traditional programs; and
- (b) to give students a role in the guided design of the upper division courses of study.

**SELECTED EDUCATIONAL OUTCOMES (TRACK TWO)**

- 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.

**INTERDISCIPLINARY STUDIES TRACK ONE ADMISSION REQUIREMENTS:**

- 1. Must have been out of formal education for a period of at least 2 years; or
- 2. Be active-duty military.

**Core Curriculum Areas A-E (See VSU Core Curriculum) .....42 hours**

**Track One**

**Core Curriculum Area F (Courses appropriate to the major ) ..... 18 hours**

Eighteen (18) hours of lower division courses from the following areas:

- Elective from Area C..... 3 hours
- Elective from Area D or CS 1000 or ACED 2400 or BUSA 2201..... 3 hours
- Elective from Area E..... 3 hours
- Electives from Areas B-F..... 9 hours

**Senior College Curriculum.....60 hours**

- First Concentration..... 21 hours
- Second Concentration ..... 12 hours
- Third Concentration..... 12 hours
- Free Electives ..... 12 hours
- INDS 4000 ..... 3 hours

In each concentration, one course may be at the 1000-2000 level; all others must be at the 3000-4000 level. All courses in Area F and the Senior College Curriculum must be completed with a grade of “C” or better.

**INTERDISCIPLINARY STUDIES TRACK TWO ADMISSION REQUIREMENTS:**

- 1. Completion of at least 15 hours with a minimum GPA of 2.5;
- 2. At least 30 hours remaining in the major for degree completion;
- 3. A personal interview with the program coordinator; and
- 4. A proposed course of study, including reasons for the integration of the selected fields of study, submitted to the program coordinator for approval.

**Core Curriculum Areas A-E (See VSU Core Curriculum) .....42 hours**

**Track Two**

**Core Curriculum Area F (courses appropriate to the major) ..... 18 hours**

Eighteen (18) hours of lower division courses from the following areas:

- Foreign Language and Culture courses..... 6 hours
- Guided Electives from Areas B-F..... 9 hours
- INDS 2000 ..... 3 hours

**Senior College Curriculum.....60 hours**

- Major Core ..... 9 hours
- Research-based Course from Concentration (3000-4000) ..... 3 hours
- Professional/Technical Writing/Communication..... 3 hours  
(Including but not limited to ACED 2050, ENGL 3020, ENGL 3030)
- INDS 4000 ..... 3 hours

Students choose one of the following options:

- a) First concentration ..... 21 hours
- Second concentration..... 18 hours
- Free electives ..... 12 hours
- b) First concentration ..... 18 hours
- Second concentration..... 12 hours
- Third concentration ..... 12 hours
- Free electives ..... 9 hours

In each concentration, one course may be at the 1000-2000 level; all others must be at the 3000-4000 level. All courses in Area F and the Senior College Curriculum must be completed with a grade of “C” or better. Once a program of study is approved, a student who wishes to alter that program must secure approval from all advisors concerned and the Interdisciplinary Studies Coordinator.

**Total hours required for the degree..... 120 semester hours**

# BACHELOR OF SCIENCE WITH A MAJOR IN ORGANIZATIONAL LEADERSHIP

Administered by the Department of Political Science  
Room 238, 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 measureable 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

**Core Curriculum Areas A, B, C, D.1, and E. . . . . 42 hours**  
(See VSU Core Curriculum)

**Core Curriculum Area F (Courses appropriate to the major) . . . . . 18 hours**  
ACED 2400 or CS 1000 . . . . . 3 hours  
PSYC 2500 . . . . . 3 hours  
Any courses in Areas C-E approved by advisor . . . . . 12 hours

**Major Core Courses . . . . . 30 hours**  
ACED 2050, ACED 3400, ACED 4820 . . . . . 9 hours  
ENGL 3010 or 3030, POLS 3600, POLS 4610, POLS 4620 . . . . . 12 hours  
PSYC 3800, ORGL 4690 . . . . . 6 hours  
ORGL 3000, ORGL 3050, ORGL 4000 . . . . . 3 hours

**Guided Electives . . . . . 15-30 hours**

Students will select elective courses related to Leadership and Professional specialties, such as: POLS 3610, POLS 4600, POLS 4650, POLS 4670, ACED 3100, ACED 3150, ACED 3700, ACED 4050, ACED 4810, LEAS 3200, LEAS 3201, LEAS 3230, LEAS 4210, LEAS 4220, LEAS 4230

**General Electives . . . . . 0-15 hours**

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.

**Total hours required for the degree. . . . . 120 semester hours**

**ADVERTISING AND PROMOTION MINOR**

*Dr. Aubrey R. Fowler III, Program Coordinator  
Pound Hall*

Open to students from all disciplines in the University, the Advertising and Promotion (AandP) 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. AandP minors will gain an understanding of the history, culture, and impact of advertising both in America and around the world.
2. AandP minors will analyze core concepts and topics associated with advertising and the advertising industry.
3. AandP minors will develop the skills necessary to compose advertising plans and creative briefs as well as design and implement advertising campaigns.
4. AandP 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 AandP through formal written work, tests, and projects.
2. Students will develop an AandP 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

**The Minor in Advertising and Promotion . . . . . 18 hours**

MKTG 3050, MKTG 3080, MKTG 4000, MKTG 4300 . . . . . 12 hours

Elective courses from the following. . . . . 6 hours

ART 3071, ART 3072, ART 3091, COMM 2100, COMM 3000, COMM 3200,

ENGL 2080, ENGL 3020, JOUR 3080, JOUR 4500, MDIA 2000, MKTG 4720, MKTG 4730

## AFRICAN AMERICAN STUDIES MINOR

*Dr. Shirley H. Hardin, Director*  
1107 Nevins Hall

African American 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 African American Studies. Several departments at Valdosta State University offer courses that support these goals.

### SELECTED EDUCATIONAL OUTCOMES

1. AFAM minors will study the historical and cultural origins of African Americans.
2. AFAM minors will discuss the significant historical and political movements that have influenced and characterized the mobility of African Americans.
3. AFAM minors will understand the diverse contributions African Americans have made, not only to America, but to other world cultures as well.
4. AFAM minors will discuss those damaging stereotypes and myths that have plagued and ultimately hindered African Americans' complete integration into American society.

### **The Minor in African American Studies..... 15 hours**

AFAM 3000, AFAM 4700 .....				6 hours
Elective courses from the following.....				9 hours
AFAM/ENGL 3220	AFAM/ENGL 3320	AFAM/HIST 4231	AFAM/HIST 4232	
AFAM/HIST 4511	AFAM/HIST 4512	AFAM 3600 A	FAM/ANTH 3090	
ANTH 4900	ARHS 4140	COMM 3500	COMM 4600	
ENGL 4300	THEA 4030	ENGL 4310	HIST 3050	
HIST 3060	HIST 3070	HIST 4221	HIST 4222	
HIST 4304	JOUR 3530	MUSC 3430	MUSC 3450	
PHIL 4800	POLS 4260	POLS 4330	POLS 4820	
REL 4700	SOCI 3060			

No more than two courses from the same department may be taken to satisfy the requirements of the minor.



# ENTREPRENEURSHIP MINOR

Scott Manley, Coordinator  
317 Pound Hall

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.

<b>Minor in Entrepreneurship (open only to non-business majors)</b> .....	<b>18 hours</b>
ECON 2106 .....	3 hours
ACCT 2099 .....	3 hours
MKTG 3050 .....	3 hours
MGNT 3250, 3900, and 3910 .....	9 hours

# 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.

**Environmental Studies Minor..... 18 hours**

At least 9 hours must be at the 3000-4000 level.

- PHIL 3180 ..... 3 hours
- BIOL 1080 or GEOG 1125 ..... 3 hours

**Humanities/Social Sciences Option ..... 12 hours**

(3 courses from the list of Humanities/Social Sciences courses and 1 course from the Natural Sciences courses)

*or* **Natural Sciences Option ..... 12 hours**

(3 courses from the list of Natural Sciences courses and 1 course from the Humanities/Social Sciences courses)

## Humanities/Social Sciences Option

- ECON 3800\*      Environmental Economics
- ECON 3850      Sustainability: An Economic Perspective
- ENGL 3300\*      Special Studies in Literature (where appropriate)
- ENGL 4300\*      Special Topics (where appropriate)

GEOG 3510	Urban Community Planning
HIST 4295	Environmental History
PHIL 3200	Philosophy of Science
PHIL/REL 3540	Ecology and World Religions
PHIL 3640	Environmental Philosophy
PHIL 4120	Ethics and Public Policy
PHIL 4220	Ethics and Public Administration
POLS 4450	Environmental Politics and Policy
SOCI 4800*	Issues in Sociological Practice (Environmental Sociology)
SPAN 4900*	Special Topics (Latin America and the Environment)

### **Natural Sciences Option**

BIOL 1080	Conservation Biology
BIOL 3100*	Microbiology
BIOL 3250*	Ecology and Evolution
BIOL 3600*	Local Flora
BIOL 4020*	Topics in Conservation Biology
BIOL 4700*	Limnology
BIOL/GEOG 3810*	Introduction to Biogeography
BIOL 3960*	Wildlife Biology
CHEM 1010	Chemistry for World Citizens
CHEM 3320*	Environmental Chemistry
GEOG 1110	Our Hazardous Environment
GEOG 1112K	Introduction to Weather and Climate
GEOG 1125	Resources, Society, and Environment
GEOG 3010§	Environmental Geography
GEOG 3020 *	Global Climate Change
GEOG 3051¶	Introduction to Geographic Information Systems
GEOG 3100¶	Regional Planning and Environmental Management
GEOG/GEOL 3210*	Hydrology

\* Course prerequisite(s) required

§ Prerequisites are any two Area D lab courses

¶ Consent of instructor required

# EUROPEAN UNION STUDIES CERTIFICATE

*Dr. Michael Baun, Campus Representative  
247 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 (POLS 4380) 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, 1012, or 1013).

## THE EUROPEAN UNION STUDIES CERTIFICATE

To earn the EU Studies certificate, students must complete the certificate curriculum (18 hours) and fulfill the practicum experience requirement. 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.

## PRACTICUM EXPERIENCE

Since it is deemed crucial that students demonstrate more than an academic knowledge of the European Union to be certified as adequately prepared in the subject, a “real life” 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.

<b>The EU Studies Certificate Curriculum</b> .....	<b>18 hours</b>
The European Union (POLS 4380) .....	3 hours
*Multidisciplinary Menu .....	12 hours
Capstone Seminar in EU Studies .....	3 hours
Taken either as a Directed Study (POLS 4700) or online course	

\*A student must complete 4 courses from an approved menu of courses dealing substantially with the EU. These courses must be distributed among at least three 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.

## **ONLINE COURSES AND TRANSATLANTIC JOINT CERTIFICATE**

The EU Studies program has developed a curriculum of online courses in conjunction with European university partners. These are courses in different discipline areas that deal with various aspects of the EU and are taught jointly by University System institutions and European universities at specified times throughout the academic year. The program's campus representative maintains an updated list of these courses and a teaching schedule, as well as information about course registration.

The EU Studies program offers the option of acquiring a certificate that is jointly conferred with a European institution. This option requires students to complete—with a grade of “B” or better—a minimum of two online courses that are co-taught with European partner universities. Students completing this option have the EU Studies certificate awarded by both their home institution and one in Europe, thus giving them an academic credential from a respected European university.

## **AREAS OF DISTINCTION**

In addition to acknowledging competence in the EU generally, the certificate also highlights special achievements by providing a notation of “distinction” in two areas:

- foreign language proficiency (6 semester hours at or above the 2000 level)
- composition of a thesis

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  
Room 204, Georgia Avenue

Program Coordinator: Dr. Charles Johnson, Department of History  
Room 214, Ashley 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.

### Minor in International Studies . . . . . 18 hours

Core requirements

INTL 2090 and INTL 4800 . . . . . 6 hours

Upper Division Study Abroad Course. . . . . 3 hours

### 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 relevant to the student’s approved concentration . . . . . 0-6 hours

**ADVISORY COMMITTEE**

All inquiries regarding the minor should be directed to Dr. Charles Johnson or Dr. Ivan Nikolov. The minor is assisted by an advisory board made up of experienced faculty 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, please visit [www.valdosta.edu/cip/InternationalStudiesMinor2.shtml](http://www.valdosta.edu/cip/InternationalStudiesMinor2.shtml).

**NATIVE AMERICAN STUDIES MINOR**

*Dr. Fred Knowles, Adviser  
Room 1120, University Center*

The Native American Studies minor is committed to an interdisciplinary approach in the study of Native American cultures and their contributions to the global community. The program serves students of Native American 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 cultures. The unique interdisciplinary nature of the program allows students to approach the study of Native American communities in a broad fashion. Additionally, the program will incorporate Native voices through student interaction with Native American communities in the Southeast via outreach programs, lectures, and events fostering student-community experiences.

<b>Minor in Native American Studies . . . . .</b>	<b>15 hours</b>
Required Foundation Course: PHIL/REL 3610 . . . . .	3 hours
Continental Native North America . . . . .	3 hours
ANTH 3130, HIST 4241, HIST 4242, or NAS 4500	
Regional Native North America . . . . .	3 hours
HIST 4226, HIST 4243, HIST 4303,	
ANTH 3120, ARTH 4170, or NAS 4500	
Contemporary Native North America . . . . .	3 hours
NAS 3000, NAS 3500, PHIL 3620, REL 3620,	
PHIL 3630, REL 3630, ARTH 4180, or NAS 4500	

Note: The grade earned in each course in a minor must be a “C” or better.

# WOMEN'S AND GENDER STUDIES MINOR

*Dr. Tracy Woodard-Meyers, Director  
Carswell Hall, 1526 North Oak Street*

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

Course work in Women's and Gender Studies will enable students:

1. to 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. to 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. to 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. to 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. Courses selected from among those listed above satisfy requirements for the minor. For a fuller description of these courses, see the Courses of Instruction section in this catalog.

<b>The Minor in Women's and Gender Studies.</b>	<b>15 hours</b>
Required courses	9 hours
WGST 3000, WGST 3100, WGST 4400	
<b>Elective courses.</b>	<b>6 hours</b>
Choose 6 hours from the following courses:	
ARTH 4130, WGST/ENGL 3330, WGST/HIST 3010, WGST/HIST 3020, WGST/HIST 4261	
WGST/HIST 4262, WGST/HIST 4270, WGST/HIST 4280, FREN 3610, GRMN 4420,	
WGST/REL 3600, WGST/SPAN 4220, WGST 4000, WGST 3630, WGST4100, WGST 4500	
WGST 4300, WGST 4600, CRJU 4700 (Women in CJ), PHIL 4600/REL 4700 (Sexual Ethics)	
SOCJ 4800/4810 (Domestic Violence, Human Sexuality)	



# COLLEGE OF ARTS AND SCIENCES

*Dr. Connie L. Richards, Dean*  
*1036 Bailey Science Center*

## MISSION STATEMENT

The College of Arts and 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 preprofessional, transfer, and degree programs. The Core Curriculum, most of which is delivered by departments and programs in Arts and Sciences, provides all students of the University a foundation grounded in the liberal arts disciplines of the 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 these traditional disciplines and in interdisciplinary programs, and to serve students in programs in other colleges. 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 Arts and 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 Arts and 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. An integral part of the mission of Arts and 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 Arts and Sciences, as the largest academic unit of Valdosta State University, 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, Arts and Sciences contributes to an improved quality of life for all citizens of the region.

Eleven academic departments comprise the College of Arts and Sciences: Biology; Chemistry; English; History; Mathematics and Computer Science; Modern and Classical Languages; Office of Academic Student Instructional Support; Philosophy and Religious Studies; Physics, Astronomy, and Geosciences; Political Science; and Sociology, Anthropology, and Criminal Justice.

The degrees of Associate of Arts, Associate of Applied Science, Bachelor of Arts, Bachelor of Science, Bachelor of Interdisciplinary Studies, Master of Arts, Master of Public Administration, Master of Science, and Doctor of Public Administration are granted through the College. Four

interdisciplinary programs also are housed in the College of Arts and Sciences: African American Studies, Honors, Interdisciplinary Studies, and Women's and Gender Studies.

The Bachelor of Arts degree with a major either in art or in music is offered in conjunction with the College of the Arts; the Bachelor of Arts degree with a major in psychology, the Bachelor of Applied Science degree with a major in technical studies, and the Bachelor of Science degree with a major in psychology are offered in conjunction with the College of Education and Human Services. The Bachelor of Science degree with a major in athletic training and the Bachelor of Science with a major in Exercise Physiology are offered in conjunction with the College of Nursing and Health Sciences. Detailed degree requirements may be found in the Valdosta State catalog in sections of the Departments of Art, Music, Psychology and Counseling, Adult and Career Education, Athletic Training, and Exercise Physiology.

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. The Associate of Applied Science degree cooperative program and the Associate of Applied Science degree in dental hygiene with Valdosta Technical Institute are offered in conjunction with the College of Education and Human Services.

## **STUDENT SUCCESS CENTER**

The Student Success Center (SSC) at Valdosta State University is the compass that helps students plot a course through their college careers and get a bearing on success through tutoring, advising, and on-campus job opportunities. The SSC provides peer tutoring in core curriculum courses, including natural sciences, math, writing, social sciences, and foreign languages—face-to-face and online. In addition, assistance is provided with course and major selection, time management, and long-range academic planning. Through the Student Employment Office, students can find information on securing part-time employment at VSU. All services of the SSC are free to VSU students.

The SSC is located in Langdale Residence Hall above the Old Tech Shop and its services are available to all students. Call 229-333-7570 for information or to make an appointment, or visit the website [www.valdosta.edu/ssc](http://www.valdosta.edu/ssc).

## **DEGREE PROGRAMS OFFERED THROUGH THE COLLEGE OF ARTS AND SCIENCES**

### **ASSOCIATE OF ARTS**

### **ASSOCIATE OF APPLIED SCIENCE**

VSU Cooperative program with Technical Colleges  
VSU/Val Tech Cooperative Program in Dental Hygiene

### **BACHELOR OF ARTS**

Art	English	French
History	Legal Assistant Studies	Mathematics
Music	Philosophy and Religious Studies	Psychology
Political Science	Sociology/Anthropology	Spanish
Biology	Criminal Justice	

## BACHELOR OF SCIENCE

Biology	Computer Information Systems	Physics
Applied Mathematics	Environmental Geosciences	Astronomy
Computer Science	Office Administration and Technology	Chemistry
Psychology	Organizational Leadership	

## BACHELOR OF INTERDISCIPLINARY STUDIES PRE-PROFESSIONAL PROGRAM

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

Department of Biology

Department of Chemistry

Department of Physics, Astronomy,  
and Geosciences

Department of Political Science

Department of English

Department of History

Department of Philosophy  
and Religious Studies

Department of Marketing/Economics

Department of Sociology, Anthropology,  
and Criminal Justice

### For Programs in

Allied Health Programs, Community Health,  
Nutrition, Dental Hygiene, Medical Records Administration,  
Medical Technology, Occupational Therapy, Optometry,  
Physical Therapy, Physician's Assistant, Respiratory Therapy,  
Preparation for Dental Medicine, Medicine, Pharmacy,  
Veterinary Medicine

Medicine, Dental Medicine, Veterinary Medicine, Pharmacy  
Preparation for Engineering

Preparation for Law

Preparation for Law, Theology, or Seminary

Preparation for Law

Preparation for Law, Theology, or Seminary

Preparation for Law

Preparation for Law or Social Work

## REQUIREMENTS FOR UNDERGRADUATE DEGREES

### SPECIFIC REQUIREMENTS FOR THE ASSOCIATE OF ARTS DEGREE

1. The Associate of Arts degree may be earned by any student who completes:

- Areas A, B, C, D, and E of the Core Curriculum, and
- any Area F of the Core Curriculum.

The minimum number of semester hours needed to fulfill these requirements is 60.

- No more than 40 semester hours of transfer credit may be applied toward degree requirements; a minimum of 20 semester hours of lower division credit must be completed in residence.
- The minimum cumulative grade point average for graduation is 2.00.

4. A State of Georgia Legislative requirement states that degree candidates must possess and demonstrate a reasonable mastery of United States history, Georgia history, the United States Constitution, and the Georgia Constitution. These requirements are met by the successful completion of POLS 1101 or 1101H and HIST 2111 or 2111H or HIST 2112 or 2112H. The VSU Office of Testing in Powell Hall West offers an exemption test to transfer students whose American history course did not include Georgia history or whose political science course did not include Georgia Constitution.
5. Students must apply for and be accepted in the Associate of Arts degree program prior to completion of Associate of Arts degree requirements.
6. Academic advisement of students seeking the Associate of Arts degree shall be the responsibility of the OASIS Center for Advising and First-Year Programs.
7. An application for the degree along with evidence of payment of the graduation fee must be submitted to the Registrar two semesters prior to the anticipated graduation date.

### **SPECIFIC REQUIREMENTS FOR THE DEGREES OF BACHELOR OF ARTS, BACHELOR OF SCIENCE, BACHELOR OF INTERDISCIPLINARY STUDIES**

1. A minimum of 120 semester hours of academic work in an approved program is required for graduation. The approved program must include 60 semester hours in the completed Core Curriculum.
2. The degree program requires at least 21 semester hours of upper division courses in the major field and at least 39 semester hours of upper division work overall.
3. Thirty of the last 40 semester hours must be completed in residence at Valdosta State University, except in the Medical Technology Program and the Dual Degree Program with the Georgia Institute of Technology.
4. No more than 90 semester hours from a transfer institution may be applied toward the degree.
5. Attain a minimum overall grade point average of 2.00, and earn no grade lower than a "C" in all courses used to satisfy major field requirements.
6. Several bachelor's degree programs in the College of Arts and Sciences require the completion of a three-course or four-course sequence in a foreign language.
7. Complete at least 6 semester hours of course work numbered 3000 or above in a single discipline outside the major.
8. A State of Georgia Legislative requirement states that degree candidates must possess and demonstrate a reasonable mastery of United States history, Georgia history, the United States Constitution, and the Georgia Constitution. These requirements are met by the successful completion of POLS 1101 or 1101H and HIST 2111 or 2111H or HIST 2112 or 2112H. The VSU Office of Testing in Powell Hall West offers an exemption test to transfer students whose American history course did not include Georgia history or whose political science course did not include Georgia Constitution.
9. Not more than a total of 30 semester hours may be earned through any combination of CLEP, credit by examination, correspondence courses, extension work, International Baccalaureate, and Advanced Placement.
10. The College of Arts and Sciences will not accept transfer credit for capstone requirements.

# 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.

The programs of study in the Department of Biology have numerous desired outcomes. Examples of these outcomes include the following:

## SELECTED EDUCATIONAL OUTCOMES

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.

## B.S. DEGREE WITH A MAJOR IN BIOLOGY

### REQUIREMENTS FOR THE BACHELOR OF SCIENCE DEGREE WITH A MAJOR IN BIOLOGY

**Core Curriculum Areas A, B, C, D.2.a, and E . . . . . 42 hours**  
(See VSU Core Curriculum)

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 1107K, CHEM 1211 and 1211L, CHEM 1212 and 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.

**Core Curriculum Area F. . . . . 18 hours**  
Science: . . . . . 14-15 hours

BIOL 1100, BIOL 1108K, CHEM 1211, CHEM 1211L, CHEM 1212,  
CHEM 1212L, PHYS 1111K, PHYS 1112K, PHYS 2211K, PHYS 2212K

Math 2262 or MATH 2620. . . . . 3-4 hours

A minimum grade of "C" is required for all BIOL, CHEM, MATH, and PHYS courses.

**Senior College Curriculum. . . . . 60 hours**

A minimum grade of "C" is required for all BIOL and CHEM courses.

Required Biology Courses . . . . . 8 hours

BIOL 3200, BIOL 3250, BIOL 4900

Biology Electives . . . . . 26-27 hours

3000-level and above (but not BIOL 4830, BIOL 4840, BIOL 4850)

Four courses with labs required.

BIOL 4950 limited to 3 hours.

Required Chemistry Courses . . . . . 11 hours

CHEM 3401, CHEM 3402, CHEM 3601

General Electives . . . . . 11-12 hours

Carry-over from Core. . . . . 3-4 hours

**Total hours required for the degree. . . . . 120 semester hours**

## B. A. DEGREE 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

<b>Core Curriculum Areas A, B, C, D.2.a, and E</b> .....	<b>42 hours</b>
See VSU Core Curriculum, to include:	
<b>Area A</b> - Math 1113 .....	3 hours
<b>Area C</b> - Foreign Language .....	3 hours
<b>Area D.2.a</b> - MATH 2620 or 2261 .....	3-4 hours
Science: BIOL 1107K, CHEM 1211, 1211L .....	7-8 hours
<b>Core Curriculum Area F</b> .....	<b>18 hours</b>
Foreign Language .....	6 hours
Science* .....	12-13 hours
BIOL 1100, BIOL 1107K, BIOL 1108K, BIOL 1200, CHEM 1211	
CHEM 1211L, CHEM 1212, CHEM 1212L	
*One hour transfer to senior curriculum. A minimum grade of "C" is required for all BIOL, CHEM, and MATH courses.	
<b>Senior College Curriculum</b> .....	<b>.60 hours</b>
Required Biology Courses .....	8 hours
BIOL 3200 (3 hours), BIOL 3250 (4 hours), BIOL 4900 (1 hour)	
Biology Electives .....	16 hours
3000-level and above (but not BIOL 4830, 4840, 4850)	
BIOL 4950 limited to 3 hours	
Three courses with labs required	
Upper-level math or science sequence (not biology) .....	6 hours
Foreign language* .....	3 hours
General Electives (9 hours of upper-level required) .....	26 hours
Carry-over from core .....	1 hour
*12 hours of a single foreign language required	
<b>Total hours required for the degree</b> .....	<b>120 semester hours</b>

# Department of Chemistry

*Dr. James T. Baxter, 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:

1. The department will maintain a portfolio of each chemistry major that will contain the following materials:
  - a. results of discipline-related American Chemical Society Examinations.
  - b. samples of written assignments (papers and laboratory reports) from upper division classes.
  - c. faculty evaluation of the student's senior seminar and abstract.
2. 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.
3. A formal alumni interview will be used to evaluate the program.

## B. S. DEGREE 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.

**Core Areas A, B, C, D.2.a, and E. ....42 hours**  
(See VSU Core Curriculum)

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 1211/1211L, CHEM 1212/1212L, PHYS 2211K, PHYS 2212K, or BIOL 2010.

<b>Core Area F.....</b>	<b>18 hours<sup>1</sup></b>
MATH 2261 (Carry-over from Area D.2.a) .....	1 hour
MATH 2262 .....	4 hours
CHEM 1211 and 1211L (unless taken in Area D.2.a) .....	0-4 hours
CHEM 1212 and 1212L (unless taken in Area D.2.a) .....	0-4 hours
CHEM 2310 .....	4 hours
PHYS 2211K <sup>2</sup> (unless taken in Area D.2.a) .....	0-4 hours
PHYS 2212K <sup>2</sup> (unless taken in Area D.2.a) .....	0-4 hours

<sup>1</sup> Hours in excess of 18 will carry over into the Senior College Curriculum.

<sup>2</sup> Students in the pre-professional option may substitute PHYS 1111K for PHYS 2211K and PHYS 1112K for PHYS 2212K.

**CHEMISTRY MAJOR: AMERICAN CHEMICAL SOCIETY CERTIFIED DEGREE**

**Senior College Curriculum. . . . .60 hours**  
Of the 60 semester hours, 39 must be in courses numbered 3000 or above.

CHEM 2210 . . . . .	1 hour
CHEM 3401, CHEM 3402 . . . . .	8 hours
CHEM 3510 . . . . .	4 hours
CHEM 3601, CHEM 3601L . . . . .	5 hours
CHEM 3801, CHEM 3802 . . . . .	8 hours
CHEM 4310 . . . . .	4 hours
Advanced courses in Chemistry. . . . .	6 hours
Modern Foreign Language <sup>3</sup> . . . . .	6-9 hours
Electives <sup>4</sup> . . . . .	15-18 hours

3 If three hours of language are taken in Area C of the core, only six will be required in this portion of the major.  
4 Includes hours which carry over from Area F.

**Total hours required for the degree. . . . . 120 semester hours**

**CHEMISTRY MAJOR: AMERICAN CHEMICAL SOCIETY CERTIFIED DEGREE**

**Biochemistry Option**

**Senior College Curriculum. . . . .60 hours**  
Of the 60 semester hours, 39 must be in courses numbered 3000 or above.

CHEM 2210 . . . . .	1 hour
BIOL 2010 <sup>5</sup> . . . . .	0-4 hours
BIOL 2230, BIOL 2270, BIOL 3100 . . . . .	12 hours
CHEM 3401, CHEM 3402 . . . . .	8 hours
CHEM 3510 . . . . .	4 hours
CHEM 3601, CHEM 3601L, CHEM 3602 . . . . .	8 hours
CHEM 3801, CHEM 3802 . . . . .	8 hours
CHEM 4310 . . . . .	4 hours
Modern Foreign Language <sup>6</sup> . . . . .	6-9 hours
Electives <sup>7, 8</sup> . . . . .	2-9 hours

Note: Students must obtain 39 total upper division (3000- or 4000-level) hours, with 6 of these 39 hours in a single subject other than chemistry.

5 Unless taken in Area D.2.a  
6 If three hours of language are taken in Area C of the core, only six will be required in this portion of the major.  
7 Includes hours which carry over from Area F.  
8 May include CHEM 4910 Laboratory Problems, but must be a biochemistry topic.

**Total hours required for the degree. . . . . 120 semester hours**

**CHEMISTRY MAJOR: PRE-PROFESSIONAL OPTION**

**Senior College Curriculum. . . . .60 hours**  
Of the 60 semester hours, 39 must be in courses numbered 3000 or above.

CHEM 2210 . . . . .	1 hour
BIOL 2010 . . . . .	4 hours
Science elective, 2000 or above <sup>9</sup> . . . . .	4 hours
CHEM 3401, CHEM 3402 . . . . .	8 hours

CHEM 3510 .....	4 hours
CHEM 3601, CHEM 3601L .....	5 hours
CHEM 3801 or CHEM 3802 .....	4 hours
Upper Division mathematics, computer science, or science electives <sup>10</sup> .....	7-8 hours
Modern Foreign Language <sup>11</sup> .....	6-9 hours
Electives <sup>12</sup> .....	13-17 hours

9 Students who wish to attend medical, dental, or veterinary school or emphasize biochemistry in the chemistry program shall elect BIOL 2270.

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 six will be required in this portion of the major.

12 Includes hours that carry over from Area F.

## **MINOR IN CHEMISTRY**

**Minor in Chemistry .....** **15-18 hours**

CHEM 3401, CHEM 3402, CHEM 3601 .....

11 hours  
4 to 7 hours selected from CHEM 2310 or any upper division chemistry courses . . . 4-7 hours

# Engineering Studies

*Dr. Barry Hojjatie, Coordinator  
Room 1169, Nevins Hall*

## ENGINEERING TRANSFER PROGRAMS

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. No degree in engineering is offered; however, courses from engineering, the sciences, mathematics, computer science, the humanities, and the social sciences provide a strong and intensive curriculum that effectively covers two to three years of work for a wide variety of engineering fields. The remaining course work required for a Bachelor's degree is completed by transfer to a four-year engineering institution. Formal agreements exist for transfer to the Georgia Institute of Technology and to Mercer University, but informal transfer arrangements can also be made with other qualified institutions. The Engineering Dual Degree Program with the Georgia Institute of Technology enables students to earn a B.S. degree from Valdosta State University and a B. S. in engineering degree from the Georgia Institute of Technology.

The Engineering Studies 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 Transfer Program (RETP), administered by the Georgia Institute of Technology. The program covers course work through the first two years in four major tracks: civil engineering, electrical and computer engineering, industrial engineering, and mechanical and aerospace engineering. Other alternatives for transfer in engineering include the Mercer University Transfer Program in biomedical engineering, computer engineering, electrical engineering, environmental engineering, industrial engineering, and mechanical engineering; and the regular transfer option to the University of Georgia in agricultural engineering and biological engineering. The regular transfer program option also includes transfer to Southern Polytechnic State University to complete a Bachelor of Science degree in an engineering technology major.

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. This contact is particularly important for planning the specialized Dual Degree curriculum.

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 Cooperative Education.

## SELECTED EDUCATIONAL OUTCOMES

1. Students will demonstrate understanding of fundamental sciences through application to problem solving and experimental laboratory analysis.
2. Students will demonstrate understanding of mathematics through application to mathematical analysis and problem solving.
3. Students will be able to apply scientific and mathematical principles to solve engineering problems.
4. Students will demonstrate the effective use of computers through application packages, programming, scientific calculations, and graphical applications.

**EXAMPLES OF OUTCOME ASSESSMENTS**

The curricula used at VSU to prepare engineering students to transfer are controlled primarily by the courses required at the degree-granting institutions. To be accepted as transfer credit, VSU courses must duplicate the corresponding courses at the transfer institution. Assessment of the VSU engineering program must therefore monitor the individual course contents, which can change from time to time, as well as the success of the students who transfer. To monitor the progress of students who transfer, records of the final grades, degree conferred, and any honors received are maintained and examined annually to determine the effectiveness of the Engineering Studies Program. Transfer students are also asked to provide an evaluation of their VSU engineering preparation during their final year before graduation.

**RECOMMENDED COURSES FOR THE REGENTS' ENGINEERING TRANSFER PROGRAM**

Engineering students are required to meet the Core Curriculum of the Georgia Institute of Technology by taking Calculus I (MATH 2261) in Area A, Calculus II (MATH 2262) and an approved lab science sequence in Area D, and Computer Science (CS 1010) in Area B.

<b>Core Curriculum Area A</b> .....	<b>9 hours</b>
ENGL 1101 or ENGL 1101H.....	3 hours
ENGL 1102 or ENGL 1102H .....	3 hours
MATH 2261 (1 hour counts in Area B) .....	3 hours
<b>Core Curriculum Area B</b> .....	<b>4 hours</b>
CS 1010 .....	3 hours
MATH 2261 ( 3 hours count in Area A) .....	1 hour
<b>Core Curriculum Area C</b> .....	<b>6 hours</b>
See requirements for Area C in the VSU Core Curriculum. See Index.	
<b>Core Curriculum Area D</b> .....	<b>11 hours</b>
BIOL 1107K, CHEM 1211/1211L, CHEM 1212/1212L, GEOL 1121, PHYS 2211, PHYS 22128 hours	
MATH 2262 (1 hour counts in Area F) .....	3 hours
<b>Core Curriculum Area E</b> .....	<b>12 hours</b>
See course requirements for Area E in the VSU Core Curriculum. See Index.	
<b>Core Curriculum Area F</b> .....	<b>18 hours</b>
PHYS 2211-2212, if not taken in Area D .....	0-8 hours
Lab Science Sequence, if not taken in Area D .....	0-8 hours
ENGR 2010 .....	2 hours
MATH 2262 (3 hours count in Area D).....	1 hour
MATH 2263 .....	4 hours
MATH 3340 .....	3 hours

The engineering studies curriculum for each track is shown on the next pages:

**Valdosta State University Engineering Studies Curriculum for Transfer to the Georgia Institute of Technology in Civil Engineering**

<b>FALL SEMESTER</b>	<b>Hours</b>	<b>SPRING SEMESTER</b>	<b>Hours</b>
<b>1st YEAR</b>			
MATH 1113	(3)	MATH 2261	(4)
CHEM 1211 & 1211L	(4)	CS 1010	(3)
ENGR 2010	(2)	ENGR 2500	(3)
ENGL 1101	(3)	ENGL 1102	(3)
POLS 1101	(3)	HIST 2111 or HIST 2112	(3)
<b>Total Hours</b>	<b>15</b>	<b>Total Hours</b>	<b>16</b>
<b>2nd YEAR</b>			
MATH 2262	(4)	MATH 2263	(4)
PHYS 2211	(4)	PHYS 2212	(4)
CS 1301	(4)	ENGR 2200	(3)
ENGL 2111, ENGL 2112, or ENGL 2113	(3)	BIOL 2010	(4)
<b>Total Hours</b>	<b>15</b>	<b>Total Hours</b>	<b>15</b>
<b>3rd YEAR</b>			
MATH 3340	(3)	MATH 2150	(3)
ENGR 3210	(3)	ENGR 3220	(3)
AREA C (COMM 1100 *)	(3)	ECON 2105 or ECON 2106	(3)
GEOL 1121	(4)	(ENGL 3020 *)	(3)
KSPE 2000	(2)	AREA E	(3)
<b>Total Hours</b>	<b>15</b>	<b>Total Hours</b>	<b>15</b>

\*COMM 1100 and ENGL 3020: recommended but not required  
 ECON 2105 (Macroeconomics) or ECON 2106 (Microeconomics) is acceptable for the economics requirement.

Other supported courses: CS 1302 (4 hours), MATH 3600 (3 hours).

**Valdosta State University Engineering Studies Curriculum for Transfer to  
the Georgia Institute of Technology in Computer Engineering or Electrical Engineering**

<b>FALL SEMESTER</b>	<b>Hours</b>	<b>SPRING SEMESTER</b>	<b>Hours</b>
<b>1st YEAR</b>			
MATH 1113	(3)	MATH 2261	(4)
CHEM 1211& 1211L	(4)	CS 1010	(3)
ENGR 2010	(2)	(ENGR 2500 *)	(3)
ENGL 1101	(3)	ENGL 1102	(3)
POLS 1101	(3)	HIST 2111 or 2112	(3)
<b>Total Hours</b>	<b>15</b>	<b>Total Hours</b>	<b>16</b>
<b>2nd YEAR</b>			
MATH 2262	(4)	MATH 2263	(4)
PHYS 2211	(4)	PHYS 2212	(4)
CS 1301	(4)	ENGR 2310	(4)
ENGL 2111, ENGL 2112, or ENGL 2113	(3)	AREA C (COMM 1100 *)	(3)
<b>Total Hours</b>	<b>15</b>	<b>Total Hours</b>	<b>15</b>
<b>3rd YEAR</b>			
MATH 3340	(3)	MATH 2150	(3)
ENGR 3320	(3)	ENGR 2200*	(3)
CS 1302	(4)	AREA D #	(4)
ECON 2105 or 2106	(3)	ENGR 2320	(3)
AREA E	(3)	KSPE 2000	(2)
<b>Total Hours</b>	<b>16</b>	<b>Total Hours</b>	<b>15</b>

\*ENGR 2500, COMM 1100, ENGR 2200: recommended but not required.

ECON 2105 (Macroeconomics) or ECON 2106 (Microeconomics) is acceptable for the economics requirement.

# Area D can be satisfied by BIOL 2010, CHEM 1212, or GEOL 1121.

**Valdosta State University Engineering Studies Curriculum for Transfer to  
the Georgia Institute of Technology in Industrial Engineering**

<b>FALL SEMESTER</b>	<b>Hours</b>	<b>SPRING SEMESTER</b>	<b>Hours</b>
<b>1st YEAR</b>			
MATH 1113	(3)	MATH 2261	(4)
AREA D #	(4)	CS 1010	(3)
ENGR 2010	(2)	ENGR 2500*	(3)
ENGL 1101	(3)	ENGL 1102	(3)
POLS 1101	(3)	HIST 2111 or HIST 2112	(3)
<b>Total Hours</b>	<b>15</b>	<b>Total Hours</b>	<b>16</b>
<b>2nd YEAR</b>			
MATH 2262	(4)	MATH 2263	(4)
PHYS 2211	(4)	PHYS 2212	(4)
CS 1301	(4)	CS 1302	(4)
ENGL 2111, ENGL 2112, or ENGL 2113	(3)	AREA C (COMM 1100 *)	(3)
<b>Total Hours</b>	<b>15</b>	<b>Total Hours</b>	<b>15</b>
<b>3rd YEAR</b>			
AREA D #	(4)	MATH 2150	(3)
PSYC 2500	(3)	ENGR 2200	(3)
ECON 2105	(3)	ECON 2106	(3)
MATH 3600	(3)	ENGL 3020	(3)
KSPE 2000	(2)	<b>Total Hours</b>	<b>15</b>
<b>Total Hours</b>	<b>12</b>		

\*ENGR 2500\* and ENGL 3020\*: recommended but not required.

# Area D can be satisfied by two of these courses: CHEM 1211/1211L, CHEM 1212/1212L, BIOL 2010, and GEOL 1121.



**Valdosta State University Engineering Studies Curriculum for Transfer to  
the Georgia Institute of Technology in Aerospace Engineering or Mechanical Engineering**

<b>FALL SEMESTER</b>	<b>Hours</b>	<b>SPRING SEMESTER</b>	<b>Hours</b>
<b>1st YEAR</b>			
MATH 1113	(3)	MATH 2261	(4)
CHEM 1211 and 1211L	(4)	CS 1010	(3)
ENGR 2010	(2)	ENGR 2500	(3)
ENGL 1101	(3)	ENGL 1102	(3)
POLS 1101	(3)	HIST 2111 or HIST 2112	(3)
<b>Total Hours</b>	<b>15</b>	<b>Total Hours</b>	<b>16</b>
<b>2nd YEAR</b>			
MATH 2262	(4)	MATH 2263	(4)
PHYS 2211	(4)	PHYS 2212	(4)
CS 1301	(4)	ENGR 2200	(3)
ENGL 2110, ENGL 2120, or ENGL 2130	(3)	AREA C (COMM 1100 *)	(3)
<b>Total Hours</b>	<b>14</b>	<b>Total Hours</b>	<b>15</b>
<b>3rd YEAR</b>			
MATH 3340	(3)	MATH 2150	(3)
ENGR 3210	(3)	ENGR 3220	(3)
AREA D #	(4)	ECON 2105 or ECON 2106	(3)
AREA E	(3)	ENGL 3020	(3)
KSPE 2000	(2)	<b>Total hours</b>	<b>15</b>
<b>Total Hours</b>	<b>12</b>		

\*COMM 1100\*, ENGL 3020\*: recommended but not required.

ECON 2105 (Macroeconomics) or ECON 2106 (Microeconomics) is acceptable for the economics requirement.

Other supporting courses: CS 1302 (4 hours), MATH 3600 (3 hours).

# Area D can be satisfied by BIOL 2010, CHEM 1212/1212L, or GEOL 1121.

**RECOMMENDED COURSES FOR THE MERCER UNIVERSITY TRANSFER PROGRAM**

**For All Majors (biomedical, computer, electrical, environmental, industrial, and mechanical engineering):**

**Core Curriculum Areas A - F:**

- same as Regents' Engineering Transfer Program Engineering Courses . . . . .21 hours  
ENGR 2010, 2200, 2500, 3210, 3220, 2310, 3320
- Supporting Courses . . . . .9 hours  
COMM 1100, ENGL 3020, MATH 2150

**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. 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 2010, 2200, 2310, 2500, 3210, 3220, 3320; MATH 2150, 3340.

The remaining 30 (or fewer) hours required for the VSU degree must be taken at Georgia Tech, to be accepted as transfer credit by VSU.

# Department of English

*Dr. Mark Smith, Head  
Room 207, West Hall*

The Department of English offers four programs of study 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 programs 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 and Language Track provides a pre-law and pre-theology education as well as prepares students for graduate study in English. The Journalism Track prepares students for careers in print journalism, editing, and in-house news writing. The Creative Writing and Contemporary Literature Track prepares students for graduate study as well as careers in publishing and related fields. The Professional Writing Track also prepares students for graduate study as well as careers in law, business, advertising, and publishing. 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 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 has numerous desired outcomes. Examples of these outcomes include the following:

1. To develop a basic knowledge of British, American, and world literatures and an ability to respond to them critically.
2. To write and speak with clarity, precision, and sophistication.
3. To research carefully and systematically, utilizing the appropriate computer technology, and to apply that research to the study of language and literature.
4. To foster a greater understanding of the cultural and historical contexts of written communication.

## EXAMPLES OF 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 submit a portfolio of written work.
2. Students will complete a five-page Undergraduate English Major Exit Questionnaire.

## BACHELOR OF ARTS DEGREE WITH A MAJOR IN ENGLISH

### REQUIREMENTS FOR THE BACHELOR OF ARTS WITH A MAJOR IN ENGLISH

Core Curriculum Areas A-E* (See VSU Core Curriculum) .....	42 hours
Core Curriculum Area F*.....	18 hours
ENGL 2060, ENGL 2080 .....	6 hours

ENGL 2111, 2112, or 2113 . . . . .	3 hours
(Student may choose one of the above courses not taken in Area C.)	
Foreign Language and Culture through 2002 . . . . .	6-9 hours
(3 hours will count in Area C if student begins foreign language classwork at the 1001 level.)	
ART 1100, COMM 1100, MUSC 1100, THEA 1100, HIST 1011, HIST 1012, HIST 1013, PHIL 2010, PHIL 2020 . . . . .	0-6 hours

\* All core classes with an ENGL prefix (ENGL 1101, ENGL 1102, ENGL 2060, ENGL 2080, ENGL 2111, ENGL 2112, ENGL 2113, and ENGL 2140) must be completed with a grade of “C” or better.

**LITERATURE AND LANGUAGE TRACK**

<b>Senior College Curriculum . . . . .</b>	<b>.60 hours</b>
<b>Courses required for the Major . . . . .</b>	<b>39 hours</b>
ENGL 3110, ENGL 3120, ENGL 3210, ENGL 3215. . . . .	12 hours
ENGL 3060 (prerequisite or corequisite to all 4000-level courses). . . . .	3 hours
One British period course (ENGL 4110-4160) . . . . .	3 hours
One American period course (ENGL 4210-4250) . . . . .	3 hours
One critical focus course (ENGL 4310, 4320, 4330, 4340, or 4350) . . . . .	3 hours
Four elective courses of 3 hours each at the 3000-level or above from ENGL, CWCL, JOUR, or LING (one of these courses must be ENGL 3010, 3020, 3030, 4600, 4610, 4620, 4630, 4640, or any course with a CWCL, JOUR, or LING prefix.)	
(1 foreign language literature course numbered 4000 or above may be substituted.) . . .	12 hours
ENGL 4900 Senior Seminar. . . . .	3 hours
<b>Minor and/or Elective courses. . . . .</b>	<b>21 hours</b>
Must include at least 6 hours of courses numbered 3000 or above in a single discipline outside of ENGL.	

**Total hours required for the degree. . . . . 120 semester hours**

*or*

**JOURNALISM TRACK–NEWSPAPER EMPHASIS**

<b>Senior College Curriculum . . . . .</b>	<b>.60 hours</b>
<b>Courses Required for the Major . . . . .</b>	<b>40-41 hours</b>
ENGL 3110 or ENGL 3120 . . . . .	3 hours
ENGL 3210 or ENGL 3215 . . . . .	3 hours
JOUR 3080, JOUR 3510, JOUR 3540 . . . . .	9 hours
JOUR 3570, JOUR 4500, CWCL 3400 . . . . .	9 hours
JOUR 3520 . . . . .	1-2 hours*
JOUR 2500 and/or JOUR 4800 . . . . .	3 hours
JOUR 4510 or JOUR 4540 . . . . .	3 hours
JOUR 4520 or JOUR 4560 . . . . .	3 hours
JOUR 4550 . . . . .	3 hours
ENGL 4900 . . . . .	3 hours

\* English majors not pursuing cross-training certificate must take course for 2 hours to ensure exposure to skills for multimedia presentation .

**Minor and/or elective courses . . . . . 19-20 hours**  
Must include at least 6 hours of courses numbered 3000 or above in a single discipline outside of JOUR.

**Total hours required for the degree. . . . . 120 semester hours**

*or*

**JOURNALISM TRACK–MAGAZINE EMPHASIS**

**Senior College Curriculum . . . . .60 hours**

**Courses Required for the Major . . . . . 40-41 hours**

- ENGL 3110 or ENGL 3120 . . . . . 3 hours
- ENGL 3210 or ENGL 3215 . . . . . 3 hours
- JOUR 3080, JOUR 3510, JOUR 3540 . . . . . 9 hours
- JOUR 3570, JOUR 4500, CWCL 3400 . . . . . 9 hours
- JOUR 3520 . . . . . 1-2 hours\*
- JOUR 2500 and/or JOUR 4800 . . . . . 3 hours
- JOUR 4510 or JOUR 4560 . . . . . 3 hours
- JOUR 4520 or CWCL 3420 . . . . . 3 hours
- JOUR 3560 . . . . . 3 hours
- ENGL 4900 . . . . . 3 hours

\* English majors not pursuing cross-training certificate must take course for 2 hours to ensure exposure to skills for multimedia presentation.

**Minor and/or elective courses . . . . . 19-20 hours**

Must include at least 6 hours of courses numbered 3000 or above in a single discipline outside of JOUR.

**Total hours required for the degree. . . . . 120 semester hours**

*or*

**PROFESSIONAL WRITING TRACK**

**Senior College Curriculum. . . . .60 hours**

**Courses required for the Major . . . . . 39 hours**

- ENGL 3110 or ENGL 3120 . . . . . 3 hours
- ENGL 3210 or ENGL 3215 . . . . . 3 hours
- ENGL 3010, ENGL 3020, JOUR 4500 . . . . . 9 hours
- JOUR 3560 or JOUR 4510 . . . . . 3 hours
- CWCL 3400, CWCL 3420 . . . . . 6 hours
- ENGL 4600, ENGL 4620, ENGL 4630 . . . . . 9 hours
- ENGL 4640, ENGL 4900 . . . . . 6 hours

**Minor and/or Elective Courses . . . . . 21 hours**

Must include at least 6 hours of courses numbered 3000 or above in a single discipline outside of ENGL.

**Total hours required for the degree. . . . . 120 semester hours**

*or*

**CREATIVE WRITING AND CONTEMPORARY LITERATURE TRACK**

<b>Senior College Curriculum</b> .....	<b>.60 hours</b>
<b>Courses required for the Major</b> .....	<b>40 hours</b>
ENGL 3110, ENGL 3120 .....	.6 hours
ENGL 3210, ENGL 3215 .....	.6 hours
ENGL 3060 (prerequisite or corequisite to all 4000-level courses) .....	.3 hours
ENGL 4150 or ENGL 4160 .....	.3 hours
ENGL 4240 or ENGL 4250 .....	.3 hours
One 4000-level ENGL course .....	.3 hours
CWCL 2500 .....	1 hour
CWCL 3400 .....	.3 hours
One three-course CWCL sequence .....	.9 hours
CWCL 3440, CWCL 4440, CWCL 4410; or	
CWCL 3460, CWCL 4460, CWCL 4420; or	
CWCL 3420, JOUR 4520 or JOUR 3560, CWCL 4430	
ENGL 4900 .....	.3 hours
<b>Minor and/or Elective courses</b> .....	<b>20 hours</b>
Must include at least 6 hours of courses numbered 3000 or above in a single discipline outside CWCL.	
<b>Total hours required for the degree</b> .....	<b>120 semester hours</b>

Students should review the Arts and Sciences requirements for completion of the B.A. degree.

**INSTITUTIONAL CROSS-TRAINING CERTIFICATE FOR JOURNALISM AND MASS MEDIA STUDENTS**

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:

- **MDIA 3050** Broadcast Performance and Announcing
- **MDIA 3500** Broadcast News Writing
- **MDIA 4960** (1-2 hours) Performance and Production Workshop

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:

- **JOUR 3510** News Writing
- **JOUR 3520** (1 hr) Essential Reporting Skills
- **JOUR 4510 or 4520 or 4550** Feature Writing, Literary Journalism, Reporting

**MINOR PROGRAMS**

<b>Minor in Creative Writing and Contemporary Literature</b> .....	<b>15 hours</b>
CWCL 3400 .....	.3 hours
One two-course CWCL sequence .....	.6 hours
CWCL 3440 and CWCL 4440, <i>or</i>	
CWCL 3460 and CWCL 4460, <i>or</i>	
CWCL 3420 and JOUR 4520 or JOUR 3560	
Two ENGL electives at the 3000- or 4000-level .....	.6 hours

<b>Minor in Literature and Language</b> . . . . .	<b>15-18 hours</b>
ENGL 2060 (if not taken in Area F) . . . . .	0-3 hours
ENGL 3110, ENGL 3120, ENGL 3210, ENGL 3215. . . . .	12 hours
Elective numbered 3000 or above from ENGL, CWCL, JOUR, or LING . . . . .	3 hours

<b>Minor in Journalism</b> . . . . .	<b>18 hours</b>
JOUR 3080 . . . . .	3 hours
JOUR 3510, JOUR 3540, JOUR 3570, JOUR 4500 . . . . .	12 hours
One elective from the following list: . . . . .	3 hours
JOUR 4510, JOUR 4520, JOUR 4540, JOUR 4550, or JOUR 4560	

<b>Minor in Professional Writing.</b> . . . . .	<b>18 hours</b>
ENGL 3010, ENGL 3020, ENGL 4600, ENGL 4630. . . . .	12 hours
Two sequenced electives from the following list . . . . .	6 hours
ENGL 4620 and ENGL 4640, <i>or</i>	
JOUR 3560 and JOUR 4510, <i>or</i>	
CWCL 3400 and CWCL 3420	

## **ENGLISH TO SPEAKERS OF OTHER LANGUAGES (ESOL) ENDORSEMENT**

*Dr. Mark Smith, Head, Department of English  
Room 207, West Hall*

*Dr. Victoria Soady, 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**

ESOL 4010 Applied Linguistics for ESOL Teachers . . . . .	3 hours
ESOL 4020 Cultural Perspectives for ESOL Teachers. . . . .	3 hours
ESOL 4030 Methods and Materials for Teaching ESOL. . . . .	3 hours

**Total Required for the ESOL Endorsement . . . . . 9 semester hours**

# **CERTIFICATE IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL) (ONLINE)**

*Dr. Victoria Soady, 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.

A grade of “C” or better is required in each course.

## **Requirements for the online Certificate in Teaching English to Speakers of Other Languages (TESOL)**

*ESOL 4010, *ESOL 4020, *ESOL 4030 . . . . .	9 hours
ESOL 4040, ESOL 4050, ESOL 4060 . . . . .	9 hours

\*Note: These three courses within the certificate fully satisfy the add-on ESOL Endorsement requirements for certified teachers in Georgia.



## Health Professions

*Dr. Robert Gannon, Head, Department of Biology  
Room 2035, Bailey Science Center*

*Dr. James T. Baxter, 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	Dental Hygiene
Medical Records Administration	Medical Technology
Occupational Therapy	Optometry
Pathologist's Assistant	Physical Therapy
Physician's Assistant	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 History

*Dr. Paul Riggs, Head  
Room 210, Ashley Hall North*

The Department of History provides an undergraduate program that leads to the Bachelor of Arts degree with a major in 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 program is a flexible one that presents students with opportunities to supplement the major by taking one or two minors or even a second major.

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.

## **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:

- HIST 3030H Honors Topics in U. S. History;
- HIST 3040H Honors Topics in European History;
- HIST 3050H Honors Topics in World History;
- HIST 4800H Honors Directed Study: Thesis.

Students completing the Honors Track in history will have it noted on their transcript.

## **BACHELOR OF ARTS DEGREE 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 B.A. WITH A MAJOR IN HISTORY**

<b>Core Areas A - E*</b> (See VSU Core Curriculum)	<b>42 hours</b>
<b>Core Area F*</b>	<b>18 hours</b>
Foreign Language and Culture <sup>1</sup>	6 hours
HIST 2111 or HIST 2112	3 hours
HIST 1011 (if taken in Area E, then elective from list below)	0-3 hours
HIST 1012 (if taken in Area E, then elective from list below)	0-3 hours
HIST 1013 (if taken in Area E, then elective from list below)	0-3 hours
Electives	0-6 hours
Acceptable electives for Area E:	
ANTH 1102, CS 1000, ECON 1500, GEOG 1101, GEOG 1102,	
GEOG 1103, MATH 2620, PHIL 2010, POLS 2101, POLS 2401,	
POLS 2501, PSYC 2500, REL 2020, SOCI 1101, SOCI 1160	

\* All courses with the HIST prefix taken in Areas E and F must be completed with a grade of “C” or better.  
<sup>1</sup> 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 (see below).

<b>Senior College Curriculum</b>	<b>60 hours</b>
HIST 3000	3 hours
Upper division courses in History	.24 hours
Courses numbered above 3000, including at least one each in:	
(a) European or British History;	
(b) United States History;	
(c) Latin American, African, Middle Eastern, or Asian History;	
(d) Additional course from categories (a) or (c), above.	
HIST 4950	3 hours
Foreign Language and Culture (if not taken in Area C)	0-3 hours
Minor or Electives	27-30 hours
Must include at least six (6) semester hours in courses numbered 3000 or above in a single discipline outside the history major.	
<b>Total hours required for the degree</b>	<b>120 semester hours</b>

**MINOR IN HISTORY**

<b>The Minor in History</b>	<b>15 hours</b>
Upper division history courses	15 hours

## **Department of Mathematics and Computer Science**

*Dr. Gregory Harrell, Head*

*Room 2072, Nevins Hall*

The Department of Mathematics and Computer Science is a multidisciplinary department with programs leading to baccalaureate degrees in mathematics, applied mathematics, mathematics with computer science option, computer science, and computer information systems. The department also supports an interdisciplinary degree in conjunction with the College of Education and Human Services' program for secondary school teachers. Additionally, the department offers minors in mathematics, mathematics (statistics track), and computer science.

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 the mathematical and computing sciences. Moreover, 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. 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 major common feature shared by all the department's programs is the stress on critical thinking skills.

Students may 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.

# BACHELOR OF SCIENCE DEGREE WITH A MAJOR IN APPLIED MATHEMATICS

## SELECTED EDUCATIONAL OUTCOMES

1. Students will solve problems involving groups, rings, fields, and their applications.
2. Students will solve problems involving vector spaces, linear transformations, eigenvalues, and normed linear spaces.
3. Students will exhibit the logical reasoning skills and technical background necessary to do mathematical proofs by proving theorems in set theory, analysis, linear algebra, and abstract algebra.
4. Students will use mathematical software and modeling to solve problems in numerical analysis, operations research, and statistics.

## REQUIREMENTS FOR THE B.S. DEGREE WITH A MAJOR IN APPLIED MATHEMATICS

<b>Core Curriculum Areas A-E (See VSU Core Curriculum)</b> .....	<b>42 hours</b>
(Applied Mathematics Majors are required to take Math 1113 in Area A and Math 2261 in Area D.)	
<b>Core Curriculum Area F</b> .....	<b>18 hours</b>
MATH 2261 “spillover” from Area D .....	1 hour
MATH 2262, MATH 2263.....	8 hours
CS 1301 (3 credits “spill over” into “Supporting Courses”) .....	1 hour
PHYS 2211K, PHYS 2212K .....	8 hours
<b>Senior College Curriculum</b> .....	<b>60 hours</b>
Courses Required for the Major .....	36 hours
MATH 2150, MATH 3600, MATH 4621 .....	9 hours
MATH 3040, MATH 3340, MATH 4150 .....	9 hours
MATH 4081, MATH 4260, MATH 4651 .....	9 hours
MATH 4901, MATH 4910.....	6 hours
One of the following: .....	3 hours
MATH 4622, MATH 4630, MATH 4652, MATH 4902,	
PHYS 3100, PHYS 4111, PHYS 4211, PHYS 4411	
Supporting Courses .....	6-9 hours
CS 1301 “spillover” from Area F.....	3 hours
Foreign Language & Culture Requirement.....	3-6 hours
Electives.....	15-18 hours
Must include at least 6 hours of courses numbered 3000 or above in a single discipline outside the major.	

## 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, 1112, 1113, 2150, 2261, 2262, 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.

**Total hours required for the degree. .... 120 semester hours**

## **SECOND DEGREE IN MATHEMATICS**

The B.S. degree with a major in applied mathematics is available as a second bachelor's degree for students receiving the B.S.Ed. with a major in secondary education in the teaching field of mathematics, by completing CS 1301, MATH 3340, MATH 4260, MATH 4621, MATH 4651, and either MATH 4901 or MATH 4910 (whichever course was not taken to fulfill the requirements for the B.S.Ed. degree), and 3 credit hours chosen from MATH 3900, MATH 4622, MATH 4630, MATH 4652, and MATH 4902.

The B.A. degree with a major in mathematics is available as a second bachelor's degree for students receiving the B.S.Ed. with a major in secondary education in the teaching field of mathematics, by completing MATH 3340, MATH 4260, MATH 4621, MATH 4980, and 6 credit hours chosen from MATH 3010, MATH 4082, MATH 4300, and MATH 4540.

Any of the following courses that are taken by the student must be completed with a grade of "C" or higher: MATH 1101, MATH 1111, MATH 1112, MATH 1113, MATH 1113H, MATH 2150, MATH 2261, MATH 2262, and MATH 2263, as well as all upper division MATH courses.

Students interested in graduating with the B.S.Ed. degree and either the B.S. degree with a major in applied mathematics or B.A. degree with a major in mathematics should consult the department head concerning the procedures to follow in applying for the second degree.

# BACHELOR OF SCIENCE DEGREE WITH A MAJOR IN COMPUTER SCIENCE

## SELECTED EDUCATIONAL OUTCOMES

1. Students will design, implement, and evaluate a computer-based system, process, component, or program to meet desired needs.
2. Students will demonstrate ability to use current techniques, skills, and tools necessary for computing practice.
3. Students will apply mathematical foundations, algorithmic principles, and computer science theory in the modeling and design of computer-based systems in a way that demonstrates comprehension of the trade-offs involved in design choices.

## REQUIREMENTS FOR THE B.S. DEGREE WITH A MAJOR IN COMPUTER SCIENCE

<b>Core Curriculum Areas A-E (See VSU Core Curriculum)</b> . . . . .	<b>42 hours</b>
Majors in Computer Science are required to take Precalculus (MATH 1113) in Area A and Analytic Geometry and Calculus I (MATH 2261) in Area D.	
<b>Core Curriculum Area F</b> . . . . .	<b>18 hours</b>
CS 1301 and 1302 and 2620 . . . . .	11 hours
MATH 2261 “spillover” from Area D . . . . .	1 hour
MATH 2262 . . . . .	4 hours
D.2.a Laboratory Science (with 2 hours “spilling” into Supporting Courses) . . . . .	2 hours
<b>Senior College Curriculum</b> . . . . .	<b>60 hours</b>
<b>Courses Required for the Major</b> . . . . .	<b>39 hours</b>
CS 2800 . . . . .	3 hours
CS 3101, CS 3335, CS 3410 . . . . .	9 hours
CS 3520, CS 4345 . . . . .	6 hours
CS 4121, CS 4321, CS 4721, CS 4500, CS 4900 . . . . .	15 hours
Additional 3000-level or 4000-level courses in CS (except CS 4800) . . . . .	3 hours
Additional 4000-level courses in CS (except CS 4800) . . . . .	3 hours
<b>Supporting Courses</b> . . . . .	<b>11 hours</b>
D.2.a Laboratory Science (“spillover” from Area F) . . . . .	2 hours
MATH 2150 and MATH 3600, and MATH 4651 or MATH 4901 . . . . .	9 hours
<b>Electives</b> . . . . .	<b>10 hours</b>

### Additional Notes:

1. The 12-hour lab science requirement must include a two-course sequence. All three courses must be 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 lower division mathematics and computer science courses completed to satisfy the degree requirements.

**Total hours required for the degree. . . . . 120 semester hours**

# BACHELOR OF SCIENCE DEGREE WITH A MAJOR IN COMPUTER INFORMATION SYSTEMS

## SELECTED EDUCATIONAL OUTCOMES

1. Students will design, implement, and evaluate a computer-based system, process, component, or program to meet desired needs.
2. Students will demonstrate ability to use current techniques, skills, and tools necessary for computing practice.
3. Students will demonstrate an understanding of processes that support the delivery and management of information systems within a specific application environment.

## REQUIREMENTS FOR THE B. S. DEGREE WITH A MAJOR IN COMPUTER INFORMATION SYSTEMS

<b>Core Curriculum Areas A-E (See VSU Core Curriculum)</b> .....	<b>42 hours</b>
<b>Core Curriculum Area F.</b> .....	<b>18 hours</b>
CS 1301, CS 1302, CS 2620. ....	11 hours
ACCT 2101-2102 .....	6 hours
MATH 1261/1262 (or MATH 2261/2262) .....	1 hour
Note: There is a requirement in this program that a student complete a six-credit sequence of calculus. One credit in Area F can be devoted to these six credits of calculus.	
<b>Senior College Curriculum.</b> .....	<b>60 hours</b>
<b>Courses Required for the Major.</b> .....	<b>33 hours</b>
CS 3101, CS 3410, CS 4345 .....	9 hours
One of CS 3300, CS 3320, CS 3335, CS 3340 .....	3 hours
CS 4121, CS 4321, CS 4721 .....	9 hours
One of CS 4122, CS 4322, CS 4722 .....	3 hours
Two of any 3000-level or 4000-level course not required above .....	6 hours
(excluding CS 3000, CS 3001, and CS 4800)	
One of any CS 4000-level courses not required above (excluding CS 4800) ..	.3 hours
<b>Supporting Courses.</b> .....	<b>17-20 hours</b>
Completion of the calculus sequence, MATH 1261-1262 (or MATH 2261-2262)	2-5 hours
MATH 2620 or MATH 3600 .....	3 hours
Choose one of the following areas: .....	12 hours
Business: ECON 2106, MGNT 3250, MGNT 3300 plus either FIN 3350 or MKTG 3050	
or Technical Communications: ENGL 3020, ENGL 3080, ENGL 3090, plus either	
COMM 1110 or COMM 2400	
<b>Electives.</b> .....	<b>7-10 hours</b>

### Additional Requirements:

1. No more than 4 hours of electives may be taken in courses offered by the College of Business Administration.
2. 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.

**Total hours required for the degree.** .....

**120 semester hours**



# BACHELOR OF ARTS DEGREE WITH A MAJOR 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.

## REQUIREMENTS FOR THE B. A. DEGREE WITH A MAJOR IN MATHEMATICS

<b>Core Curriculum Areas A-E (See VSU Core Curriculum)</b> . . . . .	<b>42 hours</b>
Mathematics majors are required to take Precalculus (MATH 1113) in Area A and Analytic Geometry and Calculus I (MATH 2261) in Area D.	
<b>Core Curriculum Area F</b> . . . . .	<b>18 hours</b>
MATH 2261 “spillover” from Area D . . . . .	1 hour
MATH 2262, 2263 . . . . .	8 hours
CS 1010 or CS 1301 or CS 1340 (1 credit spills over into “Supporting Courses”) . . . . .	3 hours
Part of 3-course sequence in any foreign language . . . . .	6 hours
<b>Senior College Curriculum</b> . . . . .	<b>60 hours</b>
<b>Courses Required for the Major</b> . . . . .	<b>33 hours</b>
MATH 2150, MATH 3600, MATH 4621 . . . . .	9 hours
MATH 3040, MATH 3340, MATH 4150 . . . . .	9 hours
MATH 4260, MATH 4081, MATH 4980 . . . . .	9 hours
Select 2 from: MATH 3010, MATH 3510, MATH 4082, MATH 4300, MATH 4540 . . . . .	6 hours
<b>Supporting Courses</b> . . . . .	<b>1 hour</b>
CS 1301 “spillover” from Area F . . . . .	1 hour
Electives . . . . .	26 hours
Must include at least 9 hours of courses numbered 3000 or above.	

## 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.

**Total hours required for the degree. . . . . 120 semester hours**

## MINORS

<b>Minor in Computer Science</b> .....	<b>17 hours</b>
CS 1301, CS 1302 .....	8 hours
CS 3101, CS 3410 .....	6 hours
Any CS course at the 3000-level or above (except CS 4800) .....	3 hours

All courses for the minor must be completed with a grade of “C” or better.

<b>Minor in Mathematics</b> .....	<b>16-17 hours</b>
MATH 2262, MATH 3040.....	7 hours
Plus 3 courses from: .....	9-10 hours
MATH 2263, MATH 3340, MATH 3600, MATH 4150,	
MATH 4081, MATH 4082, MATH 4260, MATH 4300,	
MATH 4621, MATH 4622, MATH 4651, MATH 4652,	
MATH 4901, MATH 4902, or MATH 4910	

All courses for the minor must be completed with a grade of “C” or better.

## 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.

## Department of Modern and Classical Languages

*Dr. Victoria Soady, Head*  
*Room 128, West Hall*

The Department of Modern and Classical Languages offers the Bachelor of Arts degree with a major in French and Bachelor of Arts degree with a major in Spanish. Students may elect to follow either the Language and Culture Track or the Foreign Language Education Track in either degree program. Additionally, the department offers minors in French, German, and Spanish, 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 at least one culture other than their own and communicative proficiency in the language of that culture is an essential element in the educational preparation for citizens who will live in the global society of the 21st century. Courses in five world languages, 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 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 the other culture 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.

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 their own 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.

# BACHELOR OF ARTS DEGREE 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 administered by Language Testing International 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 administered by Language Testing International to assess the level of speaking proficiency at the completion of the major.

## REQUIREMENTS FOR THE B.A. DEGREE WITH A MAJOR IN FRENCH LANGUAGE AND CULTURE TRACK

<b>Core Curriculum Areas A-E (See VSU Core Curriculum)</b> .....	<b>42 hours</b>
<b>Core Curriculum Area F</b> .....	<b>18 hours</b>
FREN 1001 and FREN 1002 .....	0-6 hours
FREN 2001 and FREN 2002 .....	0-6 hours
FREN 2010 .....	3 hours
Foreign Language and Culture (2nd Foreign Language) .....	0-6 hours
Electives from Area C and Area E Courses .....	0-18 hours
<b>Senior College Curriculum</b> .....	<b>.60 hours</b>
<b>Upper-Level Courses in French</b> .....	<b>34 hours</b>
FREN 3110, FREN 3120 .....	6 hours
FREN 3301 or FREN 3302 .....	3 hours
FREN 3320, FREN 3400 .....	6 hours
FREN 3621 or FREN 3622 .....	3 hours
FREN 4110, FREN 4210 .....	6 hours

FREN 4400, FREN 4990 .....	6 hours
FREN 4980 .....	1 hour
Electives: 3000/4000-level course .....	3 hours
<b>Supporting Courses</b> .....	<b>3-15 hours</b>
ESOL 4010 .....	3 hours
2nd Foreign Language & Culture (may be taken in Areas C and F) .....	3-12 hours
<b>Electives.</b> .....	<b>11-23 hours</b>

**Total hours required for the degree. .... 120 semester hours**

## **FRENCH—FOREIGN LANGUAGE EDUCATION TRACK**

The Foreign Language Education Track (French) in the Department of Modern and Classical Languages holds accreditation from the American Council on the Teaching of Foreign Languages. Students who are enrolled in the program leading to the Bachelor of Arts degree in the Foreign Language Education Track will meet all outcomes defined for the students in the program leading to the B.A. degree with a major in French in the Language and Culture Track. In addition, there are Performance Standards outcomes established by the College of Education and Human Services for the professional courses taken to achieve certification in grades pre-kindergarten through the 12th grade. There are several areas that the outcomes address that are not included in the outcomes for the content area, including the following.

### **SELECTED EDUCATIONAL OUTCOMES**

1. To demonstrate an understanding of the nature of the learner.
2. To employ instructional strategies and research methodologies appropriate to the discipline and the learners.
3. To demonstrate effective planning skills.
4. To employ effective assessment techniques in evaluating learners and programs.
5. To maintain an on-going program of professional development.

## **REQUIREMENTS FOR THE B. A. DEGREE WITH A MAJOR IN FRENCH FOREIGN LANGUAGE EDUCATION TRACK**

<b>Core Curriculum Areas A-E (See VSU Core Curriculum)</b> .....	<b>42 hours</b>
<b>Core Curriculum Area F.</b> .....	<b>18 hours</b>
FREN 1001 and FREN 1002 .....	0-6 hours
FREN 2001 and FREN 2002 .....	0-6 hours
FLED 2999 .....	0 hours
EDUC 2110, EDUC 2120, EDUC 2130 .....	9 hours
Electives from Area C and Area E .....	0-18 hours
Students must achieve a grade of “C” or better in all courses taken in Area F.	
<b>Senior College Curriculum.</b> .....	<b>60 hours</b>
<b>Upper-Level Courses in French.</b> .....	<b>34 hours</b>
FREN 2010, FREN 3110, FREN 3120 .....	9 hours
FREN 3301 or FREN 3302 .....	3 hours
FREN 3320, FREN 3400 .....	6 hours
FREN 3621 or FREN 3622 .....	3 hours
FREN 4110, FREN 4210 .....	6 hours
FREN 4400, FREN 4980 .....	6 hours
FREN 4980 .....	1 hour

<b>Supporting course: ESOL 4010</b> .....	<b>3 hours</b>
<b>Upper-Level Courses in Education</b> .....	<b>22 hours</b>
SEED 4010, FLED 3510, FLED 4510 .....	3 hours
FLED 3500, FLED 4500 .....	4 hours
SPEC 3000 .....	3 hours
FLED 4790 .....	10 hours
FLED 4800 .....	2 hours
<b>Electives</b> .....	<b>0-3 hours</b>

**Total hours required for the degree** .....

**120 semester hours**

In addition to the assessment procedures used to evaluate the extent to which students enrolled in the B.A. degree program in French meet the anticipated outcomes, there are measures employed to determine the effectiveness of the preparation of the prospective teachers.

**EXAMPLES OF OUTCOME ASSESSMENTS**

1. Students maintain portfolios containing sample coursework, research projects, and community activity to be evaluated before the beginning of student teaching. Upon completion of student teaching, students complete a second portfolio to determine their success in synthesizing and applying acquired knowledge to the actual experience. Components of the portfolio include, teaching philosophy, video tapes, self-critiques, reflections of the entire experience lesson plans, summary of methodologies and instructional strategies, ancillary materials, contacts, and an annotated bibliography of resource materials.
2. Mentor teachers and the university supervisor furnish performance reports of the students.
3. GACE II, the standard examination for teacher certification, assesses students' knowledge of content material related to Francophone culture, language, and literature, as well as pedagogy. Scores on the examination serve as one indication of the effectiveness of the program.
4. Periodic surveys of alumni who have completed the program are conducted. These surveys evaluate the relevance of the major program to graduates' present employment, perception of success, and their personal satisfaction with the program, as well as solicit suggestions for improvement of the French major in the Foreign Language Education Track.
5. As of Fall 2008, students in the B.A. French–Foreign Language Education Track must achieve a rating of Advanced-low on the formal ACTFL Oral Proficiency Interview in order to be recommended for certification.

# BACHELOR OF ARTS DEGREE 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 2010 and SPAN 4990.
2. ACTFL Oral Proficiency Interviews administered to assess the level of speaking. These Oral Proficiency Interviews are administered in SPAN 2010 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 2010 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 B. A. DEGREE WITH A MAJOR IN SPANISH LANGUAGE AND CULTURE TRACK

<b>Core Curriculum Areas A-E (See VSU Core Curriculum)</b> .....	<b>42 hours</b>
<b>Core Curriculum Area F</b> .....	<b>18 hours</b>
SPAN 1001 .....	0-3 hours
SPAN 1002 .....	0-3 hours
SPAN 2001 .....	0-3 hours
SPAN 2002, SPAN 2010 .....	6 hours
Foreign Language and Culture (2nd Foreign Language) .....	0-6 hours
Electives from Area C and Area E Courses.....	0-18 hours

<b>Senior College Curriculum</b> . . . . .	<b>60 hours</b>
<b>Upper-Level Courses in Spanish</b> . . . . .	<b>36 hours</b>
SPAN 2011 . . . . .	1 hour
SPAN 3010, SPAN 3150, SPAN 3160 . . . . .	9 hours
SPAN 3200, SPAN 3250 . . . . .	6 hours
SPAN 3260 or SPAN 3270 . . . . .	3 hours
SPAN 4010 and SPAN 4110 . . . . .	6 hours
SPAN 4020 . . . . .	2 hours
Electives: 3000/4000-level courses, to include one Spanish literature course numbered 4000 or above . . . . .	6 hours
SPAN 4980 . . . . .	2 hours
SPAN 4990 . . . . .	1 hour
<b>Supporting Courses</b> . . . . .	<b>3-15 hours</b>
ESOL 4010 . . . . .	3 hours
2nd Foreign Language & Culture (3-12 hours), . . . . .	0-12 hours
may be taken in Areas C & F	
<b>Electives</b> . . . . .	<b>9-21 hours</b>
<b>Total hours required for the degree</b> . . . . .	<b>120 semester hours</b>

## **SPANISH—FOREIGN LANGUAGE EDUCATION TRACK**

The Foreign Language Education Track (Spanish) in the Department of Modern and Classical Languages holds accreditation from the American Council on the Teaching of Foreign Languages.

Students who are enrolled in the program leading to the Bachelor of Arts (B.A.) degree in the Foreign Language Education Track will meet all outcomes defined for the students in the program leading to the B.A. degree in Spanish in the Language and Culture Track. In addition, there are Performance Standards outcomes established by the College of Education and Human Services for the professional courses taken to achieve certification in grades pre-kindergarten through the twelfth grade. There are several areas that the outcomes address that are not included in the outcomes for the content area, including the following:

### **SELECTED EDUCATIONAL OUTCOMES**

1. To demonstrate an understanding of the nature of the learner.
2. To employ instructional strategies and research methodologies appropriate to the discipline and the learners.
3. To demonstrate effective planning skills.
4. To employ effective assessment techniques in evaluating learners and programs.
5. To maintain an on-going program of professional development.

In addition to the assessment procedures used to evaluate the extent to which students enrolled in the B.A. degree program in Spanish meet the anticipated outcomes, there are measures employed to determine the effectiveness of the preparation of the prospective teachers.

### **EXAMPLES OF OUTCOME ASSESSMENTS**

1. Students maintain portfolios containing sample coursework, research projects, and community activity to be evaluated before the beginning of student teaching. Upon completion of student teaching, students complete a second portfolio to determine



the student's success in synthesizing and applying acquired knowledge to the actual experience. Components of the portfolio include teaching philosophy, video tapes, self-critiques, reflections of the entire experience, lesson plans, summary of methodologies and instructional strategies, ancillary materials, contacts, and an annotated bibliography of resource materials.

2. Mentor teachers and the university supervisor furnish performance reports of the students.
3. GACE II, the standard examination for teacher certification, assesses students' knowledge of content material related to Hispanic culture, language, and literature, as well as pedagogy. Scores on the examination serve as one indication of the effectiveness of the program.
4. Periodic surveys of alumni who have completed the program are conducted. These surveys evaluate the relevance of the major program to graduates' present employment, perception of success, and their personal satisfaction with the program, as well as solicit suggestions for improvement of the Spanish major in the Foreign Language Education Track.
5. As of Fall 2008, students in the B.A.–Spanish Foreign Language Education Track must achieve a rating of Advanced-low on the formal ACTFL Oral Proficiency Interview in order to be recommended for certification.

#### REQUIREMENTS FOR THE B. A. DEGREE WITH A MAJOR IN SPANISH FOREIGN LANGUAGE EDUCATION TRACK

<b>Core Curriculum Areas A-E (See VSU Core Curriculum)</b> .....	<b>42 hours</b>
<b>Core Curriculum Area F</b> .....	<b>18 hours</b>
SPAN 1001 and SPAN 1002 .....	0-6 hours
SPAN 2001 and SPAN 2002.....	0-6 hours
FLED 2999 .....	0 hours
EDUC 2110, EDUC 2120, EDUC 2130.....	9 hours
Electives from Area C and Area E Courses.....	0-18 hours
Students must achieve a grade of "C" or better in all courses taken in Area F.	
<b>Senior College Curriculum</b> .....	<b>60 hours</b>
<b>Upper-Level Courses in Spanish</b> .....	<b>35 hours</b>
SPAN 2010, SPAN 3010 .....	6 hours
SPAN 2011 .....	1 hour
SPAN 3150, SPAN 3160, SPAN 3200 .....	9 hours
SPAN 3250 and either SPAN 3260 or 3270 .....	6 hours
SPAN 4010, SPAN 4110 .....	6 hours
SPAN 4020 .....	2 hours
SPAN literature course numbered above 4000 .....	3 hours
SPAN 4980 .....	2 hours
<b>Supporting Course: ESOL 4010</b> .....	<b>3 hours</b>
<b>Upper-Level Courses in Education</b> .....	<b>22 hours</b>
SEED 4010, FLED 3510, FLED 4510.....	3 hours
FLED 3500, FLED 4500.....	4 hours
SPEC 3000 .....	3 hours
FLED 4790 .....	10 hours
FLED 4800 .....	2 hours
<b>Electives</b> .....	<b>0-3 hours</b>
<b>Total hours required for the degree</b> .....	<b>120 semester hours</b>

**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. Requirements of the program are:

- SPAN 3010 and/or any Spanish courses numbered 3000 or higher
- or FREN 3000 and/or any French courses numbered 3000 or higher. . . . . 0-6 hours
- SPAN 3160 or FREN 3500 . . . . . 3 hours

Courses outside the student’s major:

- POLS 3300, POLS 3400, POLS 4320, POLS 4350, POLS 4410, POLS 4440,
- POLS 4830, POLS 4840, ANTH 4900, SOCI 4900, PERS 2670,
- 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 . . . . . 3-9 hours
- Study Abroad classes dealing with topics in LAS . . . . . 0-6 hours

**Total required for the Latin American Studies Certificate. . . . . 18 hours**

## 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

SPAN 2001 (if needed) . . . . .	3 hours
SPAN 2002 (if needed) . . . . .	3 hours
SPAN 3012 Applied Spanish Conversation for Professionals . . . . .	3 hours
SPAN 3014 Language, Culture and Advanced Conversation . . . . .	3 hours
*SPAN 4500 Profession-Related Practicum or Study Abroad. . . . .	3 hours
*SPAN 4501 Research Project in Spanish for Professionals . . . . .	3 hours

A grade of “C” or better is required in each course.

**Total hours required for the Certificate . . . . . 12-18 hours**

\*Note: Appropriate courses in the student’s major field such as business, criminal justice, sociology, social work, nursing, or biology may be substituted.

## MINORS

<b>Minor in French</b> .....	<b>18 hours</b>
<b>Core Curriculum Courses</b> .....	<b>0-6 hours</b>
FREN 2001, FREN 2002 .....	0-6 hours
<b>Senior College Courses</b> .....	<b>12-18 hours</b>
FREN 3301 and/or FREN 3302 .....	3-6 hours
FREN 3400 .....	3 hours
FREN 3110 or FREN 3120 .....	3 hours
Electives: Courses in French numbered above 3000 .....	0-9 hours
FREN 4970 Study Abroad Practicum .....	0-1 hour
<b>Minor in German</b> .....	<b>18 hours</b>
<b>Core Curriculum Courses</b> .....	<b>0-6 hours</b>
GRMN 2001, GRMN 2002 .....	0-6 hours
<b>Senior College Courses</b> .....	<b>12-18 hours</b>
GRMN 3301 and GRMN 4410 .....	6 hours
GRMN 3551 or GRMN 3552 .....	3 hours
Electives: Courses in German numbered above 3000 .....	3-9 hours
<b>Minor in Spanish</b> .....	<b>18 hours</b>
SPAN 2002 .....	0-3 hours
<b>Other Spanish Courses</b> .....	<b>15-18 hours</b>
SPAN 2010, SPAN 3010 .....	6 hours
SPAN 3150 or SPAN 3160 .....	3 hours
SPAN 4010 .....	3 hours
Electives: Spanish courses numbered 3000 and above .....	3-6 hours

## Department of Philosophy and Religious Studies

*Dr. Fred Downing, Head*  
*109 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 DEGREE 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 B.A. DEGREE IN PHILOSOPHY AND RELIGIOUS STUDIES**

<b>Core Curriculum Areas A-E (See VSU Core Curriculum)</b> . . . . .	<b>42 hours</b>
<b>Core Curriculum Area F.</b> . . . . .	<b>18 hours</b>
PHIL 2030 or REL 2010 . . . . .	3 hours
PHIL 2010 and REL 2020 . . . . .	6 hours
Foreign Language and Culture sequence . . . . .	9 hours

**Senior College Curriculum (Philosophy Track).** . . . . . **.60 hours**  
(must include at least 39 hours of course work numbered 3000 or above)

<b>Courses Required for Philosophy.</b> . . . . .	<b>24 hours</b>
Logic and Argumentation–PHIL 2020 . . . . .	3 hours
History of Philosophy–PHIL 3060, 3070, 3080, 3090. . . . .	6 hours
Ethics–PHIL 3100, 3120, 3130, 3140, 3150, 3160, . . . . .	3 hours
3170, 3180, 3190, 3210, 4120, 4220	
Philosophy, Society, and Culture–PHIL 3110, 3300, 3400, 3430, 3530,	
3540, 3610, 3620, 3630, 3650, 3700, 3710, 3800, 3801, 3850, 3900 . . . . .	3 hours
Epistemology, Metaphysics, & Scientific Reasoning–PHIL 3200, 3220, 3230 . . .	3 hours
Senior-Level Curriculum . . . . .	3 hours
PHIL 4800, 4810, 4900, or 4910 . . . . .	3 hours
Senior Capstone PHIL 4920. . . . .	3 hours
<b>Upper Division REL courses</b> . . . . .	<b>6 hours</b>
<b>Minor and/or Elective Courses</b> . . . . .	<b>30 hours</b>

*or*

**Senior College Curriculum (Religious Studies Track)** . . . . . **.60 hours**  
(must include at least 39 hours of coursework numbered 3000 or above)

<b>Courses required for Religious Studies</b> . . . . .	<b>24 hours</b>
Religious Traditions chosen from REL 3510, 3520, 3610, 3700, 3710 . . . . .	6 hours
History of Religions and Sacred Texts from REL 3220, 3300, 3330, 3340,	
3350, 3360, 3500, 3501, 3502, 3503, 3504, 3505, 3600, 3630, 3640 . . . . .	6 hours
Religion, Ethics, and Society chosen from REL 3200, 3210, 3270,	
3400, 3530, 3540, 3620, 3650, 3800. . . . .	3 hours
Senior Capstone Course REL 4920 . . . . .	3 hours
Upper Division REL electives (3000-, 4000-level). . . . .	6 hours

Upper Division PHIL Courses (3000-, 4000-level) ..... 6 hours  
Minor and/or Elective Courses ..... 30 hours

Total hours required for the degree. .... 120 semester hours

### **MINOR IN PHILOSOPHY**

Minor in Philosophy ..... 15 hours  
PHIL 2010 or PHIL 2020 (if not taken to satisfy course work in Area C or F) ... 0-3 hours  
Choice of 3000/4000-level Philosophy courses ..... 12-15 hours

### **MINOR IN RELIGIOUS STUDIES**

Minor in Religious Studies ..... 15 hours  
REL 2020 if not taken to satisfy course work in Area C or F. .... 0-3 hours  
Choice of 3000- or 4000-level Religious Studies courses ..... 12-15 hours

### **MINOR IN PROFESSIONAL AND APPLIED ETHICS**

Minor in Professional and Applied Ethics ..... 15 hours  
Introduction to Philosophy (if not taken to satisfy course work in Area C or F) .....0-3 hours  
Choice of the following 3000/4000-level courses. .... 12-15 hours  
PHIL 3120, PHIL 4120, PHIL 3100, PHIL 3170, PHIL 3180, PHIL 3210, PHIL 4220,  
PHIL 3130, PHIL 3150, PHIL 3140, PHIL 3160, PHIL 3190, JOUR 3540, CRJU 3700

## Department of Physics, Astronomy, and Geosciences

*Dr. Edward E. Chatelain, Head*

*Room 1163, Nevins Hall*

The Department of Physics, Astronomy, and Geosciences 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, and a Bachelor of Science degree with a major in environmental geosciences. The Engineering Dual Degree Program with the Georgia Institute of Technology enables a student to earn a Bachelor of Science degree from Valdosta State University and a Bachelor of Science degree in engineering from the Georgia Institute of Technology. The Regents' Engineering Transfer Program, the Mercer University Transfer Program, and the Transfer Program in Engineering enable a student to take core curriculum, mathematics, science, and engineering courses at Valdosta State University and then transfer to an engineering school 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 Pre-Engineering 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 Transfer Program (RETP) administered by the Georgia Institute of Technology. The program covers course work through the first two years in four major tracks: civil engineering, computer engineering and electrical engineering, industrial engineering, and aerospace engineering and mechanical engineering. Other alternatives for transfer in engineering include the Mercer University Transfer Program in biomedical engineering, electrical engineering, environmental engineering, industrial engineering, and mechanical engineering, and the regular transfer option to the University of Georgia in agricultural engineering and biological 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 Cooperative Education.

## **BACHELOR OF SCIENCE DEGREE 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 fundamental branches of astronomy, including solar system astronomy, astrophysics, and observational astronomy;
2. students will demonstrate knowledge in the fundamental supporting branches of physics, including mechanics, electromagnetism, and quantum mechanics;
3. students will participate in and conduct research;
4. students will apply the techniques of mathematical analysis to physical problems, thereby enhancing their problem-solving skills.

### **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 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 Seminars (PHYS 4501-4502).
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 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 B.S. DEGREE WITH A MAJOR IN ASTRONOMY**

<b>Core Curriculum Areas A-E (See VSU Core Curriculum)</b> .....	<b>42 hours</b>
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.	
<b>Core Curriculum Area F</b> .....	<b>18 hours</b>
MATH 2261 (1 hour left over from Area D) .....	1 hour
MATH 2262 and MATH 2263 .....	8 hours
ASTR 1010K-1020K .....	8 hours
ASTR 2010 .....	1 hour
<b>Senior College Curriculum</b> .....	<b>.60 hours</b>
<b>Upper-Level Courses in Astronomy</b> .....	<b>10 hours</b>
ASTR 4101 .....	4 hours
ASTR 4400, ASTR 4410 .....	6 hours
<b>Upper-Level Supporting Courses in Physics</b> .....	<b>35 hours</b>
PHYS 2700 .....	1 hour
MATH 2150 and MATH 3340 .....	6 hours
PHYS 3810 and PHYS 3820 .....	6 hours
PHYS 3040 .....	4 hours
PHYS 4111-4112, PHYS 4211-4212 .....	12 hours
PHYS 4411-4412 .....	6 hours
<b>Other Supporting Courses</b> .....	<b>15 hours</b>
<b>Language Requirement (3 hours may be taken in Area C)</b> .....	<b>3-6 hours</b>
<b>Guided Electives</b> .....	<b>9-12 hours</b>
Chosen from: ASTR 3220, ASTR 3400, ASTR 3800, ASTR 4900, MATH 3040, MATH 3600, MATH 4081, MATH 4082, MATH 4150, MATH 4300, PHYS 3100, PHYS 4040, PHYS 4310	
<b>Total hours required for the degree</b> .....	<b>120 semester hours</b>

## **BACHELOR OF SCIENCE DEGREE 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/GEOL 4860 and 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 B.S. DEGREE WITH A MAJOR IN ENVIRONMENTAL GEOSCIENCES GEOGRAPHY TRACK**

**Core Curriculum Areas A-E\* (See VSU Core Curriculum) .....42 hours**

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 2010 and CHEM 1211 in Area D2 and advised to take GEOG 1100 in Area E.

**Core Curriculum Area F – Geography Track\*..... 18 hours\*\***

GEOG 1112K .....	4 hours
GEOG 1113K .....	4 hours
GEOG 2010.....	3 hours
BIOL 1107 (if not taken in Area D2).....	0-4 hours
CHEM 1211 & CHEM 1211L (if not taken in Area D2) .....	0-4 hours
MATH 2261 (1 hour left over from Area D).....	1 hour
MATH 2620 .....	3 hours
PHSC 1100 .....	3 hours

\* All core classes with prefixes GEOG must be completed with a grade of "C" or better.

\*\* Hours in excess of 18 will carry over to the senior curriculum.

**Senior College Curriculum–Geography Track..... 60 hours**

Required departmental courses .....	21 hours
GEOG 3050, GEOG 3051, GEOG 3210, GEOG 3300, GEOG 3410, GEOG 4860, GEOG 4861, and GEOG 4862	
Upper-level electives in a single discipline outside of GEOG .....	6 hours
Additional Geosciences Electives above 3000 .....	11 hours
Other Supporting Courses.....	21 hours
GEOG 2011.....	3 hours
GEOL 1121K.....	3 hours
Modern Foreign Language .....	3-6 hours
Other Guided Electives .....	8-15 hours
(includes hours which carry over from Area F)	

**Total hours required for the degree..... 120 semester hours**

**REQUIREMENTS FOR THE BACHELOR OF SCIENCE DEGREE WITH A MAJOR IN ENVIRONMENTAL GEOSCIENCES—GEOLOGY TRACK**

**Core Curriculum Areas A-E\* (See VSU Core Curriculum) . . . . . 42 hours**

Environmental Geosciences majors are required to take MATH 1113 in Area A and MATH 2261 in Area D2. They are advised to take 3 hours of a Foreign Language in Area C. They are advised to take BIOL 2010 and CHEM 1211 in Area D2 and advised to take GEOG 1100 in Area E.

**Core Curriculum Area F – Geology Track\*. . . . . 18 hours\*\***

- GEOL 1121K . . . . . 4 hours
  - GEOL 1122K . . . . . 4 hours
  - GEOG 2010 . . . . . 3 hours
  - CHEM 1211 & CHEM 1211L (if not taken in Area D2) . . . . . 0-4 hours
  - CHEM 1212 & CHEM 1212L (if not taken in Area D2) . . . . . 0-4 hours
  - MATH 2261 (1 hour left over from Area D) . . . . . 1 hour
  - MATH 2620 . . . . . 3 hours
  - PHYS 1111K . . . . . 3 hours
- (the 4th hour will count in Other Supporting Courses in the Senior Curriculum)

\* All core classes with prefixes GEOG and GEOL must be completed with a grade of “C” or better.

\*\* Hours in excess of 18 will carry over to the senior curriculum.

**Senior College Curriculum–Geology Track: . . . . . 60 hours**

**Required Departmental Courses . . . . . 26 hours**

GEOG 3051, GEOL 3100, GEOL 3200 or GEOL 3220, GEOL 3300,  
 GEOL 3410, GEOL 4110, GEOL 4860, GEOL 4861, and GEOL 4862

**Supporting Geology Courses. . . . . 12 hours**

GEOL 3020, GEOL 3050, GEOL 3120, GEOL 3210, GEOL 3240, GEOL 3320,  
 GEOL 3330, GEOL 3500, GEOL 3510, GEOL 3710, GEOL 4900, GEOG 4950,  
 an approved summer field methods course (4-6 hours)

**GEOG Electives above 3000 . . . . . 6 hours**

**Other Supporting Courses. . . . . 16 hours**

- Foreign Language (3 hours may be taken in Area C) . . . . . 6-9 hours
- PHYS 1112K . . . . . 4 hours
- Guided Electives . . . . . 3-6 hours

Students wishing to concentrate in biology are advised to take BIOL 2230, BIOL 2270, BIOL 3300, or any taxonomy course.

Students wishing to concentrate in chemistry are advised to take CHEM 1212, CHEM 1212L, CHEM 3401, and CHEM 2310.

**Total hours required for the degree. . . . . 120 semester hours**

# BACHELOR OF SCIENCE DEGREE 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 Seminars (PHYS 4501-4502).
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 B.S. DEGREE WITH A MAJOR IN PHYSICS

<b>Core Curriculum Areas A-E (See VSU Core Curriculum)</b> .....	<b>42 hours</b>
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.	
<b>Core Curriculum Area F.</b> .....	<b>18 hours</b>
MATH 2261 (1 hour left over from Area D) .....	1 hour
MATH 2262 and MATH 2263 .....	8 hours
PHYS 2700 .....	1 hour
PHYS 2211K, PHYS 2212K if not taken in Area D2 .....	0-8 hours
Lab Sciences, if PHYS 2211K, PHYS 2212K are taken in Area D2 .....	0-8 hours
<b>Senior College Curriculum.</b> .....	<b>.60 hours</b>
<b>Upper-Level Courses in Physics.</b> .....	<b>39 hours</b>
PHYS 3040, PHYS 4040 .....	.8 hours

PHYS 3100, PHYS 3810, PHYS 3820 . . . . .	10 hours
PHYS 4111-4112 and PHYS 4211-4212 . . . . .	12 hours
PHYS 4411-4412 . . . . .	6 hours
PHYS 4310 . . . . .	3 hours
<b>Other Supporting Courses.</b> . . . . .	<b>12-15 hours</b>
MATH 2150, MATH 3340. . . . .	6 hours
Language Requirement (3 hours may be taken in Area C) . . . . .	3-6 hours
<b>Guided Electives.</b> . . . . .	<b>9-12 hours</b>

\* chosen from: MATH 3040, MATH 3600, MATH 4110, MATH 4081-4082, MATH 4150, MATH 4260,  
MATH 4300, MATH 4651, ASTR 3400, ASTR 3800, PHYS 4900, PHYS 4950

\* At least one course must be taken in MATH.

**Total hours required for the degree. . . . . 120 semester hours**

## MINORS

**Minor in Astronomy. . . . . 15-18 hours**

Area F Courses. . . . .	1-4 hours
PHYS 2211K, if not taken in Area D . . . . .	0-4 hours
ASTR 2010, if PHYS 2211K is taken in Area D . . . . .	0-1 hour
Upper division Courses. . . . .	14 hours
ASTR 3101, 3102 . . . . .	8 hours
Two courses selected from the following: . . . . .	6 hour
ASTR 4100, ASTR 4400, ASTR 4410	

**Minor in Geography . . . . . 15-17 hours**

Area F Courses. . . . .	0-8 hours
GEOG 1112K, if not taken in Area D . . . . .	0-4 hours
GEOG 1113K, if not taken in Area D. . . . .	0-4 hours
Upper division Courses: At least 9 hours of GEOG courses at the 3000-level or higher . . . . .	9-15 hours

**Minor in Geology. . . . . 15-17 hours**

Area F Courses. . . . .	0-8 hours
GEOL 1121K, if not taken in Area D . . . . .	0-4 hours
GEOL 1122K, if not taken in Area D . . . . .	0-4 hours
Upper division Courses. . . . .	9-15 hours
GEOL 3100 . . . . .	4 hours
At least 5 additional hours of GEOL at the 3000-level or higher . . . . .	5-11 hours

**Minor in Physics. . . . . 15-18 hours**

Area F Courses. . . . .	1-9 hours
PHYS 2700 . . . . .	1 hour
PHYS 2211K-2212K, if not taken in Area D . . . . .	0-8 hours
Upper division Courses/Electives. . . . .	9-14 hours
Electives selected from the following:	
PHYS 4111, PHYS 4112, PHYS 4211, PHYS 4212, PHYS 4411,	
PHYS 4412, PHYS 4310, PHYS 3100, PHYS 3040, PHYS 4040	

# Department of Political Science

*Dr. James W. Peterson, Head*  
*Room 244, 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.

## THE MAJOR IN LEGAL ASSISTANT STUDIES

The major in Legal Assistant Studies has the central objective of training persons who are anticipating a career in support of the legal profession. The formal coursework will lead to an understanding of the fundamental constitutional context of the American legal system. The student will also have the flexibility of choosing from several specific substantive legal subject matters. The completion of the other requirements of the B.A. degree will ensure the broad education expected of the liberal arts. The requirement of a formal minor will ensure additional exposure to a related field. The capstone experience for the major is an internship which will allow the student to explore the practical aspects of a career in the legal profession. Successful completion of the degree will ensure that the student is qualified to take the national certification test for legal assistants.

## 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:

- POLS 4820H** Honors Special Topics in U.S. Government and Politics
- POLS 4830H** Honors Special Topics in Comparative Politics
- POLS 4840H** Honors Special Topics in International Politics
- POLS 4850H** Honors Special Topics in Political Theory
- POLS 4860H** Honors Special Topics in Public Administration



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.

## **A SECOND DEGREE FOR STUDENTS RECEIVING A BACHELOR OF SCIENCE IN EDUCATION DEGREE WITH A MAJOR IN SECONDARY EDUCATION**

Students receiving a Bachelor of Science in Education in the teaching field of Political Science also may receive a Bachelor of Arts degree in Political Science by completing a limited number of additional courses. Students interested in being graduated with both a Bachelor of Science in Education in Secondary Education and a Bachelor of Arts in Political Science should consult the department head concerning the additional courses needed to meet the requirements for the Bachelor of Arts and the procedures to follow in applying for a second degree.

## **BACHELOR OF ARTS DEGREE WITH A MAJOR IN POLITICAL SCIENCE**

### **SELECTED EDUCATIONAL OUTCOMES**

1. Political science majors will possess the requisite knowledge of the American political system, including an understanding of the structure and process of the federal, state, and local governments, enabling them to become informed and responsible citizens.
2. Political science majors will demonstrate knowledge of technological advances and scientific inquiry, enabling them to identify and utilize appropriate tools, such as spreadsheets, database systems, or statistical packages, in the pursuit of resolving issues or resolving questions.
3. Political science majors will demonstrate through both oral and written work that they are skilled in inquiry, logical reasoning, and critical analysis, thereby enabling them to make arguments, synthesize facts and information, and present logical arguments leading to creative solutions to problems.
4. Political science majors will recognize, demonstrate knowledge of, and analyze issues in political behavior as it relates to value systems and ethics.

### **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**

<b>Core Curriculum Areas A-E (See VSU Core Curriculum)</b> .....	<b>42 hours</b>
<b>Core Curriculum Area F</b> .....	<b>18 hours</b>
PHIL 2020 .....	3 hours
POLS 2101, POLS 2401 .....	6 hours
Foreign Language and Culture .....	9 hours
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 .....	0-9 hours
<b>Senior College Curriculum</b> .....	<b>.60 hours</b>
<b>Courses required for the Major</b> .....	<b>39 hours</b>
POLS 3100, POLS 4100, ENGL 3030 .....	9 hours
PHIL 3130 or PHIL 4120 or PHIL 4220 .....	3 hours
Political Science courses (12 hours must be in one Concentration Area) ..	27 hours
American Government: POLS 3200, 3210, 3220, 3230, 3270, 3280, 3290, 4210, 4270, 4820	
Comparative Politics: POLS 3300, 4300, 4310, 4320, 4330, 4340, 4350, 4360, 4370, 4390, 4450, 4830	
International Relations: POLS 3400, 4300, 4400, 4410, 4420, 4430, 4440, 4700, 4840	
Public Law: POLS 3240, 3250, 3260, 4200, 4202, 4203, 4220, 4230, 4240, 4250, 4260, 4700	
<b>Minor and/or Elective Courses</b> .....	<b>21 hours</b>
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** .....

**120 semester hours**

**BACHELOR OF ARTS DEGREE WITH A MAJOR IN LEGAL ASSISTANT STUDIES**

Examples of the outcomes for the B.A. degree with a major in Legal Assistant Studies include the following:

**SELECTED EDUCATIONAL OUTCOMES**

1. To prepare students to conduct legal research and apply it in a form and manner that will enable them to support the legal system.
2. To comprehend and make informed decisions regarding the ethical dilemmas of their profession, in order to understand the cultural values they must serve in the performance of their responsibilities.
3. To understand the American legal system in the manner necessary to enable them to function within that system and support its mission of service to society.

**EXAMPLES OF OUTCOME ASSESSMENTS**

The American Bar Association guidelines establish that evaluation of the program should include efforts to measure the extent to which students are able to secure suitable positions of employment; a determination of how effectively students perform those duties related to their program of instruction; and the responses of students completing the program concerning the effectiveness of their training and its relevance to the duties actually performed.

**REQUIREMENTS FOR THE B.A. WITH A MAJOR IN LEGAL ASSISTANT STUDIES**

<b>Core Curriculum Areas A-E (See VSU Core Curriculum)</b> .....	<b>42 hours</b>
<b>Core Curriculum Area F (Courses appropriate to the major)</b> .....	<b>18 hours</b>
LEAS 1100, CRJU 1100, PHIL 2020 .....	9 hours
Foreign Language and Culture .....	9 hours
COMM 1100 .....	0-3 hours
If a language course or PHIL 2020 is taken to meet an Area C requirement, then COMM 1100 must be taken to meet the Area F requirement of 18 hours.	
<b>Senior College Curriculum</b> .....	<b>60 hours</b>
LEAS 3200, LEAS 3201, LEAS 4800, LEAS 4900 .....	12 hours
LEAS courses numbered 3000 or above .....	15 hours
ACED 2400, ENGL 3030 .....	6 hours
Area of Concentration and/or Elective Courses .....	27 hours
Must include 12 hours of courses numbered 3000 or above, with 9 hours in a related field outside of Legal Assistant Studies.	
<b>Total hours required for the degree</b> .....	<b>120 semester hours</b>

**MINORS**

<b>The Minor in Political Science</b> .....	<b>18 hours</b>
Core Curriculum Area F .....	0-6 hours
POLS 2101, POLS 2401 .....	6 hours
Senior College Curriculum 3000-level and 4000-level courses in Political Science .....	12-18 hours
At least six hours must be in 4000-level courses	
<b>Minor in Public Administration</b> .....	<b>15 hours</b>
POLS 3600 .....	3 hours
Twelve hours from the following .....	12 hours
POLS 3610, POLS 4220, POLS 4600, POLS 4610, POLS 4620	
POLS 4630, POLS 4640, POLS 4650, POLS 4660, POLS 4670, POLS 4806	
<b>Minor in Legal Assistant Studies</b> .....	<b>18 hours</b>
LEAS 1100, LEAS 3200, LEAS 4800 .....	9 hours
LEAS courses numbered 3000 or above .....	9 hours
LEAS 3201, LEAS 3210, LEAS 3220, LEAS 3230, LEAS 3250, LEAS 4200	
LEAS 4210, LEAS 4220, LEAS 4230, LEAS 4240, LEAS 4250, LEAS 4251, LEAS 4260	

# Department of Sociology, Anthropology, and Criminal Justice

*Dr. Darrell Ross, Head*

*Room 1120, University Center*

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 Arts 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**

### **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 B. A. DEGREE WITH A  
MAJOR IN SOCIOLOGY AND ANTHROPOLOGY**

<b>Core Curriculum Areas A-E (See VSU Core Curriculum)</b> .....	<b>42 hours</b>
<b>Core Curriculum Area F</b> .....	<b>18 hours</b>
ANTH 1102 .....	3 hours
SOCI 1101, SOCI 1160 .....	6 hours
Foreign Language and Culture .....	9 hours

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 2500

<b>Senior College Curriculum.</b> .....	<b>60 hours</b>
Courses Required for the Major.....	37 hours
SOCI 3000 .....	4 hours
Foundation Areas (take one from each area) .....	15 hours
A. Theory	
ANTH 3500 or SOCI 3500	
B. Research Methods	
ANTH 3510 or SOCI 3510	
C. Self, Society, and Culture	
ANTH 3020, ANTH 3040, SOCI 3090, SOCI 3350, or SOCI 3710	
D. Social Inequalities	
ANTH 3090, ANTH 4040, SOCI 3060, SOCI 3800, SOCI 4550, or SOCI 4680	
E. Social Institutions	
ANTH 3070, ANTH 3910, SOCI 3150, SOCI 3650, SOCI 3750, SOCI 4100, or SOCI 4200	

<b>Concentrations (choose A or B, below)</b> .....	<b>18 hours</b>
<b>A. Anthropology Concentration</b>	
ANTH 3120 or ANTH 3140 .....	3 hours
ANTH 3040 and ANTH 3170 .....	6 hours
ANTH 3010 or CRJU 4110.....	3 hours
Electives from below.....	6 hours
ANTH 3010, ANTH 3020, ANTH 3030, ANTH 3070, ANTH 3090, ANTH 3130, ANTH 3160, ANTH 3910, ANTH 4040, ANTH 4540, ANTH 4900, CRJU 4110, SOCI 4990	
<b>B. Applied and Clinical Sociology Concentration</b>	
SOCI 3190, SOCI 3200 .....	6 hours
SOCI 4800 or SOCI 4810 .....	6 hours
(either course can be taken twice with different topics)	
SOCI 4540 .....	3 hours
SOCI 4990 .....	3 hours
<b>General Electives.</b> .....	<b>23 hours</b>
At least 6 hours of coursework numbered 3000 or above must be taken in a single discipline outside the major.	

**Additional Department Requirement:**

The grade in each SOCI or ANTH course taken for the major must be a “C” or better.

**Total hours required for the degree. .... 120 semester hours**

# BACHELOR OF ARTS DEGREE WITH A MAJOR IN CRIMINAL JUSTICE

## 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 understand the criminal justice systems of other countries in the world.
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 B. A. DEGREE WITH A MAJOR IN CRIMINAL JUSTICE

<b>Core Curriculum Areas A-E (See VSU Core Curriculum)</b> .....	<b>42 hours</b>
Criminal Justice majors are advised to take the first 3 hours of the 9-hour foreign language requirement in Area C.	
<b>Core Curriculum Area F</b> .....	<b>18 hours</b>
CRJU 1100, CRJU 2100, CRJU 2200, CRJU 2400 .....	12 hours
Foreign Language and Culture (additional hours) .....	6 hours
If a student has taken any of the above courses to meet requirements in other areas of the core curriculum, credit must be taken from the following courses: SOCI 1101, SOCI 1160, ANTH 1102, CS 1000, or any Area E course.	
<b>Senior College Curriculum</b> .....	<b>60 hours</b>
Upper-level courses in Criminal Justice.....	21 hours
CRJU 3300, CRJU 3310, CRJU 3401, CRJU 3402, CRJU 3600, CRJU 3700, CRJU 4800	
Upper-level Criminal Justice Electives.....	18 hours
Any CRJU course number 4000 or above (except 4800) may be used as an elective. CRJU 4700, CRJU 4900, and CRJU 4910 may each be taken for a maximum of 6 hours.)	
Open Electives. ....	21 hours
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.	

**Additional Departmental Requirement:**

The grade earned in all Area F courses, required foreign language courses taken for the major, and each CRJU course taken for the major must be a “C” or better.

**Total hours required for the degree. . . . . 120 semester hours**

**MINORS**

**Minor in Anthropology. . . . . 15-18 hours**

ANTH 1102 or ANTH 1102H, if not taken in Area E or F. . . . . 3 hours

ANTH 3020 and ANTH 3040. . . . . 6 hours

ANTH 3030 or ANTH 3120 . . . . . 3 hours

Students must take two of the following courses: . . . . . 6 hours

ANTH 3010, ANTH 3030, ANTH 3070, ANTH 3120, ANTH 3130,

ANTH 3160, ANTH 3910, ANTH 4040, ANTH 4900

Note: The grade earned in each course in the minor must be a “C” or better.

**Minor in Sociology. . . . . 15-18 hours**

SOCI 1101, SOCI 1101H, or SOCI 1160 if not taken in Area E or F . . . . . 0-3 hours

Any 15 hours of upper division sociology courses

in consultation with a sociology advisor. . . . . 15 hours

Note: The grade earned in each course in the minor must be a “C” or better.

# HARLEY LANGDALE, JR. COLLEGE OF BUSINESS ADMINISTRATION

*Dr. L. Wayne Plumly, Jr., Dean  
Room 214, Thaxton Hall*

The three departments within the Harley Langdale, Jr. College of Business Administration offer the Bachelor of Business Administration (BBA) with majors in accounting, finance, economics, marketing, management, and international business. The Master of Business Administration (MBA) and Master of Accountancy (MAcc) degrees are available to graduate students.

## MISSION STATEMENT

Langdale College

- provides a personalized learning environment where students can acquire knowledge, skills, and ethical and global awareness needed for successful managerial and professional careers;
- supports application and expansion of knowledge through research, with emphasis on contributions to practice and learning-pedagogical research;
- builds relationships with stakeholders to promote economic development in our region.

## UNDERGRADUATE PROGRAM OBJECTIVES

Students majoring in programs of the Langdale College of Business Administration will be:

1. able to effectively utilize analytical skills to solve business problems;
2. effective oral and written communicators in a business environment;
3. able to recognize and resolve business dilemmas in a legal and ethical manner;
4. aware of the global business environment;
5. competent in management-specific areas;
6. cooperative and productive in group settings;
7. competent in the use of technology.

## 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. This accreditation places the Langdale College in the top 5% of all business schools worldwide. 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.



Students majoring in programs of the Langdale College of Business Administration:

1. will identify and evaluate the factors that influence business decisions in a multinational corporate case study;
2. will assimilate and analyze business information using appropriate computer software;
3. will work as a team to complete a project in a Langdale College course;
4. will demonstrate management-specific knowledge by answering embedded multiple-choice questions;
5. will identify ethical solutions to a hypothetical business dilemma.

## **INTERNSHIPS AND CO-OP OPPORTUNITIES**

Internships are available for business majors in the areas of accounting, economics, finance, management, marketing, and healthcare administration. 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**

Freshmen and sophomore students who declare their intention to pursue one of the majors in business administration may be accepted for advising by business faculty or staff.

All students who wish to pursue one of the majors in business administration beyond their sophomore year must be accepted to the senior college of the Harley Langdale, Jr. College of Business Administration. Students who meet the following criteria are accepted.

1. Completion of all junior college requirements of the Harley Langdale, Jr. College of Business Administration.
2. A minimum overall grade point average (GPA) of 2.50 (on a 4.00 scale). The GPA calculation is based on all course work, including transfer credits.
3. A minimum grade of "C" in all courses in Area F of the junior college core curriculum.

Non-business majors may enroll in 3000- and 4000-level business courses if the business courses are required in their major programs. Other non-business majors may enroll in 3000- and 4000-level business courses only if (a) they have completed at least 60 semester hours prior to the semester of enrollment, (b) they have met the specific prerequisites for the course as listed in the course description, and (c) they have permission of the Dean or Associate Dean of Langdale College. Non-business majors are limited to less than 30 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.

# 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

Core Areas A-E (See VSU Core Curriculum) .....	42 hours
Area F Requirements <sup>1</sup> .....	18 hours
BUSA 2201, BUSA 2106 .....	6 hours
ECON 2105, ECON 2106 .....	6 hours
ACCT 2101, ACCT 2102 .....	6 hours

<sup>1</sup> 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.

## MINOR IN ENTREPRENEURSHIP (FOR NON-BUSINESS MAJORS)

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.

<b>Minor in Entrepreneurship (open only to non-business majors)</b> .....	<b>18 hours</b>
ECON 2106 .....	3 hours
ACCT 2099 .....	3 hours
MKTG 3050 .....	3 hours
MGNT 3250, 3900, and 3910 .....	9 hours

### **GENERAL BUSINESS ADMINISTRATION (BUSA)**

General Business Administration courses are taught by faculty from the departments of Accounting and Finance, Marketing and Economics, and Management and International Business. The College of Business Administration does not offer a major in General Business Administration.

# Department of Accounting and Finance

*Dr. Leonard Weld, Department Head  
Room 214, Pound Hall*

The Department of Accounting and Finance is a multidisciplinary department with programs that lead to a B.B.A. degree in Accounting and a B.B.A. degree in Finance.

The programs of the department 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 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 students are able to gain relevant work experience in their major through the VSU Co-op Program and independent internships.

## **The courses in the undergraduate accounting program:**

- (1) provide an understanding of the importance of accounting systems and financial disclosures for profit-seeking entities and not-for-profit organizations;
- (2) teach students how to acquire, process, and analyze information;
- (3) provide rigorous preparation for accounting careers in industry, government, and public practice.

## **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.

# BACHELOR OF BUSINESS ADMINISTRATION DEGREE WITH A MAJOR IN ACCOUNTING

## EDUCATIONAL OBJECTIVES OF ACCOUNTING MAJORS

An accounting graduate will be able to

1. demonstrate fundamental knowledge in the functional areas of accounting: financial and managerial reporting, taxation, information systems, and auditing;
2. explain ethical and legal responsibilities of an accounting professional;
3. apply computer technology skills in an accounting context;
4. apply and perform research techniques in an accounting context.

## EXAMPLES OF OUTCOME ASSESSMENTS

1. Pre-tests and post-tests in fundamental areas of accounting;
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 B.B.A. WITH A MAJOR IN ACCOUNTING

<b>Core Areas A-E (See VSU Core Curriculum)</b> .....	<b>42 hours</b>
<b>Area F Requirements</b> <sup>1</sup> .....	<b>18 hours</b>
BUSA 2201, BUSA 2106 .....	6 hours
ECON 2105, ECON 2106 .....	6 hours
ACCT 2101, ACCT 2102 .....	6 hours
<b>Accounting Major Curriculum</b> .....	<b>60 hours</b>
<b>Required Senior College Core</b> <sup>1</sup> .....	<b>18 hours</b>
BUSA 2000, BUSA 2100, ENGL 2010, FIN 3350, MGNT 3250, MKTG 3050, BUSA 4900	
<b>Required Accounting Core</b> <sup>1</sup> .....	<b>18 hours</b>
ACCT 3201, ACCT 3202, ACCT 3400, ACCT 4410, ACCT 4500, ACCT 4800	
<b>Accounting Electives</b> <sup>1</sup> (select two) .....	<b>6 hours</b>
ACCT 3100, ACCT 3203, ACCT 3250, ACCT 3700, ACCT 4400, ACCT 4980	
<b>Accounting and Business Electives</b> <sup>1</sup> .....	<b>9 hours</b>
Any three 3000-level or 4000-level business courses	
<b>General Electives</b> <sup>2</sup> (6 hours must be non-business) .....	<b>9 hours</b>
<b>Total hours required for the degree.</b> .....	<b>120 semester hours</b>

<sup>1</sup> The grade in each of these courses must be a "C" or better.

<sup>2</sup> If BUSA 2201 is not taken in Area F, it is required here.

# BACHELOR OF BUSINESS ADMINISTRATION DEGREE WITH A MAJOR IN FINANCE

## EDUCATIONAL OBJECTIVES OF FINANCE MAJORS

A finance graduate will be able to

1. demonstrate a working knowledge of corporate finance, financial institutions, markets, and instruments.
2. demonstrate an ability to gather, interpret, and analyze financial information.
3. demonstrate knowledge of current issues related to finance.

## EXAMPLES OF OUTCOME ASSESSMENTS

1. Finance-related cases that require solving unstructured problems are used to assess problem-solving ability, research skills, and mastery of finance content.
2. Written examinations are used to assess knowledge of the functional areas of finance.
3. Oral presentations are used to assess knowledge of current finance issues.

## REQUIREMENTS FOR THE B.B.A. WITH A MAJOR IN FINANCE

<b>Core Areas A-E (See VSU Core Curriculum)</b> .....	<b>42 hours</b>
<b>Area F Requirements</b> <sup>1</sup> .....	<b>18 hours</b>
BUSA 2201, BUSA 2106 .....	6 hours
ECON 2105, ECON 2106 .....	6 hours
ACCT 2101, ACCT 2102 .....	6 hours
<b>Finance Major Curriculum</b> .....	<b>60 hours</b>
<b>Required Senior College Core</b> <sup>1</sup> .....	<b>18 hours</b>
BUSA 2000, BUSA 2100, ENGL 2010, FIN 3350, MGNT 3250, MKTG 3050, BUSA 4900	
<b>Required Finance Core</b> <sup>1</sup> .....	<b>12 hours</b>
FIN 3360, FIN 4760, FIN 4520, and one of the following:	
FIN 4310, FIN 4720 or FIN 4900	
<b>Elective Business Courses from the following</b> <sup>1 2</sup> .....	<b>12 hours</b>
Any 3000- or 4000-level ACCT, ECON, or FIN course not listed above	
<b>Elective Business Courses</b> <sup>1 3</sup> .....	<b>9 hours</b>
Any 3000- or 4000-level business courses not selected above	
<b>Non-Business Electives</b> <sup>4 5</sup> .....	<b>9 hours</b>
<b>Total hours required for the degree</b> .....	<b>120 semester hours</b>

1 The grade in each of these courses must be a "C" or better.

2 Of these 12 hours, at least 3 hours of accounting and 3 hours of economics must be selected.

3 If BUSA 2106 is not taken in Area F, it is required here.

4 If BUSA 2201 is not taken in Area F, it is required here.

5 If MATH 1261 is not taken in Area D, it is required here.

## **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. Contingent on seating space, 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 and Finance. The program is currently endorsed by the Institute of Internal Auditors at the Basic level.

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 be selected so that they include ACCT 3100, ACCT 3250, and ACCT 3700. Students must earn a cumulative GPA of at least 2.8 in the following courses, each with a grade of "C" or better:

**Area F:** ACCT 2101, ACCT 2102, BUSA 2106

**Required Senior College Core:** MGNT 3250 and MKTG 3050

**Accounting and Business Electives:** ACCT 3100, ACCT 3250, ACCT 3700

# Department of Management and International Business

*Dr. Phyllis G. Holland, Head  
Room 215, Pound Hall*

The Department of Management and International Business offers the Bachelor of Business Administration (BBA) with a major in international business and the BBA with a major in management. The department also offers courses in the Master of Business Administration (MBA) degree, the Human Resources Management Certificate program, and the Healthcare Administration Certificate program.

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 understand global, cultural, and political issues; and to provide the experience of living in another culture.

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 may earn a Certificate in Human Resources Management by selecting specific courses within the major. The certificate will be awarded upon successful completion of the BBA and the human resources program of study. The requirements for the certificate may be completed within the 120 hours required for the BBA.

Management majors are able to gain relevant work experience through the VSU Co-op ed Program and independent internships.



# BACHELOR OF BUSINESS ADMINISTRATION DEGREE WITH A MAJOR IN MANAGEMENT

## 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 pre- and post-testing of major course content, surveys, and examination of projects.

## REQUIREMENTS FOR THE B.B.A. WITH A MAJOR IN MANAGEMENT

<b>Core Areas A-E (See VSU Core Curriculum)</b> .....	<b>42 hours</b>
<b>Area F Requirements</b> <sup>1</sup> .....	<b>18 hours</b>
BUSA 2201, BUSA 2106 .....	6 hours
ECON 2105, ECON 2106 .....	6 hours
ACCT 2101, ACCT 2102 .....	6 hours
<b>Management Major Curriculum</b> .....	<b>60 hours</b>
<b>Required</b> <sup>1</sup> .....	<b>33 hours</b>
BUSA 2000, BUSA 2100, ENGL 2010, FIN 3350, MGNT 3250, MGNT 3300, MGNT 4000, MGNT 4640, MGNT 4800, MGNT 3450, MKTG 3050, BUSA 4900	
<b>Management Electives</b> <sup>1</sup> .....	<b>9 hours</b>
Any 3000- or 4000-level MGNT courses not required above or BUSA 3110 or HCAD 4100	
<b>Business Electives</b> <sup>1</sup> .....	<b>9 hours</b>
Any 3000- or 4000-level ACCT, BUSA, ECON, FIN, HCAD, IB, MGNT, or MKTG courses not required or selected above	
<b>Non-Business Electives</b> <sup>2 3 4 5</sup> .....	<b>9 hours</b>
<b>Total hours required for the degree.</b> .....	<b>120 semester hours</b>

<sup>1</sup> The grade in each of these courses must be a "C" or better.

<sup>2</sup> If BUSA 2106 is not taken in Area F, it is required here.

<sup>3</sup> If BUSA 2201 is not taken in Area F, it is required here.

<sup>4</sup> If MATH 1261 is not taken in Area D, it is required here.

<sup>5</sup> If a foreign language is not taken in Area C, it is required here.

# BACHELOR OF BUSINESS ADMINISTRATION DEGREE WITH A MAJOR IN INTERNATIONAL BUSINESS

## SELECTED EDUCATIONAL OUTCOMES

International Business majors will

1. demonstrate basic reading and conversational skills in a language other than their native language;
2. demonstrate knowledge of cultural differences as they relate to conducting business in a global context;
3. demonstrate knowledge of basic international trade and related concepts.

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

<b>Core Areas A-E (See VSU Core Curriculum)</b> .....	<b>42 hours</b>
<b>Area F Requirements</b> <sup>1</sup> .....	<b>18 hours</b>
BUSA 2201, BUSA 2106 .....	6 hours
ECON 2105, ECON 2106 .....	6 hours
ACCT 2101, ACCT 2102 .....	6 hours
<b>International Business Major Curriculum</b> .....	<b>60 hours</b>
<b>Required Courses for Major</b> <sup>1</sup> .....	<b>33 hours</b>
BUSA 2000, BUSA 2100, ENGL 2010, FIN 3350, MGNT 3250, IB 3000, MKTG 3050, ECON 3600, FIN 3650, MGNT 4800, MKTG 4680, BUSA 4900	
<b>Required Business Concentration</b> <sup>1</sup> .....	<b>9 hours</b>
Select one area of concentration from ACCT, ECON, FIN, MGNT, or MKTG. From your chosen area of concentration, select any three 3000- or 4000-level courses not required above.	
<b>Required Cross-Cultural Studies</b> <sup>12</sup> .....	<b>9 hours</b>
Select any courses from the approved list of cross-cultural courses not taken elsewhere in the curriculum. Courses from at least two different disciplines must be selected. Other courses will be allowed with the area coordinator's approval.	
<b>Required Foreign Language</b> <sup>1</sup> .....	<b>9 hours</b>
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 "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.	
<b>Required Study Abroad</b> .....	<b>0 hours</b>
With approval, this requirement can be met with the Summer Study Abroad Program, semester exchange, internship abroad, or foreign living or working experience.	
<b>Total hours required for the degree.</b> .....	<b>120 semester hours</b>

1 The grade in each of these courses must be a "C" or better.

2 This list is available from the Student Advising Center, the IB Area Coordinator, or the Department of Management and International Business.

## **CERTIFICATE IN HUMAN RESOURCES MANAGEMENT**

Students electing the certificate program must be admitted to the B.B.A. program and must have declared a management major.

<b>Required Courses</b> .....	<b>9 hours</b>
MGNT 3250, MGNT 3500, MGNT 4000	
<b>Elective Courses (choose three)</b> .....	<b>9 hours</b>
MGNT 4010, MGNT 4020, MGNT 4060, MGNT 4650, MGNT 4980	
<b>Total Certificate Requirements</b> .....	<b>18 hours</b>

## **CERTIFICATE IN HEALTHCARE ADMINISTRATION**

Students who are admitted to the Langdale College of Business may earn a certificate in health care administration within the 120 hours required for any business major. Students should notify the Student Advising Center and the Head of the Department of Management and International Business of their intention to earn the certificate so that they can be properly advised.

The Healthcare Administration Certificate is a collaborative effort among VSU's Langdale College of Business Administration and College of Nursing and Health Sciences, the South Georgia Medical Center, and the Southwest Georgia Area Health Education Center.

<b>Required Courses</b> .....	<b>6-8 hours</b>	
PERS 2485 (if not taken in Area B) .....		0-2 hours
NURS 4203, HCAD 4980 .....		6 hours
<b>Electives chosen from:</b> .....	<b>9 hours</b>	
ECON 3810, MKTG 3100, HCAD 4100		
<b>Total Certificate Requirements</b> .....	<b>15-17 hours</b>	

## Department of Marketing and Economics

*Dr. Attila Cseh, Head  
Room 217, Pound Hall*

The Department of Marketing and Economics is a multidisciplinary department with programs that lead to a B.B.A. degree with a major in marketing and a B.B.A. degree with a major in economics.

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 marketing or economics are able to gain work experience related to their major through the VSU Co-op Program, Students in Free Enterprise (SIFE), and independent internships.

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.

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.

# BACHELOR OF BUSINESS ADMINISTRATION DEGREE WITH A MAJOR IN MARKETING

## 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

<b>Core Areas A-E (See VSU Core Curriculum)</b> .....	<b>42 hours</b>
<b>Area F Requirements</b> <sup>1</sup> .....	<b>18 hours</b>
BUSA 2201, BUSA 2106 .....	6 hours
ECON 2105, ECON 2106 .....	6 hours
ACCT 2101, ACCT 2102 .....	6 hours
<b>Marketing Major Curriculum</b> .....	<b>60 hours</b>
<b>Required</b> <sup>1</sup> .....	<b>30 hours</b>
BUSA 2000, BUSA 2100, ENGL 2010, FIN 3350, MGNT 3250, MKTG 3050, MKTG 3620, MKTG 3650, MKTG 4680, MKTG 4900, BUSA 4900	
<b>Marketing electives</b> <sup>1</sup> .....	<b>12 hours</b>
Any 3000- or 4000-level MKTG courses	
<b>Business electives</b> <sup>1 2</sup> .....	<b>9 hours</b>
Any 3000- or 4000-level ACCT, BUSA, ECON, FIN, HCAD, IB, MGNT, or MKTG courses not required or selected above	
<b>Non-Business Electives</b> <sup>3</sup> .....	<b>9 hours</b>
<b>Total hours required for the degree.</b> .....	<b>120 semester hours</b>

1 The grade in each of these courses must be a "C" or better.

2 If BUSA 2106 is not taken in Area F, it is required here.

3 If BUSA 2201 is not taken in Area F, it is required here.

# BACHELOR OF BUSINESS ADMINISTRATION DEGREE WITH A MAJOR IN ECONOMICS

## SELECTED EDUCATIONAL OUTCOMES

1. Economics majors will demonstrate knowledge of macroeconomic concepts and the influence government policies have on the overall economy.
2. Economics majors will demonstrate knowledge of microeconomic concepts and the influence market structure and government policies have on market outcomes.
3. Economics majors will demonstrate knowledge of economics concepts in an open economy.
4. Economics majors will demonstrate knowledge of econometric concepts and use the results to predict and forecast.
5. Economics majors will utilize quantitative skills to solve economic problems.

Assessment of the educational outcomes for the economics major is primarily the responsibility of the economics faculty. A variety of methods are 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 ECONOMICS

<b>Core Areas A-E (See VSU Core Curriculum)</b> .....	<b>42 hours</b>
<b>Area F Requirements</b> <sup>1</sup> .....	<b>18 hours</b>
BUSA 2201, BUSA 2106 .....	6 hours
ECON 2105, ECON 2106 .....	6 hours
ACCT 2101, ACCT 2102 .....	6 hours
<b>Economics Major Curriculum.</b> .....	<b>60 hours</b>
<b>Required</b> <sup>1</sup> .....	<b>33 hours</b>
BUSA 2000, BUSA 2100, ENGL 2010, FIN 3350, MGNT 3250, MKTG 3050, ECON 3000, ECON 3001, ECON 3600, ECON 4100, ECON 4500, BUSA 4900	
<b>Economics Electives</b> <sup>1</sup> .....	<b>9 hours</b>
Any 3000- or 4000-level ECON courses not required or selected above. Students who double-major in another BBA degree may use ONE of the following as an ECON elective: MKTG 3650, MGNT 4640, FIN 4520, or ACCT 3400.	
<b>Business Electives</b> <sup>1,2</sup> .....	<b>9 hours</b>
Any 3000- or 4000-level ACCT, BUSA, ECON, FIN, HCAD, IB, MGNT, or MKTG courses not required or selected above	
<b>Non-Business Electives</b> <sup>3</sup> .....	<b>9 hours</b>
<b>Total hours required for the degree.</b> .....	<b>120 semester hours</b>

1 The grade in each of these courses must be a "C" or better.

2 If BUSA 2106 is not taken in Area F, it is required here.

3 If BUSA 2201 is not taken in Area F and/or MATH 1261 is not taken in Area D, they are required here.

# JAMES L. AND DOROTHY H. DEWAR COLLEGE OF EDUCATION AND HUMAN SERVICES

*Dr. Brian L. Gerber, Interim Dean  
Room 227, Education Center*

From its beginnings as a two-year women’s normal school to its current role as a regional university, Valdosta State University has taken an active part in the preparation of teachers for Georgia’s schools. As the role of the teacher has changed over these years, so have the educational programs offered by the James L. and Dorothy H. Dewar College of Education and Human Services. Today’s programs focus on teachers’ use of evidence-based practices, aligned with standards from accrediting bodies, and assessment of the use of those practices on learners’ achievement. Standards describe what beginning teachers should know and be able to do upon completion of their studies. Most programs in the College of Education and Human Services require extensive field experiences, in which pre-service teachers apply the content, methods, and skills learned in college course work and receive feedback from mentor teachers and college supervisors. Prior to graduation, all students must demonstrate competencies necessary for beginning teachers in their chosen field of study.

## ACCREDITATION

The Dewar College of Education and Human Services maintains accreditation with the National Council for Accreditation of Teacher Education, and all of its individual teacher preparation programs, including programs in Art Education and Music Education from the College of the Arts and Spanish Education and French Education from the College of Arts and Sciences, are approved by the Georgia Professional Standards Commission. Specific questions concerning teacher certification should be directed to the appropriate department.

The College of Education and Human Services includes the following undergraduate programs that are nationally recognized by specialized professional associations:

- Early Childhood Education (Association for Childhood Education International)
- Middle Grades Education (Association on Middle Level Education)
- French Education and Spanish Education from the College of Arts and Sciences (American Council on the Teaching of Foreign Languages)

## TEACHING DEGREE PROGRAMS IN THE COLLEGE OF EDUCATION AND HUMAN SERVICES

Art Education . . . . .	P-12
Business Education. . . . .	.6-12
Early Childhood Education . . . . .	P-5
*Communication Disorders . . . . .	P-12
*Deaf Education . . . . .	P-12
Early Childhood Special Education General Curriculum . . . . .	P-5
Foreign Language Education: French, Spanish. . . . .	P-12
Health and Physical Education . . . . .	P-12
Middle Grades Education . . . . .	4-8
Music Education . . . . .	P-12
Workforce Education and Development . . . . .	.6-12

\*Denotes a 5-year program. The master’s degree is required for teacher certification.

## **ADMISSION TO THE TEACHER EDUCATION PROGRAM**

Students must be admitted to Teacher Education in order to enroll in professional education course work. To be admitted into Teacher Education, students must have:

1. a major leading to teacher certification.
2. earned at least 30 semester hours.
3. achieved at least an overall 2.5 GPA for all majors except communication disorders, which requires a 3.0 GPA; and art education, early childhood education, and special education–early childhood special education general curriculum, which require a 2.75 GPA.
4. earned a grade of “C” or higher in ENGL 1101 and ENGL 1102; credit by exam assumes a grade of “C” or higher.
5. passed Gace Basic Skills Assessment or exempted it (SAT, ACT, GRE, or CLAST exemption scores are available on the College of Education and Human Services website).
6. successfully completed appropriate “2999” course.
7. completed a criminal background check.
8. professional liability insurance.

Each teacher education program has a “2999” course (ACED 2999, ARED 2999, CSD 2999, ECED 2999, ECSE 2999, FLED 2999, KSPE 2999, MGED 2999, MUE 2999, SEED 2999, and SPEC 2999). The title of this course is “Entry to the Education Profession.” The “2999” course is required of all teacher education majors as well as certification students; the course is a prerequisite to the professional education course work in all teacher education programs. Students should enroll in the appropriate “2999” course the semester following the successful completion of 30 hours. Students should continue to enroll in the appropriate “2999” course each semester until an “S” grade is achieved.

## **CHECK-POINT COURSES AND RETENTION IN PROFESSIONAL PROGRAMS**

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. Student progress will be monitored through (a) GPA, (b) observations, (c) faculty’s and public school teachers’ documented concerns, and (d) demonstration of appropriate dispositions. As a means of monitoring these retention requirements, each teacher education program has a check-point course. The status of students enrolled in these courses is monitored by the Dewar College of Education and Human Services Advising Center to ensure that all requirements for admission to teacher education have been maintained. Students who do not maintain these retention requirements will be prevented from continuing in professional education course work. The check-point courses for the teacher education programs are identified in the course descriptions within each program.

The educational progress of all students is a major concern for the College of Education and Human Services faculty. Students who achieve at high levels are awarded commendations by the department of their major and the Scholarship and Honors Committee of the College of Education and Human Services. Students who experience difficulty may receive a concern form and a plan of action to correct the concern. The College of Education and Human Services provides many opportunities for students to ensure a successful academic career.



## **APPEALS PROCEDURE**

If extenuating circumstances have led to denial of admission to Teacher Education, denial of student teaching, or denial of continuation in professional education course work, students may appeal to the Undergraduate and Initial Preparation Appeals Committee. This committee meets regularly throughout the semester. Meeting dates are posted on the College of Education and Human Services website. Appeal forms are available in the COE Advising Center (EC 222) and on the College of Education and Human Services website.

## **ADVISING CENTER**

The Advising Center in the Dewar College of Education and Human Services was created specifically to help students who are new to Valdosta State University. The Center assists students in planning their program of study and provides a strong support system for addressing individual concerns. College faculty members with excellent advising skills are selected from each department to assist students in the Advising Center. Also, students who have been successful at VSU are recruited as peer advisors to provide additional assistance to students in their critical first years at the University.

## **PROMOTING DIVERSITY IN TEACHER EDUCATION**

### **Diversity**

The James L. and Dorothy H. Dewar College of Education and Human Services faculty recognizes the need to take proactive steps to enhance multicultural and global perspectives and to promote diversity. In order to meet this need, they support multicultural perspectives throughout educational programs and actively seek a diverse student and faculty population. The educator preparation unit has established comprehensive school partnerships with 14 area schools. These schools were recruited based on a number of factors, including opportunities they would provide to our candidates to work with diverse P-12 students and public school mentors.

### **Conceptual Framework**

The College of Education and Human Services' Conceptual Framework is the underlying structure that gives conceptual guidance to the operation of the College of Education and Human Services (Unit) and its partners (COE Conceptual Framework Documents). It provides direction for our educator preparation programs, courses, teaching, university student performance, faculty scholarship, and faculty service. The Conceptual Framework is based on the broader missions of both the University and the College for the purposes of advancing educational progress in our region. A common thread runs through both mission statements: excellence in teaching and learning, scholarship, and service (VSU Conceptual Framework Document, 2005). At its core is the purpose of positively impacting learning through evidence-based practices. All programs within the unit are guided by this purpose. While learners in various programs may differ according to the candidates' roles and program standards may differ according to specialized professional association (SPA) guidelines, the essential outcome of all programs is to positively impact learning through the use of evidence-based practices. The Conceptual Framework Guiding Principles related to dispositions, equity, process, ownership, support, impact, and technology are blended with the standards set forth for educators in the conceptual framework and by SPAs to provide the structural basis for the programs. Course syllabi, assessments, and candidates' portfolios reflect the Unit Conceptual Framework through close alignment with the respective standards.

## **Professional 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. 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 students and may report these concerns to the students’ department head. Repeated concerns or serious singular offenses in any field experiences will jeopardize the students’ continuation in professional education course work. Generally, students will not be placed beyond a 60-mile radius of VSU. The Dewar College of Education and Human Services reserves the right to make all final decisions about field placements.

## **STUDENT TEACHING**

Student teaching is the culminating professional experience and is scheduled during the last term of university enrollment. The requirements to student teach are: (1) pass or exempt GACE Basic Skills Assessment, (2) overall GPA of at least 2.5 (3.0 for CSD and 2.75 for AREC, ECED, and ECSE), (3) completion of all coursework, (4) a grade of “C” or higher in all Area F courses and in major courses, (5) completion of criminal background check, and (6) liability insurance. Except for Special Education majors, students are not permitted to take any coursework concurrently with student teaching except the student teaching seminar. Applications for fall semester student teaching are due January 31 (of previous spring semester); applications for spring semester student teaching are due August 31 (of previous fall semester). Student teaching applications are available in the Dean’s Office and in departmental offices. Student teaching is not offered in the summer. Students are not permitted to student teach in a school from which they graduated in the last seven years, where they have family members employed or enrolled, in which they have worked as a paraprofessional, or in a system in which they have family members employed in the system office in an administrative capacity or on the board of education.

Student teachers are required to take the appropriate GACE Content Assessment (Praxis II exam for Communication Disorders majors) for their major by the completion of student teaching. Students do not have to pass the exams in order to complete student teaching successfully, but they do have to provide evidence that they have taken the exams. 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 College of Education and Human Services Concern Form must be completed along with an action plan. The action plan will describe criteria for successful completion of the remediation. The student will be required to complete a prescribed program of remediation 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 teacher education programs in the Dewar College of Education and Human Services and will not be recommended for teacher certification by Valdosta State University. This action will result in a review by the Undergraduate and Initial Teacher Preparation Policies Committee.

# GRADUATION AND TEACHER CERTIFICATION REQUIREMENTS

## HEALTH AND PHYSICAL EDUCATION

The College of Education and Human Services requires all majors seeking teacher certification to complete courses in health and physical education. This requirement is met by taking KSPE 2000 (Health and Wellness for Life), KSPE 2150 (First Aid-CPR), and two physical education activity courses.

## 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 (Praxis II Assessment for Communication Disorders majors), and registration applications are available on-line at the following website: [www.gace.nesinc.com](http://www.gace.nesinc.com). For Praxis II, the website is [www.ets.org](http://www.ets.org).

A passing score must be obtained on these tests before a student may be recommended to the Georgia Professional Standards Commission for a clear/renewable Georgia certificate. The GACE Basic Skills Assessment (or exemption) test is also required for certification, but it is met through the admission requirements for Teacher Education.

The certification tests are given periodically during the school year at a location near VSU and at other locations across the state. Students are encouraged to register for their respective tests during their last semester of coursework prior to student teaching. These tests may be repeated as needed to achieve the required passing score.

## 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. If the student qualifies for Teacher Education, he or she should complete a “certification evaluation” request, which may be obtained from the Dean’s Office. The completed form will be sent to the appropriate department where the student’s transcripts will be reviewed and a certification program developed. A certification evaluation fee of \$35 will be charged for the development of this individualized plan. Certification is conditional upon a student’s being accepted into a certification-only program. Students must satisfy departmental standards for certification through whatever mechanisms are recommended by that department. However, a portion 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.

## OTHER UNDERGRADUATE DEGREE PROGRAMS IN THE COLLEGE OF EDUCATION AND HUMAN SERVICES

Major	Department	Degrees
Office Administration and Technology	Adult and Career Education	B.S.
Human Capital Performance	Adult and Career Education	B.A.S.
Psychology	Psychology and Counseling	B.A., B.S.

## **Department of Adult and Career Education**

*Dr. Reynaldo L. Martínez, Jr., Department Head  
Room 215, Education Center*

The Department of Adult and Career Education 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 and Workforce Training and Development. The Bachelor of Science degree with a major in Office Administration and Technology (OAT) and the Bachelor of Applied Science (B.A.S.) in Human Capital Performance are offered on campus for traditional students and online for post-traditional adult students as bachelor completion programs. The B.A.S. degree is specifically designed for A.A.S. graduates from technical colleges and post-traditional students who are military veterans and/or working adults with professional certificates, licenses, and/or prior learning/work experience. 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 Adult and Career Education 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 human capital performance and 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.

The department also offers an M. Ed. program with three options: business education and information technology, career and technical education, and workforce education and development. Additionally, the department offers the Ed.D. program in adult and career education. Full information is found in the current Graduate Catalog.

# BACHELOR OF SCIENCE IN EDUCATION DEGREE 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 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. 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 intern teacher and the mentor teacher.

### REQUIREMENTS FOR THE B.S.ED. DEGREE WITH A MAJOR IN WORKFORCE EDUCATION AND DEVELOPMENT (SECONDARY CAREER-TECHNICAL EDUCATION OPTION)

<b>Core Areas A-E (See VSU Core Curriculum)</b> .....	<b>42 hours</b>
<b>Area F Requirements.</b> .....	<b>18 hours</b>
EDUC 2110, EDUC 2120, EDUC 2130 .....	9 hours
ACED 2900, ACED 2950, ACED 2960 .....	9 hours
All courses in Area F must be completed with a grade of “C” or better.	
<b>College of Education and Human Services Health and Physical Education Requirements...</b>	<b>6 hours</b>
(Required in Secondary Option)	
KSPE 2000, KSPE 2150 .....	4 hours
Two KSPE Fitness/Activity Courses .....	2 hours
<b>Major Course Requirements.</b> .....	<b>60 hours</b>
PSYC 3130, ACED 2400 .....	6 hours
ACED 4410, ACED 4430 .....	6 hours
ACED 3600, ACED 4710, ACED 4670, ACED 4810 .....	12 hours
ACED 3650, SPEC 3000, ACED 4560, ACED 3850 .....	12 hours
ACED 3500, ACED 3510, ACED 3520 .....	9 hours
ACED 4780 .....	12 hours
Guided Electives .....	3 hours
<b>Total hours required for the degree.</b> .....	<b>126 semester hours</b>

**BACHELOR OF SCIENCE IN EDUCATION DEGREE  
WITH A MAJOR IN WORKFORCE EDUCATION AND DEVELOPMENT**

**Workforce Training and Development Option**

**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 in their major areas by planning, delivering, and assessing appropriate instruction for adult learners.
3. Program graduates will demonstrate the ability to develop appropriate curriculum/training programs as needed in the work environment.

**EXAMPLES OF OUTCOME ASSESSMENTS**

1. Program graduates are required to meet minimum documented work experience requirements.
2. Program graduates 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 graduates 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)**

**Core Areas A-E (See VSU Core Curriculum) . . . . . 42 hours**

**Area F Requirements. . . . . 18 hours**

ACED 2050, ACED 2400 . . . . . 6 hours

ACED 2900, ACED 2950, ACED 2960. . . . . 9 hours

Elective from Areas A-E. . . . . 3 hours

All courses in Area F must be completed with a grade of “C” or better.

**Major Course Requirements. . . . . 60 hours**

ACED 4820, ACED 4690, ACED 4510. . . . . 9 hours

ACED 3600, ACED 4670, ACED 4680, ACED 4810 . . . . . 12 hours

ACED 3650, ACED 4560, ACED 3850, ACED 3860 . . . . . 12 hours

ACED 3500, ACED 3510, ACED 3520 . . . . . 9 hours

ACED 4300, ACED 4310, ACED 4320, ACED 4600 . . . . . 12 hours

Guided Electives . . . . . 6 hours

**Total hours required for the degree. . . . . 120 semester hours**

# BACHELOR OF SCIENCE DEGREE WITH A MAJOR IN OFFICE ADMINISTRATION AND TECHNOLOGY

## SELECTED EDUCATIONAL OUTCOMES

1. Program graduates will demonstrate an acceptable level of competency in job skills.
2. Program graduates will demonstrate the ability to integrate into simulated activities such higher level office administration skills as decision-making skills, communication skills, advanced keyboarding skills, advanced word processing skills, and problem-solving skills.
3. Program graduates will report an adequate level of perceived competence in a variety of computer technology applications, such as desktop publishing, multimedia applications, word processing, spreadsheets, databases, and presentation software.

## EXAMPLES OF OUTCOME ASSESSMENTS

1. Program graduates will be assessed on their practicum experience through direct observation on a rating scale by the college supervisor or the job-site supervisor. Students and job-site supervisors will complete a post-practicum survey designed to identify program strengths and weaknesses.
2. Program graduates will be assessed on their performance on simulated activities in ACED 4160 (Administrative Office Procedures).
3. Program graduates will respond to a survey relating to 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

<b>Core Areas A-E (See VSU Core Curriculum)</b> . . . . .	<b>42 hours</b>
<b>Area F Requirements</b> . . . . .	<b>18 hours</b>
ACED 1100, ACED 2000 . . . . .	6 hours
ACED 2400 or CS 1000 . . . . .	3 hours
ACCT 2101 . . . . .	3 hours
BUSA 2106 . . . . .	3 hours
ECON 1500 or ECON 2106 . . . . .	3 hours
All courses in Area F must be completed with a grade of “C” or better.	
<b>Major Course Requirements</b> . . . . .	<b>60 hours</b>
ACED 2050, ACED 2300, ACED 2700 . . . . .	9 hours
ACED 3101, ACED 3150 . . . . .	6 hours
ACED 3400, ACED 3610, ACED 4020 . . . . .	9 hours
MKTG 3050 . . . . .	3 hours
ACED 4050, ACED 4070, ACED 4160 . . . . .	9 hours
ACED 4300, ACED 4550, ACED 4820 . . . . .	9 hours
<b>Guided Electives (Choose 15 hours-at least 6 hours must be at the 3000- or 4000-level):</b>	
ACED 2940, ACED 3940, ACED 3600, ACED 4810, ACCT 2102, AFAM 2020, BUSA 2100, BUSA 3200, COMM 1100, COMM 1110, COMM 2300, CS 1010, CS 1301, ECON 1500, ECON 2105, ECON 2106, ENGL 2080, ENGL 3010, ENGL 3020, ENGL 3080, FIN 2380, FIN 3350, KSPE 2000, KSPE 2800, LEAS 1100, LEAS 3200, LIBS 1000, MGNT 3250, MGNT 3910, MGNT 4000, MGNT 4800, MKTG 4680, MKTG 4750, PERS 2110, PERS 2485, PERS 2660, PERS 2680, PERS 2700, PERS 2730, PERS 2750, PHIL 3150, SPAN 1001, SPAN 1002, THEA 1000, or other advisor-approved electives . . . . .	<b>15 hours</b>
<b>Total hours required for the degree</b> . . . . .	<b>120 semester hours</b>

# BACHELOR OF SCIENCE DEGREE WITH A MAJOR IN OFFICE ADMINISTRATION AND TECHNOLOGY

## Online Bachelor Completion Option

### SELECTED EDUCATIONAL OUTCOMES

1. Program graduates will demonstrate an acceptable level of competency in job skills.
2. Program graduates will demonstrate the ability to integrate into simulated activities such as higher level office administration skills as decision-making skills, communication skills, advanced keyboarding skills, advanced word processing skills, and problem-solving skills.
3. Program graduates will report an adequate level of perceived competence in a variety of computer technology applications, such as desktop publishing, multimedia applications, word processing, spreadsheets, databases, and presentation software.

### EXAMPLES OF OUTCOME ASSESSMENTS

1. Students will be assessed through an e-portfolio that will be submitted before the end of their final semester.
2. Students will be assessed on their performance of simulated activities in ACED 4160 (Administrative Office Procedures).
3. Students will respond to a survey relating to their perceptions about their preparation for using a variety of computer/technology applications.

### ADMISSION TO ONLINE BACHELOR COMPLETION OPTION

Students must be admitted to the Online Bachelor Completion (OBC) Option in order to enroll in junior- and senior-level OAT-OBC course work. The requirements for admission into the OBC Option are that the student will have:

1. met University System of Georgia core curriculum requirements (or equivalent).
2. achieved at least an overall 2.3 GPA.
3. successfully completed all Area F courses (or exemptions) with a grade of “C” or better.
4. successfully qualified for 3 experiential credits in ACED 2940 with a minimum of 3 years of valid, verifiable work experience.
5. provided evidence of online readiness through an assessment tool such as the University System of Georgia’s Student Online Readiness Tool (SORT).

### REQUIREMENTS FOR THE B.S. DEGREE WITH A MAJOR IN OFFICE ADMINISTRATION AND TECHNOLOGY—ONLINE BACHELOR COMPLETION (OBC) OPTION

<b>Core Areas A-E (See VSU Core Curriculum)</b> . . . . .	<b>42 hours</b>
<b>Area F Requirements</b> . . . . .	<b>18 hours</b>
ACED 1100, ACED 2000 . . . . .	6 hours
ACED 2400 or CS 1000 . . . . .	3 hours
ACCT 2101 . . . . .	6 hours
BUSA 2106 . . . . .	3 hours
ECON 1500 or ECON 2106 . . . . .	3 hours
<b>Major Course Requirements</b> . . . . .	<b>60 hours</b>
ACED 2050, ACED 2300, ACED 2700 . . . . .	9 hours
ACED 2940, ACED 3101, ACED 3150 . . . . .	9 hours
ACED 3400, ACED 3610, ACED 4020 . . . . .	9 hours
MKTG 3050 . . . . .	3 hours
ACED 4050, ACED 4070, ACED 4160 . . . . .	9 hours
ACED 4550, ACED 4820 . . . . .	6 hours



**Guided Electives (Choose 15 hours; at least 6 hours must be at the 3000- or 4000- level):**

ACED 3600, ACED 3940, ACED 4810, ACCT 2102, AFAM 2020, BUSA 2100,  
BUSA 3200, COMM 1100, COMM 1110, COMM 2300, CS 1010, CS 1301,  
ECON 1500, ECON 2105, ECON 2106, ENGL 2080, ENGL 3010, ENGL 3020,  
ENGL 3080, FIN 2380, FIN 3350, KSPE 2000, KSPE 2800, LEAS 1100,  
LEAS 3200, LIBS 1000, MGNT 3250, MGNT 3910, MGNT 4000, MGNT 4800,  
MKTG 4680, MKTG 4750, PERS 2110, PERS 2485, PERS 2660, PERS 2680,  
PERS 2700, PERS 2730, PERS 2750, PHIL 3150, SPAN 1001, SPAN 1002,  
THEA 1000, or other advisor-approved electives ..... **15 hours**

**Total hours required for the degree. .... 120 semester hours**

# BACHELOR OF APPLIED SCIENCE DEGREE WITH A MAJOR IN HUMAN CAPITAL PERFORMANCE

The Bachelor of Applied Science (BAS) degree is designed for students who complete the cooperative Associate of Applied Science (AAS) degree with VSU and a Georgia technical college, a cooperative Associate of Applied Science (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. Upon completion of the associate degree and admission into the BAS program, students will be granted 36 semester hours of credit by VSU, which will be counted toward the BAS degree requirements.

## SELECTED EDUCATIONAL OUTCOMES

1. Program graduates will demonstrate an acceptable level of technical competency in job skills.
2. Program graduates will demonstrate career planning skills.
3. Program graduates will demonstrate project management skills.

## EXAMPLES OF OUTCOME ASSESSMENTS

1. Program graduates will be assessed on their practicum experience through direct observation on a rating scale by the university supervisor and the job-site supervisor. Program graduates and job-site supervisors will complete a post-practicum survey designed to identify program strengths and weaknesses.
2. Program graduates will be assessed on their ability to develop a career plan directly related to their occupational area of specialization in ACED 4810.
3. Program graduates will develop a project management plan in their occupational area of specialization in ACED 4820.

## REQUIREMENTS FOR THE B. A. S. DEGREE WITH A MAJOR IN HUMAN CAPITAL PERFORMANCE

<b>Core Areas A-E (See VSU Core Curriculum)</b> .....	<b>42 hours</b>
<b>Area F Requirements—Courses Appropriate to the Major</b> .....	<b>18 hours</b>
Completion of an approved technical college applied associate degree or equivalent as evidenced by industry-granted certificates, credentials, licenses, military training, and/or prior learning/technical work experience.	
<b>Major Course Requirements.</b> .....	<b>33 hours</b>
ACED 2400, ACED 4550, ACED 4810 .....	9 hours
ACED 4050, ACED 4820, ACED 3800 .....	9 hours
PSYC 3800 or MGNT 3250 .....	3 hours
ACED 3400, ACED 4830 .....	6 hours
ACED 4300, ACED 4310 .....	6 hours
Guided Upper Division Electives .....	9 hours
<b>Supporting Courses</b> .....	<b>18 hours</b>
Completion of an approved technical college applied associate degree or equivalent as evidenced by industry-granted certificates, credentials, licenses, military training, and/or prior learning/technical work experience.	
<b>Total hours required for the degree.</b> .....	<b>120 semester hours</b>

# BACHELOR OF APPLIED SCIENCE DEGREE WITH A MAJOR IN HUMAN CAPITAL PERFORMANCE

## Online Bachelor Completion Option

The Bachelor of Applied Science (BAS) degree is designed for students who complete the cooperative Associate of Applied Science (AAS) degree with VSU and a Georgia technical college, a cooperative Associate of Applied Science (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. Upon completion of the associate degree and admission into the BAS program, students will be granted 36 semester hours of credit by VSU, which will be counted toward the BAS degree requirements.

### SELECTED EDUCATIONAL OUTCOMES

1. Program graduates will demonstrate an acceptable level of technical competency in job skills.
2. Program graduates will demonstrate career planning skills.
3. Program graduates will demonstrate project management skills.

### EXAMPLES OF OUTCOME ASSESSMENTS

1. Program graduates will be assessed through an e-portfolio that will provide evidence of technical competency via professional certifications or licenses, military training, prior learning, and/or satisfactory employment experience.
2. Program graduates will be assessed on their ability to develop a career plan directly related to their occupational area of specialization in ACED 4810.
3. Program graduates will develop a project management plan in their occupational area of specialization in ACED 4820.

### REQUIREMENTS FOR THE B. A. S. DEGREE WITH A MAJOR IN HUMAN CAPITAL PERFORMANCE—ONLINE BACHELOR COMPLETION OPTION (OBC)

<b>Core Areas A-E (See VSU Core Curriculum)</b> . . . . .	<b>42 hours</b>
<b>Area F Requirements-Courses Appropriate to the Major.</b> . . . . .	<b>18 hours</b>
Completion of an approved technical college applied associate degree or equivalent as evidenced by industry-granted certificates, credentials, licenses, military training, and/or prior learning/technical work experience.	
<b>Major Course Requirements.</b> . . . . .	<b>33 hours</b>
ACED 2400, ACED 4550, ACED 4810. . . . .	9 hours
ACED 4050, ACED 4820, ACED 3520. . . . .	9 hours
PSYC 3800, ACED 3800, ACED 4830 . . . . .	9 hours
ACED 3400, ACED 3500 . . . . .	6 hours
<b>Guided Upper Division Electives.</b> . . . . .	<b>9 hours</b>
Approved Electives: ORGL 3000, ORGL 3050, ORGL 4000, POLS 4860, ACED 3150, ACED 3101, ACED 4030, or other advisor-approved electives.	
<b>Supporting Courses</b> . . . . .	<b>18 hours</b>
Completion of an approved technical college applied associate degree or equivalent as evidenced by industry-granted certificates, credentials, licenses, military training, and/or prior learning/technical work experience.	
Combined with Area F for a total of 36 hours of credit.	
<b>Total hours required for the degree.</b> . . . . .	<b>120 semester hours</b>

# Department of Communication Sciences and Disorders

*Dr. Corine C. Myers-Jennings, Head*

*Room 113, Communication Disorders 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 DEGREE  
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.

<b>Core Areas A-E (See VSU Core Curriculum)</b> .....	<b>42 hours</b>
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 2500 in Area E of the Core Curriculum. This course is a prerequisite for all upper division courses in Psychology.	
<b>College of Education and Human Services Health and Physical Education Requirements</b> . . .	<b>6 hours</b>
KSPE 2000, KSPE 2150 .....	4 hours
Two KSPE Fitness/Activity Courses .....	2 hours
<b>Area F Requirements</b> .....	<b>18 hours</b>
EDUC 2110, EDUC 2120, EDUC 2130 .....	9 hours
Language Arts (Selected from any 2000-level course) .....	3 hours
MATH 2620 .....	3 hours
ACED 2400 .....	3 hours
CSD 2999 .....	0 hours
<b>Professional Education</b> .....	<b>60 hours</b>
CSD 3010, CSD 3020, CSD 3040 .....	9 hours
CSD 3060, CSD 3070, CSD 3080 .....	9 hours
DEAF 4050, CSD 4020, CSD 4040 .....	9 hours
CSD 4050 .....	2 hours
CSD 4070, CSD 4120, CSD 4130 .....	9 hours
CSD 4110 .....	4 hours
CSD 4140, CSD 4151 .....	6 hours
SPEC 3000, SPEC 3020 or PSYC 3300 .....	6 hours
PSYC 3120, PSYC 3200, PSYC 3210, PSYC 3220, PSYC 3500, or PSYC 3710 .....	3 hours
Electives .....	6 hours

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** .....

**126 semester hours**

# Department of Early Childhood and Special Education

*Dr. Shirley E. Thompson, Interim Head*  
*Room 1160, Education Center*

The Department of Early Childhood and Special Education is a diverse department with programs that lead to a Bachelor of Science in Education (B.S.Ed.) degree. The major in early childhood education results in initial GaPSC certification in Early Childhood (P-5), and the major in early childhood special education results in initial GaPSC certification in both Early Childhood and Special Education-General Curriculum (P-5).

The programs in the department are 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. These courses are supported by structured field experiences designed to provide opportunities to meld theory with practice in field-based interactions with young 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 student teaching experience by planning, delivering, and assessing appropriate instruction for pupils 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 (pupils, families, and other professionals in the learning community).

## 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-5 learning through a Teacher Work Sample (TWS).

# BACHELOR OF SCIENCE IN EDUCATION DEGREE WITH A MAJOR IN EARLY CHILDHOOD EDUCATION

## REQUIREMENTS FOR THE B.S.ED. DEGREE WITH A MAJOR IN EARLY CHILDHOOD EDUCATION

Core Areas A-E (See VSU Core Curriculum) .....	42 hours
Area F Requirements. ....	18 hours
EDUC 2110, EDUC 2120, EDUC 2130 .....	9 hours
ISCI 2001, ISCI 2002, MATH 2008 .....	9 hours
ECSE 2999.....	0 hours

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... ..	6 hours
KSPE 2000, KSPE 2150.....	4 hours
Two KSPE Fitness/Activity Courses.....	2 hours

### Professional Program Requirements..... 63 hours

#### Professional Semester 1 .....

ECED 3109 .....	2 hours
ECSE 3010, ECSE 3210 .....	6 hours
LITR 3110 .....	3 hours
MATH 3161 .....	3 hours
SPEC 3000 .....	3 hours

#### Professional Semester 2 .....

ECED 3300 .....	3 hours
ECED 3690 .....	2 hECSEours
ECSE 3020, LITR 3120, LITR 3130.....	9 hours
MATH 3162 .....	3 hours

#### Professional Semester 3 .....

ECED 4400, ECED 4500 .....	6 hours
ECED 4690 .....	2 hours
ECSE 4010, LITR 4120, MATH 4161 .....	9 hours

#### Professional Semester 4 .....

ECED 4790 .....	9 hours
ECSE 4420 .....	3 hours

**Total hours required for the degree. .... 129 semester hours**

**BACHELOR OF SCIENCE IN EDUCATION DEGREE  
WITH A MAJOR IN SPECIAL EDUCATION -  
EARLY CHILDHOOD SPECIAL EDUCATION GENERAL CURRICULUM**

<b>Core Areas A-E (See VSU Core Curriculum)</b> .....	<b>42 hours</b>
<b>Area F Requirements.</b> .....	<b>18 hours</b>
EDUC 2110, EDUC 2120, EDUC 2130 .....	9 hours
ISCI 2001, ISCI 2002 .....	6 hours
MATH 2008 .....	3 hours
ECSE 2999 .....	0 hours
All courses in Area F must be completed with a grade of “C” or better.	
<b>College of Education and Human Services Health and Physical Education Requirements.</b> ..	<b>6 hours</b>
KSPE 2000, KSPE 2150 .....	4 hours
Two KSPE Fitness/Activity Courses .....	2 hours
<b>Professional Education.</b> .....	<b>63 hours</b>
<b>Professional Semester 1</b> .....	<b>17 hours</b>
ECSE 3010, ECSE 3210, LITR 3110, SPEC 3000, MATH 3161 .....	15 hours
ECSE 3390 .....	2 hours
<b>Professional Semester 2</b> .....	<b>17 hours</b>
ECSE 3020, ECSE 3220, LITR 3120, LITR 3130, MATH 3162 .....	15 hours
ECSE 3490 .....	2 hours
<b>Professional Semester 3</b> .....	<b>17 hours</b>
ECSE 4010, ECSE 4210, ECSE 4310, LITR 4120, MATH 4161 .....	15 hours
ECSE 4390 .....	2 hours
<b>Professional Semester 4</b> .....	<b>12 hours</b>
ECSE 4420 .....	3 hours
ECSE 4490 .....	9 hours
<b>Total hours required for the degree.</b> .....	<b>129 semester hours</b>



# Department of Kinesiology and Physical Education

*Dr. Mike Griffin, Head*

*Room 168, Physical Education Complex*

The Department of Kinesiology and Physical Education offers a program that leads to the Bachelor of Science in Education degree (B.S.Ed.) with a major in health and physical education.

The degree program in the Department of Kinesiology and Physical Education prepares students for professional careers in health and physical education (teacher education). The degree program is designed to build concepts and skills appropriate for specific careers through a series of sequenced courses, field experiences, and internships. These concepts and skills include program planning, computer and other technology applications, social diversity and cultural pluralism, appreciation for individual differences, assessment, and professional ethics.

The Bachelor of Science in Education degree (B.S.Ed.) with a major in health and physical education prepares students to teach health and physical education from pre-kindergarten through 12th grade (P-12). Upon successful completion of the degree program and posting a passing score on the GACE Content Assessment in the area of health and physical education, students are eligible for the T-4 (clear/renewable) teaching certificate from the State of Georgia. Both the undergraduate and graduate teacher education programs are approved by the Georgia Professional Standards Commission (GaPSC).

## **BACHELOR OF SCIENCE IN EDUCATION DEGREE 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 an adapted case study.

**REQUIREMENTS FOR THE B.S.ED. DEGREE  
WITH A MAJOR IN HEALTH AND PHYSICAL EDUCATION**

<b>Core Areas A-E (See VSU Core Curriculum)</b> .....	<b>42 hours</b>
<b>Area F Requirements.</b> .....	<b>18 hours</b>
EDUC 2110, EDUC 2120, EDUC 2130 .....	9 hours
BIOL 2651, BIOL 2652. ....	8 hours
KSPE Physical Education Activity Course .....	1 hour
(Any physical education course requiring physical fitness or lifetime physical activity; participation and content approved by any departmental academic advisor.)	
KSPE 2999. ....	0 hours
All courses in Area F must be completed with a grade of “C” or better.	
<b>College of Education and Human Services Health and Physical Education Requirements.</b> . . .	<b>6 hours</b>
KSPE 2010 and KSPE 2020 .....	6 hours
<b>Professional Program Requirements.</b> .....	<b>60 hours</b>
KSPE 3101, KSPE 3200, KSPE 3301, KSPE 3401 .....	12 hours
KSPE 3411. ....	4 hours
SPEC 3000, KSPE 3420, KSPE 3911 .....	9 hours
KSPE 3450, KSPE 3460, KSPE 3700, KSPE 4710 .....	12 hours
KSPE 2000, KSPE 3141, KSPE 4220 .....	8 hours
PSYC 2700. ....	3 hours
KSPE 4800. ....	2 hours
KSPE 4790 .....	10 hours
<b>Total hours required for the degree.</b> .....	<b>126 semester hours</b>

## **Department of Middle, Secondary, Reading, and Deaf Education**

*Dr. Barbara Radcliffe, Interim Head  
Room 87, Education Building*

The Department of Middle, Secondary, Reading, and Deaf Education is a multidisciplinary department that offers the B.S.Ed. degree with a major in middle grades education, deaf education, or American sign language/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 Middle, Secondary, Reading, and Deaf Education.

## **BACHELOR OF SCIENCE IN EDUCATION DEGREE WITH MAJORS IN MIDDLE GRADES EDUCATION, DEAF EDUCATION, OR AMERICAN SIGN LANGUAGE/INTERPRETING**

Each of these three programs in the department has 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 a Teacher Work Sample (TWS).

**BACHELOR OF SCIENCE IN EDUCATION DEGREE  
WITH A MAJOR IN MIDDLE GRADES EDUCATION**

**REQUIREMENTS FOR THE B.S. ED. DEGREE WITH A MAJOR IN MIDDLE GRADES EDUCATION**

<b>Core Areas A-E (See VSU Core Curriculum)</b> .....	<b>42 hours</b>
<b>Area F Requirements.</b> .....	<b>18 hours</b>
EDUC 2110, EDUC 2120, EDUC 2130 .....	9 hours
<b>Primary Concentration (select one area)</b> .....	<b>6 hours</b>
Language Arts, Math, Science, Social Studies, Reading (select from the approved course list for concentration area)	
<b>Secondary Concentration</b> .....	<b>3 hours</b>
Language Arts, Mathematics, Science, Social Studies, Reading (select from the approved course list for concentration area)	
MGED 2999 .....	0 hours
All courses in Area F must be completed with a grade of “C” or better.	
<b>College of Education and Human Services Health and Physical Education Requirements.</b> ..	<b>6 hours</b>
KSPE 2000, KSPE 2150 .....	4 hours
Two KSPE Fitness/Activity Courses .....	2 hours
<b>Program Requirements.</b> .....	<b>63 hours</b>
All courses listed under program requirements must be completed with a grade of “C” or better.	
<b>Professional Courses.</b> .....	<b>14 hours</b>
SPEC 3000, MGED 3220, MGED 3990, MGED 3991 .....	12 hours
MGED 3020 .....	2 hours
<b>Teaching Concentrations</b> .....	<b>24 hours</b>
Primary Concentration Area .....	12 hours
Select one: Language Arts, Mathematics, Science, Social Studies, Reading (select from the approved course list for concentration area)	
Secondary Concentration Area .....	12 hours
Select one: Language Arts, Mathematics, Science, Social Studies, Reading (select from the approved course list for concentration area)	
<b>Professional Program</b> .....	<b>25 hours</b>
MGED 4000 .....	3 hours
Methods Courses (select two) .....	6 hours
MGED 4100, MGED 4200, MGED 4300, MGED 4400, MGED 4500	
MGED 4620, MGED 3110 .....	4 hours
MGED 4790 .....	10 hours
MGED 4800 .....	2 hours

**Total hours required for the degree. .... 129 semester hours**

**BACHELOR OF SCIENCE IN EDUCATION DEGREE  
WITH A MAJOR IN SPECIAL EDUCATION (DEAF AND HARD-OF-HEARING)**

**REQUIREMENTS FOR THE B.S. ED. DEGREE WITH A MAJOR IN  
SPECIAL EDUCATION (DEAF AND HARD-OF-HEARING)**

<b>Core Areas A-E (See VSU Core Curriculum)</b> .....	<b>42 hours</b>
<b>Area F Requirements.</b> .....	<b>18 hours</b>
DEAF 2999 .....	0 hours
ISCI 2001 or ISCI 2002 .....	3 hours
EDUC 2110, EDUC 2120, EDUC 2130 .....	9 hours
ASLS 2110, ASLS 2120 .....	6 hours
All courses in Area F must be completed with a grade of “C” or higher.	
<b>College of Education and Human Services Health and Physical Education Requirements.</b> ..	<b>6 hours</b>
KSPE 2000, KSPE 2150 .....	4 hours
Two KSPE Fitness/Activity Courses .....	2 hours
<b>Professional Education.</b> .....	<b>66 hours</b>
ECSE 3010, ECSE 3210, ECSE 3390 .....	8 hours
LITR 3110 and SPEC 3000 .....	6 hours
ECSE 3220, ECSE 3490, ECSE 3020 .....	8 hours
LITR 3120 and LITR 3130, Guided Elective (3) .....	9 hours
ASLS 3170, DEAF 3100, MATH 2008 .....	9 hours
READ 4550, SPEC 3020, SPEC 3040 .....	9 hours
ASLS 3180, DEAF 3120, DEAF 4050 .....	9 hours
SEED 4010 .....	1 hour
MGED 3991 and MATH 3161 .....	7 hours

**Total hours required for the degree. .... 132 semester hours**

## **BACHELOR OF SCIENCE IN EDUCATION DEGREE WITH A MAJOR IN AMERICAN SIGN LANGUAGE/INTERPRETING**

### **REQUIREMENTS FOR THE B.S.ED. WITH A MAJOR IN AMERICAN SIGN LANGUAGE/INTERPRETING**

<b>Core Areas A-E (See VSU Core Curriculum)</b> .....	<b>42 hours</b>
<b>Area F Requirements.</b> .....	<b>18 hours</b>
EDUC 2110, EDUC 2120, EDUC 2130 .....	9 hours
ASLS 2110, ASLS 2120 .....	6 hours
ACED 2400 .....	3 hours
INTP 2999 .....	0 hours

All courses in Area F must be completed with a grade of “C” or higher.

<b>College of Education and Human Services Health and Physical Education Requirements.</b> ..	<b>6 hours</b>
KSPE 2000, KSPE 2150 .....	4 hours
Two KSPE Fitness/Activity Courses .....	2 hours

<b>Professional Education.</b> .....	<b>60 hours</b>
ASLS 3170, DEAF 3100, INTP 3010, SPEC 3000, and ASLS 3190 .....	15 hours
ASLS 3180, DEAF 3150, DEAF 3120, DEAF 3140, and INTP 3150 .....	15 hours
INTP 4010, INTP 4020, INTP 4030, INTP 4040 .....	15 hours
INTP 4050, INTP 4060, INTP 4070, INTP 4080 .....	15 hours

**Total hours required for the degree.** .....

**126 semester hours**

### **MINOR IN DEAF STUDIES**

<b>Required courses.</b> .....	<b>18 hours</b>
ASLS 2110, 2120, 3170, 3180 American Sign Language I-IV .....	12 hours
DEAF 3100 Deaf Education and Language Learning .....	3 hours
DEAF 3150 Deaf Community, Culture, and History .....	3 hours

## **Department of Psychology and Counseling**

*Dr. Jackson P. Rainer, Head*

*Room 2104, Psychology Building*

The Department of Psychology and Counseling provides programs of study at both the undergraduate and graduate levels. At the undergraduate level, the department 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. At the graduate level, the department offers the M.S. degree in Psychology in Clinical/Counseling and Industrial/Organizational. 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 in School Counseling. Information concerning these programs, their admission requirements, continuing education, and other services offered by the department can be obtained by contacting the department.

### **DEPARTMENT MISSION STATEMENT**

The Department of Psychology and Counseling 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 and graduate levels 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, knowledge of psychological nomenclature and concepts, and are introduced to the diverse applications of psychology. The graduate programs prepare students to apply skills in schools, mental health agencies, government, industry, and other settings. Training at the graduate level is designed to prepare qualified, responsible professionals who may provide assessment, consulting, counseling, and other services to the citizens of the region.



## **BACHELOR OF ARTS DEGREE WITH A MAJOR IN PSYCHOLOGY *and* BACHELOR OF SCIENCE DEGREE WITH A MAJOR IN PSYCHOLOGY**

These programs introduce students to the liberal arts and to psychology as a scientific discipline, with content and methods able to improve the human condition. To declare a psychology major, you must have completed 45 hours of coursework in the Core and averaged at least a “C” or better (2.5 GPA) in all your previously attempted coursework. You must also earn a “C” or better (2.0 GPA) in each and every required psychology course and prerequisite. Each program in the department has desired outcomes. Examples of these outcomes for the Bachelor of Arts and the Bachelor of Science degrees include:

### **SELECTED EDUCATIONAL OUTCOMES**

Students will

1. design, run, and analyze research studies and write reports using APA style;
2. use appropriately the technical language of the science of psychology in oral and written communication;
3. examine and evaluate career and educational opportunities for those with an undergraduate psychology degree.

### **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.

**REQUIREMENTS FOR THE B.A. DEGREE WITH A MAJOR IN PSYCHOLOGY**

<b>Core Areas A-E (See VSU Core Curriculum)</b> .....	<b>42 hours</b>
<b>Area F Requirements.</b> .....	<b>18 hours</b>
PSYC 2500 .....	3 hours
ACED 2400 or CS 1000 .....	3 hours
PHIL 2010 or PHIL 2020 .....	3 hours
Three courses in the same foreign language.....	9 hours

**REQUIREMENTS FOR THE B.S. DEGREE WITH A MAJOR IN PSYCHOLOGY**

<b>Core Areas A-E (See VSU Core Curriculum)</b> .....	<b>42 hours</b>
<b>Area F Requirements.</b> .....	<b>18 hours</b>
PSYC 2500 .....	3 hours
ACED 2400 or CS 1000 .....	3 hours
PHIL 2010 or PHIL 2020 .....	3 hours
One natural science course .....	3 hours
One mathematics course .....	3 hours
(MATH 1111 or MATH listed in Area D of the Core Curriculum)	
One natural science or math course .....	3 hours
(MATH 1111 or MATH listed in Area D of the Core Curriculum)	

**Upper level requirements are the same for the B.A. and B.S. degrees.**

<b>Upper Division Courses Required for the Major.....</b>	<b>36 hours</b>
PSYC 3200 or PSYC 3210 or PSYC 3220 .....	3 hours
PSYC 3500, PSYC 3600, PSYC 3900.....	9 hours
PSYC 3400 or PSYC 3450.....	3 hours
Two courses selected from.....	6 hours
PSYC 3300, PSYC 3700, PSYC 3710, PSYC 3800, PSYC 3850, PSYC 3110, or PSYC 3130	
PSYC 4100 or PSYC 4150 .....	3 hours
PSYC 4000 or PSYC 4050.....	3 hours
One course selected from PSYC 4900 or PSYC 4950 or PSYC 4991-4992-4993. ....	3 hours
Two of the following (not taken to fulfill above requirements) .....	6 hours
PSYC 4000, PSYC 4050, PSYC 4100, PSYC 4150, PSYC 4300,	
PSYC 4500, PSYC 4800, PSYC 4900, PSYC 4950, PSYC 4991-4992-4993.	

**\*Guided Electives. ....24 hours**

\* If Area F requirements for the Valdosta State University B.A. or B.S. degree with a major in psychology are not taken in Area F or another area, they must be taken as Guided Electives.

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.

**Total hours required for the degree. .... 120 semester hours**

## 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. Eighteen (18) hours of coursework selected from the following courses constitute a minor. PSYC 2500 must be completed before courses in the minor can be taken, and a grade of “C” or better must be earned in each course in the minor. Call the department if you have any questions: 229-333-5930.

<b>Minor in Psychology</b> .....	<b>18 hours</b>
<b>PSYC 2500</b> .....	<b>3 hours</b>
<b>Choose one course from the following:</b> .....	<b>3 hours</b>
PSYC 3200, PSYC 3210, or PSYC 3220	
<b>Choose one course from the following:</b> .....	<b>3 hours</b>
PSYC 3400 or PSYC 3450	
<b>Choose one course from the following:</b> .....	<b>3 hours</b>
PSYC 3300 or *PSYC 3500	
<b>Choose two courses from the following:</b> .....	<b>6 hours</b>
PSYC 3110, *PSYC 3600, PSYC 3700, PSYC 3710, PSYC 3800, PSYC 3850, *PSYC 3900, or any senior-level academic psychology courses for which you have met the prerequisites, excluding PSYC 4850 and 4870.	

\* Suggested courses if you plan to attend graduate school in psychology without completing a psychology undergraduate degree. Check with the department’s graduate admissions committee for the specifics of a particular graduate degree, for proper advising, and for any additional graduate study requirements.

# COLLEGE OF THE ARTS

*Dr. A. Blake Pearce, Dean*

*Room 2273, Fine Arts Building*

The College of the Arts at Valdosta State University includes the Department of Art, 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 and the Bachelor of Music degree with a major in music education are offered in conjunction with the 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. Teacher preparation programs at Valdosta State University meet Georgia certification requirements of the Professional Standards Commission and are accredited by the National Council for Accreditation of Teacher Education.

## 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 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 Department of Art 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

*Head*

*Room 109, Fine Arts Building*

The Art Department 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 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 that 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 MISSION STATEMENT

The Department of Art 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 DEGREE 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 B.F.A. WITH A MAJOR IN ART

<b>Core Curriculum Areas A-E (See VSU Core Curriculum)</b> .....	<b>42 hours</b>
<b>Core Curriculum Area F</b> .....	<b>18 hours</b>
ARTH 1120, ART 1010, ART 1020 .....	9 hours
ART 1011, ART 1030, ART 2030 .....	9 hours
<b>Major Curriculum</b> .....	<b>60 hours</b>
ART 3061, ART 3081 .....	6 hours
ART 3071 or 3072, ART 3091, ART 3041 .....	9 hours
ART 3023, ART 3051 .....	6 hours
ART 4170, ART 4171, ART 4172.....	3 hours
ARTH 3121, ARTH 3122 .....	6 hours
Art History (ARTH) Elective .....	3 hours
Studio Electives .....	18-27 hours
Art History and Criticism Electives.....	0-9 hours
<b>Total hours required for the degree</b> .....	<b>120 semester hours</b>

## **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 knowledge, skills, and experiences necessary to be successful in an array of potential career choices, from the art studio classroom, to a museum education setting, to graduate school.

National accrediting agencies include the National Association of Schools of Art and Design (NASAD), the National Council for the Accreditation of Teacher Education (NCATE), 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 College of Education and Human Services and the College of the Arts. The degree program consists of 132 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.

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. The Board of Regents requires 300 to 400 hours of volunteer pre-service experiences prior to student teaching.

### **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 exam;
2. by successfully preparing an exemplary electronic portfolio as prescribed in the College of Education and Human Services initial Candidate Portfolio Assessment Instrument (LiveText);
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;
5. by having professional competencies assessed through the ARED Program Disposition Evaluation Instrument;
6. by submitting Candidate Survey for Program Improvement (CSPI) in LiveText.



**REQUIREMENTS FOR B.F.A. DEGREE WITH A MAJOR IN ART EDUCATION**

<b>Core Curriculum Areas A-E (See VSU Core Curriculum)</b> .....	<b>42 hours</b>
Students are advised to take ART 1100 in Area C	
<b>Core Curriculum Area F</b> .....	<b>18 hours</b>
ART 1010, ART 1011, ART 1020 .....	9 hours
ART 1030, ARTH 1120, ART 2030 .....	9 hours
ARED 2999 .....	0 hours
<b>Teacher Certification Health and Physical Education Requirements.</b> .....	<b>4 hours</b>
KSPE 2000, KSPE 2150 .....	4 hours
<b>Major Curriculum</b> .....	<b>68 hours</b>
EDUC 2110, EDUC 2120, EDUC 2130 .....	9 hours
SPEC 3000 .....	3 hours
ART 3051 and either ART 3041 or ART 3111 .....	6 hours
ART 3061, ART 3071 or ART 3072, ART 3081 .....	9 hours
ARTH 4120, ARTH 3121, ARTH 3122 .....	9 hours
Guided Electives in ART or ARTH .....	11 hours
ARED 3010, ARED 3012, ARED 3000 .....	9 hours
ARED 4070 and ARED 4090 .....	12 hours
<b>Total hours required for the degree.</b> .....	<b>132 semester hours</b>

## 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 between the junior and senior year. **Students should plan to be advised in the Department of Art 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 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 45 semester hours of college credit.

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 B.F.A. DEGREE WITH A MAJOR IN INTERIOR DESIGN**

<b>Core Curriculum Areas A-E (See VSU Core Curriculum)</b> .....	<b>42 hours</b>
<b>Core Curriculum Area F</b> .....	<b>18 hours</b>
ARID 1120, ART 1010, ART 1020 .....	9 hours
ART 1030, ART 1011, ART 2030 .....	9 hours
<b>Major Curriculum</b> .....	<b>60 hours</b>
Interior Design Studio Courses .....	18 hours
ARID 2111, ARID 2112, ARID 3111, ARID 3112, ARID 4111, ARID 4112	
Major Core .....	18 hours
ARID 2310, ARID 3211, ARID 3212, ARID 3320, ARID 3350, ARID 3411	
Capstone Courses .....	9 hours
ARID 4010, ARID 4310, ARID 4610	
Art History Courses .....	6 hours
ARTH 3121, ARTH 3122	
Electives: Interior Design and Related Areas .....	9 hours
Select 3 courses (9 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 Coordinator and the Head of the Department.	
<b>Total hours required for the degree</b> .....	<b>120 semester hours</b>

## **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 Arts and Sciences and the College of the Arts, including a foreign language sequence (9 hours or 3 courses, see catalog requirements). In addition to the required art studio and art history requirements (54 total hours), the BA degree offers flexibility in course work with 6-15 hours of electives in art studio or art history and 6-15 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 21 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 a transfer student or a change of major. Students may be able to utilize some of those hours already completed. The BA degree may be the 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. complete at least nine hours of a foreign language sequence;
2. demonstrate functional 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;
4. demonstrate familiarity with the historical achievements, current major issues, processes, and directions of their field;
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.
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

<b>Core Curriculum Areas A-E (See VSU Core Curriculum).</b>	<b>42 hours</b>
<b>Core Curriculum Area F.</b>	<b>18 hours</b>
ARTH 1120, ART 1010, ART 1020	9 hours
ART 1030, ART 1011, ART 2030.	9 hours
<b>Major Curriculum.</b>	<b>60 hours</b>
<b>Major Core Studio Sequence</b>	<b>18 hours</b>
Select three course sequences from	
ART 3023, ART 4024, or ART (3xxx-4xxx course in content area)	.6 hours
ART 3041, ART 4042, or ART (3xxx-4xxx course in content area)	.6 hours
ART 3051, ART 4052, or ART (3xxx-4xxx course in content area)	.6 hours
ART 3061, ART 4062, or ART (3xxx-4xxx course in content area)	.6 hours
ART 3071, ART 3072, ART (3xxx-4xxx course in content area)	.6 hours
ART 3081, ART 4082, ART (3xxx-4xxx course in content area)	.6 hours
ART 3091, ART 3092, or ART 4093 or ART(3xxx-4xxx course in content area)	.6 hours
ART 3101, ART 4102, or ART (3xxx-4xxx course in content area)	.6 hours
ART 3111, ART 4112 or ART (3xxx-4xxx course in content area)	.6 hours
ARTH 3121, ARTH 3122	.6 hours
Art History (ARTH) Elective	3 hours
Studio and/or Art History and Criticism Electives.	6-15 hours
Guided Electives or Minor*	6-15 hours
Foreign Language (three courses in sequence).	9 hours
ART 4170, ART 4171, ART 4172.	3 hours

\*The degree program must include a minimum of 39 hours at the 3000 or 4000 level.

**Total hours required for the degree. . . . . 120 semester hours**

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.

## MINOR IN ART

### 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.

<b>Minor in Art</b>	<b>15 semester hours</b>
ARTH 1120.	3 hours
ARTH and /or ART courses (9 hours must be at the level of 3000 or above).....	12 hours

## Department of Communication Arts

*Dr. Carl Cates, Head*  
*Room 1011, Nevins Hall*

The Department of Communication Arts is a multidisciplinary department with programs that lead to a Bachelor of Fine Arts (B.F.A.) degree with a major in speech communication with emphases in general speech, public relations, and intercultural organizational communication; a B.F.A. degree with a major in dance; a B.F.A. degree with a major in theatre arts with tracks in performance, production, and musical theatre; and a B.F.A. degree with a major in mass media. The department also offers minors in speech communication, theatre arts, mass media, and dance.

All students who intend to pursue the B.F.A. with a major in dance or the musical theatre track of the B.F.A. with a major in theatre must audition for the faculty committee for the purpose of admission into these programs.

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 industries. 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, and the public relations emphasis is certified by the Public Relations Society of America.

### **GRADE POINT AVERAGE REQUIREMENT FOR THE BFA WITH A MAJOR IN SPEECH COMMUNICATION AND THE BFA WITH A MAJOR IN MASS MEDIA**

Students entering the University directly from high school may declare a major in speech communication or in mass media. In order to continue as majors, students must maintain an overall GPA of 2.25 or better for speech communication or 2.5 or better for mass media. If in any given semester a student's overall GPA falls below 2.25 for speech communication or 2.5 for mass media, the student will have one semester (fall or spring) to bring it back up to or above the required level. If the overall GPA remains below the required level for the major 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 declare a major in speech communication or mass media must have an overall GPA of at least 2.25 for speech communication or 2.5 for mass media. Upon acceptance as a major, a student must maintain an overall GPA at or above that required for the major as described above.

Current VSU students seeking to transfer into speech communication or mass media from other majors must have an overall GPA of 2.25 for speech communication or 2.5 for mass media, and they will be subject to the same maintenance requirements already described.

# BACHELOR OF FINE ARTS DEGREE WITH A MAJOR IN SPEECH COMMUNICATION

## SELECTED EDUCATIONAL OUTCOMES

1. The speech communication major will demonstrate skill in the use of the materials and methods of communication and expression appropriate to the area of emphasis.
2. The speech communication major will demonstrate understanding of the theories and practices of interpersonal, intercultural, small group, and public communication.
3. The speech 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 variety of techniques. Examples of these assessments (and related educational outcomes) include the following:

1. General Speech Communication: COMM 4340. Students must develop a training program in interpersonal communication targeted for specific clients. The programs include research extending the theories and skills learned in the emphasis.
2. Public Relations: COMM 4230. Students must select an organization, define a public relations problem facing that organization, and design a public relations program to solve the problem, including research needed, construction of a public relations plan, implementation steps, communication of the plan, and evaluation of the plan's success.
3. Intercultural Organizational Communication: COMM 4420 and COMM 4440. In COMM 4420, students must conduct a communication audit for an area business or non-profit entity, report to the entity on the audit, write a summary report, and give an oral presentation in the course. In COMM 4440, students must develop a workshop on a topic relevant to intercultural communication and deliver the workshop to an area business or non-profit entity.
4. Students must pass an exit examination during their final year, assessing their mastery of concepts and practices taught in Area F and Senior Core courses.

## REQUIREMENTS FOR THE B.F.A. DEGREE WITH A MAJOR IN SPEECH COMMUNICATION

<b>Core Curriculum Areas A-E (See VSU Core Curriculum)</b> .....	<b>42 hours</b>
<b>Core Curriculum Area F</b> .....	<b>18 hours</b>
COMM 1110, COMM 2100, COMM 2300 .....	9 hours
ACED 2400, BUSA 2201, or CS 1000 .....	3 hours
THEA 1000, THEA 1100, DANC 1500, MDIA 2000, PHIL 2010, PHIL 2020, ACED 2050, or BUSA 2106 .....	6 hours

A minimum grade of "C" is required for all Area F courses in the Communication Arts Department.

<b>Senior College Curriculum</b> .....	<b>60 hours</b>
<b>Senior Core</b> .....	<b>36 hours</b>
COMM 3000, COMM 3100 .....	.6 hours
COMM 3500, COMM 3800 .....	.6 hours
<b>Select Two:</b> .....	<b>6 hours</b>
COMM 4060, COMM 4120, COMM 4130, COMM 4140, COMM 4160, COMM 4170, COMM 4600	
<b>Guided Electives</b> .....	<b>18 hours</b>

**Select one emphasis:**

- A. General Speech Communication Emphasis . . . . . 24 hours**
  - COMM 3310, COMM 3330 . . . . . 6 hours
  - COMM 3071, COMM 3320, COMM 3410 . . . . . 9 hours
  - COMM 4140. . . . . 3 hours
  - COMM 4340, COMM 4400 . . . . . 6 hours

*or*
- B. Public Relations Emphasis. . . . . 24 hours**
  - COMM 3200, COMM 3210, COMM 3220 . . . . . 9 hours
  - COMM 3240, COMM 4200, COMM 4220. . . . . 9 hours
  - COMM 4230, COMM 4240 . . . . . 6 hours

*or*
- C. Intercultural Organizational Communication Emphasis . . . . . 24 hours**
  - COMM 3320, COMM 3400, COMM 3410 . . . . . 9 hours
  - COMM 3550, COMM 4400, COMM 4420, . . . . . 9 hours
  - COMM 4430, COMM 4440 . . . . . 6 hours

**Total hours required for the degree. . . . . 120 semester hours**



# BACHELOR OF FINE ARTS DEGREE WITH A MAJOR IN DANCE

## 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.

<b>Core Curriculum Areas A-E (See VSU Core Curriculum)</b> .....	<b>42 hours</b>
Theatre and Dance students are advised to take either THEA 1100 or DANC 1500 in Area C.	
<b>Core Curriculum Area F</b> .....	<b>18 hours</b>
THEA 1100, DANC 1500 .....	.6 hours
(If students take THEA 1100 or DANC 1500 in Area C of the Core Curriculum, they should take another Area C elective here.)	
THEA 1000 .....	3 hours
THEA 2730 .....	2 hours
DANC 1600, DANC 1700, DANC 2800 .....	6 hours
DANC 2920 .....	1 hour

A minimum grade of "C" is required for all Area F courses in the Communication Arts Department.

<b>Senior College Curriculum</b> .....	<b>60 hours</b>
THEA 2750, DANC 2600, DANC 2700 .....	9 hours
DANC 3600 or DANC 3700 .....	3 hours
DANC 3800, DANC 4800 .....	6 hours
DANC 1900 or DANC 3300 .....	2 hours
DANC 2910 .....	1 hour
DANC 3500 .....	2 hours
DANC 3000, DANC 3100, DANC 3410 .....	9 hours
DANC 3200 .....	6 hours
DA NC 3420 .....	2 hours
DANC 4010, DANC 4020 .....	6 hours
DANC 4600 or DANC 4700 .....	3 hours
THEA 4790 .....	2 hours
COMM 1100, MDIA 2000, or a guided elective .....	3 hours
Guided electives .....	6 hours

**Total hours required for the degree** .....

**120 semester hours**

# BACHELOR OF FINE ARTS DEGREE WITH A MAJOR IN THEATRE

## 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.

<b>Core Curriculum Areas A-E (See VSU Core Curriculum)</b> .....	<b>42 hours</b>
<b>Core Curriculum Area F.</b> .....	<b>18 hours</b>
THEA 1000, THEA 1100, DANC 1500 .....	9 hours
COMM 1100 or MDIA 2000 .....	3 hours
THEA 2750, THEA 2800 .....	6 hours

A minimum grade of "C" is required for all Area F courses in the Communication Arts Department.

<b>Senior College Curriculum.</b> .....	<b>38 hours</b>
THEA 2730, THEA 2810 .....	4 hours
THEA 3700, THEA 3740, THEA 3750 .....	9 hours
THEA 3710, THEA 3720 .....	2 hours
THEA 3950 .....	3 hours
THEA 3760 or THEA 3770 or THEA 3780 .....	3 hours
THEA 3880 or THEA 3890 .....	3 hours
THEA 4790 .....	2 hours
DANC 1600 or DANC 2800 .....	2 hours
Guided Electives .....	10 hours

<b>One of the following tracks.</b> .....	<b>22 hours</b>
<b>A. Performance Track.</b> .....	<b>22 hours</b>
THEA 1710, THEA 3200 .....	2 hours
DANC 1600 or DANC 2800 .....	2 hours
THEA 2110, THEA 3800, THEA 4800 .....	9 hours
THEA 2840, THEA 3710 .....	4 hours
THEA 3880 or THEA 3890 .....	3 hours
THEA 3010 .....	2 hours

*or*

<b>B. Production Track</b> .....	<b>22 hours</b>
THEA 2840, THEA 3300.....	4 hours
THEA 3720 or THEA 3725.....	4 hours
THEA 3760, or THEA 3770, or THEA 3780.....	3 hours
THEA 3790.....	2 hours
THEA 3880 or THEA 3890.....	3 hours
THEA 4760, THEA 4770.....	6 hours

*or*

<b>C. Musical Theatre Track</b> .....	<b>22 hours</b>
MUSC 1000, DANC 1900.....	4 hours
DANC 1600 or DANC 2800.....	2 hours
DANC 3800.....	3 hours
THEA 3020, THEA 4020.....	4 hours
DANC 2910 and THEA 3200.....	2 hours
THEA 3021 and THEA 3031.....	2 hours
THEA 3710.....	2 hours
THEA 4810.....	3 hours

**Total hours required for the degree**..... **120 semester hours**

## **BACHELOR OF FINE ARTS DEGREE WITH A MAJOR IN MASS MEDIA**

### **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**

<b>Core Curriculum Areas A-E (See VSU Core Curriculum)</b> .....	<b>42 hours</b>
<b>Core Curriculum Area F</b> .....	<b>18 hours</b>
COMM 1100, MDIA 2500.....	6 hours
MDIA 2000, MDIA 2050, MDIA 2100.....	9 hours
THEA 1000 or COMM 1110.....	3 hours

A minimum grade of "C" is required for all Area F courses in the Communication Arts Department.

<b>Senior College Curriculum</b> . . . . .	<b>60 hours</b>
<b>Senior Core</b> . . . . .	<b>16 hours</b>
MDIA 3450, MDIA 4100 . . . . .	6 hours
MDIA 4400, MDIA 4800 . . . . .	6 hours
MDIA 4950 . . . . .	1 hour
MDIA 4270 or MDIA 4350 or MDIA 4450 . . . . .	3 hours
<b>Major Requirements</b> . . . . .	<b>44 hours</b>
<b>General Skills</b>	
MDIA 3050, MDIA 3060, MDIA 3300, MDIA 3350, MDIA 3800 or MDIA 4030 . . . . .	6 hours
<b>Writing</b>	
MDIA 3400 or MDIA 3500 . . . . .	3 hours
<b>Digital Media</b>	
MDIA 4600 or MDIA 4650 . . . . .	4 hours
<b>Production (one course must be sequential)</b>	
MDIA 3120, MDIA 4120, MDIA 3150, MDIA 4150, MDIA 3130, MDIA 4130, MDIA 3110 or MDIA 4240 . . . . .	12 hours
<b>Workshops</b>	
MDIA 4964, MDIA 4963, MDIA 4962 or MDIA 4961 . . . . .	6 hours
<b>Guided Electives</b> . . . . .	13 hours
<b>Total hours required for the degree</b> . . . . .	<b>120 semester hours</b>

## **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:

<b>JOUR 3510</b>	News Writing
<b>JOUR 3520 (1 hr)</b>	Essential Reporting Skills
<b>JOUR 4510 or 4520 or 4550</b>	Feature Writing, Literary Journalism, Reporting

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:

<b>MDIA 3050</b>	Broadcast Performance and Announcing
<b>MDIA 3500</b>	Broadcast News Writing
<b>MDIA 4961 or 4962 (1-2 hrs)</b>	Performance and Production Workshop

## **SPORTS BROADCASTING CERTIFICATE**

Admission requirement: Mass media major and completion of Area F

<b>Required Courses</b> . . . . .	<b>10 hours</b>
MDIA 3060 . . . . .	3 hours
MDIA 3500 or MDIA 3050 . . . . .	3 hours
MDIA 4964 . . . . .	4 hours
<b>Select two courses</b> . . . . .	<b>6 hours</b>
PHIL 3710 or SOCI 3650 or MDIA 4030	

**Total hours required for the certificate** . . . . . **16 semester hours**

## HEALTH COMMUNICATION CERTIFICATE

Required Courses .....	9 hours
COMM 2100, COMM 3500, COMM 4160	
Select one of the following courses .....	3 hours
PSYC 3200, PSYC 3210, PSYC 3220, PSYC 3400, SOCI 3750, MKTG 3100, NURS 3250, NURS 3990, or NURS 4010	
Total hours required for the certificate .....	12 semester hours

## MINOR IN SPEECH COMMUNICATION

COMM 1110 and COMM 2100 .....	6 hours
Choice of four from the following courses, of which one must be at the 4000 level: .....	12 hours
COMM 2300, COMM 3100, COMM 3200, COMM 3320, COMM 3400, COMM 3500, COMM 4060, COMM 4120, COMM 4130, COMM 4140, COMM 4160, COMM 4170, COMM 4400, COMM 4430, COMM 4600.	
Total hours required for the minor .....	18 semester hours

## MINOR IN THEATRE ARTS

THEA 2750 and THEA 2800 .....	6 hours
Choice of any four courses from the following .....	12 hours
THEA 3700, THEA 3740, THEA 3750, THEA 3760, THEA 3770, THEA 3780, THEA 3800, THEA 3880, THEA 3890, THEA 3950, THEA 4030, THEA 4270, THEA 4760, THEA 4770, THEA 4800, THEA 4810, THEA 4900, THEA 4980, and any of the following three courses for up to 3 hours of credit: THEA 3710, 3720, 3725	
Total hours required for the minor .....	18 semester hours

## MINOR IN MASS MEDIA STUDIES

MDIA 2000, MDIA 4350, MDIA 4400 .....	9 hours
Choice of any three courses from the following .....	9 hours
MDIA 3450, MDIA 4100, MDIA 4270, MDIA 4450, MDIA 4800	
Total hours required for the minor .....	18 semester hours

## MINOR IN DANCE

DANC 3410, DANC 3500, and DANC 3000 .....	8 hours
DANC 3200 or DANC 3300 .....	1-3 hours
Choice of the following courses .....	7-9 hours
DANC 2600, DANC 2700, DANC 2900, DANC 2910, DANC 2920, DANC 3100, DANC 3200, DANC 3300, DANC 3420, DANC 3600, DANC 3700, DANC 3800, DANC 4000, DANC 4010, DANC 4020, DANC 4600, DANC 4700, or DANC 4800	
Total hours required for the minor .....	18 semester hours

## Department of Music

*Dr. Douglas Farwell, Interim Head  
Room 259, Fine Arts Building*

The Department of Music offers three 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 education, the Bachelor of Music with a major in music performance, and the Bachelor of Arts with a major in music. The Bachelor of Music degrees with majors in music performance and in music education are professional degrees that prepare 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). 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 Music Education and Bachelor of Arts degree programs, 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 20-minute to 30-minute performance. 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 Music with a major in music education or 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. 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

	<b>Minor</b> <i>One Credit</i>	<b>Secondary</b> <i>One credit</i>	<b>Principal</b> <i>Two credits</i>	<b>Major</b> <i>Four Credits</i>
<b>Piano</b>				
lower division	3610	1210	1220	1240
upper division	3610	None	3220	3240
<b>Organ</b>				
lower division	3610	1310	1320	1340
upper division	3610	none	3320	3340
<b>Voice</b>				
lower division	3610	1410	1420	1440
upper division	3610	none	3420	3440
<b>Brass</b>				
lower division	3610	1610	1620	1640
upper division	3610	none	3620	3640
<b>Woodwinds</b>				
lower division	3610	1910	1920	1940
upper division	3610	none	3920	3940
<b>Percussion</b>				
lower division	3610	2310	2320	2340
upper division	3610	none	4320	4340
<b>Strings</b>				
lower division	3610	2410	2420	2440
upper division	3610	none	4420	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 EDUCATION**

The Bachelor of Music with a major in music education is a 132-hour degree program designed to enable students to develop the range of knowledge, skills, and competencies expected of those holding a professional baccalaureate degree in music education. This degree leads to NT-4 Certification for grades P-12. Students must be admitted to the Teacher Education program in the Dewar College of Education and Human Services prior to enrolling in professional sequence courses: MUSC 3650, MUE 3600, MUE 4600, MUE 4610. Advising of students pursuing this program is done in the Department of Music by departmental faculty. However, admission to the Teacher Education program and arrangements for Pre-service Field Experience and Student Teaching are made through the Office of the Dean of the Dewar College of Education and Human Services. Students must meet all requirements established by the College of Education and Human Services and the College of the Arts as published in this catalog. These include passage of the Music Education barrier and admission to the Teacher Education program of the College of Education and Human Services.

### **SELECTED EDUCATIONAL OUTCOMES**

1. Candidates will teach music at various levels to different age groups and in a variety of classroom and ensemble settings through guided experiences, including student teaching and field experience. COE-CFS: I Content and Curriculum, II Knowledge of Students and Their Learning, III Learning Environments, IV Assessment, V Planning and Instruction, VI Professionalism;
2. Candidates will apply analytical and historical knowledge to curriculum development, lesson planning, and daily classroom and performance activities. COE-CFS: I Content and Curriculum, II Knowledge of Students and Their Learning;
3. Candidates will demonstrate skills in and functional knowledge of conducting; rehearsing; and either wind, string, and percussion instruments or voice performance. COE-CFS: III Learning Environments, IV Assessment, V Planning and Instruction, VI Professionalism.
4. Candidates will apply assessment and evaluation strategies in lesson and rehearsal planning and implementation. COE-CFS: II Knowledge of Students and Their Learning, III Learning Environments, IV Assessment, V Planning and Instruction;
5. Candidates will demonstrate acceptable solo performance skill.
6. Candidates will meet all the standards set forth by the National Association of Schools of Music (NASM) for the professional degree in music education.
7. Candidates in music education will meet all the standards set forth by the Georgia Professional Standards Commission and by the College of Education and Human Services for initial teachers.

COE = College of Education and Human Services; CFS = College Framework Standard

### **EXAMPLES OF OUTCOME ASSESSMENTS**

1. Candidates will demonstrate content knowledge through passing the state required content assessment. (DOM/E 6, 7; VSU 6; COE-CFS: I Content and Curriculum)
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. (DOM/E 1, 2, 3, 4, 5, 6, 7; VSU 6, 7; COE-CFS: I Content and Curriculum, II Knowledge of Students and Their Learning, III Learning Environments, IV Assessment, V Planning and Instruction, VI Professionalism)

3. Candidates 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. (DOM/E 4; COE-CFS: I Content and Curriculum, II Knowledge of Students and Their Learning, IV Assessment, V Planning and Instruction, VI Professionalism)
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 30 minutes. (DOM/E 5, 6)
5. Candidates will demonstrate the ability to positively impact P-12 learning through a specific project that documents student learning based on a pre/post assessment planned and implemented by the candidate. (DOM/E 4, 6, 7; COE-CFS: I Content and Curriculum, II Knowledge of Students and Their Learning, VI Professionalism)

COE = Dewar College of Education and Human Services; CFS = College Framework Standard;  
 DOM = Department of Music; E = Education

## REQUIREMENTS FOR THE B.M. DEGREE WITH A MAJOR IN MUSIC EDUCATION

### Core Curriculum, Areas A-E (See VSU Core Curriculum) ..... 42 hours

Students pursuing the Bachelor of Music degree with a major in music education should take MUSC 1100 in Area C and PSYC 2500 in Area E of the Core Curriculum.

### Core Curriculum Area F. .... 18 hours

MUSC 1011, MUSC 1012 .....	6 hours
MUSC 1051, MUSC 1052 .....	2 hours
MUSC 1131 .....	1 hour
MUE 2999 .....	0 hour
EDUC 2110, EDUC 2120, EDUC 2130 .....	9 hours

All courses in Area F must be completed with a grade of “C” or better.

### Teacher Certification Health and Physical Education Requirements. .... 4 hours

KSPE 2000, KSPE 2150 .....	4 hours
----------------------------	---------

### Senior College Curriculum. .... 69 hours

#### Upper Level Courses in Music. .... 39 hours

MUSC 1132 .....	1 hour
MUSC 2011, MUSC 2012 .....	6 hours
MUSC 2051, MUSC 2052 .....	2 hours
MUSC 3820, 3850, 3860, 3880, or 4850 .....	7 hours
MUSC 3650 .....	2 hours
MUSC 1_20 or MUSC 2_20 .....	8 hours
MUSC 3_20 or MUSC 4_20 .....	6 hours
MUSC 4451 and MUSC 4452 .....	6 hours
MUE 3100 .....	1 hour

#### Courses in Professional Education. .... 15 hours

SPEC 3000 .....	3 hours
MUE 4790 .....	10 hours
MUE 4800 .....	2 hours

**Courses in Music Education . . . . . 15 hours**

**Instrumental:**

MUE 2700, MUE 2710 . . . . .	2 hours
MUE 3720, MUE 3730 . . . . .	2 hours
MUE 3600 . . . . .	2 hours
MUE 3750 . . . . .	1 hour
MUE 4600, MUE 4610 . . . . .	4 hours
MUE 4630 . . . . .	2 hours
MUSC 1016 . . . . .	1 hour
MUE 4700 or 4720 . . . . .	1 hour
MUSC 1001 . . . . .	0 hours

*or*

**Choral/General . . . . . 15 hours**

MUE 2730, MUE 3780 . . . . .	2 hours
MUE 3600 . . . . .	2 hours
MUSC 1101, MUSC 4750 . . . . .	2 hours
MUE 4600, MUE 4610 . . . . .	4 hours
MUSC 1210 or MUSC 1410 . . . . .	2 hours
MUE 4620 . . . . .	2 hours
MUSC 1016 . . . . .	1 hour
MUSC 1001 . . . . .	0 hours

**Total hours required for the degree. . . . . 133 semester hours**

# 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 B.M. DEGREE WITH A MAJOR IN MUSIC PERFORMANCE

<b>Core Curriculum, Areas A-E (See VSU Core Curriculum)</b> .....	<b>42 hours</b>
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.	
<b>Core Curriculum Area F.</b> .....	<b>18 hours</b>
MUSC 1011, MUSC 1012, MUSC 1051, MUSC 1052, MUSC 2052 .....	9 hours
MUSC 2011, MUSC 2051 .....	4 hours
MUSC 1016 .....	1 hour
MUSC 1/2XXX Major/Principal Applied .....	4 hours

<b>Senior College Curriculum</b> .....	<b>64 hours</b>
<b>Music Performance Tracks A-F</b> .....	<b>49 hours</b>
MUSC 2012 .....	3 hours
MUSC 3820, MUSC 3850, MUSC 3860, MUSC 3870, or MUSC 4850 .....	8 hours
MUSC 1_40 or MUSC 2_40 Major Applied .....	12 hours
MUSC 3_40 or 4_40 Major Applied .....	16 hours
MUSC 4451, MUSC 4452 .....	6 hours
MUSC 3650, MUSC 3010 .....	4 hours
MUSC 1001 .....	0 hours
<b>Music Performance Tracks A-F</b> .....	<b>15 hours</b>
<b>Performance Track A: Piano</b>	
MUSC 3230 .....	2 hours
MUSC 4721 .....	1 hour
Guided Music Electives .....	7 hours
General Electives .....	5 hours
<i>or</i>	
<b>Performance Track B: Organ</b>	
MUSC 3230, MUSC 4230 .....	4 hours
Guided Music Electives .....	6 hours
General Electives .....	5 hours
<i>or</i>	
<b>Performance Track C: Voice</b>	
MUSC 1131, MUSC 1132 .....	2 hours
MUSC 1101 and MUSC 4750 .....	2 hours
FREN* or GRMN* .....	3 hours
MUSC 3840 .....	2 hours
MUSC 3101 and MUSC 3102 .....	2 hours
Guided Electives .....	4 hours
<i>or</i>	
<b>Performance Track D: Orchestral Instruments</b>	
Additional Music Ensembles .....	3 hours
MUE 3100, MUSC 1131, MUSC 1132 .....	3 hours
MUSC 4731, 4732, 4733, or 4734 .....	1 hour
Guided Music Electives .....	8 hours
<i>or</i>	
<b>Performance Track E: Guitar</b>	
MUE 3100, MUSC 1131, MUSC 1132 .....	3 hours
Guided Music Electives .....	5 hours
MUSC 4735 .....	1 hour
General Electives .....	6 hours
<i>or</i>	
<b>Performance Track F: Jazz</b>	
MUSC 3110, MUSC 3430 .....	4 hours
MUSC 1131, MUSC 1132 .....	2 hours
MUSC 1171, MUSC 1172 .....	2 hours
MUSC 2171, MUSC 2172 .....	2 hours
MUE 3740, MUE 4760 .....	3 hours
Electives .....	2 hours

**Total hours required for the degree** .....

**124 semester hours**

\* See University Foreign Language Requirements

# 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 B.A. DEGREE WITH A MAJOR IN MUSIC

<b>Core Curriculum, Areas A-E (See VSU Core Curriculum)</b> .....	<b>42 hours</b>
Students pursuing the Bachelor of Arts degree with a major in music should take MUSC 1100 in Area C.	
<b>Core Curriculum Area F.</b> .....	<b>18 hours</b>
MUSC 1011, MUSC 1012 .....	6 hours
MUSC 1051, MUSC 1052 .....	2 hours
MUSC 1131, MUSC 1132 .....	2 hours
MUSC 1_20 or MUSC 2_20 Principal Applied Music .....	8 hours
<b>Senior College Curriculum.</b> .....	<b>.60 hours</b>
<b>Upper Level Courses in Music.</b> .....	<b>34 hours</b>
MUSC 2011, MUSC 2051 .....	4 hours
MUSC 2012, MUSC 2052 .....	4 hours
Principal Ensemble .....	.8 hours
MUSC 3_20 or MUSC 4_20 Additional Applied Music .....	.8 hours
MUSC 4451, MUSC 4452 .....	.6 hours
MUSC 1016 .....	1 hour
Music Electives .....	.3 hours
MUSC 1001 .....	.0 hours

<b>Other Supporting Courses</b> .....	<b>26 hours</b>
Foreign Language* .....	6 hours
Upper Division Electives or Minor .....	20 hours
(No more than six of these hours may be in MUSC or MUE courses.)	

\* See University Foreign Language Requirements.

**Total hours required for the degree. .... 120 semester hours**

## **MINOR IN MUSIC**

<b>Minor in Music.</b> .....	<b>18 semester hours</b>
MUSC 1011-1012 .....	6 hours
MUSC 1051-1052 .....	2 hours
MUSC 3610. ....	4 hours
MUSC 3820, 3850-3880, or 4850 (Ensembles) .....	4 hours
MUSC 3__ or MUSC 4__ Electives .....	2 hours

# COLLEGE OF NURSING AND HEALTH SCIENCES

*Dr. Anita G. Hufft, R.N., Dean  
Room 224, S. Walter Martin Hall*

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.) and Athletic Training (B.S.A.T.); 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 offers a curriculum for Registered Nurse applicants leading to the B.S.N. or to both the B.S.N. and M.S.N. Please contact the college directly for information about this curriculum.

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.

The Bachelor of Science in Athletic Training (B.S.A.T.) degree is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). Successful completion of the degree program qualifies the student to sit for the Board of Certification (BOC) exam. An individual posting a passing score on the exam is recognized as a Certified Athletic Trainer by the National Athletic Trainers Association (NATA) and is eligible to apply for state licensure and work as an athletic trainer in clinical and school settings, professional sports, and colleges and universities. Students in the program receive training under the direct supervision of one of the institution's BOC-certified athletic trainers in the areas of injury prevention, pathology of illnesses and injuries, assessment and evaluation, care of acute injuries and illnesses,



pharmacology, therapeutic exercise and modalities, psychosocial intervention and referral, health care administration, and professional responsibilities.

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. If in any given semester a student's overall GPA falls below 2.8, the student will have one academic term to bring it back up to or above 2.8. If the overall GPA remains below 2.8 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 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.

# BACHELOR OF SCIENCE IN NURSING DEGREE

## 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:

- 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 communities throughout the lifespan.
- coordinate with the interdisciplinary team to assess, plan, implement, and evaluate safe, effective care.
- deliver holistic care using critical thinking, sound decision making, and effective communication.
- plan, implement, and evaluate nursing care based on evidence from research and nursing practice.
- apply leadership and management principles as a novice professional nurse in the effective delivery of nursing care.
- integrate professional standards and ethical principles into nursing practice
- incorporate teaching/learning principles in promoting health for diverse individuals, families, and populations.
- evaluate the impact of trends and issues affecting health and access to health care
- advocate for persons, groups, and communities based on awareness of ethical and legal issues affecting health care.
- integrate technology in planning, delivery, and evaluation of nursing care.

## REQUIREMENTS FOR THE B.S.N. DEGREE

**Core Curriculum, Areas A-E (See VSU Core Curriculum) . . . . . 42 hours**

Nursing students must take the science requirements noted for Area D.2.b.

**Core Curriculum Area F. . . . . 18 hours**

BIOL 2651, BIOL 2652, BIOL 2900 . . . . . 12 hours

NURS 2700. . . . . 3 hours

MATH 2620 \*. . . . . 0-3 hours

Guided electives selected from PSYC 2700, SOCI 1101\*\*, PSYC 2500\*\* . . . . . 3 hours

\* Students are strongly encouraged to take MATH 2620 in area D.2.b of the Core.

\*\* Students are strongly encouraged to take SOCI 1101 and PSYC 2500 in Area E of the Core.

**Senior College Curriculum. . . . . 60 hours**

**BSN Path Junior Curriculum Semester One. . . . . 15 hours**

NURS 3101 (3 hours), NURS 3102 (4 hours)

NURS 3103 (3 hours), NURS 3111 (5 hours)

**BSN Path Junior Curriculum Semester Two. . . . . 14 hours**

NURS 3210 (5 hours), NURS 3212 (7 hours), NURS 3214 (2 hours)

**BSN Path Senior Curriculum Semester One . . . . . 17 hours**

NURS 4102 (3 hours), NURS 4113 (7 hours),

NURS 4123 (4 hours), NURS Nursing Elective (3 hours)

**BSN Path Senior Curriculum Semester Two . . . . . 14 hours**

NURS 4200 (4 hours), NURS 4203 (3 hours), NURS 4225 (7 hours)

**Total hours required for the degree. . . . . 120 semester hours**

## **BACHELOR OF SCIENCE IN NURSING DEGREE (HONORS OPTION)**

Students will complete a portion of the Honors College requirements as they complete the core curriculum for nursing listed in the undergraduate catalog.

Students admitted into the upper division nursing program based on the Honors Nursing Program admissions standards will complete the remaining Honors College requirements, including global perspectives, by enrolling in the Honors section of:

- NURS 3101H Junior I Semester
- NURS 3214H Junior II Semester
- NURS 4102H Senior I Semester
- NURS 3880H or HONS 4990 Senior II Semester (will meet nursing elective requirement)

The assigned nursing advisor will advise students.

## **HONORS ADMISSION TO UPPER DIVISION NURSING**

Students will be admitted to the Honors College in the freshman year based on high school GPA and SAT score (and any other criteria identified by the Honors College, such as recommendations or an essay). Honors College students are guaranteed a seat in the upper division nursing program contingent upon a minimum overall cumulative GPA of 3.0 and a minimum Certifying Nursing GPA of 3.4, in addition to meeting all remaining admission criteria.

## **SPECIAL ADMISSION REQUIREMENTS**

1. Deadlines for completed applications for the College of Nursing and Health Sciences are listed on the website: [www.valdosta.edu/nursing/](http://www.valdosta.edu/nursing/).
2. Minimum cumulative GPA of 2.8 based on all attempted coursework and a minimum nursing GPA of 2.8 based on prerequisite courses required for the nursing major. Nursing GPA is calculated based on courses listed on the core curriculum worksheet. If a course is repeated, only the most current grade will be used in the calculation, whether the grade is better or worse than the first. See special requirements for areas D.2.b. and F below.
3. Students must complete 7 of the following 10 prerequisite courses prior to applying to the nursing program, 5 of which must be from the math and science requirements\* in areas D.2.b. and F. All requirements must be completed prior to entering the nursing program.
  - ENGL 1101 and 1102 (6 hours)
  - BIOL 2651\*, 2652\*, and 2700\* (12 hours)
  - MATH 2620\* (3 hours)
  - NURS 2700\* (3 hours)

One science sequence in Area D.2.b. Choose one of the following sequences:

- CHEM 1151 and 1152 (8 hours)
  - CHEM 1211/1211L and 1212/1212L (8 hours)
  - BIOL 1010/1020L and 1030/1040L (8 hours)
  - PHYS 1111K and 1112K (8 hours)
4. Minimum of “C” in each math and science course in areas D.2.b. and F. Math and science courses in areas D.2.b. and F may not be repeated more than once. Courses in Area F older than 10 years at the time of program application must be retaken.
  5. Successful completion of the required standardized entrance examination. The entrance exam may be repeated only once during any admission cycle (from application deadline to application deadline). Scores submitted for the entrance exam must reflect a test date no more than 24 months prior to application to the nursing program. Students taking the exam at another institution are responsible for contacting the testing agency to have the results submitted directly to the VSU College of Nursing and Health Sciences.

6. Students who drop a nursing course or attain a final grade of less than a “C” in a nursing course and who wish to continue in the program must contact the undergraduate coordinator with documentation of request to continue in the program. Requests must be received in the College of Nursing and Health Sciences one week prior to the first day of class of the planned re-entry term. A limited number of students can be accommodated in the clinical area; hence, readmission will be partially dependent on the number of enrolled students progressing to the desired courses.

### **SPECIAL RETENTION REQUIREMENTS**

1. Documentation (due the first day of class) of a current physical examination by a medical physician or nurse practitioner that must include but is not limited to the following:
  - a. physical exam
  - b. TB testing
  - c. Tetanus
  - d. Hepatitis B vaccine
  - e. Varicella titer
  - f. negative drug screen
  - g. background check
2. Only one nursing course may be repeated. Failure to achieve a grade of “C” or better in a repeated nursing course or in any subsequent nursing course constitutes dismissal from the program.
3. A minimum grade of “C” must be maintained in all nursing courses.
4. Documentation of current certification in CPR for health care professionals (American Heart Association); due the first day of classes.
5. Documentation of current malpractice insurance with minimum coverage of \$1,000,000/\$6,000,000 (due the first day of class).
6. Regular activities that must be able to be performed to be retained in the nursing program:
  - a. stand for long periods of time;
  - b. work at a fast pace for long periods of time;
  - c. lift heavy objects (25 lbs. or more) three or more times each day;
  - d. speak clearly and distinctly;
  - e. work alternating shifts of 8 to 12 hours on days, evenings, or nights;
  - f. respond appropriately to stressful situations (physically, emotionally, and mentally) and in emergency situations;
  - g. communicate effectively with physicians, patients, staff, and patient families;
  - h. write clearly and neatly in patients’ charts and other legal documents;
  - i. hear a nurse call bell;
  - j. hear telephone and have the ability to accurately take orders over the telephone;
  - k. hear sounds with stethoscope to assess blood pressure; heart rate; and lung, vascular, and abdominal sounds;
  - l. hear a patient calling for help;
  - m. hear beepers, alarms, et cetera, requiring a rapid response;
  - n. read very fine or small print on medication containers;
  - o. see nurse call or emergency lights;
  - p. visually assess patients appropriately;
  - q. read and interpret physician’s orders;

- r. read monitors and other equipment accurately;
- s. demonstrate manual dexterity to don sterile gloves and gown;
- t. demonstrate manual dexterity to prepare medications aseptically whether orally, I.M., S.C., or I.V.;
- u. demonstrate manual dexterity to use sterile techniques when performing activities such as insertion of catheters, I.V.s, et cetera; and
- v. demonstrate ability to utilize equipment and instruments needed to carry out patient care.

**SPECIAL GRADUATION REQUIREMENTS**

1. Must have earned at least a “C” in all nursing courses, with a maximum of one failure.
2. Satisfactory completion of courses required for the nursing major.
3. Successful achievement of the program objectives.

The College of Nursing and Health Sciences offers an innovative program for R.N. students, the R.N. Preference Pathway, which allows R.N. students to pursue the B.S.N. degree and complete the degree requirements in one academic year. Please contact the college directly for information about this pathway.

**REQUIREMENTS FOR THE B.S.N. DEGREE—R.N.-B.S.N. PATHWAY**

**Core Curriculum, Areas A-E (See VSU Core Curriculum) . . . . .42 hours**

Nursing students must take the science requirements noted for Area D.2.b.

**Core Curriculum Area F. . . . .18 hours**

BIOL 2651, BIOL 2652, BIOL 2900 . . . . . 12 hours

Nursing Elective . . . . . 3 hours

MATH 2620 \* . . . . . 0-3 hours

Guided electives selected from PSYC 2700, SOCI 1101 \*\*, PSYC 2500 \*\* . . . . . 0-3 hours

\* Students are strongly encouraged to take MATH 2620 in area D.2.b of the Core.

\*\*Students are strongly encouraged to take SOCI 1101 and PSYC 2500 in Area E of the Core.

**Senior College Curriculum. . . . .60 hours**

NURS 3105 . . . . . 3 hours

NURS 3106 . . . . . 3 hours

NURS 3216 . . . . . 2 hours

NURS 4105 . . . . . 3 hours

NURS 4204. . . . . 4 hours

NURS 4205. . . . . 3 hours

NURS 4226. . . . . 7 hours

Nursing Guided Elective . . . . . 3 hours

Students meeting the requirements of the Georgia R.N. Articulation Agreement may receive a minimum of 32 semester hours of NURS credit to complete the total number of 120 hours required for the B.S.N. degree. . . . . 32 hours

**Total hours required for the degree. . . . . 120 semester hours**

## **BACHELOR OF SCIENCE IN ATHLETIC TRAINING**

The Commission on the Accreditation of Athletic Training Education identifies a number of specific educational outcomes necessary for accreditation and preparation of students to become athletic trainers.

### **SELECTED EDUCATIONAL OUTCOMES**

Athletic training students will possess knowledge, skills, and values, as well as demonstrate competency and proficiency in the following areas:

1. Evidence-Based Practice (EBP): to incorporate the best available evidence, a clinician's skills, and the needs of the patient to maximize patient outcomes.
2. Prevention and Health Promotion (PHP): to develop and implement strategies and programs to prevent the incidence and/or severity of injuries and illnesses and optimize the client's/patient's overall health and quality of life.
3. Clinical Examination and Diagnosis (CE): to possess strong examination skills in order to accurately diagnose and effectively treat the patient.
4. Acute Care of Injuries and Illnesses: to be knowledgeable and skilled in the evaluation and immediate management of acute injuries and illnesses.
5. Therapeutic Interventions (TI): to enhance function by identifying, remediating, and preventing impairments and activity restrictions to maximize participation; to conduct rehabilitation in a wide variety of settings on a wide range of patients.
6. Psychosocial Strategies and Referral (PS): to recognize the client/patient exhibiting abnormal social, emotional, and mental behaviors and have the ability to refer the individual as necessary.
7. Healthcare Administration (HA): to understand risk management, healthcare delivery mechanisms, insurance, reimbursement, documentation, patient privacy, and facility management.
8. Professional Development and Responsibility (PD): to embrace the need to practice within the limits of state and national regulations using moral and ethical judgment, as well as to work collaboratively with other healthcare providers and to refer clients/patients when warranted.
9. Clinical Integration Proficiencies (CIP): to represent the synthesis and integration of knowledge, skills, and clinical decision-making into actual client/patient care.

### **ADMISSION CRITERIA**

Students declare the major in athletic training as enrolling freshmen and formally begin the application process to the program during the fall semester of their freshman year.

Admission to the program is limited by the number of available clinical positions and requires two semesters to complete. Applicants will be accepted each year according to the criteria listed below.

1. Overall grade point average  
A student must have a 2.75 overall grade point average (includes transferred coursework) after the completion of all prerequisite/application required coursework.
2. Course work
  - a. Completion of 24 semester hours
  - b. A grade of "C" or better in HSAT 2050, HSAT 3430, and HSAT 4300

3. Directed Observation
  - a. Rotations at each site fall and spring semesters (number of rotations indicated in the syllabi for HSAT 2050 and HSAT 4300)
  - b. Clinical skills proficiency
4. Successful interview (end of spring semester)
5. Favorable recommendations from three non-familial sources
6. Completion of required admissions paperwork, to include criminal background check (as a part of HSAT 2050, the type of criminal background check to be indicated in the syllabus for HSAT 2050)
7. Ability to provide own transportation to clinical education sites
8. Official transcript
9. Hepatitis B vaccine inoculation or signed waiver
10. Documentation of required immunizations
11. Attendance at specified OSHA training and adherence to OSHA regulations
12. Ability to meet the published technical standards of the program

**Disclaimer: Fulfillment of the eligibility requirements does not guarantee admission to the program.**

### **RETENTION REQUIREMENTS**

1. In order to participate in academic and/or clinical components of the program, students must:
  - a. maintain an overall minimum GPA of 2.75. Students whose overall GPA falls below 2.75 will be placed on probation for one semester, meaning that the student would not be able to participate in the clinical portion of the academic program.
  - b. obtain student liability insurance annually
  - c. obtain the Hepatitis B vaccine inoculation or a signed waiver
  - d. complete and pass a pre-participation physical annually
  - e. attend OSHA training and abide by all OSHA regulations
  - f. meet the published technical standards of the program
2. Students will be dismissed for any of the following reasons:
  - a. an overall GPA below 2.75 and inability to achieve this requirement after one semester of probation
  - b. an overall GPA below 2.75 a second time (once accepted into the program)
  - c. receiving two final course grades below a “C” in any major courses
  - d. any violation of the program’s policy and procedures manuals that results in dismissal
3. Students must master specific technical standards of the VSU Athletic Training Program prior to admission. The Standards can be found on the Athletic Training Education website: [www.valdosta.edu/colleges/education/kinesiology-and-physical-education/athletic-training/](http://www.valdosta.edu/colleges/education/kinesiology-and-physical-education/athletic-training/).

Students must be aware that a final course grade below a “C” in a major course may result in a delay of graduation. The course may be offered only once in an academic year. No mechanism exists, nor will one be devised, for making up the deficiency other than retaking the course when it is offered the next time.

**REQUIREMENTS FOR THE B.S.A.T. DEGREE**

<b>Core Areas A-E (See VSU Core Curriculum)</b> .....	<b>42 hours</b>
<b>Area F Requirements.</b> .....	<b>18 hours</b>
BIOL 2651, BIOL 2652. ....	8 hours
ACED 2400 or CS 1000 .....	3 hours
PSYC 2700.....	3 hours
KSPE 2150, HSAT 2050 .....	4 hours

All courses in Area F must be completed with a grade of “C” or better.

<b>Health and Physical Education Requirements</b> .....	<b>4 hours</b>
KSPE 2000 .....	2 hours
Two KSPE Fitness/Activity Courses .....	2 hours
<b>Professional Program Requirements</b> .....	<b>60 hours</b>
HSAT 3200, HSAT 3420, HSAT 3430 .....	9 hours
HSAT 4300, HSAT 4350, HSAT 4360, HSAT 4400 .....	16 hours
HSAT 3440, HSAT 3441, HSAT 4440, HSAT 4441 .....	8 hours
HSAT 4250, HSAT 4450, HSAT 4490, HSAT 3020 .....	13 hours
HSAT 4600, HSAT 4491, HSAT 4700 .....	8 hours
HSAT 4442, HSAT 4443, HSAT 3500 .....	6 hours

**Total hours required for the degree. .... 124 semester hours**



## **BACHELOR OF SCIENCE IN EXERCISE PHYSIOLOGY DEGREE**

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), the American Society of Exercise Physiologists (ASEP), the National Association for Sport and Physical Education (NASPE), and the National Strength and Conditioning Association (NSCA).

### **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 healthful lifestyles.

### **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. Successfully meet VSU guidelines for academic credit for participating in an internship program.
5. Sit for at least one certification examination as offered by the American College of Sports Medicine (ACSM), the American Society of Exercise Physiologists (ASEP), and the National Strength and Conditioning Association (NSCA).

### **ADMISSION REQUIREMENTS**

Students may be admitted to the Bachelor of Science in Exercise Physiology degree program with

- a. completion of Areas A-F of the Core Curriculum
- b. a minimum cumulative grade point average of 2.75 overall
- c. a minimum of “C” in all Area A, D, and F core requirements

**RETENTION REQUIREMENTS**

Any student receiving two grades below a “C” in any of the B.S.E.P. coursework at the 3000 and 4000 level will be dismissed from the Exercise Physiology program.

**REQUIREMENTS FOR THE BACHELOR OF SCIENCE IN EXERCISE PHYSIOLOGY DEGREE**

<b>Core Areas A-E (see VSU Core Curriculum)</b> .....	<b>42 hours</b>
Exercise Physiology majors are required to take MATH 1101 or MATH 1111 in Area A.	
In Area D, Exercise Physiology majors may follow D.1, D.2, or D.2.b. However, they must choose at least one class in chemistry and at least one class in biology.	
<b>Area F Requirements.</b> .....	<b>18 hours</b>
ACED 2400 or CS 1000 .....	3 hours
BIOL 2651 and BIOL 2652 .....	8 hours
MATH 2620 .....	3 hours
Math or Science Elective .....	4 hours
<b>Health and Physical Education Requirements</b> .....	<b>4 hours</b>
KSPE 2000 .....	2 hours
Two KSPE 1000-level electives .....	2 hours
<b>Professional Program Requirements</b> .....	<b>60 hours</b>
HSEP 3010, HSEP 3011, HSEP 3050 .....	9 hours
HSEP 3200, HSEP 3020, HSEP 3360 .....	9 hours
HSEP 3410, HSEP 3420, HSEP 3430, HSEP 3650 .....	12 hours
HSEP 4210, HSEP 4070, HSEP 4080, HSEP 4040 .....	12 hours
HSEP 4130, HSEP 4510 .....	6 hours
HSEP 4550 .....	12 hours
<b>Total hours required for the degree.</b> .....	<b>124 semester hours</b>

# 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:

<b>Area A</b> .....	<b>9 hours</b>
ENGL 1101, ENGL 1102 .....	6 hours
MATH 1101 or MATH 1111 .....	3 hours
<b>Area D</b> .....	<b>8 hours</b>
CHEM 1151K, CHEM 1152K .....	8 hours
<b>Area E</b> .....	<b>6 hours</b>
POLS 1101 .....	3 hours
HIST 2111 or HIST 2112 .....	3 hours
<b>Area F</b> .....	<b>21 hours</b>
SOCI 1101, PSYC 2500 .....	6 hours
ACED 2050, COMM 1100, or COMM 1110 .....	3 hours
BIOL 2651, BIOL 2652, BIOL 2900 .....	12 hours
<b>Total Semester Hours</b> .....	<b>44 hours</b>

## MINOR IN NUTRITIONAL SCIENCE

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.

<b>Minor in Nutritional Science.</b> . . . . .	<b>15 hours</b>
NUTR 3100, NUTR 4000 . . . . .	6 hours
Elective courses from the following . . . . .	9 hours
NUTR 3200, NUTR 3250, NUTR 3300, NUTR 3350, NUTR 4900, NUTR 4950	

# AEROSPACE STUDIES

*Lieutenant Colonel Marsha L. Aleem, 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 Force 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 aerospace concepts and the Air Force mission, organization, and operation. A commission as an officer in the United States Air 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 two and one half hours each week; one hour in the classroom and one and one-half 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 hours each week: two and one half hours in the classroom and one and one half 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. There are two types of courses available, depending on whether the student anticipates entering the two- or four-year program. The four-year program requires a four-week field training course to be completed normally between the sophomore and junior years. The two-year program is for those students who have not completed the GMC, to include transfer students and other students unable to participate in the on-campus GMC program. The two-year program requires a six-week field training course prior to entering the POC. Students interested in Air Force ROTC should contact the Aerospace Studies Department to determine eligibility.

A tiered stipend ranging from \$250 to \$400 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 either field training encampment, cadets are furnished

transportation or payment for travel, plus receive pay as well as free medical and dental care. 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. Those who have served in the armed services may be awarded full credit for the entire GMC and may therefore be eligible to begin the program in the POC. It is important to understand that these credit possibilities are considered “experiential” credits and therefore do NOT count toward an academic degree requirement or the minor in Aerospace Studies, but will enable an individual to attend a 4-week rather than 6-week field training encampment. 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 \$750 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**

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 . . . . . 16 semester hours**
- Lower Division Courses . . . . . 4 hours**
- AS 1001, AS 1002, AS 2001, AS 2002 . . . . . 1 hour each
- Upper Division Courses . . . . . 12 hours**
- AS 3001, AS 3002, AS 4001, AS 4002 . . . . . 3 hours each
- Also recommended: one elective selected from the following:**
- HIST 4100, HIST 4404, HIST 4500, POLS 4410, POLS 4420, POLS 4430

# COOPERATIVE EDUCATION PROGRAM

## A Unit of Career Opportunities

*Ms. Carla Jordan, Assistant Director of Cooperative Education  
Room 1100, Powell Hall-West*

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* ([www.co-opaccreditation.org/attributes.htm](http://www.co-opaccreditation.org/attributes.htm)), 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.

<b>Certificate of Cooperative Education</b> . . . . .	<b>0 hours</b>
COOP 2300 or COOP 2310 . . . . .	0 hour

**REQUIREMENTS FOR THE DIPLOMA SEAL OF ADVANCED COOPERATIVE EDUCATION**

<b>Diploma Seal of Advanced Cooperative Education</b> . . . . .	<b>6 hours</b>
COOP 1101, COOP 1102, and COOP 1103 (1 hour each) or COOP 2500 . . . . .	3 hours
COOP 4990 . . . . .	3 hours

More information about the Co-op Program, including a listing of Co-op Education employers and job listings, is found on the web site at [www.valdosta.edu/coop](http://www.valdosta.edu/coop). Telephone: 229-333-7172. E-mail: [coop@valdosta.edu](mailto:coop@valdosta.edu).

# OASIS CENTER FOR ACADEMIC ADVISING AND FIRST-YEAR PROGRAMS

*Dr. Chere Peguesse, Head*  
*Room 1119, University Center*

## LEARNING SUPPORT POLICY

Learning Support programs are intended to serve non-traditional students who are not prepared for Core Curriculum courses and need additional preparation in mathematics and English. Non-traditional students are defined as students who have been graduated from high school for a minimum of five years or students who hold a General Education Diploma (GED) and their class has graduated at least five years ago. Students who have been away from formal education at least five years and have attempted fewer than 30 semester hours are also eligible for this category. Students who are required to take Learning Support courses because they do not meet the minimum requirement on the COMPASS for exemption are subject to this policy.

1. During the first semester of enrollment, students must first register for all required Learning Support courses for which they are eligible to register before being allowed to register for other courses.
2. Until Learning Support requirements have been satisfied, students shall not be permitted to take credit courses which require the content or skills of the learning support courses as prerequisites. ENGL 0099 is a prerequisite for college-level English courses. MATH 0097 and MATH 0099 are prerequisites for college-level mathematics, physics, and chemistry courses.
3. Students may not accumulate more than 20 semester hours of college-level credit before completing all Learning Support requirements. Students who accumulate 20 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.
4. No degree credit will be earned in Learning Support courses, but institutional credit will be awarded.
5. Students enrolled in both Learning Support courses and credit courses may not withdraw from a Learning Support course with a "W" unless they also withdraw from credit courses.
6. Students will not be permitted to take the exit COMPASS in an area until they have met all requirements for eligibility in the exit-level Learning Support course. (The exit level mathematics course is MATH 0099.)
7. Students required to enroll in Learning Support courses are allowed three semesters in which to satisfy all exit requirements. Students in the third semester of Learning Support courses are limited to a total of 12 hours, including Learning Support courses. Students who have accumulated 20 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 who have not exited a Learning Support course at the end of the third semester of eligibility will be suspended by the University System and the institution for three years. In unusual circumstances, a student may appeal for one additional semester. If granted the additional attempt, the student may enroll in only the Learning Support course.
8. To exit a Learning Support area, students must successfully complete the exit level Learning Support course in that area, meet any established institutional standards, and attain at least the University System minimum COMPASS scores of 37 in Math and 60 in English.

# **ATHLETIC DEPARTMENT**

*Mr. Herb Reinhard, Athletics Director  
Room 105, Physical Education Complex*

The mission of the Athletic Department is to develop student-athletes as complete individuals and educated citizens fully prepared to make a positive contribution to their community. This development must be accomplished within the academic framework of the University and in concert with the institution's overall mission. With respect to spectators and supporters, the athletic program seeks to serve the region and enhance the development of the institution by fostering a sense of loyalty and community among students, faculty, staff, alumni, and supporters.

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.

## 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.

### ACCT: ACCOUNTING

- ACCT 2099 Accounting Principles for Entrepreneurs** 3-0-3  
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** 3-0-3  
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** 3-0-3  
**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 3100 Introduction to Fraud Examination** 3-0-3  
**Prerequisite:** ACCT 2101 with a grade of “C” or better; **pre- or corequisite:** ACCT 2102. 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 will analyze fraud-related cases to identify fraud prevention and detection and investigation techniques, conduct mock interviews, and write a formal fraud report.
- ACCT 3201 Intermediate Accounting I** 3-0-3  
**Prerequisite:** ACCT 2102 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** 3-0-3  
**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 External Reporting** 3-0-3  
**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** 3-0-3  
**Prerequisite:** FIN 3350. 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** 3-0-3  
**Prerequisite:** ACCT 2102 with a grade of “C” or better. A study of product cost determination. Inventory valuation, planning, control, and financial reporting are emphasized in this course.
- ACCT 3700 Internal Auditing** 3-0-3  
**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 and Analysis** 3-0-3  
**Prerequisite:** ACCT 3400 with a grade of “C” or better. An examination of product cost data with an emphasis on using those data to improve decision-making within the firm.
- ACCT 4410 Accounting Information Systems** 3-0-3  
**Prerequisites:** ACCT 3201, ACCT 3400, and BUSA 2201. A grade of “C” or better must be earned in all prerequisite classes. A student must have a declared major in accounting, finance, economics, marketing, management, or be enrolled in the Langdale College MBA program. An introduction both manual and computerized accounting information systems, including business transaction processes, business activities and documents within each process, interrelationship of these processes, the general ledger system, computer technologies that facilitate these processes, and basic computerized internal controls. This course also includes the integration and application of the knowledge and skills obtained in the prerequisite courses to create and maintain a computerized accounting information system.
- ACCT 4500 Individual Income Tax** 3-0-3  
**Prerequisite:** ACCT 2102 with a grade of “C” or better. Introduction to federal income taxes including the elements of income, income exclusions, tax credits, capital gains and losses. Emphasis is placed on understanding the executive, legislative and judicial aspects of the tax law. Research is required.
- ACCT 4800 Auditing** 3-0-3  
**Prerequisite:** ACCT 3202 with a grade of “C” or better. An introduction to the concepts and techniques used by the independent accountant in the audit of financial statements.
- ACCT 4980 Accounting Internship** 3 hours credit  
**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 credit  
**Prerequisite:** Faculty approval. A special project undertaken by the student. The project is guided by a faculty member and culminates in a research report.

## **ACED: ADULT AND CAREER EDUCATION**

- ACED 1100 Introduction to Business** 3-0-3  
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** 3-0-3  
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** 3-0-3  
**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** 3-0-3  
**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** 3-0-3  
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** 3-0-3  
**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 2900 Basic Theory in Adult and Career Education** 3-0-3  
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 Administrative Office Technology Skills** 3-0-3  
**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** 3-0-3  
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** 3-0-3  
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 credit**  
 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 3100 Computer Systems** **3-0-3**  
 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** **3-0-3**  
**Prerequisite:** ACED 2400 or CS 1000 or instructor consent, and ACED 2101 or ACCT 2101. 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** **3-0-3**  
 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** **3-0-3**  
**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** **3-0-3**  
 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** **3-0-3**  
 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** **3-0-3**  
 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** **3-0-3**  
 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** 3-0-3  
**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** 3-0-3  
 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** 3-0-3  
 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** 3-0-3  
 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** 3-0-3  
 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 Intermediate Administrative Office Technology Skills** 1 to 6 credit 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** 3-0-3  
**Prerequisites:** ACED 2400 or CS 1000 or consent of instructor and overall GPA of 2.3. 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 4050 Workforce Development and Management** 3-0-3  
**Prerequisite:** Overall GPA of 2.3. 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 Office Applications** 3-0-3  
**Prerequisites:** Grade of "C" or better in ACED 2050, ACED 2300 and ACED 3400; overall GPA of 2.3 or higher; restricted to OAT, OATX, and OATO majors. Focus on three major aspects of office administration—business calculations, machine transcription, and records management. Emphasis in the course is on solving business mathematics problems using the electronic calculator, keying a variety of business documents from machine transcription, and completing a records management simulation.

- ACED 4160 Administrative Office Procedures** 3-0-3  
**Prerequisites:** Grade of “C” or better in ACED 2050, ACED 2300 and ACED 3400; overall GPA of 2.3 or higher; restricted to OAT, OATX, and OATO majors. Development of increased awareness 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
- ACED 4300 Practicum in Adult and Career Education** 3 hours credit  
**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 credit  
**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 credit  
**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** 3-0-3  
**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** 3-0-3  
 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** 3-0-3  
**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** 3-0-3  
**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** 3-0-3  
 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** 3-0-3  
 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** 3-0-3  
 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** 1-0-1 to 3-0-3  
**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** 3-0-3  
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** 3-0-3  
Principles and procedures for planning and developing both print-based and nonprint instructional materials for use in the Technical, Trade and Industrial classroom and laboratory.
- ACED 4690 Methods of Instruction in Adult and Career Education** 3-0-3  
Methods of effective teaching in the Technical, Trade and Industrial classroom and laboratory. Emphasis is placed on the instructor's role in the classroom and the delivery of content.
- ACED 4710 Classroom and Laboratory Management** 3-0-3  
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 credit each  
**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 credit  
**Prerequisite:** Completion of all coursework. **Corequisite:** ACED 4800.
- ACED 4800 Professional Practices Seminar** 2-0-2  
**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** 3-0-3  
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 Professionals** 3-0-3  
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** 3-0-3  
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 the technological global workforce environment.
- ACED 4900 Special Topics in Adult and Career Education** 3-0-3  
**Prerequisite:** Consent of the Department Head. Study of a topic relevant to business, adult, or career education.

## **AFAM: AFRICAN AMERICAN STUDIES**

- AFAM 2020 Race, Class, and Gender** 3-0-3  
**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 African American Studies** 3-0-3  
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 3070 Health Care Issues of Vulnerable Populations in the U.S.** 3-0-3  
**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** 3-0-3  
**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** 3-0-3  
**Also offered as ENGL 3220.**  
**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 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** 3-0-3  
**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** 3-0-3  
**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 3600 Special Topics in African American Studies** 3-0-3  
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.

<b>AFAM 3320 Studies in African Literature</b>	<b>3-0-3</b>
<b>Also offered as ENGL 3320.</b>	
<b>Prerequisite:</b> 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	
<b>AFAM 4231 African American History to 1865</b>	<b>3-0-3</b>
<b>Also offered as HIST 4231.</b>	
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.	
<b>AFAM 4232 African American History Since 1865</b>	<b>3-0-3</b>
<b>Also offered as HIST 4232.</b>	
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.	
<b>AFAM 4233 African American Cultural History</b>	<b>3-0-3</b>
<b>Also offered as HIST 4233.</b>	
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.	
<b>AFAM 4234 African American Intellectual History</b>	<b>3-0-3</b>
<b>Also offered as HIST 4234.</b>	
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.	
<b>AFAM 4511 Precolonial Africa</b>	<b>3-0-3</b>
<b>Also offered as HIST 4511.</b>	
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.	
<b>AFAM 4512 Modern Africa</b>	<b>3-0-3</b>
<b>Also offered as HIST 4512.</b>	
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.	
<b>AFAM 4700 African American Studies Seminar</b>	<b>3-0-3</b>
<b>Prerequisite:</b> AFAM 3000 and at least two AFAM 3000 level course electives. An interdisciplinary seminar on selected topics, providing a capstone experience.	

## **ANTH: ANTHROPOLOGY**

<b>ANTH 1102 Introduction to Anthropology</b>	<b>3-0-3</b>
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.	
<b>ANTH 1102H Introduction to Anthropology, Honors</b>	<b>3-0-3</b>
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.	
<b>ANTH 3010 Physical Anthropology</b>	<b>3-0-3</b>
<b>Prerequisites:</b> 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** 3-0-3  
**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** 0-8-3  
**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** 3-0-3  
**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** 3-0-3  
**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** 3-0-3  
**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** 3-0-3  
**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** 3-0-3  
**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** 3-0-3  
**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** 1-4-3  
**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** 3-0-3  
**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** 3-0-3  
**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** 3-0-3  
**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** 3-0-3  
**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** 3-0-3  
**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** 1-0-1 to 3-0-3  
**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** 1-0-1 to 3-0-3  
**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** 1-0-1 to 3-0-3  
**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.

## **ARED: ART EDUCATION**

- ARED 2020 Art for Teachers** 3-0-3  
 The study of creative art education philosophies, goals, content, media, materials, and methods for children. Not open to art majors.
- ARED 2999 Entry to the Education Profession** 0 hours credit  
 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.

- ARED 3000 Issues and Trends in Contemporary Art Education** 3-0-3  
**Prerequisite:** ARED 2999. 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** 1-4-3  
**Prerequisites:** ARED 3000. 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** 1-4-3  
**Prerequisite:** ARED 3000. 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 programs.
- ARED 4070 Seminar in Art Education (P-12)** 2-0-2  
**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 credit each  
**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 credit  
**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.

## **ARID: INTERIOR DESIGN**

- ARID 1120 Fundamental Concepts in Interior Design** 3-0-3  
 Restricted to interior design majors. An introductory course focusing on understanding elements and principles of interior design and art, with an emphasis on relationships among behavior, the built environment, sustainability, and green design.
- ARID 2111 Interior Design Studio I** 0-6-3  
**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** 0-6-3  
**Prerequisite:** ARID 2111. Further development of the fundamentals of interior design as applied to designing residential settings. Emphasis is placed on graphic presentation and oral communication. Site visits and field trips may be required.
- ARID 2310 Interior Design Graphics and Presentation** 0-6-3  
**Prerequisite:** ART1030, ART 1011. **Corequisite:** ARID 2111. Freehand sketching, rendering techniques, axonometric projection, one-point and two-point perspective, color and black and white media applied to the needs of interior design communication.



- ARID 3111 Interior Design Studio III** 0-6-3  
**Prerequisite:** ARID 2112 and portfolio review. Introduces topics and spaces of increasing scale and complexity in terms of function, aesthetics, needs and user satisfaction. Emphasis on communication of ideas through varied graphic formats: freehand sketches, technical drawings, computer applications, etc. Includes application of building codes, principles of universal design, and use of materials from sustainable sources. A variety of non-residential spaces are explored through projects. Residential spaces limited to institutional and hospitality applications.
- ARID 3112 Interior Design Studio IV** 0-6-3  
**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** 3-0-3  
**Prerequisite:** ARID 1120. The historical examination of the formal and structural characteristics found in architecture, interior design, and furniture in significant periods. The course examines the relationship between human behavior and the built environment. Emphasis is placed on writing and the application of design terminology.
- ARID 3212 History of Interiors II** 3-0-3  
**Prerequisite:** ARID 3211. Exploration of architecture, interior design, and furniture of the 19th and 20th centuries, with emphasis placed on characteristics of various design styles and movements.
- ARID 3320 Materials for Interior Design** 3-0-3  
**Prerequisite:** ARED 2112, ARID 2310. Materials and methods used in the fabrication of interior furnishing and spaces. Knowledge of applications of varied materials and the creation of a reference notebook are required. Research and field trips may be required.
- ARID 3350 Lighting and Building Systems** 2-2-3  
**Prerequisite:** ARID 2112. Introduction to aesthetic and technical considerations of lighting and other building systems required for interior spaces. The course content also addresses plumbing, HVAC, green and sustainable design, varied new products, and systems from domestic and international sources. Case studies, computations, site visits, and research are required.
- ARID 3411 Computers for Interior Design** 0-6-3  
**Prerequisite:** ART 2030 AND ARID 2111. Introduction of computer-aided design and drafting, varied software and applications for 3D visualization and design communication. Emphasis is placed on gaining skill in the use of the computer in creating and communicating design solutions. Work may be linked to design studio projects.
- ARID 4000 Special Topics** 0-4-2 to 0-6-3  
 A course for relevant topics not included in the official interior design curriculum. Format may vary. Course may be repeated with different topics for up to 9 hours of credit.
- ARID 4010 Interior Design Internship** 0-0-3  
**Prerequisite:** Junior standing in interior design and ARID 3112. A course designed to involve the student in the actual activities and processes of a professional interior design atmosphere. Interviews may be required. Assessment reviews are completed by student, internship supervisor and field supervisor. Written documentation and a journal are required.
- ARID 4111 Interior Design Studio V** 0-6-3  
**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** 0-6-3  
**Prerequisite:** ARID 4111. Culmination of studio work examining large spaces with intricate criteria to explore, document, and incorporate into the design process. Communication is documented through varied media and methods. In-depth exploration of selected topics is included. Design and documentation of custom furnishings and casework are required. Field trips and site visits may be required.
- ARID 4310 Advanced Graphics and Creative Techniques** 0-6-3  
**Prerequisites:** ARID 2310 and ARID 3111. Advanced problems in rendering, perspective drawing, and visual presentation of interior spaces. Methods of presentation are developed, including completed interior design projects with rendered perspectives and presentation boards.
- ARID 4610 Professional Practice** 2-2-3  
**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.

## **ART: ART STUDIO AND ART APPRECIATION**

- ART 1010 Drawing I** 0-6-3  
 An introductory drawing course in which the concepts of composition, figure-ground, line, value, contour, gesture, linear and aerial perspective are studied using a variety of drawing techniques and media.
- ART 1011 Drawing II** 0-6-3  
**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** 0-6-3  
 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** 0-6-3  
 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** 3-0-3  
 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** 3-0-3  
 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** 0-6-3  
**Prerequisite:** ART 1020. 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 3023 Figure Drawing** 0-6-3  
**Prerequisite:** ART 1011. Interpreting the human figure through the use of a variety of media and techniques.

- ART 3041 Painting I** 0-6-3  
**Prerequisites:** ART 1011 and ART 1020 or permission of the Department Head. An introduction to oil and acrylic painting techniques.
- ART 3051 Printmaking I** 0-6-3  
**Prerequisite:** ART 1010 and ART 1020. An introduction to basic printmaking processes and techniques, including historical background and significance.
- ART 3061 Ceramics I** 0-6-3  
**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** 0-6-3  
 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** 0-6-3  
 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** 0-6-3  
**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** 0-6-3  
**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** 0-6-3  
**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 Jewelrymaking I** 0-6-3  
**Prerequisites:** ART 1030. Introduction to the design and production of jewelry and small metals, emphasis is placed on techniques employing casting and fabrication processes. Students must pass a safety test on the use of equipment and materials.
- ART 3111 Aqueous Media I** 0-6-3  
**Prerequisite:** ART 1010 and ART 1020. The introduction to the technical aspects of aqueous painting media featuring traditional and contemporary methods and techniques.
- ART 4024 Advanced Drawing** 0-6-3  
**Prerequisite:** ART 3023. Advanced use of drawing tools and techniques sufficient to work from concept to finished product. This includes mastery of the traditional technical and conceptual approaches to drawing. May be repeated for up to 9 hours of credit.
- ART 4042 Painting II** 0-6-3  
**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** 0-6-3  
**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** 0-6-3  
**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** 0-6-3  
**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** 0-6-3  
**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** 0-6-3  
**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** 0-6-3  
**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** 0-6-3  
**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** 0-6-3  
**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 Jewelmaking II** 0-6-3  
**Prerequisite:** ART 3101. Advanced techniques and further exploration of jewelry and small metals design. May be repeated for up to 9 hours of credit.
- ART 4112 Aqueous Media II** 0-6-3  
**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** 0-2-1 to 0-6-3  
**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** 0-2-1 to 0-6-3  
**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 credit  
**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** 0-2-1  
**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** 0-2-1  
**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** 0-2-1  
**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** 0-2-1 to 0-6-3  
 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** 0-6-3  
**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.

## **ARTH: ART HISTORY**

- ARTH 1120 Fundamental Concepts in the Visual Arts** 3-0-3  
 Restricted to ART and ARED majors and ART minors only. A course focusing on the historical context of contemporary art, art issues, disciplines, and professional practices.
- ARTH 3120 Special Topics in Art History** 3-0-3  
**Prerequisite:** ART 1100, ARTH 1120, or ARID 1120. The study of unique or special content in the visual arts. May be repeated under different topics for a maximum of 9 hours.
- ARTH 3121 Western Art History Survey** 3-0-3  
**Prerequisite:** A grade of “C” or higher in ARTH 1120 or ARID 1120. A survey of western world art from prehistory to the modern period
- ARTH 3122 20th Century Art Survey** 3-0-3  
**Prerequisite:** A grade of “C” or higher in ARTH 3121. A survey of world history of art from the late 19th century through the present.
- ARTH 3123 Special Topics in Art History** 3-0-3  
**Prerequisite:** ART 1100, ARTH 1120, or ARID 1120. 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** 3-0-3  
**Prerequisite:** ARTH 3122. Selected issues from the discipline of art criticism.
- ARTH 4130 Women Artists** 3-0-3  
**Prerequisite:** ARTH 3122. The study of art created by women artists in western and non-western cultures.
- ARTH 4140 African American Art** 3-0-3  
**Prerequisite:** ART 1100, ARTH 1120, or ARID 1120. The study of the arts created by African American artists from the late 18th century up to the present.
- ARTH 4150 Contemporary Art History** 3-0-3  
**Prerequisite:** ARTH 3122. The in-depth study of contemporary art.
- ARTH 4160 Directed Study in Art History** 1-0-1 to 3-0-3  
**Prerequisite:** ARTH 3122. 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 of credit if topics are different.

- ARTH 4170 Prehistoric through Historic Native American Art** 3-0-3  
**Prerequisite:** ART 1100, or ARTH 1120, or ARID 1120, or permission of Department Head. Study of art of Prehistoric through Historic era North American cultures. Arts traditions of the Southeast and Plains cultures of the Pre-Columbian, Proto-Historic, and Historic periods will be examined.
- ARTH 4180 Modern and Contemporary Native American Art** 3-0-3  
**Prerequisite:** ART 1100, or ARTH 1120, or ARID 1120, or permission of Department Head. Study of art of Modern and Contemporary Native North American artists and the development of the Native American Fine Arts Movement.

## **AS: AEROSPACE STUDIES**

- AS 1000 Leadership Laboratory** 0-2-0 to 0-2-1  
 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 Foundations of the U.S. Air Force I** 1-0-1  
**Corequisite:** AS 1000. A survey course designed to introduce students to the United States Air Force and Air Force Reserve Officer Training Corps.
- AS 1002 Foundations of the U.S. Air Force II** 1-0-1  
**Corequisite:** AS 1000. A survey course designed to continue the student’s introduction to the United States Air Force and Air Force Reserve Officer Training Corps.
- AS 2001 The Evolution of U.S. Air and Space Power I** 1-0-1  
**Corequisite:** AS 1000. Examines general aspects of the air and space power from a historical perspective. The course covers a time period from the first balloons and dirigibles to the Korean War.
- AS 2002 The Evolution of U.S. Air and Space Power II** 1-0-1  
**Corequisite:** AS 1000. Examines general aspects of air and space power from a historical perspective. The course covers a time period from the Vietnam War to present operations.
- AS 3001 Leadership Studies I** 3-0-3  
**Corequisite:** AS 1000. A study of leadership, management fundamentals, professional knowledge, Air Force personnel and evaluations systems, leadership ethics, and communication skills required of an Air Force junior officer.
- AS 3002 Leadership Studies II** 3-0-3  
**Corequisite:** AS 1000. Continues the study of leadership, management fundamentals, professional knowledge, Air Force personnel and evaluations systems, leadership ethics, and communication skills required of an Air Force junior officer.
- AS 4001 National Security** 3-0-3  
**Corequisite:** AS 1000. Examines the national security process, regional studies, advanced leadership ethics, and Air Force doctrine.
- AS 4002 Preparation for Active Duty** 3-0-3  
**Corequisite:** AS 1000. The final step in preparing an officer candidate for active duty. This course examines the military as a profession, officership, military justice, and civilian control of the military.

## **ASLS: AMERICAN SIGN LANGUAGE STUDIES**

### **ASLS 2110 American Sign Language I** 3-0-3

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** 3-0-3

**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 3140 Linguistics of American Sign Language** 3-0-3

**Prerequisite:** INTP 2999 and ASLS 3130 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 3170 American Sign Language III** 3-0-3

**Prerequisite:** ASLS 2120 and INTP 2998 or DEAF 2999. The third 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 3180 American Sign Language IV** 3-0-3

**Prerequisite:** ASLS 3170 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, and Classifiers** 3-0-3

**Prerequisites:** ASLS 3170, ASLS 3180, and 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.

## **ASTR: ASTRONOMY**

### **ASTR 1000 Introduction to the Universe** 3-0-3

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** 3-2.5-4

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** 3-2.5-4  
 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** 0-2-1  
 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** 0-2-1  
**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 3220 Cosmology** 3-0-3  
**Prerequisite:** ASTR 1020K and PHIL 2010 or PHIL 2010H or consent of the instructor.  
 A scientific and philosophical study of our perception of the universe, including the world views of Ptolemy, Copernicus, and Einstein.
- ASTR 3400 Planetary Geology** 3-0-3  
**Also offered as GEOL 3400.**  
**Prerequisite:** 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** 3-0-3  
**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** 3-2-4  
**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** 2-2-3  
**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** 3-0-3  
 Celestial mechanics; physical features of the sun, planets, moons, and other material in the solar system.
- ASTR 4410 Astrophysics** 3-0-3  
**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 to 6 hours credit**  
 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** **1-0-1 to 4-4-6**  
**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** **1-0-1 to 4-4-6**  
**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.

## **BIOL: BIOLOGY**

- BIOL 1010 Introduction to Biology: The Evolution and Diversity of Life** **3-0-3**  
**Corequisite: BIOL 1020L.** 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 1020L Biodiversity Lab** **0-2-1**  
**Corequisite: BIOL 1010.** 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** **3-0-3**  
**Corequisite: BIOL 1040L.** 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** **0-2-1**  
**Corequisite: BIOL 1030.** 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** **3-0-3**  
 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** **3-0-3**  
 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 Freshman Seminar–Introduction to Biological Sciences** 1-0-1  
**Pre- or corequisite for biology majors: BIOL 1107.** 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 1107K Principles of Biology I** 3-3-4  
**Corequisite 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 signaling; and gene regulation in bacteria and eukaryotes.
- BIOL 1108K Principles of Biology II** 3-3-4  
**Prerequisite: BIOL 1107 or permission of the instructor.** An introduction to physiological processes in plants and animals. Structure, nutrition, transport, coordination, reproduction, and development will be addressed.
- BIOL 1200 History of the Life Sciences** 3-0-3  
 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** 3-2-4  
 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** 3-2-4  
 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 2230 General Botany** 3-3-4  
**Prerequisite: BIOL 2010 with a grade of “C” or higher or consent of the instructor.** Survey of plants, emphasizing evolution, homologous variation, and reproductive cycles of the major groups and development, structure, and function as represented by the seed plants.
- BIOL 2270 General Zoology** 3-3-4  
**Prerequisite: BIOL 2010 with a grade of “C” or higher or consent of the instructor.** Survey of the animal kingdom.
- BIOL 2651 Human Anatomy and Physiology I** 3-2-4  
 Introduction to human anatomy and general physiological principles with emphasis on the following: cell and tissue organization, plus skeletal, muscular, nervous, and endocrine systems.
- BIOL 2652 Human Anatomy and Physiology II** 3-2-4  
**Prerequisite: BIOL 2651.** A continuation of human anatomy and general physiological principles with emphasis on endocrine, cardiovascular, lymphatic, respiratory, digestive, excretory, and reproductive systems; and development.
- BIOL 2900 Microbiology in Health and Disease** 3-3-4  
**Corequisite: CHEM 1152K.** An introductory microbiology course with emphasis upon the role played by microorganisms in health and disease. Open to students who plan to enter the health or allied health fields without a major in biology. Two 1.5 hour laboratory periods per week.

- BIOL 3000 Biostatistics** 2-4-4  
**Prerequisite:**BIOL 1107K, BIOL 1108K, MATH 1113, MATH 2620. An introduction to univariate and multivariate analysis of data. Laboratory work will allow students to collect data typical of the diverse disciplines in biology and subject those data to appropriate biometrical analyses, using a calculator or computer. Students will be required to keep a detailed lab notebook of the statistical methods studied and also complete a term project and a scientific report. Two 2-hour laboratory periods per week.
- BIOL 3100 Microbiology** 3-3-4  
**Prerequisites:** BIOL 1107K, BIOL 1108K, BIOL 3200, CHEM 1211/1211L, CHEM 1212/1212L. Recommended: CHEM 3402. Survey of microbiology covering eubacteria, archaebacteria, 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** 3-0-3  
**Prerequisite:** BIOL 1107K, BIOL 1108K, 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** 3-3-4  
**Prerequisite:** BIOL 1107K, BIOL 1108K, 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** 3-3-4  
**Prerequisite:** 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** 3-0-3  
**Prerequisites:** BIOL 1107K, 1108K, 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** 3-3-4  
**Prerequisites:** BIOL 1107K, BIOL 1108K, BIOL 3200, CHEM 1211/1211L, CHEM 1212/1212L. 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 3450 Animal Physiology** 3-3-4  
**Prerequisites:** BIOL 1107K, BIOL 1108K, BIOL 3200, CHEM 1211/1211L, CHEM 1212/1212L. A study of animal physiology with an emphasis on mammalian organ systems. The molecular and cellular aspects of physiology as they relate to these systems are considered.

- BIOL 3460 Human Physiology** 3-3-4  
**Prerequisites:** BIOL 1107K, BIOL 1108K, 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** 3-3-4  
**Prerequisites:**BIOL 1107K, BIOL 1108K; **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 3550 Phycology** 3-4-4  
**Prerequisites:** BIOL 1107K, BIOL 1108K. 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** 3-3-4  
**Prerequisites:** BIOL 1107K, BIOL 1108K. 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 3610 Dendrology** 3-3-4  
**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** 3-3-4  
**Prerequisites:** BIOL 1107K and BIOL 1108K or **permission of the instructor.** Introduction to the biological principles and practices of propagating and growing plants.
- BIOL 3650 Plant Systematics** 3-3-4  
**Prerequisites:** BIOL 1107K, BIOL 1108K. 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** 3-3-4  
**Prerequisites:** BIOL 1107K, BIOL 1108K, 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** 3-0-3  
**Prerequisites:** BIOL 1107K, BIOL 1108K. 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** 3-3-4  
**Prerequisites:** BIOL 1107K, BIOL 1108K. A study of the morphology, phylogeny, and ecology of invertebrates.
- BIOL 3810 Introduction to Biogeography** 3-0-3  
**Also offered as** GEOG 3810.  
**Prerequisites:** **Three of the following courses:** GEOG 1112K, GEOG 1113K, BIOL 1107K, BIOL 1108K. 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** 3-3-4  
**Prerequisites:** BIOL 1107K and BIOL 1108K or permission of the instructor. An integrated approach to the study of chordates, including their classification, evolution, morphology, physiology, ecology, and behavior.
- BIOL 3840 Entomology** 3-3-4  
**Prerequisites:** BIOL 1107K, BIOL 1108K. 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** 3-3-4  
**Prerequisites:** BIOL 1107K and BIOL 1108K 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 3870 Parasitology** 3-3-4  
**Prerequisites:** BIOL 1107K, BIOL 1108K. A study of the morphology, life cycles, and host-parasite relationships of representative protozoan and metazoan parasites. Human parasites are emphasized.
- BIOL 3900 Ichthyology** 3-3-4  
**Prerequisites:** BIOL 1107K, BIOL 1108K. 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** 3-3-4  
**Prerequisites:** BIOL 1107K, BIOL 1108K. 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** 3-3-4  
**Prerequisites:** BIOL 1107K, BIOL 1108K. 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** 3-3-4  
**Prerequisites:** BIOL 1107K, BIOL 1108K, 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** 3-0-3  
**Prerequisites:** BIOL 1107K, BIOL 1108K, BIOL 3200, 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** 3-3-4  
**Prerequisites:** BIOL 1107K, BIOL 1108K. 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** 3-0-3  
**Prerequisite:** BIOL 1107K, BIOL 1108K. 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** 3-3-4  
**Prerequisites:** BIOL 1107K, BIOL 1108K. 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** 2-3 – 0-3 – 2-4  
**Prerequisites:** BIOL 1107K, BIOL 1108K. Conservation issues and practices involving various taxonomic groups, habitats, or ecosystems. Topics covered may include specific taxa, habitats, or ecosystems negatively impacted by anthropogenic and environmental processes, as well as conservation practices and legislation designed to protect them. Course may be offered with or without a laboratory component.
- BIOL 4100 Morphology of Land Plants** 3-3-4  
**Prerequisites:** BIOL 1107K, BIOL 1108K. Study of vegetative organization and reproductive cycles of bryophytes, pteridophytes and seed plants, which incorporates phylogenetic and ecological relationships.
- BIOL 4200 Plant Anatomy** 3-3-4  
**Prerequisites:** BIOL 1107K, BIOL 1108K. 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 4300 Comparative Vertebrate Anatomy** 3-3-4  
**Prerequisites:** BIOL 1107K, BIOL 1108K. Anatomical and phylogenetic survey of representative vertebrate animals.
- BIOL 4350 Developmental Biology** 3-3-4  
**Prerequisites:** BIOL 1107K, BIOL 1108K, 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** 3-4-4  
**Prerequisites:** BIOL 1107K, BIOL 1108K, 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** 2-4-4  
**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** 3-3-4  
**Prerequisites:** BIOL 1107K, BIOL 1108K, 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** 3-0-3  
**Prerequisites:** BIOL 1107K, BIOL 1108K, 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** 3-0-3  
**Prerequisites:** MATH 2261, BIOL 1107K, BIOL 1108K, BIOL 3200, BIOL 3250, CHEM 1211, CHEM 1212, and either PHYS 1111 or PHYS 2211, or consent of the instructor.  
 Introduction to thermodynamics, kinetics, and their applications to biological systems.
- BIOL 4550 Immunology** 3-3-4  
**Prerequisites:** BIOL 1107K, BIOL 1108K, 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 4580 Molecular Genetics** 3-3-4  
**Prerequisite:** BIOL 1107K, BIOL 1108K, 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** 3-0-3  
**Prerequisites:** BIOL 1107K, BIOL 1108K, BIOL 3200. Study of the theoretical aspects and the patterns and processes of micro- and macro-evolutionary change.
- BIOL 4650 Animal Behavior** 3-3-4  
**Prerequisites:** BIOL 1107K, BIOL 1108K, 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** 3-3-4  
**Prerequisites:** BIOL 1107K, BIOL 1108K. A study of the physical, chemical, and biological aspects of fresh waters.
- BIOL 4710 Aquatic Toxicology** 3-3-4  
**Prerequisites:** BIOL 1107K, BIOL 1108K, 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 4750 Population Biology** 3-0-3  
**Prerequisite:** BIOL 1107K, BIOL 1108K, 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** 3-3-4  
**Prerequisites:** BIOL 1107K, BIOL 1108K, 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 credit**

**Prerequisite:** 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 credit**

**Prerequisite:** 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 credit**

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****0-3-1**

**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 to 4 hours credit**

**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.

**BUSA: BUSINESS ADMINISTRATION****BUSA 2000 Introduction to Business****1-0-1**

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** 3-0-3  
**Prerequisite:** MATH 1111 or equivalent. 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** 3-0-3  
 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 2106H The Environment of Business** 3-0-3  
 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. This honors course requires written analysis of current issues.
- BUSA 2201 Fundamentals of Computer Applications** 3-0-3  
 An introduction to spreadsheet and database software. Topics include planning, creating, modifying, managing, and analyzing workbooks and databases.
- BUSA 3110 Business Law** 3-0-3  
**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 Practicum in Free Enterprise** 3 hours credit  
 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 4900 Business Policy** 3-0-3  
**Prerequisites:** BUSA 2106, MKTG 3050, MGNT 3250, FIN 3350, 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.

## **CHEM: CHEMISTRY**

- CHEM 1010 Chemistry for World Citizens** 3-2-4  
 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** 3-2-4  
 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**

3-2-4

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**

3-2-4

**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**

2-2-3

**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 1211 Principles of Chemistry I**

3-0-3

**Prerequisite:** A mathematics SAT score of 540 or higher, a mathematics ACT score of 23 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 1211L Principles of Chemistry Laboratory I**

0-3-1

**Prerequisites or corequisites:** MATH 1111 or MATH 1113, and CHEM 1211. Laboratory exercises to supplement material discussed in CHEM 1211.

**CHEM 1211LH Honors Principles of Chemistry Laboratory I**

0-3-1

**Prerequisites or corequisites:** MATH 1111 or MATH 1113, and CHEM 1211. Laboratory course to emphasize the experimental nature of chemical science. Students are guided in work on basic chemical concepts and experimental methods in an enriched environment.

**CHEM 1212 Principles of Chemistry II**

3-0-3

**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 1212L Principles of Chemistry Laboratory II** 0-3-1  
**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** 1-0-1  
 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** 3-3-4  
**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** 2-3-3  
**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** 3-4-4  
**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** 3-4-4  
**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** 3-3-4  
**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** 3-0-3  
**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** 1-3-2  
**Corequisite or Prerequisite:** CHEM 3601. Experiments to illustrate the principles and research techniques in biochemistry and molecular biology.
- CHEM 3602 Biochemistry II** 3-0-3  
**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** 3-3-4  
**Prerequisites:** CHEM 3402, MATH 2262, and PHYS 2212K or PHYS 1112K, all 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. 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** 3-3-4  
**Prerequisites:** CHEM 3402, MATH 2262, and PHYS 2212K or PHYS 1112K, all with a grade of “C” or better. A theoretical and mathematical treatment of the fundamental theories and laws of chemistry with an emphasis on quantum mechanics, kinetics, and statistical mechanics. Experimental investigations will supplement the study of quantum mechanics, kinetics, and statistical mechanics as applied to systems of interest to chemists.
- CHEM 4210 Seminar** 1-0-1  
**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** 2-6-4  
**Prerequisites:** CHEM 2310, CHEM 3802. 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** 3-0-3  
**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** 3-3-4  
**Prerequisites:** CHEM 3801, CHEM 3802 with a grade of “C” or better. 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. Three lectures and one three-hour laboratory per week.
- CHEM 4810 Computational Chemistry** 1-3-2  
**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** 0-4-1 to 0-12-3  
**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**

**1-0-1 to 3-0-3**

**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.

**COMM: COMMUNICATION ARTS**

**COMM 1100 Human Communication**

**3-0-3**

A broad approach to oral communication skills including intrapersonal, interpersonal, small group, and public speaking.

**COMM 1100H Honors Human Communication**

**3-0-3**

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**

**3-0-3**

The organization of materials and the vocal and physical aspects of delivery in various speaking situations.

**COMM 2100 Introduction to Communication Theory**

**3-0-3**

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**

**3-0-3**

**Prerequisite: COMM 1110.** The study of communication skills in interpersonal relationships.

**COMM 3000 Qualitative Communication Research Methods**

**3-0-3**

**Prerequisite: COMM 2100 and speech communication major.** The study of qualitative research methods used to investigate communication.

**COMM 3071 Argumentation and Debate**

**3-0-3**

**Prerequisite: COMM 1110.** Theory and application of argumentation.

**COMM 3072 Debate and Individual Events (Forensics) Lab**

**0-4-2**

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 3090 Public Speaking Lab**

**0-2-1**

Graded "Satisfactory" or "Unsatisfactory." Research and practice in individual presentations.

**COMM 3100 Small Group Communication**

**3-0-3**

**Prerequisite: COMM 1110.** The theory and practice of small group communication.

**COMM 3200 Introduction to Public Relations**

**3-0-3**

**Prerequisite: COMM 2100; presentational software competency; and either COMM 1100 or COMM 1110.** The first course in public relations, dealing with concepts of communicating with various publics.

**COMM 3210 Electronic Public Relations Applications**

**2-2-3**

**Prerequisite: speech communication major; ACED 2400 or BUSA 2201 or CS 1000.**

Electronic applications in public relations, including on-line media design.

- COMM 3220 Public Relations Writing** 3-0-3  
**Prerequisite:** COMM 3200 and speech communication major. The study of writing techniques and formats for public relations applications, including radio and television public service announcements, video news releases, speech writing, media kit preparation, and print media news releases.
- COMM 3230 Public Relations Practicum** 1 hour credit  
**Prerequisites:** COMM 3220 and COMM 3240. Skill building in public relations techniques. Course may be repeated once for credit.
- COMM 3240 Public Relations Document Layout and Design** 2-2-3  
**Prerequisite:** speech communication major; COMM 3220; ACED 2400 or BUSA 2201 or CS 1000. Process of preparing and creating documents for publication in public relations.
- COMM 3310 Listening** 3-0-3  
**Prerequisites:** COMM 2300. Study of and skill development in different types of listening.
- COMM 3320 Nonverbal Communication** 3-0-3  
**Prerequisites:** COMM 2300. Study of types and functions of nonverbal communication.
- COMM 3330 Interviewing** 3-0-3  
**Prerequisites:** COMM 2300. Study of and skill development in interviewing.
- COMM 3400 Organizational Communication** 3-0-3  
**Prerequisites:** COMM 1110 and COMM 2100. Communication structures and processes in organizations.
- COMM 3410 Conflict Management and Leadership** 3-0-3  
**Prerequisite:** COMM 2300 and speech communication major. Strategies of managing conflicts in organizations and the role of leadership style in negotiations.
- COMM 3500 Fundamentals of Cross-cultural Communication** 3-0-3  
 Causes of cross-cultural communication conflicts and strategies for improvement.
- COMM 3550 Managing Diversity** 3-0-3  
**Prerequisite:** Major in speech communication. An applied approach to the study of theories of diversity in the organizational setting, particularly as it applies to managing communication to achieve individual and organizational goals.
- COMM 3600 Directed Study in Communication Arts** 1 to 3 hours credit  
 Individual instruction for enrichment of advanced majors in their areas of specialization.
- COMM 3670 Internship for Juniors** 3 hours credit  
**Prerequisite:** Junior standing, recommendation of advisor, and major in appropriate specialization. Graded “Satisfactory” or “Unsatisfactory.” The placement of students in apprentice and intern positions in professional environments to enlarge the students’ professionalism.
- COMM 3800 Quantitative Communication Research Methods** 3-0-3  
**Prerequisite:** COMM 2100 and speech communication major. The study of quantitative research methods used to investigate communication.
- COMM 4060 Persuasion** 3-0-3  
**Prerequisites:** COMM 2100. Theories of persuasion.
- COMM 4120 Theories of Public Communication** 3-0-3  
**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 4130 The Psychology and Semiotics of Communication** 3-0-3  
**Prerequisite:** COMM 2100. Origin and purpose of speech, basic psychological principles and language, and the use of propaganda.

<b>COMM 4140 Interpersonal Communication Theory</b>	<b>3-0-3</b>
<b>Prerequisite:</b> COMM 2100. The study of theories of interpersonal communication and their application to human relationships.	
<b>COMM 4160 Health Communication Theory</b>	<b>3-0-3</b>
<b>Prerequisite:</b> COMM 2100. The study of interpersonal, media, and public communication in health communication theory.	
<b>COMM 4170 Rhetorical Criticism</b>	<b>3-0-3</b>
<b>Prerequisite:</b> COMM 2100. The study of contemporary methods of rhetorical criticism, including underlying theoretical assumptions. Application of methods in the study of discursive practices.	
<b>COMM 4200 Public Relations Research</b>	<b>3-0-3</b>
<b>Prerequisites:</b> COMM 3000, COMM 3200, COMM 3800 and <b>speech communication major</b> . The application of theory and practice in public relations research.	
<b>COMM 4220 Integrated Communication</b>	<b>3-0-3</b>
<b>Prerequisites:</b> COMM 3220 and <b>speech communication major</b> . Integrating the strategic communication planning process, creative use of tools, tactics, and media planning in public relations and all communication activities of organizations.	
<b>COMM 4230 Public Relations Plans and Campaigns</b>	<b>3-0-3</b>
<b>Prerequisites:</b> COMM 3220, COMM 4200, and <b>speech communication major</b> . The development of public relations plans for organizations and campaigns for special programs within those organizations.	
<b>COMM 4240 Public Relations Law and Ethics</b>	<b>3-0-3</b>
<b>Prerequisites:</b> COMM 3200 and <b>speech communication major</b> . Legal and ethical aspects of professional public relations practice.	
<b>COMM 4340 Capstone in General Speech</b>	<b>3-0-3</b>
<b>Prerequisites:</b> COMM 2300, 3000, 3800, 4140, and 4400. The application of theories and principles studied in the general speech emphasis to meet client needs in public, academic, and interpersonal communication.	
<b>COMM 4400 Organizational Presentation</b>	<b>3-0-3</b>
<b>Prerequisites:</b> COMM 1110 and <b>presentational software competency</b> . The study of advanced preparation and presentation techniques in organizations. This course will focus on the practice and understanding of professional presentations using advanced visual aids, the delivery of research reports, and the formulation of extended speeches.	
<b>COMM 4420 Advanced Organizational Communication</b>	<b>3-0-3</b>
<b>Prerequisites:</b> COMM 3400, COMM 3800, and <b>speech communication major</b> . Communication processes and characteristics in formal organizations. Alternative theoretical perspectives and research methods to analyze communication in organizational settings are included.	
<b>COMM 4430 Ethics in Human Communication</b>	<b>3-0-3</b>
<b>Prerequisite:</b> COMM 2100. A study of the ethical principles that inform human communication and the application of those principles to various settings.	
<b>COMM 4440 Intercultural Training</b>	<b>3-0-3</b>
<b>Prerequisites:</b> COMM 3400, COMM 3500, COMM 3550, COMM 3800 and <b>speech communication major</b> . Theoretical foundations and application of practices and competencies relevant to intercultural training.	
<b>COMM 4600 Special Topics in Communication Theory</b>	<b>3-0-3</b>
<b>Prerequisite:</b> COMM 2100. <b>The study of specialized bodies of communication theories.</b> May be repeated for credit when topics differ.	

- COMM 4610 Special Topics in Communication Studies** **1 to 3 hours credit**  
**Prerequisite:** Consent of 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 are different.
- COMM 4670 Internship** **3 to 9 hours credit**  
**Prerequisite:** Senior standing and major in appropriate specialization. Graded “Satisfactory” or “Unsatisfactory.” The placement of students in apprentice and intern positions in professional environments to enlarge the students’ professionalism.

## **COOP: COOPERATIVE EDUCATION**

- COOP 1100 Introduction to Professional Co-op Practices** **1-0-1**  
 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** **1-0-1**  
**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** **1-0-1**  
**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** **1-0-1**  
**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** **0-0-0**  
**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** **0-0-0**  
**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** **0-0-0**  
**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** 0-0-0  
**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** 3-0-3  
**Prerequisite:** 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 Applied Research Project in Co-op Work Experience** 3-0-3  
**Prerequisites:** COOP 1103 or COOP 2500. A major research project directly related to the student’s co-op employment position and major. Students must submit a project prospectus for approval in advance of enrolling in this course. Students must present their completed project in written form to their academic advisor and orally to students or faculty in their major area.

## **CRJU: CRIMINAL JUSTICE**

- CRJU 1100 Introduction to Criminal Justice** 3-0-3  
 An introduction to the structure, functions, and operations of criminal justice agencies, including the police, the courts, and corrections.
- CRJU 2100 Survey of Law Enforcement** 3-0-3  
**Prerequisite:** CRJU 1100 or permission of the instructor. An overview of law enforcement in a free society and the relationship of police to the criminal justice system as a whole. History, organization, administration, operations, and selected issues such as community policing are examined.
- CRJU 2200 Corrections** 3-0-3  
**Prerequisite:** CRJU 1100 or permission of the instructor. A study of the history, structure, and functions of corrections, and the legal and philosophical basis for the punishment of criminal offenders. Study will include the role of corrections as one of the three major components of the criminal justice system.
- CRJU 2400 Survey of Juvenile Justice** 3-0-3  
**Prerequisite:** CRJU 1100 or permission of the instructor. An analysis of the juvenile justice system. Major emphasis will be placed upon the socio-historical development of the juvenile justice system, the impact of Supreme Court decisions, and current issues surrounding the juvenile justice system.
- CRJU 3300 Criminal Law** 3-0-3  
**Prerequisite:** CRJU 1100 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** 3-0-3  
**Prerequisite:** CRJU 1100 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** 3-0-3  
**Prerequisite:** CRJU 1100 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** 3-0-3  
**Prerequisite:** CRJU 1100 or CRJU 3401 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** 3-0-3  
**Prerequisite:** CRJU 1100 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** 3-0-3  
**Prerequisite:** CRJU 1100 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** 3-0-3  
**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** 3-0-3  
**Prerequisite:** CRJU 1100 and CRJU 2100 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 Criminology** 3-0-3  
**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** 3-0-3  
**Prerequisite:** CRJU 1100 and CRJU 2200 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** 3-0-3  
**Prerequisite:** CRJU 1100 and CRJU 2400 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** 3-0-3  
**Prerequisite:** CRJU 1100 or permission of the instructor. A study of the methods of identification and classification of specific criminal behavior types with and emphasis on violent offenders, sexual deviants, the anti-social personality, and the criminally insane.
- CRJU 4610 White-Collar Crime** 3-0-3  
**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** 3-0-3

**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** 3-0-3

**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** 3-0-3

**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** 3-0-3

**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** 3-0-3

**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** 3-0-3

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 Americans and Criminal Justice** 3-0-3

**Also offered as NAS 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** 3-0-3

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** 3-0-3 to 6-0-6

**Prerequisite:** Area F Criminal Justice Courses or permission of instructor. An intensive study of a topic relevant to criminal justice.

- CRJU 4800 Seminar in Criminal Justice** 3-0-3  
**Prerequisites:** CRJU 3300, CRJU 3310, CRJU 3401, CRJU 3402, CRJU 3600, CRJU 3700, 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** 3-0-3 to 6-0-6  
**Prerequisite:** 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 or 6 hours credit  
**Prerequisite:** major in Criminal Justice; permission of the student's advisor, internship coordinator, and the coordinator Criminal Justice application: 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.

## **CS: COMPUTER SCIENCE**

- CS 1000 Introduction to Microcomputers and Applications** 3-0-3  
 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 1010 Algorithmic Problem Solving** 3-0-3  
 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 1301 Principles of Programming I** 4-0-4  
**Prerequisite:** Grade of "C" or higher in one of the following courses: MATH 1101, MATH 1111, MATH 1112, MATH 1113, MATH 1262, or MATH 2261. 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 a strong math and programming background are encouraged to take CS 1010 first.
- CS 1302 Principles of Programming II** 4-0-4  
**Prerequisite:** CS 1301 with a grade of "C" or better. A continuation of CS 1301 with emphasis on advanced programming structures and techniques. Theory and applications of stacks, queues, and lists; recursion; file processing; introduction to binary trees. This course involves extensive programming activities.
- CS 1340 Computing for Scientists** 3-0-3  
**Prerequisite or Corequisite:** Math 2261. Foundations of computing, with an introduction to design and analysis of algorithms, including design and construction of programs for scientific and engineering applications.
- CS 2620 Discrete Structures** 3-0-3  
**Prerequisite:** MATH 1112, MATH 1113, 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 2800 Computer Ethics** 3-0-3  
**Prerequisite:** CS 1010 or CS 1301 with a “C” or better. An introduction to the social and ethical impacts of computing and an overview of the ethical issues created, transformed, and worsened by computer technology. Topics include professional code of ethics, cybercrime, privacy and security, rights of intellectual property, and globalization.
- CS 3000 Tutoring in Computer Science I** 2-0-2  
**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** 1-0-1  
**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** 3-0-3  
**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 microoperations, CPU organization, microprogrammed control, and machine language programming.
- CS 3102 Assembly Language** 3-0-3  
**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 3300 UNIX Programming** 3-0-3  
**Prerequisite:** CS 1302 with a grade of “C” or better. An introduction to UNIX and shell programming. Various shell languages, including ksh and bash are discussed, in addition to basic UNIX commands. Web scripting languages such as Perl, HTML, and XML are also introduced in the UNIX environment.
- CS 3320 Visual Basic Programming** 3-0-3  
**Prerequisite:** CS 1302 with a grade of “C” or better. Shows experienced object-oriented programmers how to develop complete and stand-alone client-server applications using Visual Basic. The topics considered include basics of event-driven programming, error handling, data-bound controls, ADO, SQL, file processing, classes, collection classes, DLL and EXE servers, creating Active X controls, COM, automation, packaging, and deployment.
- CS 3335 The C Programming Language** 3-0-3  
**Prerequisite:** CS 1302 with a grade of “C” or better. Programming using the C programming language. Syntax and semantics of C; information representation; stylistic consideration; the C library. This course also discusses issues relating to the UNIX operating system.
- CS 3340 Web Programming** 3-0-3  
**Prerequisite:** CS 1302 with a grade of “C” or better. Examination and implementation of the foundations of web-based computing. Topics include Hypertext Markup Language (HTML), Cascading Style Sheets (CSS), client-side scripting, server-side programming, state management, data access, Extensible Markup Language (XML), web services, and component-based development.

- CS 3410 Data Structures** 3-0-3  
**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** 3-0-3  
**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** 3-0-3  
**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 4121 Data Communications and Networks I** 3-0-3  
**Prerequisites:** CS 3101 and CS 3410, each with a grade of “C” or better. Basic concepts of data communications and computer networks architectures: including OSI and TCP/IP models, packet switching, local area and high speed networks. Error control, routing, and transmission media.
- CS 4122 Data Communications and Networks II** 3-0-3  
**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 4321 Software Engineering I** 3-0-3  
**Prerequisite:** CS 3410 with a grade of “C” or better. Concepts and techniques used in all aspects of the software life-cycle relevant to the production of large object-oriented software systems. Students will work in teams on a project.
- CS 4322 Software Engineering II** 3-0-3  
**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** 3-0-3  
**Prerequisite:** CS 3410 with a grade of “C” or better or consent of instructor. Formal description of programming languages, standard and advanced features of modern programming languages, complexity.
- CS 4340 Systems Programming** 3-0-3  
**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** 3-0-3  
**Prerequisites:** CS 3101 and CS 3410, each with a grade of “C” or better. A survey of operating systems structures and services including batch systems, multiprogramming, time-sharing, process scheduling and synchronization, deadlocks, memory management, file-system interfaces and implementations, and secondary storage management.
- CS 4500 Formal Languages and Automata Theory** 3-0-3  
**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 4700 E-Commerce Design** 3-0-3  
**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** 3-0-3  
**Prerequisite:** CS 3410 with a grade of “C” or better. 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 4722 Database Design II** 3-0-3  
**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 4800 Internship in Computer Science** 3-6 credit 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.
- CS 4820 Artificial Intelligence** 3-0-3  
**Prerequisites:** CS 3410 with a grade of “C” or better. 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 4825 Neural Networks** 3-0-3  
**Prerequisites:** MATH 2150 and MATH 2262, each with a grade of “C” or better. 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 4830 Computer Graphics** 3-0-3  
**Prerequisites:** CS 3335, CS 3410, and MATH 2150, each 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** 3-0-3  
**Prerequisite:** CS 3335 with a grade of “C” or better. An introduction to data parallel architectures, models, and programming environments. Students will design, develop, and optimize software for parallel computing resources.
- CS 4900 Senior Seminar** 3-0-3  
**Prerequisites:** CS 3101 and 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** 1-0-1 to 3-0-3  
**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** 1-0-1 to 3-0-3  
**Prerequisite:** Consent of instructor. Topics to be assigned. May be taken more than once if topics are different.

## **CSD: COMMUNICATION SCIENCES AND DISORDERS**

- CSD 2999 Entry to the Education Profession** **0 hours credit**  
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** **3-0-3**  
**Prerequisites:** CSD 2999. An introduction to communication disorders. Terminology, etiology and management procedures required in the practice of Speech-Language Pathology are emphasized.
- CSD 3020 Audiology I** **3-0-3**  
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 and Physiology of the Hearing Mechanism** **2-0-2**  
**Prerequisites:** CSD 2999. The study of the anatomy and physiology of the hearing mechanism.
- CSD 3040 Applied Phonetics** **2-2-3**  
**Prerequisites:** CSD 2999. 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 and Physiology of the Speech Mechanism** **2-2-3**  
**Prerequisite:** CSD 2999. The study of anatomy and physiology of the head, neck, and trunk relevant to speech production.
- CSD 3070 Normal Language Acquisition** **3-0-3**  
**Prerequisites:** CSD 2999 or SPEC 2999. 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 Neurology in Communication Disorders** **2-2-3**  
**Prerequisite:** CSD 2999 and CSD 3060 with a grade of “C” or better. This a check-point course, and check-point requirements must be met. An introduction to the anatomy and physiology of the nervous system as it relates to speech and language functions.
- CSD 3090 Professional Practices in Communication Disorders** **2-0-2**  
**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 4020 Speech Science** **2-2-3**  
**Prerequisites:** CSD 2999, CSD 3060. 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 Articulation Disorders** **3-0-3**  
**Prerequisites:** CSD 2999 and 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 articulation and phonology. Emphasis is placed on the diagnosis and treatment of children with articulation and phonological disorders.



- CSD 4050 Observation** 0-4-2  
**Prerequisites:** CSD 2999, and CSD 3040, CSD 3070 and CDS 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** 3-0-3  
**Prerequisites:** 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 4070 Introduction to Fluency Disorders** 3-0-3  
**Prerequisites:** CSD 2999, CSD 4040. Provides basic information on the characteristics and nature of stuttering and causal theories.
- CSD 4080 Introduction to and Analysis of Language Disorders** 3-0-3  
**Prerequisites:** CSD 3070, 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 and Language for the Hearing Impaired** 3-0-3  
**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** 3-2-4  
**Prerequisite:** CSD 2999. 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** 3-0-3  
 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.
- CSD 4130 Organic Speech Disorders** 3-0-3  
**Prerequisite:** CSD 2999. 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** 3-0-3  
 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** 0-0-1 to 0-0-3  
**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** 3-0-3  
 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** 3-0-3  
 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.

## **CWCL: CREATIVE WRITING AND CONTEMPORARY LITERATURE**

- CWCL 2500 Contemporary Literary Magazines: Revision, Editing, and Production** 1-0-1  
A practicum focusing on the content, editing, and production of traditional and electronic contemporary literary magazines.
- CWCL 3400 Introduction to Creative Writing** 3-0-3  
**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.
- CWCL 3420 Introduction to Creative Non-Fiction** 3-0-3  
**Prerequisite:** CWCL 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.
- CWCL 3440 Poetry Writing** 3-0-3  
**Prerequisite:** CWCL 3400. A study of poetic technique beyond the fundamentals introduced in ENGL/CWCL 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 class members.
- CWCL 3460 Fiction Writing** 3-0-3  
**Prerequisite:** CWCL 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.
- CWCL 4410 Contemporary Poetics: Form and Theory** 3-0-3  
**Prerequisite or corequisite:** ENGL 3060 or CWCL 3400. A study of key formal and theoretical elements of 20th and 21st century Anglophone poetry and poetry in translation. The course will emphasize poetry as genre, with a reflection on craft and issues in prosody.
- CWCL 4420 Contemporary Narrative: Form and Theory** 3-0-3  
**Prerequisite or corequisite:** ENGL 3060 or CWCL 3400. A study of key formal and theoretical elements of 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.
- CWCL 4430 Contemporary Creative Non-Fiction: Form and Theory** 3-0-3  
**Prerequisite:** ENGL 3060 or CWCL 3400. A study of key formal and theoretical elements in 20th and 21st century Anglophone creative nonfiction and creative nonfiction in translation. The course will emphasize creative nonfiction as genre, with a reflection on craft and issues related to its narrative and lyric structures.
- CWCL 4440 Advanced Poetry Writing** 3-0-3  
**Prerequisite:** CWCL 3400. 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.
- CWCL 4460 Advanced Fiction Writing** 3-0-3  
**Prerequisite:** CWCL 3400. 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.

## **DANC: DANCE**

<b>DANC 1500 Introduction to Dance</b>	<b>3-0-3</b>
A general survey and appreciation of dance as an art form, an introduction to dance history and a critical evaluation of dance.	
<b>DANC 1600 Ballet I</b>	<b>1-2-2</b>
Basic techniques and theories of classical ballet. Emphasizes body placement, awareness, strength, stretch, and terminology. May be repeated for credit.	
<b>DANC 1700 Modern Dance I</b>	<b>1-2-2</b>
Basic modern dance techniques and theories. May be repeated for credit.	
<b>DANC 1900 Tap Dance I</b>	<b>1-2-2</b>
Basic skills in tap dancing. May be repeated for credit.	
<b>DANC 2600 Ballet II</b>	<b>2-2-3</b>
<b>Prerequisite:</b> DANC 1600 or approval of Department Head. A continuation of Ballet I (DANC 1600). May be repeated for credit.	
<b>DANC 2700 Modern Dance II</b>	<b>2-2-3</b>
<b>Prerequisite:</b> DANC 1700 or approval of Department Head. A continuation of Modern I (DANC 2600). May be repeated for credit.	
<b>DANC 2800 Jazz Dance I</b>	<b>1-2-2</b>
Basic jazz dance techniques and theories. May be repeated for credit.	
<b>DANC 2900 Tap Dance II</b>	<b>1-2-2</b>
<b>Prerequisite:</b> DANC 1900. A continuation of Tap Dance I (DANC 1900). May be repeated for credit.	
<b>DANC 2910 Social Dance</b>	<b>0-2-1</b>
Introduction to history, terms, positions and movements. Psychomotor instruction in social dance forms from the turn of the century to the present.	
<b>DANC 2920 Dance Improvisation</b>	<b>0-2-1</b>
An introduction to dance improvisation. Movement studies will be based on modern dance techniques and theories.	
<b>DANC 3000 Dance Composition</b>	<b>2-2-3</b>
<b>Prerequisite:</b> 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.	
<b>DANC 3100 Choreography</b>	<b>2-2-3</b>
<b>Prerequisite:</b> 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.	
<b>DANC 3200 Dance Ensemble</b>	<b>0-4-2</b>
<b>Prerequisite:</b> Audition by instructor. A select ensemble emphasizing group and solo performance. May be repeated for a total of 6 credit hours.	
<b>DANC 3300 Special Topics in Dance</b>	<b>1 to 3 hours credit</b>
The study of specific topics in dance not covered in existing courses. May be repeated for credit if different topics are studied.	
<b>DANC 3410 Dance History</b>	<b>3-0-3</b>
A broad survey of dance history with emphasizes on the impact of dance on society from primitive times to the present.	
<b>DANC 3420 Music Analysis for Dancers</b>	<b>1-2-2</b>
<b>Prerequisite:</b> Any 2000-level DANC course. A study of rhythm, accompaniment, and music resources for dance.	

- DANC 3500 Teaching Dance Technique** 1-2-2  
**Prerequisites:** Training in intermediate dance forms, DANC 2700, DANC 2800, and DANC 2600, or approval or instructor. Methodology in teaching dance techniques and theories within the context of elementary through college dance education. The course includes instruction in and application of dance lesson planning and practice teaching in a variety of genres.
- DANC 3600 Ballet III** 2-2-3  
**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** 2-2-3  
**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** 2-2-3  
**Prerequisite:** DANC 2800 or approval of Department Head. A continuation of Jazz Dance I. May be repeated for credit.
- DANC 3910 Social Dance II** 1-2-2  
**Prerequisite:** DANC 2910 or instructor head. A continuation of Social Dance, with an emphasis on developing advanced skills for the performance-oriented student.
- DANC 4010 Dance Kinesiology** 3-0-3  
**Prerequisites:** Completion of DANC courses in Area F: DANC 1600, DANC 1700, DANC 2800, 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** 3-0-3  
**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** 2-2-3  
**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** 2-2-3  
**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** 2-2-3  
**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 credit  
 Individual instruction for enrichment of advanced majors in their areas of specialization. This course may be repeated for up to 9 hours of credit.

## **DEAF: DEAF EDUCATION**

### **DEAF 2999 Entry to the Profession**

**0 hours credit**

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 3100 Orientation to Deaf Education and Language Learning**

**3-0-3**

**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 3110 Orientation to Deafness**

**3-0-3**

**Prerequisite:** INTP 2998. An overview of the field of deafness. Topics include psychosocial aspects of deafness, educational settings, modes of communication, technology, vocational opportunities, moral development, and needs of the multi-handicapped deaf and hard-of-hearing population.

### **DEAF 3120 Learning, Cognition, and Social Development in Deaf Children**

**3-0-3**

**Prerequisite:** INTP 2998. 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 Overview of Language Learning in Deaf Children**

**3-0-3**

**Prerequisite:** INTP 2998. An overview of language development in deaf children from infancy through young adulthood. The course includes an examination of the various theories of language development and assessment instruments used to evaluate this population. Emphasis is placed on interpreter flexibility in using the different modes of communication as they relate to the various stages of language development.

### **DEAF 3150 Deaf Community, Culture, and History**

**3-0-3**

**Prerequisites** ASLS 3170, 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**

**3-0-3**

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.

## **ECED: EARLY CHILDHOOD EDUCATION**

- ECED 3000 Integrating and Applying Technology into the ECE Curriculum** 3-0-3  
**Prerequisites:** ECSE 2999. Explores the integration and application of technology into the early childhood curriculum. Achieved through modeling and applying teaching and learning strategies; discussions of technology and pedagogy; strategies of classroom management; the review and evaluation of technology and software appropriate for use with young children; and the development of integrated technology learning activities, which include the Georgia Performance Standards.
- ECED 3190 Early Childhood Practicum and Seminar: Pre-K-K** 2 hours credit  
**Prerequisites:** ECSE 2999, and a minimum GPA of 2.75. Graded “Satisfactory” or “Unsatisfactory.” Pre-K or K classroom experiences supervised by mentor teachers and instructors for a minimum of 100 hours; debriefing seminars on the implementation of developmentally appropriate content areas and strands, appropriate teaching formats and strategies, and professional behavior; and observation of teaching and management strategies for all students in their classroom.
- ECED 3300 Mathematics and Technology in Early Childhood** 3-0-3  
**Prerequisites:** ECSE 2999. This is a check-point course, and check-point requirements must be met. 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. ECED 3690, or a practicum approved at the program level, is required as a corequisite for this course.
- ECED 3400 Planning for Instruction and Classroom Management** 3-0-3  
**Prerequisites:** 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 3690 Early Childhood Practicum and Seminar: Grades 1-3** 2 hours credit  
**Prerequisites:** ECSE 2999, minimum GPA of 2.75, grade of “S” in ECED 3190. Graded “Satisfactory” or “Unsatisfactory.” This is a check-point course, and check-point requirements must be met. Grade 1-3 classroom experiences supervised by mentor teachers and university supervisors for a minimum of 100 hours; debriefing seminars on the implementation of developmentally appropriate content areas and strands, appropriate teaching formats and strategies, and professional behavior; and observation of teaching strategies for all students.
- ECED 4300 Teaching Language Arts in Early Childhood Education** 3-0-3  
**Prerequisites:** 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.
- ECED 4400 Social Sciences and Technology in Early Childhood Education** 3-0-3  
**Prerequisite:** ECSE 2999. A study of the content, curriculum, methods, and technology to support instruction in the social sciences in grades P-5. ECED 4690 or a practicum placement approved at the program level is required as a corequisite of this course.
- ECED 4500 Science and Technology in Early Childhood Education** 3-0-3  
**Prerequisites:** ECSE 2999. 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. ECED 4690 or a practicum approved at the program level is required as a corequisite of this course.

- ECED 4690 Early Childhood Practicum and Seminar: Grades 4-5** **2 hours credit**  
**Prerequisites:** ECSE 2999, minimum GPA of 2.75, grade of “S” in ECED 3190 and in ECED 3690. Graded “Satisfactory” or “Unsatisfactory.” Grades 4-5 classroom experience supervised by mentor teachers and university supervisors for a minimum of 100 hours; debriefing seminars focused on the implementation of developmentally appropriate content areas and strands, appropriate teaching formats and strategies, and professional behavior; and observation of appropriate teaching strategies for students.
- ECED 4790 Student Teaching and Reflective Seminar** **9 hours credit**  
**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:** ECSE 4420. A semester-long experience in an early childhood full-day classroom (P-5) under the direct supervision of an assigned mentor teacher and university supervisor. The seminar examines interrelationships of home, school, and community resources and other topics related to the student teaching experience.
- ECED 4890 Internship in Early Childhood Education** **12 hours credit**  
**Prerequisites:** Completion of requirements to student teach as listed in the University’s Undergraduate Catalog, submission of passing scores on Praxis II, and certification by a school district of the status of the candidate as an employee. **Credit: Course completion requires a two-semester internship, taken for a total of 12 hours (6 hours each semester).** Guided professional experiences in an early childhood classroom (P-5) as a capstone/ culminating activity of the Early Childhood Education Program. Students teach and manage a classroom under the guidance of a mentor teacher and university professor. Experience includes observations, participation, teaching, classroom management, and collaboration with school personnel.

## **ECON: ECONOMICS**

- ECON 1500 Survey of Economics** **3-0-3**  
 A survey of basic economic concepts with applications to public policy issues.
- ECON 1500H Survey of Economics Honors** **3-0-3**  
 Seminar-oriented approach to a survey of basic economic concepts with applications to public policy issues. A policy analysis project is required.
- ECON 2105 Principles of Macroeconomics** **3-0-3**  
 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 2105H Principles of Macroeconomics Honors** **3-0-3**  
 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. This honors course requires written economic analysis of current events.

- ECON 2106 Principles of Microeconomics** 3-0-3  
 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 2106H Principles of Microeconomics Honors** 3-0-3  
 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. This honors course requires written economic analysis of current events.
- ECON 3000 Research and Analytical Methods in Economics** 3-0-3  
**Prerequisites:** ECON 2105 and ECON 2106. **Corequisites:** MATH 1261 and either BUSA 2100 or MATH 2620. 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 3001 Mathematics for Economists** 3-0-3  
**Prerequisites:** ECON 2105, ECON 2106, and MATH 1261. 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** 3-0-3  
**Prerequisite:** ECON 2105, ECON 2106, and MATH 1261. Comprehensive treatment of economic theory and applications in the field of public finance and fiscal policy. Includes 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** 3-0-3  
**Prerequisite:** ECON 2106. 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** 3-0-3  
**Prerequisite:** ECON 2105, ECON 2106, and MATH 1261. Survey of the international exchange of goods, services and financial instruments and the policies that affect this exchange. Topics include pattern of trade, effects of trade controls, trade and growth, trade and the distribution of income, balance of payments accounting, exchange rate systems and the effect of trade on employment, prices, and production.
- ECON 3710 Urban and Regional Economics** 3-0-3  
**Prerequisites:** ECON 2105, ECON 2106, and MATH 1261. 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** 3-0-3  
**Prerequisite:** ECON 2105. Analysis of financial intermediaries, instruments and markets in determining the level and distribution of economic activity.
- ECON 3800 Environmental Economics** 3-0-3  
**Prerequisites:** ECON 2106 and MATH 1261. 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** 3-0-3  
**Prerequisites:** ECON 2106 and MATH 1261. Comprehensive introduction to the economics of health and health care. Topics include the market for health care, private insurance and health care providers, social insurance, and health system reform.
- ECON 3820 Experimental Economics** 3-0-3  
**Prerequisites:** ECON 2106 and MATH 1261. 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** 3-0-3  
 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** 3-0-3  
**Prerequisites:** ECON 2106 and MATH 1261. 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 4100 Managerial Economics** 3-0-3  
**Pre- or corequisites:** ECON 3000 and ECON 3001. Analysis of major decision-making areas within the firm. Students are introduced to demand forecasting techniques, advanced production and cost relationships, and optimal pricing models.
- ECON 4500 Intermediate Macroeconomics** 3-0-3  
**Prerequisite or corequisite:** ECON 3001. Analysis of the factors that influence national income, long-run economic growth, unemployment, and inflation. Using various macroeconomic models, students develop the analytic tools and insights required to evaluate the sources of business cycle fluctuations. The impacts of fiscal and monetary policy decisions are emphasized.
- ECON 4640 International Macroeconomics** 3-0-3  
**Prerequisite:** ECON 4500. 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** 3-0-3  
**Prerequisites:** ECON 2105 and ECON 2106. 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 credit  
**Prerequisite:** ECON 2105 and ECON 2106, 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 credit  
**Prerequisites:** ECON 3000 and ECON 3001. 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.

## **ECSE: EARLY CHILDHOOD SPECIAL EDUCATION**

### **ECSE 2999 Entry to the Education Profession**

**0 credit hours**

Graded “Satisfactory” or “Unsatisfactory.” A required non-credit course for all teacher education candidates pursuing a VSU recommendation for initial certification; it 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.

### **ECSE 3010 Introduction to Assessment, Planning, and Instruction**

**3-0-3**

**Prerequisite: Appropriate 2999 course.** Introduction to evidence-based practices and theories of learning and development that underlie the teaching and learning process related to assessment, planning, and instruction across multiple grade levels, with a focus on pre-kindergarten and kindergarten levels and the curricular disciplines. ECSE 3390, ECED 3190, or a practicum placement approved at the program level is required as a corequisite of this course.

### **ECSE 3020 Intermediate Assessment, Planning, and Instruction**

**3-0-3**

**Prerequisites: Appropriate 2999 course and ECSE 3010.** This is a check-point course, and check-point requirements must be met. The use of selected evidence-based practices and theories of learning processes related to assessment, planning, and instruction. Grades 1-3 to meet the diverse and individualized needs of the students. ECSE 3490, ECED 3690, or a practicum approved at the program level is required as a **corequisite** of this course.

### **ECSE 3210 Introduction to the Management of Learning Environments**

**3-0-3**

**Prerequisite: Appropriate 2999 course.** 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, basic behavior management principles, and developmentally appropriate strategies for Pre-K and K students. ECSE 3390, ECED 3190, or a practicum approved at the program level is required as a **corequisite** of this course.

### **ECSE 3220 Intermediate Management of Learning Environments**

**3-0-3**

**Prerequisites: Appropriate 2999 course; ECSE 3210.** Application of general classroom management principles in classroom environments that are conducive to learning. Developmentally appropriate strategies for first through third grade students will be emphasized and selectively implemented. Teacher candidates will analyze behavior management programs through data collection. Specific behavior management strategies appropriate for students with specific identified behavioral needs will be taught. A field experience, as prescribed by the instructor, is required for the course.

### **ECSE 3390 Early Childhood Inclusive Practicum and Seminar: Pre-K-K**

**1-4-2**

**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**

**1-4-2**

**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 4010 Advanced Assessment, Planning, and Instruction** 3-0-3

**Prerequisites:** Appropriate 2999 course, ECSE 3010, and ECSE 3020. An expansion of candidates' knowledge and skill base regarding the appropriate evidence-based practices and theories in grades 4-5 grades that underlie the teaching and learning processes related to assessment, planning, and instruction across the content areas of reading, math, science, social studies, fine arts, health, and technology, to meet the needs of diverse learners, in general education, inclusive settings, and special education classrooms. ECSE 4390, ECED 4690, or a practicum approved at the program level is required as a **corequisite** of this course.

**ECSE 4210 Advanced Management of Learning Environments** 3-0-3

**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** 3-0-3

**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** 1-4-2

**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 4420 Seminar in Classroom Management and Collaboration with Family, School, and Community Agencies** 3-0-3

**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:** ECSE 4490 or ECED 4790. Graded "Satisfactory" or "Unsatisfactory." Examination of the nature, extent, and significance of involving families in the education of children in grades pre-kindergarten through five. 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 paraeducators 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.

**ECSE 4490 Student Teaching and Reflective Seminar in**

**9 credit hours**

**Early Childhood and Special Education**

**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.

**EDUC: EDUCATION**

**EDUC 2110 Investigating Critical and Contemporary Issues in Education**

**3-1-3**

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. Prior to beginning the field experience, students must complete a criminal background check and obtain liability insurance.

**EDUC 2120 Exploring Socio-Cultural Perspectives on Diversity**

**3-1-3**

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. Prior to beginning the field experience, students must complete a criminal background check and obtain liability insurance.

**EDUC 2130 Exploring Learning and Teaching**

**3-1-3**

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. Prior to beginning the field experience, students must complete a criminal background check and obtain liability insurance.

**ENGL: ENGLISH**

**ENGL 0099**

See the Learning Skills section on the last page of the course offerings.

**ENGL 1101 Composition I**

**3-0-3**

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** 3-0-3  
 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** 3-0-3  
**Prerequisite:** 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** 3-0-3  
**Prerequisite:** ENGL 1101 or 1101H. An honors-level composition course, focusing on writing skills beyond the levels of proficiency required by ENGL 1102, that emphasizes 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 2010 Writing in the Professions** 2-0-2  
**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** 3-0-3  
**Prerequisite:** ENGL 1102 or ENGL 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** 3-0-3  
**Prerequisite:** ENGL 1102 or ENGL 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** 3-0-3  
**Prerequisite:** 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** 3-0-3  
**Prerequisite:** 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** 3-0-3  
**Prerequisite:** 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** 3-0-3  
**Prerequisite:** 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** 3-0-3  
**Prerequisite:** 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 Honors World Literature III** 3-0-3  
**Prerequisite:** 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 3000 Advanced Descriptive English Grammar** 3-0-3  
**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 Writing for Business** 3-0-3  
**Prerequisites:** ENGL 1102 or 1102H. 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** 3-0-3  
**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** 3-0-3  
**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 3050 Tutoring English Composition** 1-0-1  
**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 Literary Research and Writing** 3-0-3  
**Prerequisite:** ENGL 2060. A 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 3110 British Literature I** 3-0-3  
**Prerequisite:** ENGL 2060. 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** 3-0-3  
**Prerequisite:** ENGL 2060. 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** 3-0-3  
**Prerequisite:** ENGL 2060. 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** 3-0-3  
**Prerequisite:** ENGL 2060. 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** 3-0-3  
**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** 3-0-3  
**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** 3-0-3  
**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** 3-0-3  
**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** 3-0-3  
**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** 3-0-3  
**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 4110 Studies in British Literature to 1500** 3-0-3  
**Prerequisite or corequisite:** ENGL 3060. A study of medieval literature, focusing on major works, figures (three or more), and/or themes.
- ENGL 4120 Studies in British Literature 1500-1660** 3-0-3  
**Prerequisite or corequisite:** ENGL 3060. 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** 3-0-3  
**Prerequisite or corequisite:** ENGL 3060. A study of British literature of the Restoration and 18th century, focusing on major works, figures (three or more), and/or themes.

<b>ENGL 4140 Studies in British Literature: The Romantics</b>	<b>3-0-3</b>
<b>Prerequisite or corequisite:</b> ENGL 3060. A study of British literature of the Romantic period, focusing on major works, figures (three or more), and /or themes.	
<b>ENGL 4145 Studies in British Literature: The Victorians</b>	<b>3-0-3</b>
<b>Prerequisite or corequisite:</b> ENGL 3060. A study of British literature of the Victorian period, focusing on major works, figures (three or more), and /or themes.	
<b>ENGL 4150 Studies in British Literature 1910-1968</b>	<b>3-0-3</b>
<b>Prerequisite or corequisite:</b> ENGL 3060. A study of British literature from 1910-1968, focusing on major works, figures (three or more), and/or themes.	
<b>ENGL 4160 Studies in British Literature since 1968</b>	<b>3-0-3</b>
<b>Prerequisite or corequisite:</b> ENGL 3060. A study of British literature since 1968, focusing on major works, figures (three or more), and or themes.	
<b>ENGL 4210 Studies in American Literature to 1800</b>	<b>3-0-3</b>
<b>Prerequisite or corequisite:</b> ENGL 3060. A study of the literature of America from its beginning to 1800, focusing on major works, figures (three or more), and/or themes.	
<b>ENGL 4220 Studies in American Literature 1800-1865</b>	<b>3-0-3</b>
<b>Prerequisite or corequisite:</b> ENGL 3060. A study of the literature of America from 1800 to 1865, focusing on major works, figures (three or more), and/or themes.	
<b>ENGL 4230 Studies in American Literature 1865-1914</b>	<b>3-0-3</b>
<b>Prerequisite or corequisite:</b> ENGL 3060. A study of literature of America from 1865 to 1914, focusing major works, figures (three or more), and/or themes.	
<b>ENGL 4240 Studies in American Literature 1914-1945</b>	<b>3-0-3</b>
<b>Prerequisite or corequisite:</b> ENGL 3060. A study of literature of the Americas from 1914 to 1945, focusing on major works, figures (three or more), and/or themes.	
<b>ENGL 4250 Studies in American Literature since 1945</b>	<b>3-0-3</b>
<b>Prerequisite or corequisite:</b> ENGL 3060. A study of literature of the Americas after World War II, focusing on major contemporary works, figures (three or more), and/or themes.	
<b>ENGL 4300 Special Topics in Literature</b>	<b>3-0-3</b>
<b>Prerequisite or corequisite:</b> ENGL 3060. Studies of literature focusing on selected topics.	
<b>ENGL 4310 Studies in Major Writers</b>	<b>3-0-3</b>
<b>Prerequisite or corequisite:</b> ENGL 3060. A study of the interrelationship of the life and works of one or at most two major figures in literature.	
<b>ENGL 4320 Studies in Poetry</b>	<b>3-0-3</b>
<b>Prerequisite:</b> ENGL 3060. A focused study of selected poetic works, with special emphasis on employing the tools of literary and critical analysis.	
<b>ENGL 4330 Studies in Narrative</b>	<b>3-0-3</b>
<b>Prerequisite:</b> ENGL 3060. 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.	
<b>ENGL 4340 Studies in Drama</b>	<b>3-0-3</b>
<b>Prerequisite:</b> ENGL 3060. A focused study of drama, with special emphasis on employing the tools of literary and critical analysis.	
<b>ENGL 4350 Studies in Criticism/Theory</b>	<b>3-0-3</b>
<b>Prerequisite or Corequisite:</b> ENGL 3060. A study of literary theory and criticism since Plato, with special emphasis on contemporary theories.	



- ENGL 4360 Special Topics in Language and Writing** 3-0-3  
**Prerequisite:** ENGL 2080. Studies of language or writing focusing on selected topics.
- ENGL 4600 Rhetorical Issues in Professional Writing** 3-0-3  
**Prerequisite:** ENGL 3010 or 3020 or permission of the instructor. An advanced writing course examining rhetorical issues that arise from the professional writing process of planning, information gathering, drafting, revision, production, and distribution.
- ENGL 4610 History of the English Language** 3-0-3  
**Prerequisite or corequisite:** ENGL 3060. A study of the origins and development of the English language.
- ENGL 4620 Survey of the History of Rhetoric** 3-0-3  
**Prerequisite or corequisite:** ENGL 3060. A study of rhetorical theory and its major figures from the classical period to the present.
- ENGL 4630 Writing Technologies and Applications** 3-0-3  
**Prerequisite or corequisite:** ENGL 3010 or 3020 or permission of the instructor. A study of the principles and applications of technologies used to produce materials for the workplace, including advanced word processing applications, presentation software, desktop publishing programs, and Web authoring tools.
- ENGL 4640 Studies in Composition Theory** 3-0-3  
**Prerequisite or corequisite:** ENGL 2080. 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** 1-0-1 to 3-0-3  
**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 to 12 hours credit  
**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** 3-0-3  
**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).

## **ENGR: ENGINEERING**

- ENGR 1010 Technological Problem Solving** 3-0-3  
**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** 3-0-3  
**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** 3-0-3  
Interpretation of the scope of engineering; introduction to engineering disciplines that form the basis for a variety of career opportunities; engineering design as creative problem solving; lessons from design failures; professionalism and ethics; introduction to problem solving using MATLAB.
- ENGR 2200 Statics** 3-0-3  
**Prerequisite:** PHYS 2211; **Prerequisite or corequisite:** MATH 2263. 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** 3-3-4  
**Prerequisites:** CS 1301, 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** 3-0-3  
**Prerequisites:** CS 1301, 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** 2-2-3  
Introduction to engineering design and three-dimensional visualization; geometric construction; graphical projection and sketching; introduction to descriptive geometry; computer graphics.
- ENGR 3210 Dynamics** 3-0-3  
**Prerequisite:** ENGR 2200. 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** 3-0-3  
**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** 3-0-3  
**Prerequisites:** ENGR 2310, PHYS 2212. **Corequisite:** MATH 3340. Introduction to the basic concepts of DC and AC circuit theory and analysis.
- ENGR 4310 Thermodynamics** 3-0-3  
**Also offered as** PHYS 4310.  
**Prerequisites:** PHYS 2211, PHYS 2212, MATH 2263, or consent of the instructor. Basic principles of classical thermodynamics, which includes open and closed systems for both steady and transient processes.

**ENGR 4950 Directed Study in Engineering** 1-0-1 to 3-0-3  
**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.

## **ENSL: ENGLISH AS A SECOND LANGUAGE**

**ENSL 0100 Supplemental English for International Students** 3-0-3  
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.

## **ESOL: ENGLISH FOR SPEAKERS OF OTHER LANGUAGES**

**ESOL 4010 Applied Linguistics for ESOL Teachers** 3-0-3  
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 4020 Cultural Perspectives for ESOL Teachers** 3-0-3  
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 programs in the construction of learning environments and support linguistically diverse learners.

**ESOL 4030 Methods and Materials for Teaching ESOL** 3-0-3  
Methods of 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 4040 Assessing English Language Learners** 3-0-3  
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** 3-0-3  
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** 3-0-3  
Discussion, analysis, and practice of the various theories and models of second-language acquisition.

## **FIN: FINANCE**

**FIN 2380 Personal Finance** 3-0-3  
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** 3-0-3  
**Prerequisite:** ACCT 2102, ECON 2106. **Corequisite:** BUSA 2100 or MATH 2620.  
 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** 3-0-3  
**Prerequisite:** FIN 3350. Continuation of FIN 3350 with a concentration on financial analysis, valuation of assets, risk analysis, cash flow projections, and long-term financing decisions.
- FIN 3370 Financial Statement Analysis** 3-0-3  
**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 3650 Multinational Corporate Finance** 3-0-3  
**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** 3-0-3  
**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** 3-0-3  
**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 4520 Investments** 3-0-3  
**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 Advanced Portfolio Management** 3-0-3  
**Prerequisite:** FIN 4520 with a grade of “C” or better. 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 Financial Institution Management** 3-0-3  
**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 4900 Current Issues in Finance** 3-0-3 each  
**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 credit**  
**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 credit**  
**Prerequisite: Faculty approval.** A special project undertaken by the student. The project is guided by a faculty member and culminates in a research report.

## **FLED: FOREIGN LANGUAGE EDUCATION**

- FLED 2999 Entry to the Education Profession** **0 hours credit**  
 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** **2-0-2**  
**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** **0-2-1**  
**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** **2-0-2**  
**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** **1-0-1**  
**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 credit**  
**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** **10 hours credit**  
**Prerequisite: Senior Standing. Corequisite: FLED 4800.** The capstone experience providing opportunity for students to 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 4800 Senior Professional Development Seminar**

**2-0-2**

**Prerequisite:** Senior Standing. **Corequisite:** FLED 4790. Graded “Satisfactory or Unsatisfactory.” 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.

## **FREN: FRENCH**

### **FREN 1001 Beginning French Language and Introduction to Francophone Cultures, I 3-0-3**

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. FREN 1001 is not open for credit to students with two or more years of high school French or the equivalent.

### **FREN 1002 Beginning French Language and Introduction to Francophone Cultures, II 3-0-3**

**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) 3-0-3**

**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 1111 Intensive French Language and Francophone Cultures 3-0-3**

**Prerequisite:** Two or more years of high school French 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. FREN 1111 is a one-semester combination of FREN 1001 and FREN 1002. This course is designed for those students not fully prepared for the 1002 level. FREN 1111 reviews the concepts presented in FREN 1001 and advances the student through the material of FREN 1002.

### **FREN 2001 Intermediate French Language and Francophone Cultures, I 3-0-3**

**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 and Francophone Cultures, II 3-0-3**

**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** 3-0-3  
 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 3000 French Grammar and Composition** 3-0-3  
**Prerequisite:** 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 3110 French Culture and Civilization I** 3-0-3  
**Prerequisite:** FREN 2002 or permission of instructor. A survey of the historical, sociological, literary, and artistic developments of France up to modern times. As part of the Georgia French Collaborative, this is a distance-learning course conducted in French.
- FREN 3120 French Culture and Civilization II** 3-0-3  
**Prerequisite:** FREN 2002 or permission of instructor. A survey of the historical, sociological, philosophical, literary, and artistic developments of modern-day France and the Francophone world. As part of the Georgia French Collaborative, this is a distance-learning course conducted in French.
- FREN 3301 Conversation and Composition I** 3-0-3  
**Prerequisite:** FREN 2002 or consent of instructor. The development of students' proficiency in spoken and written French. Conversations will be based on communicative situations which students would encounter in the French-speaking world. Written activities will enable the student to react to typical exchanges which require written responses.
- FREN 3302 Conversation and Composition II** 3-0-3  
**Prerequisite:** FREN 3301 or consent of instructor. Continued development of students' skills in spoken and written French. The students will discuss and write topics that include narration, defense of ideas, criticism, hypotheses, literature, etc.
- FREN 3320 French Oral Expression** 3-0-3  
**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 3400 Introduction to Literature** 3-0-3  
**Prerequisite:** FREN 2002 or consent of instructor. 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 3450 Current Events of the French-Speaking World** 2-0-2  
**Prerequisite:** FREN 3301 or consent of instructor. A practical study of French TV and radio programs and other authentic media sources.
- FREN 3610 Women Writers of 17th-century France** 3-0-3  
**Prerequisite:** FREN 3400 or consent of instructor. Selected literary works of major women writers of 17th-century France.
- FREN 3621 Survey of French Literature I** 3-0-3  
**Prerequisite:** FREN 3400 or consent of instructor. Selected major literary works, authors, and literary movements of France from the Middle Ages through the 18th century.

- FREN 3622 Survey of French Literature II** 3-0-3  
**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 3630 Topics in French Language or Literature** 1-0-1  
**Prerequisite:** FREN 3302 and FREN 3400 or consent of instructor. 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 4110 Advanced Grammar and Composition** 3-0-3  
**Prerequisite:** FREN 2002 or consent of instructor. 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** 3-0-3  
**Prerequisite:** FREN 2002 or permission of instructor. An introduction to the economic and business practices of contemporary France and the Francophone world. As part of the Georgia French Collaborative, this is a distance-learning course conducted in French.
- FREN 4400 French Phonetics and Advanced Conversation** 3-0-3  
**Prerequisite:** FREN 3302 or consent of instructor. Study of phonetic principles and their applications.
- FREN 4950 Directed Study** 3-0-3  
**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** 3-0-3  
 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 hour credit  
 Graded "Satisfactory" or "Unsatisfactory." A practical application of students' skills in French. Students will either tutor students enrolled in public or private schools or complete a research project that requires extensive use of all language skills. This course may be repeated for up to 4 credit hours. Field trips comprise 70% of the final grade.
- FREN 4990 Senior Seminar** 3-0-3  
**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.

## **GENS: GENERAL STUDIES**

- GENS 4200 Directed Study in Human Resources** 1-0-1 to 3-0-3  
**Prerequisite:** Senior standing and permission of advisor, instructor, and General Studies Coordinator. Directed research, readings, or project in the field of human resources with regular conferences between instructor and student. An opportunity for mature students with experiential learning to integrate theory and practical applications on a one time basis.
- GENS 4900 Internship** 3 to 15 hours credit  
**Prerequisite:** Senior standing, advisor's and General Studies Coordinator's approval. A supervised practical experience to integrate theories and practical applications of the various components of the program. The number of credit hours granted is dependent upon the program, academic work, requirements, and nature of participation.



## **GEOG: GEOGRAPHY**

- GEOG 1100 Introduction to Geography** 3-0-3  
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** 3-0-3  
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** 3-0-3  
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.** 3-0-3  
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 1110 Our Hazardous Environment** 3-0-3  
**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** 3-2-4  
**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** 3-2-4  
**Pre- 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** 3-0-3  
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** 3-0-3  
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** 3-0-3  
**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** 2-2-3  
**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** 3-0-3  
**Also offered as GEOL 3020.**  
**Prerequisite:** 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** 2-2-3  
**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** 2-2-3  
**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** 2-2-3  
**Prerequisite:** GEOG 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** 3-0-3  
**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** 1-3-2  
**Prerequisite:** Junior standing or permission of 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** 3-0-3  
**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** 2-2-3  
**Also offered as GEOL 3120.**  
**Prerequisites:** 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** 3-0-3  
**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** 2-3-3  
**Also listed as GEOL 3200.**  
**Prerequisite:** **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** 3-2-4  
**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** 3-2-4  
**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** 3-3-4  
**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** 3-0-3  
**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** 3-0-3  
**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** 3-0-3  
**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** 3-0-3  
**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** 3-0-3  
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** 3-0-3  
**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** 3-3-4  
**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** 3-0-3  
**Also offered as BIOL 3810.**  
**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 include ecological and evolutionary processes, geophysical and climatic phenomena, and historical and anthropogenic events that have influenced current distributions.
- GEOG 3910 European Geography** 3-0-3  
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** 3-0-3  
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** 2-4-4  
**Prerequisite:** 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** 3-0-3  
**Prerequisite:** Math 2620 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 to 6 hours credit  
**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 Senior Thesis I** 1-0-1  
**Also offered as** GEOL 4860.  
**Prerequisite:** Junior or Senior standing and consent of the instructor. The first course in a three-semester research project designed by the student and supervising faculty member(s) in an approved area of interest. Students will design their project and gather data during Senior Thesis I.
- GEOG 4861 Senior Thesis II** 3-0-3  
**Also offered as** GEOL 4861.  
**Prerequisite:** GEOG 4860 or GEOL 4860. The second course in a three-semester research project designed by the student and supervising faculty member(s) in an approved area of interest. Students will continue data collection begun in Senior Thesis I, complete data analysis, and write a thesis.
- GEOG 4862 Thesis Presentation** 2-0-2  
**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** 1-0-1 to 4-4-6  
**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** 1-0-1 to 4-4-6  
**Prerequisite:** 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.

## **GEOLOGICAL: GEOLOGY**

- GEOL 1110 Our Hazardous Environment** 3-0-3  
**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** 3-2-4  
**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** 3-2-4  
**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** 3-0-3  
**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** 2-2-3  
**Prerequisite: 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** 3-0-3  
**Also offered as GEOG 3020.**  
**Prerequisite: 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.
- GEOL 3050 Oceanography** 3-0-3  
**Prerequisite: 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** 3-3-4  
**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** 2-3-3  
**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 and Petrography** 2-3-3  
**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** 3-3-4  
**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** 1-3-2  
**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** 2-2-3  
**Also offered as** GEOG 3120.  
**Prerequisites:** 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** 2-3-3  
**Prerequisite:** 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 An Introduction to Hydrology** 3-2-4  
**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** 2-2-3  
**Prerequisites:** 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** 2-2-3  
**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** 3-2-4  
**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** 2-2-3  
**Prerequisites:** 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** 3-3-4  
**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** 3-0-3  
**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** 3-0-3  
**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** 3-0-3  
**Also offered as ASTR 3400.**  
**Prerequisite:** 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** 3-3-4  
**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** 2-2-3  
**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** 3-2-4  
**Prerequisites:** GEOL 1121K, CHEM 1211 and CHEM 1211L, 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** 3-0-3  
**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** 3-3-4  
**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** 3-2-4  
**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 to 6 hours credit  
**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 Senior Thesis I** 1-0-1  
**Also offered as GEOG 4860.**  
**Prerequisite:** Junior or Senior standing and consent of the instructor. The first course in a three-semester research project designed by the student and supervising faculty member(s) in an approved area of interest. Students will design their project and gather data during Senior Thesis I.
- GEOL 4861 Senior Thesis II** 3-0-3  
**Also offered as GEOG 4861.**  
**Prerequisite:** GEOG 4860 or GEOL 4860. The second course in a three-semester research project designed by the student and supervising faculty member(s) in an approved area of interest. Students will continue data collection begun in Senior Thesis I, complete data analysis, and write a thesis.

- GEOL 4862 Thesis Presentation** 2-0-2  
 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** 1-0-1 to 4-4-6  
**Prerequisite:** 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** 1-0-1 to 4-4-6  
**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.

## **GRMN: GERMAN**

- GRMN 1001 Beginning German Language and Introduction to German Culture, I** 3-0-3  
 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** 3-0-3  
**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** 3-0-3  
**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** 3-0-3  
**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 German Culture, II** 3-0-3  
**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** 3-0-3  
**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** 3-0-3  
**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** 3-0-3  
**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** 3-0-3  
**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** 3-0-3  
**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 3560 Survey of German Poetry** 3-0-3  
**Prerequisite:** GRMN 3310 or consent of the instructor. Study of representative poetry over the centuries with the focus on the development of content and form.
- GRMN 3570 Survey of 18th- and 19th-Century German Theater** 3-0-3  
**Prerequisite:** GRMN 3310 or consent of the instructor. Study of selected plays in their entirety with emphasis on the social changes in German society.
- GRMN 3580 Contemporary Works in German–Language and Literature** 3-0-3  
**Prerequisite:** GRMN 3310 or consent of the instructor. Study of selected works in their entirety with emphasis on current social concerns in the German-speaking world.
- GRMN 4410 Advanced Conversation** 3-0-3  
**Prerequisite:** GRMN 2002 or consent of the instructor. Intensive approach to spoken German based on everyday activities and occurrences.
- GRMN 4420 Questions of Gender in German-Language Texts** 3-0-3  
**Prerequisite:** GRMN 3310 or consent of the instructor. Study of the works of women authors in the German-speaking world and of the treatment of gender in other texts.
- GRMN 4950 Directed Study** 3-0-3  
**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** 3-0-3  
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.

## **HCAD: HEALTHCARE ADMINISTRATION**

- HCAD 3200 Healthcare Management** 3-0-3  
**Prerequisite or corequisite:** MGNT 3250. An introduction to concepts and competencies required in managing direct care and non-direct care healthcare organizations.
- HCAD 4100 Healthcare Human Resources Management** 3-0-3  
**Prerequisites:** MGNT 3250 and PERS 2485. 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 4980 Internship in Healthcare Administration** 3-0-3  
**Prerequisite:** Completion of Internship Agreement Form 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.

## **HIST: HISTORY**

- HIST 1011 History of Civilization I** 3-0-3  
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** 3-0-3  
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** 3-0-3  
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** 3-0-3  
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** 3-0-3  
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** 3-0-3  
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 2111 United States History to 1865** 3-0-3  
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** 3-0-3  
 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** 3-0-3  
 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** 3-0-3  
 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** 3-0-3  
**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.** 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 3010 Women in Ancient Greece and Rome** 3-0-3  
**Also offered as WGST 3010.**  
 Issues of particular relevance to women in Greek and Roman society and their modern parallels. Topics include: social, political, and legal rights; the family, marriage, and children; health issues; women and work.
- HIST 3020 The Status of Women: Historical Perspectives** 3-0-3  
**Also offered as WGST 3020.**  
 Women in the Western historical tradition with emphasis upon historiographical methods of working women's lives. Primary source materials reveal the evolution of women's views of themselves, first as expressed by men, then by women as they begin to speak of themselves.
- HIST 3030/3040/3050/3060/3070/3080/3090 Special Topics in History** 3-0-3 each  
 Selected themes of historical and contemporary interest. May be repeated for credit if topics are different.
- HIST 3030 H Honors Topics in U. S. History** 3-0-3  
 Special topics in United States history for History Honors Track. May be repeated for credit.
- HIST 3040 H Honors Topics in European History** 3-0-3  
 Special topics in European history for History Honors Track. May be repeated for credit.
- HIST 3050 H Honors Topics in World History** 3-0-3  
 Special topics in world history for History Honors Track. May be repeated for credit.
- HIST 3120 History of Cuisine and Culture** 3-0-3  
 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** 3-0-3  
 The history of Ancient Egypt and Mesopotamia, with emphasis on political structures, social institutions, and cultural developments.
- HIST 3202 Hellenistic Greece and Rome** 3-0-3  
 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** 3-0-3  
 A study of the cultural, intellectual, and religious life of Europe in the 14th, 15th, and 16th centuries.

<b>HIST 3205 Europe in the Age of Louis XIV, 1648-1750</b>	<b>3-0-3</b>
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.	
<b>HIST 3206 Revolutionary Europe, 1750-1815</b>	<b>3-0-3</b>
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.	
<b>HIST 3207 Europe, 1815-1914</b>	<b>3-0-3</b>
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.	
<b>HIST 3208 Europe, 1914-1945</b>	<b>3-0-3</b>
A survey of the lost generation living in a society broken and disillusioned by World War I.	
<b>HIST 3209 Europe Since 1945</b>	<b>3-0-3</b>
A study of European domestic and international affairs since 1945 with emphasis upon the major states.	
<b>HIST 3220 Medieval Civilization</b>	<b>3-0-3</b>
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.	
<b>HIST 3230 Byzantine Empire and Society</b>	<b>3-0-3</b>
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.	
<b>HIST 3240 The Crusades</b>	<b>3-0-3</b>
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.	
<b>HIST 3301 Britain to 1603</b>	<b>3-0-3</b>
History of the British Isles from prehistory to the advent of the Stuarts, with emphasis on political, social, economic, and cultural developments.	
<b>HIST 3302 Britain since 1603</b>	<b>3-0-3</b>
History of the British Isles from 1603 to the present, with emphasis on political, imperial, social, and economic developments.	
<b>HIST 3303 English Constitutional History</b>	<b>3-0-3</b>
A study of the development of English judicial and governmental institutions from the Anglo-Saxon period to the present.	
<b>HIST 3401 Slavic Europe to 1815</b>	<b>3-0-3</b>
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.	
<b>HIST 3402 Slavic Europe since 1815</b>	<b>3-0-3</b>
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.	
<b>HIST 3500 German History, 1700-1945</b>	<b>3-0-3</b>
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 3502 Topics in German History** 3-0-3  
An in-depth study of the history and historiographical and philosophical debates of a particular issue or period in German history. May be repeated for credit.
- HIST 3601 World Military History to 1618** 3-0-3  
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** 3-0-3  
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** 0-2-1  
**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** 3-0-3  
Development of American constitutionalism from its origins in England and colonies to the present time.
- HIST 4101 American Legal History** 3-0-3  
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 4105 European Ethnicity in American History** 3-0-3  
A study of European immigration to the United States during the 19th and 20th centuries. The course will examine the reason why Europeans came to American, the problems they faced in the assimilation process, and the contributions they made to the growth of the United States.
- HIST 4198 Colonial North America to 1763** 3-0-3  
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** 3-0-3  
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.

<b>HIST 4202 United States, 1789-1850</b>	<b>3-0-3</b>
A study of United States history from the Washington administration through the Compromise of 1850, focusing on political, cultural, social, and economic developments.	
<b>HIST 4203 United States, 1850-1877</b>	<b>3-0-3</b>
A study of 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.	
<b>HIST 4204 United States, 1877-1921</b>	<b>3-0-3</b>
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.	
<b>HIST 4205 United States, 1921-1945</b>	<b>3-0-3</b>
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.	
<b>HIST 4206 United States since 1945</b>	<b>3-0-3</b>
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.	
<b>HIST 4207 United States Diplomacy to 1921</b>	<b>3-0-3</b>
A study of United States foreign relations from the Revolutionary period through 1921.	
<b>HIST 4208 United States Diplomacy since 1921</b>	<b>3-0-3</b>
A study of United States foreign relations since 1921	
<b>HIST 4211 Georgia History through 1865</b>	<b>3-0-3</b>
A study of Georgia's history from its occupation by the earliest Indians through the Civil War, with attention to the state's development in its regional, national, and international context. Satisfies the Georgia History legislative requirement.	
<b>HIST 4212 Georgia History since 1865</b>	<b>3-0-3</b>
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 the Georgia History legislative requirement.	
<b>HIST 4219 Genealogy</b>	<b>3-0-3</b>
A survey of the major uses and methods of genealogical research. The course will explore oral traditions; census, probate, property, and military records; surname origins; legal, biological, and fictive kinships; and the DNA genealogical revolution.	
<b>HIST 4220 Local History</b>	<b>3-0-3</b>
A study of the methodology of local history research and writing. The course examines aspects of south Georgia history as a means of providing the student with an opportunity to apply the methodology.	
<b>HIST 4221 The Old South</b>	<b>3-0-3</b>
A detailed study of the social, economic, cultural, and intellectual life of the colonial and antebellum South, with consideration of the influence of slavery.	
<b>HIST 4222 The New South</b>	<b>3-0-3</b>
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.	
<b>HIST 4225 History of the American West</b>	<b>3-0-3</b>
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.	
<b>HIST 4226 Colonial South</b>	<b>3-0-3</b>
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 4231 African-American History to 1865** 3-0-3  
**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** 3-0-3  
**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** 3-0-3  
**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** 3-0-3  
**Also offered as AFAM 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.
- HIST 4240 American Social History** 3-0-3  
 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** 3-0-3  
 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** 3-0-3  
 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** 3-0-3  
 A study of the native peoples of 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** 3-0-3  
 A 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 4250 History of Religion in the South** 3-0-3  
 Overview of general religious patterns and their influence on southern society, with particular attention to mass religious movements such as the Great Awakening, Great Revival, Mission/Antimission Movement, Confederate Religion, African American Religion, Holiness/Pentecostalism, the Charismatic Movement, and the rise of the Religious Right. The course also focuses on the origins and development of the major denominations in the South.

- HIST 4261 Women in the U.S. to 1869** 3-0-3  
**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** 3-0-3  
**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 4270 History of Women in the U.S. South** 3-0-3  
**Also offered as WGST 4270.**  
 A study of the history 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 in which gender, class, and race influence women's regional identity.
- HIST 4280 History of U.S. Women Activists and Social Reformers** 3-0-3  
**Also offered as WGST 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.
- HIST 4290 U. S. Military History** 3-0-3  
 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 I** 3-0-3  
 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 II** 3-0-3  
 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** 3-0-3  
 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 4301 Colonial Latin America** 3-0-3  
 The founding, growth, and development of Latin America by Spain and Portugal to the wars of independence.
- HIST 4302 Republican Latin America** 3-0-3  
 Major historical trends in Latin America since the wars of independence.
- HIST 4303 The Spanish Borderlands** 3-0-3  
 A study of the history of Spanish North America and its influence on the history of the United States and Native Americans, 1513-1850. 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 4304 The Caribbean** 3-0-3  
 Political, economic, social, and cultural developments of the major Caribbean countries, 1492 to the present.

- HIST 4305 History of Mexico** 3-0-3  
 A survey of the history of Mexico from pre-Columbian times to the present. The course will examine social, economic, and cultural aspects of colonialism; imperial reform; independence and nation-building; liberalism and monarchism; federalism and centralism; foreign intervention; Mexican Revolution; industrialization; and neo-liberalism.
- HIST 4306 History of Central America** 3-0-3  
 A survey of the history of Central America from pre-Columbian times to the present. The course will examine pre-Columbian indigenous society; Spanish conquest and colonialism; state formation and nation-building; economic underdevelopment; foreign intervention; Cold War and human rights; and the role of the Catholic church and liberation theology.
- HIST 4320 History of Indigenous Peoples of Latin America** 3-0-3  
 An examination of the history of indigenous peoples of Latin America from pre-Columbian times to the present. Topics include native agency and autonomy; adaptation and synthesis of indigenous culture to imposed colonial institutions; and post-colonial native activism and politics. Emphasis will be placed on indigenous accounts and perceptions of the region's past.
- HIST 4401 East Asia** 3-0-3  
 An analysis of the principal historical and cultural developments in China, Japan, and Korea, with special emphasis upon the interactions of these nations among themselves, their responses to western culture, and their roles in regional and world affairs.
- HIST 4402 Asia in the Modern World** 3-0-3  
 A general overview of the role of Asia in the contemporary world, with special reference to such phenomena as geography, population trends, cultural diversity, and regional and world interactions of the Asian nations.
- HIST 4403 The Indian Subcontinent** 3-0-3  
 An analysis of the 5000-year-old culture of the Indian sub-continent and Sri Lanka, with major emphasis upon the indigenous religions of the region and the impact of western culture and Christianity. Other topics considered are population, caste, the family, village life, government organization, the impact of British rule, and the independence movements that led to the establishment of the independence of India, Sri Lanka, and Bangladesh.
- HIST 4404 History of the Vietnam War** 3-0-3  
 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 4501 History of the Middle East to 1798** 3-0-3  
 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** 3-0-3  
 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 4511 Precolonial Africa** 3-0-3  
**Also offered as AFAM 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.

- HIST 4512 Modern Africa** 3-0-3  
**Also offered as AFAM 4512.**  
 An examination of 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.
- HIST 4800 Directed Study in History** 3-0-3  
 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 4800 H Honors Directed Study: Thesis** 3-0-3  
 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 Honors History Track.
- HIST 4810 Internship in History** 3-0-3 to 9-0-9  
 Graded “Satisfactory” or “Unsatisfactory.” 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.
- HIST 4950 Senior Seminar** 3-0-3  
**Prerequisite: 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 as history majors.

## **HONS: HONORS**

- HONS 1990 Honors Introductory Seminar** 2-0-2  
**Prerequisite: Admission to the Honors College.** A seminar, usually with an interdisciplinary focus, designed for students entering the Honors College. Covers acculturation into the Honors College, along with exposure to methods of inquiry, modeling behavior, and resources of the university community.
- HONS 2010 Honors Colloquium** 2-0-2  
**Corequisite: HONS 1990.** A series of lectures and discussion sessions offered on particular themes, leading to extended work in one particular area of research.
- HONS 3330 Honors Option Credit** 0-0-0  
**Prerequisite: HONS 1990 and approval of the Honors Dean.** Graded “Satisfactory” or “Unsatisfactory.” Supervised tutorial experience between student and teacher that generates Honors credit for a non-Honors course. May be taken no more than three times.
- HONS 3990 Honors Capstone Seminar** 3-0-3  
**Prerequisite: HONS 1990 and twelve hours in the Honors College.** An interdisciplinary seminar on a selected topic. May be repeated for credit if topics are different.
- HONS 3999 Introduction to Honors Research** 3-0-3  
 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** 1-0-1 to 3-0-3  
 Directed studies or guided research in a selected area for Honors students. May be repeated for credit.
- HONS 4990 Honors Senior Project** 2-0-2  
**Prerequisite: HONS 1990, 2010, and twenty hours in the Honors College.** Development, assembly, and presentation of an extended research project or portfolio geared along interdisciplinary lines.

## HSAT: HEALTH SCIENCES—ATHLETIC TRAINING

- HSAT 2050 Introduction to Athletic Training** 2-0-2  
**Prerequisite:** **Declared Athletic Training Major.** Basic information concerning admission criteria, process, and retention requirements; the Athletic Training Program; and the profession of athletic training. Students eligible for admission into the program may take the course.
- HSAT 3020 Assessments in Exercise Physiology** 1-4-3  
**Prerequisite:** **Admission to the Athletic Training Program.** Development of knowledge, skills, and abilities in selecting, administering, and interpreting standardized health, athletic, and physiological-related physical fitness tests.
- HSAT 3200 Nutrition for Health and Human Performance** 3-0-3  
**Prerequisite:** **Admission to the Athletic Training Program.** 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.
- HSAT 3420 Exercise Physiology** 2-2-3  
**Prerequisite:** **Grade of “C” or higher in BIOL 2651.** 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.
- HSAT 3430 Kinesiology** 2-2-3  
**Prerequisite:** **Athletic Training majors must have completed HSAT 2050 with a grade of “C” or better.** 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.
- HSAT 3440 Athletic Training Clinical Competencies I** 0-4-2  
**Prerequisites:** **Admission to the Athletic Training Program and a grade of “C” or better in Athletic Training Program courses taken the previous semester.** A study of manipulative and motor skills required to perform athletic training techniques in clinical settings. Techniques reflect those presented in lecture/lab courses taught the previous semester. The course also involves a semester-long clinical education component.
- HSAT 3441 Athletic Training Clinical Competencies II** 0-4-2  
**Prerequisites:** **Admission to the Athletic Training Program and a grade of “C” or better in Athletic Training Program courses taken the previous semester.** A study of manipulative and motor skills required to perform athletic training techniques in clinical settings. Techniques reflect those presented in lecture/lab courses that were taught the previous semester. The course also involves a semester-long clinical education component.
- HSAT 3500 Athletic Training Special Topics** 1-2-2  
**Prerequisite:** **Admission to the Athletic Training Program.** A flexible course of study dealing with current events or special topics in athletic training. The course is designed to prepare graduating athletic training majors to address current and contemporary issues within the athletic training profession.
- HSAT 4250 Organization and Administration Strategies in Athletic Training** 3-0-3  
**Prerequisite:** **HSAT 2050 completed with a grade of “C” or better.** A study of management techniques used in typical athletic training settings. General topic areas to include facility design, human resource management, information processing, and financial management techniques. Athletic injury insurance and legal considerations in athletic training will also be covered.

- HSAT 4300 Foundations of Injury Prevention and Care** 3-2-4  
**Prerequisite:** KSPE 2050 or HSAT 2050 completed with a grade of “C” or better. Provides the student with knowledge concerning sports injury prevention, treatment, and taping skills. Emphasis is placed on protocols common in the athletic training profession.
- HSAT 4350 Evaluation and Assessment of Upper and Lower Extremities** 3-2-4  
**Prerequisite:** Admission to the Athletic Training Program. Advanced principles addressing athletic injuries that commonly occur to the head, neck, trunk, and upper and lower extremities, with regard to evaluation protocol and tests.
- HSAT 4360 Evaluation and Assessment of Head, Neck, and Trunk** 3-2-4  
**Prerequisite:** Admission to the Athletic Training Program. Advanced principles addressing athletic injuries that commonly occur to the head, neck, trunk, and upper and lower extremities, with regard to evaluation protocol and tests.
- HSAT 4400 Therapeutic Modalities and Pharmacology in Athletic Training** 3-2-4  
**Prerequisite:** Admission to the Athletic Training Program. An introduction to basic rehabilitation principles in the athletic training profession, in addition to the use of therapeutic modalities and pharmacology agents available in this process.
- HSAT 4440 Athletic Training Clinical Competencies III** 0-4-2  
**Prerequisites:** Admission to the Athletic Training Program and a grade of “C” or better in Athletic Training Program courses taken the previous semester. A study of manipulative and motor skills required to perform athletic training techniques in clinical settings. Techniques reflect those presented in lecture/lab courses that were taught the previous semester. The course also involves a semester-long clinical education component.
- HSAT 4441 Athletic Training Clinical Competencies IV** 0-4-2  
**Prerequisites:** Admission to the Athletic Training Program and a grade of “C” or better in Athletic Training Program courses taken the previous semester. A study of manipulative and motor skills required to perform athletic training techniques in clinical settings. Techniques reflect those presented in lecture/lab courses that were taught the previous semester. The course also involves a semester-long clinical education component.
- HSAT 4442 Athletic Training Clinical Competencies V** 0-4-2  
**Prerequisites:** Admission to the Athletic Training Program and a grade of “C” or better in Athletic Training Program courses taken the previous semester. A study of manipulative and motor skills required to perform athletic training techniques in clinical settings. Techniques reflect those presented in lecture/lab courses that were taught the previous semester. The course also involves a semester-long clinical education component.
- HSAT 4443 Athletic Training Clinical Competencies VI** 0-4-2  
**Prerequisites:** Admission to the Athletic Training Program and a grade of “C” or better in Athletic Training Program courses taken the previous semester. A study of manipulative and motor skills required to perform athletic training techniques in clinical settings. Techniques reflect those presented in lecture/lab courses that were taught the previous semester. The course also involves a semester-long clinical education component.
- HSAT 4450 Sport Related Illnesses and Conditions** 3-0-3  
**Prerequisite:** HSAT 4360. Investigating signs, symptoms, and treatments of illnesses and conditions common to athletes but not addressed in previous athletic training courses.
- HSAT 4490 Rehabilitation Techniques in Athletic Training I** 3-2-4  
**Prerequisite:** Admission to the Athletic Training Program. Provides the student with the knowledge needed to develop comprehensive rehabilitation programs. The development of therapeutic goals and objectives, exercise gradation, and methods of evaluating rehabilitation progress will be stressed.

- HSAT 4491 Rehabilitation Techniques in Athletic Training II** 2-2-3  
**Prerequisite:** HSAT 4490. A continuation of KSPE 4490, with emphasis on the practical applications of rehabilitation principles. Current surgical techniques and therapeutic exercise protocols are emphasized.
- HSAT 4600 Athletic Training Ethics and Psychosocial Issues** 3-0-3  
**Prerequisite:** Admission to the Athletic Training Program or consent of instructor. A study of the knowledge and skills that certified athletic trainers must possess to recognize the sociocultural, mental, emotional, and physical behaviors of those involved in physical activity for intervention and referral. Recognizing professional responsibilities is also stressed.
- HSAT 4700 Athletic Training Professional Practice Seminar** 0-4-2  
**Prerequisite:** KSPE 4430 or HSAT 4430. Students must be in final semester of the Athletic Training Program. Reflection on the educational and clinical competencies. In this course, students will refine knowledge and skills emanating from previous Athletic Training major courses of study and discuss and prepare for the BOC exam.

## **HSEP: HEALTH SCIENCES—EXERCISE PHYSIOLOGY**

- HSEP 3010 Exercise Testing and Prescription I** 3-0-3  
**Prerequisite:** Acceptance to the 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** 3-0-3  
**Prerequisites:** Acceptance to the Exercise Physiology Program and HSEP 3010. A grade of “C” or higher in all prerequisite courses. A continuation of HSEP 3010, with emphasis on cardiovascular, pulmonary, and metabolic disease; the role and mechanism of action for medications such as alpha and beta blockers, calcium channel blockers, ACE inhibitors, nitrates, 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 Assessments in Exercise Physiology** 1-4-3  
**Prerequisites:** KSPE 3420 or HSEP 3420; HSEP 3010; and admission to the Exercise Physiology Program. A grade of “C” or higher in all prerequisite courses. Development of knowledge, skills, and abilities in selecting, administering, and interpreting standardized health, athletic, and physiological-related physical fitness tests.
- HSEP 3050 Care and Prevention of Exercise-Related Injuries** 2-2-3  
**Prerequisites:** Acceptance to the Exercise Physiology Program and HSEP 3430. A grade of “C” or higher in all prerequisite courses. Basic knowledge, skills, and abilities required for the prevention, treatment, and rehabilitation of common injuries related to physical activity. Students will undergo First Aid and Basic Life Support training, which will include the utilization of an Automated External Defibrillator.
- HSEP 3200 Nutrition for Health and Human Performance** 3-0-3  
**Prerequisite or corequisite:** HSEP 3420 or permission of instructor. Prerequisites by program: Exercise physiology majors must have met program entry requirements. Health and physical education majors must have been admitted into the program and passed KSPE 2999. Admitted athletic training students and nutrition minors may be allowed to take the course with the approval of the program coordinator and the instructor. A grade of “C”

or higher in all prerequisite courses. 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** 3-0-3

**Prerequisites: Acceptance to the Exercise Physiology Program and grade of “C” or higher in MATH 2620.** 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 3410 Biomechanics** 2-2-3

**Prerequisites: Acceptance to the Exercise Physiology Program and HSEP 3430.** A grade of “C” or higher in all prerequisite courses. A concentrated study of the dynamics and mechanical analysis of human movement.

**HSEP 3420 Exercise Physiology** 2-2-3

**Prerequisite: Grade of “C” or higher in BIOL 2651.** Exercise physiology majors must have met program entry requirements. 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 Kinesiology** 2-2-3

**Prerequisites: Acceptance to the Exercise Physiology Program and grade of “C” or better in BIOL 2651.** 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 Resistance and Training Program Development** 2-2-3

**Prerequisites: Acceptance to the Exercise Physiology Program and HSEP 3430.** A grade of “C” or higher in all prerequisite courses. Development, instruction, supervision, and evaluation of muscular fitness and flexibility programs for diverse populations and settings using a variety of training modalities. Based upon competencies required for ACSM, NATA, and NSCA certifications.

**HSEP 4040 Pediatric Exercise Physiology** 2-2-3

**Prerequisite: Acceptance to the Exercise Physiology Program and HSEP 3420 and HSEP 3020.** A grade of “C” or higher in all prerequisite courses. 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 4070 Exercise Cardiopulmonary Physiology** 3-0-3

**Prerequisites: Acceptance to the Exercise Physiology Program and HSEP 3420.** A grade of “C” or higher in all prerequisite courses. 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** 3-0-3

**Prerequisites: Acceptance to the Exercise Physiology Program.** 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 4090 Exercise Cardiopulmonary Medications** 3-0-3  
**Prerequisite:** Grade of “C” or higher in KSPE 4080. Designed to assist the clinical exercise physiologist understand the mechanisms of principal action, major side effects, symptoms of drug intolerance or toxicity, and how they may affect exercise testing and training, including the electrocardiogram.
- HSEP 4130 Exercise Cardiopulmonary Rehabilitation** 3-0-3  
**Prerequisites:** Acceptance to the Exercise Physiology Program and HSEP 4070. A grade of “C” or higher in all prerequisite courses. 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 4210 Clinical Exercise Physiology** 3-0-3  
**Prerequisites:** Acceptance to the Exercise Physiology Program, HSEP 3010, HSEP 3420, and HSEP 4070. A grade of “C” or higher in all prerequisite courses. 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** 0-6-3  
**Prerequisites:** Acceptance to the Exercise Physiology Program. Students must have a completed graduation checklist returned from the Registrar, as well as a current CPR card. A grade of “C” or higher in all prerequisite courses. Evaluation, review, and mastery of the competencies required for the clinical or applied exercise physiologist prior to enrollment in HSEP 4550. Each student is required to sit for at least one of the following professional certification examinations: American College of Sports Medicine Health Fitness Instructor, Exercise Specialist, or the National Strength and Conditioning Association National Strength and Conditioning Specialist. The certification examinations may be taken within the last two semesters of study as specified by each professional organization.
- HSEP 4550 Exercise Physiology Internship** 0-0-12  
**Prerequisites:** Acceptance to the Exercise Physiology Program. All requirements for the B.S. in Exercise Physiology degree completed, except HSEP 4550. Student must possess a current CPR card and professional liability insurance. A grade of “C” or higher in all prerequisite courses. The student is required to work 40 hours per week for a minimum of 10 weeks, or 400 cumulative hours. Students must complete a major project or paper related to some aspect of the internship site, teach at least two educational classes, and submit a weekly log of their daily activities. The internship site must reflect an area directly related to the field of clinical or applied exercise physiology.
- HSEP 4650 Applied Structural Anatomy and Kinesiology** 2-2-3  
**Prerequisite:** KSPE 4360. In-depth study of human structural and neuromuscular anatomy. Special emphasis is placed upon analysis of the extremities and joint structures as related to sport, injury conditions, and exercise prescriptions.

## **IB: INTERNATIONAL BUSINESS**

- IB 3000 Introduction to International Business** 3-0-3  
 An evaluation of country risks, distinguishing between different foreign business structures and practices, and a critical evaluation of cultural distinctions and their effects on individuals.

## **INDS: INTERDISCIPLINARY STUDIES**

- INDS 2000 Introduction to Interdisciplinary Studies** 3-0-3  
An introduction to the theory of interdisciplinarity. 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** 3-0-3  
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.

## **INTL: INTERNATIONAL/INTERCULTURAL STUDIES**

- INTL 2090 Introduction to International/Intercultural Studies** 3-0-3  
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** 3-0-3  
An enhanced overview of international studies as a field of inquiry. 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 3000 Foreign Exchange** 0-0-0  
A course for foreign students enrolled at VSU under official exchange agreements of the University.
- INTL 3170 Topics in International/Intercultural Studies** 1-0-1 to 3-0-3  
Special topics in international studies include on-campus experiences, seminars, and workshops such as the National Model United Nations programs and the spring courses offered in conjunction with the Focus lecture series each spring. May be repeated for credit.
- INTL 3500 Study Abroad** 0-0-0 to 9-0-9  
**Prerequisite: Acceptance to a VSU study abroad program.** Courses for students studying abroad on VSU-approved programs. Students must have written approval from the Center for 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** 0-0-0 to 9-0-9  
**Prerequisite: Acceptance to a VSU study abroad program.** Courses for students studying abroad on VSU-approved programs. Students must have written approval from the Center for 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 3520 Study Abroad** 0-0-0 to 9-0-9  
**Prerequisite: Acceptance to a VSU study abroad program.** Courses for students studying abroad on VSU-approved programs. Students must have written approval from the Center for 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** 3-0-3  
**Prerequisite:** 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, under the direction of a faculty supervisor in that field.
- INTL 4800H Honors Senior Capstone Course** 3-0-3  
**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.
- INTP: INTERPRETING**
- INTP 2998 Entry into the Profession** 0 credit 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 courses SPEC 3100, ASLS 3140, DEAF 3110, 3120, 3130, and INTP 3010, 3150, 4010, 4020, 4030, 4040, 4050, 4060, 4070, 4080. Candidates are required to establish an electronic portfolio, have passed or exempted the Regents' exam, have a 2.5 GPA, 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.
- INTP 3010 Introduction to ASL–English Interpretation** 3-0-3  
**Prerequisite:** INTP 2998 and ASLS 2120. An overview of the field of interpreting, which examines the role of ASL/English interpreters in a variety of setting in which they work, including education; medical, legal, and social services; 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** 3-0-3  
**Prerequisites:** INTP 2998, SPEC 3000, and ASLS 3170. 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 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** 4-0-4  
**Prerequisites:** ASLS 3170, ASLS 3180, INTP 3010, ASLS 3140, DEAF 3100, and INTP 2998. 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 American Sign Language.
- INTP 4020 Consecutive American Sign Language/English Interpreting** 3-2-4  
**Prerequisites:** INTP 2998, ASLS 3140, and INTP 3010. 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** 3-0-3  
**Prerequisites:** INTP 2998, ASLS 3140, INTP 3010. A 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** 2-4-4  
**Prerequisites:** ASLS 3170, ASLS 3180, INTP 3010, ASLS 3140, DEAF 3100, and INTP 2998. Structured observation of professional interpreters and an opportunity to acquire additional knowledge about the profession of interpreting.
- INTP 4050 Simultaneous English/American Sign Language Interpreting** 3-0-3  
**Prerequisites:** INTP 2998, INTP 3010, INTP 4010, INTP 4020, INTP 4030, and INTP 4040. 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 in American Sign Language.
- INTP 4060 Simultaneous American Sign Language Interpreting/English** 3-0-3  
**Prerequisites:** INTP 2998, INTP 3010, INTP 4010, INTP 4020, INTP 4030, and INTP 4040. A continuation of INTP 4030. 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** 3-0-3  
**Prerequisites:** INTP 2998, INTP 3010, INTP 4010, INTP 4020, INTP 4030, and INTP 4040. A continuation of INTP 4040. 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 structures that best match the spoken message.
- INTP 4080 Educational Interpreting Internship** 1-20-6  
**Prerequisites:** INTP 2998, INTP 3010, INTP 4010, INTP 4020, INTP 4030, and INTP 4040. An opportunity for students to work in a school system and apply their interpreting skills in the educational 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 that interpreters have in the classroom.

## **ISCI: INTEGRATED SCIENCE**

- ISCI 2001 Life and Earth Science for Early Childhood Education Teachers** 2-2-3  
 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** 2-2-3  
 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** 2-2-3  
**Prerequisite:** ECSE 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** 3-2-4  
 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** 3-2-4  
 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** 3-2-4  
 Survey primarily of the biota of south Georgia and associated biological processes. Using the biota of southern 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.

## **JAPN: JAPANESE**

- JAPN 1001 Beginning Japanese Language and Introduction to Japanese Culture I** 3-0-3  
 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** 3-0-3  
**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** 3-0-3  
**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** 3-0-3  
**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** 3-0-3  
**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.

## **JOUR: JOURNALISM**

- JOUR 2500 Journalism Newspaper Seminar** 1-0-1 to 2-0-2  
 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** 1-0-1  
 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** 3-0-3  
**Prerequisite:** ENGL 2111 or 2111H, 2112 or 2112H, 2113 or 2113H, 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 the practical editing techniques.
- JOUR 3500 Introduction to Journalism** 3-0-3  
 A survey of the development, function, and philosophy of journalism with an emphasis on contemporary attitudes, practices, and problems.
- JOUR 3510 News Writing** 3-0-3  
 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** 1-0-1 to 2-0-2  
**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** 3-0-3  
 Selected subjects of interest in journalism.
- JOUR 3540 The Law and Journalism** 3-0-3  
 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** 3-0-3  
**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** 3-0-3  
 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** 3-0-3  
**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 online media.
- JOUR 4510 Feature Writing** 3-0-3  
**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** 3-0-3  
**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** 3-0-3  
**Prerequisite:** JOUR 3510. A study of the theory and practice of writing editorials, columns, and reviews.
- JOUR 4540 Journalism in the Digital Age** 3-0-3  
**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** 3-0-3  
**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** 3-0-3  
**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 Sportswriting** 3-0-3  
**Prerequisite:** JOUR 3510. 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** 1-0-1 to 3-0-3  
**Prerequisite:** JOUR 3510. Study in an area or subject not normally found in established courses offered by the department. Permission of adviser, instructor, and Department Head required. Forms must be completed before registration. May be repeated for credit.
- JOUR 4800 Internship in Journalism** 3-0-3 to 12-0-12  
 Graded "Satisfactory" or "Unsatisfactory." Supervised work at a newspaper, magazine, or related publication (traditional or on-line 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.

## **KSPE: KINESIOLOGY AND PHYSICAL EDUCATION**

- KSPE 1010 Physical Fitness** 0-2-1  
Exercise sessions in the Fitness Center designed to improve the components of physical fitness for exercise science benefits. Assessment, interpretation, and discussion of physical fitness and selected health-related components are included.
- KSPE 1020 Weight Training** 0-2-1  
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** 0-2-1  
Students learn and practice new weight lifting techniques and will develop a personal weight training program.
- KSPE 1022 Advanced Weight Training** 0-2-1  
**Prerequisite: Permission of the instructor.** Designed to teach power lifting and the Olympic lifts (the clean, the clean and jerk and the snatch).
- KSPE 1030 Step Aerobics** 0-2-1  
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** 0-2-1  
**Prerequisite: KSPE 1030.** An intermediate level course in the activity of stepping.
- KSPE 1050 Fitness Walking** 0-2-1  
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** 0-2-1  
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** 0-2-1  
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** 0-2-1  
**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** 0-2-1  
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** 0-2-1  
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 1100 Beginning Badminton** 0-2-1  
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 1120 Beginning Golf** 0-2-1  
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.



<b>KSPE 1121 Intermediate Golf</b>	<b>0-2-1</b>
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.	
<b>KSPE 1150 Bowling</b>	<b>0-2-1</b>
Instruction is directed to the history, terms, scoring and techniques of bowling. Fee may be required.	
<b>KSPE 1170 Karate</b>	<b>0-2-1</b>
An introduction to the basics of Shorin-Ji Kempo Karate. Successful completion of the course requirements leads to yellow belt certification.	
<b>KSPE 1240 Beginning Swimming</b>	<b>0-2-1</b>
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.	
<b>KSPE 1241 Intermediate Swimming</b>	<b>0-2-1</b>
<b>Prerequisite: Must be able to swim in deep water.</b> A continuation of KSPE 1240 designed to introduce a wide variety of swimming skills.	
<b>KSPE 1260 Fitness Swimming</b>	<b>0-2-1</b>
<b>Prerequisite: Permission of instructor.</b> Principles and practices of distance and interval conditioning workouts.	
<b>KSPE 1270 Volleyball</b>	<b>0-2-1</b>
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.	
<b>KSPE 1290 Soccer</b>	<b>0-2-1</b>
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.	
<b>KSPE 1300 Basketball</b>	<b>0-2-1</b>
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.	
<b>KSPE 1380 Special Topics: Physical Activity</b>	<b>0-2-1 to 1-4-2</b>
Course designed to allow participation in special physical education activities not offered in the regular curriculum. May be repeated.	
<b>KSPE 1390 Varsity Athletics</b>	<b>0-2-1</b>
<b>Prerequisite: Member of a VSU varsity athletics team.</b> 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 requirement for education majors.	
<b>KSPE 2000 Health and Wellness for Life</b>	<b>2-0-2</b>
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.	
<b>KSPE 2010 Fitness and Team Activities</b>	<b>1-4-3</b>
<b>Prerequisite: KSPE 2999.</b> Instructional techniques of soccer, speedball, volleyball, Frisbee, tumbling, health-related fitness, and elementary school physical education activities.	

- KSPE 2020 Lifetime Activities** 1-4-3  
**Prerequisite:** KSPE 2999. Instructional techniques of golf, tennis, pickleball, orienteering, adventure education, rhythms, swimming, and badminton.
- KSPE 2070 Lifeguard Training** 1-2-2  
**Prerequisite:** Demonstrate swimming competency. Red Cross course to lead to certification as a lifeguard.
- KSPE 2080 Water Safety Instructor** 1-2-2  
**Prerequisite:** Demonstrate swimming competency. Red Cross course to lead to certification as a swimming instructor.
- KSPE 2150 First Aid - CPR** 1-2-2  
 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. Opportunity exists for each student to earn American Red Cross CPR certification and First Aid certification. Material purchase required.
- KSPE 2800 Life Skills** 2-0-2  
 A general overview of educational experiences and skills needed to develop well-balanced lifestyles. Emphasis is placed on decision making, values, goal setting, study skills, nutrition, sexual responsibility, alcohol and drug awareness, career planning and fiscal responsibility. Course is designed for student athletes.
- KSPE 2999 Entry to the Education Profession** 0 hours credit  
 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.
- KSPE 3101 Foundations and Technology in Health and Physical Education** 2-2-3  
**Prerequisite:** KSPE 2999. Information relative to the history, principles, important leaders, and philosophical bases of health and physical education. Introduction to the applications of technology usage in health and physical education disciplines, including LiveText software, web research, e-mail, and portfolio creation.
- KSPE 3141 First Aid/CPR and Care and Prevention of Athletic Injuries** 2-2-3  
**Prerequisite:** KSPE 2999. Provides the student with pertinent information relative to various techniques of emergency, first aid, cardiopulmonary resuscitation (infant, child, and adult) and accident prevention. Opportunity exists 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. Designed for health and physical education majors.
- KSPE 3160 Special Topics in Exercise Science** 1-0-1 to 4-0-4  
**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** 3-0-3  
**Prerequisite or corequisite:** KSPE 3420 or permission of instructor. Health and physical education majors must have been admitted into the program and passed 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** 3-0-3  
**Prerequisite:** KSPE 2999. Designed to provide pertinent information relative to selective health content areas often viewed as controversial, 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 areas as well as many of the other content offerings in the course. Emphasis is placed primarily on content of each health category across elementary, middle, and secondary school levels.
- KSPE 3330 Health and Physical Education Methods for Early Childhood and Middle School Teachers** 3-0-3  
**Prerequisite:** **Appropriate 2999 course.** A study of teaching methods and curricular options used to fulfill psychomotor, cognitive and affective objectives in the fields of health and physical education. The three areas of school health (services, environment and instruction) are discussed. Activities that are developmentally appropriate are also studied.
- KSPE 3401 Instructional Planning and Evaluation** 3-0-3  
**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 setting.
- KSPE 3411 Human Movement Applications** 3-2-4  
**Prerequisite:** KSPE 2999. 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** 2-2-3  
**Prerequisite:** **Grade of “C” or higher in BIOL 2651.** Health and physical education majors’ prerequisite: KSPE 2999. 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** 3-0-3  
**Prerequisite:** KSPE 2999. Investigation of the major models and health content areas applicable to the delivery of health education in the public school setting across elementary, middle, and secondary levels. Topics such as health-related historical developments, health screening protocols, control of communicable diseases, preventive health services, consumer health, alcohol, drugs, cigarette and tobacco use, cancer, cardiovascular disease prevention, physical activity and physical fitness, and others are discussed.
- KSPE 3460 Health Education Methods and Materials** 3-0-3  
**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 grades, 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** 3-0-3  
**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 3860 Legal Aspects in the Sport Sciences** 2-0-2  
 Designed to give the student understanding and appreciation of the legal aspects of physical education, athletic training, and recreation professions.
- KSPE 3911 Diversity in Sport and Physical Education** 3-0-3  
**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 is required.
- KSPE 4220 Management of Physical Education Programs** 3-0-3  
**Prerequisite:** KSPE 2999. 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 sports programs in educational and community settings. Studies of psychological and sociological forces affecting participants or physical activity and the developmental approach to instruction including diverse cultures, race, ethnicity, sexual identity, religious diversity, and socio-economics in sports are examined.
- KSPE 4580 Directed Study in Physical Education** 1-0-1 to 3-0-3  
**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 and Secondary Physical Education Methods and Content** 3-0-3  
**Prerequisite:** KSPE 2999. This 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 is required.
- KSPE 4780 Internship in Physical Education** 0-0-6  
**Prerequisite:** Completion of coursework and approval of department.
- KSPE 4790 Student Teaching in Health and Physical Education** 0-0-10  
**Prerequisite:** Completion of all requirements to student teach as listed in the university's undergraduate catalogue. **Corequisite:** KSPE 4800.
- KSPE 4800 Professional Practice Seminar** 2-0-2  
**Prerequisite:** Completion of all requirements to student teach as listed in the university's undergraduate catalogue. **Corequisite:** 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.

## **LATN: LATIN**

- LATN 1001 Beginning Latin Language and Introduction to Roman Culture I** 3-0-3  
 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** 3-0-3  
**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** 3-0-3

**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** 3-0-3

**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** 3-0-3

**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.

**LEAS: LEGAL ASSISTANT STUDIES**

**LEAS 1100 Introduction to Paralegalism** 3-0-3

An introduction to the field of paralegalism. The course will include the role of the paralegal in the legal system, the regulation and ethics of practice and the skills necessary for successful practice.

**LEAS 3200 Legal Research I** 3-0-3

**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** 3-0-3

**Prerequisites:** 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** 3-0-3

**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 3220 Business Entities** 3-0-3

**Prerequisite:** LEAS 1100. 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.

**LEAS 3230 Criminal Law and Procedure for the Paralegal** 3-0-3

**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** 3-0-3  
**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** 3-0-3  
**Prerequisite:** LEAS 1100. The study of applicable law surrounding family relationships. The issues of adoption, marriage, divorce, alimony, child custody and support, and property division, will be addressed.
- LEAS 4210 Consumer Law** 3-0-3  
**Prerequisite:** LEAS 1100. The study of the laws that govern consumer practices. The law surrounding commercial paper, contracts, sales, and secured transactions will be emphasized.
- LEAS 4220 Administrative Law** 3-0-3  
**Prerequisite:** LEAS 1100. 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.
- LEAS 4230 The Law of Real Property Transactions** 3-0-3  
**Prerequisite:** LEAS 1100. The study of laws that control real property transactions. Topics include the conveyancing of real property, title search methods and landlord-tenant issues.
- LEAS 4240 Elder Law** 3-0-3  
**Prerequisite:** LEAS 1100. The study of 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 I** 3-0-3  
**Also offered as POLS 4250.**  
 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** 0-6-3  
**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** 3-0-3  
**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. Ethics and professionalism in dealing with represented and unrepresented individuals will also be addressed.
- LEAS 4700 Directed Study in Legal Assistant Studies** 1-0-1 to 3-0-3  
**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** 3-0-3  
**Prerequisites:** 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** 3-0-3  
**Prerequisite:** LEAS 1100. Selected topics of interest in legal assistant studies.
- LEAS 4900 Internship in Legal Assistant Studies** 3-0-3  
**Prerequisite:** Legal Assistant Studies major, LEAS 1100, and LEAS 3200. Permission of the advisor, instructor and Department Head must be obtained prior to registration. Supervised, practical experience in an appropriate legal setting.

## **LIBS: LIBRARY SCIENCE**

- LIBS 1000 Introduction to Library Resources** 1-0-1  
 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** 1-0-1 to 2-0-2  
 Offered at departmental request. A study of the reference resources essential to majors in the department requesting the course.

## **LING: LINGUISTICS**

- LING 4000 Principles of Language Study** 3-0-3  
**Prerequisite or corequisite:** ENGL 2060 or 2080, 2111 or 2111H, 2112 or 2112H, 2113 or 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** 3-0-3  
**Prerequisite or corequisite:** ENGL 2060 or 2080, 2111 or 2111H, 2112 or 2112H, 2113 or 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.

## **LITR: LITERACY**

- LITR 3110 Emergent Literacy** 3-0-3  
**Prerequisite:** Appropriate 2999 course. **Corequisite:** ECSE 3390, ECED 3190, or a practicum approved at the program level. Introduction to children's emergent literacy, including reading and writing development, phonological awareness, phonemic awareness, concepts about print, oral language development, speaking and listening development, and developmental writing. The integration of children's literature and fine arts into teaching is emphasized.
- LITR 3120 Early Literacy** 3-0-3  
**Prerequisites:** Appropriate 2999 course; LITR 3110. This is a check-point course, and check-point requirements must be met. 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 the field. ECSE 3490, ECED 3690, or a practicum approved at the program level is required as a corequisite of this course.

**LITR 3130 Developing Literacy**

3-0-3

**Prerequisites:** **Appropriate 2999 course; LITR 3110.** This is a check-point course, and check-point requirements must be met. Application of methods for teaching listening, speaking, reading, writing, viewing, and visually representing. Emphasis is placed on instructional methods of processes for writing and comprehending various forms of texts; motivating students to read and write; developing vocabulary, comprehension strategies, and higher-level thinking; and applying technology. ECSE 3490, ECED 3690, or a practicum approved at the program level, is required as a corequisite of this course.

**LITR 4120 Literacy Assessment and Applications**

2-2-3

**Prerequisites:** **Appropriate 2999 course; LITR 3110; LITR 3120; LITR 3130.** 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.

**MAED: MATHEMATICS EDUCATION**

**MAED 2999 Entry to the Education Profession**

0 credit 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**

3-0-3

**Prerequisites:** MAED 2999, EDUC 2110, EDUC 2120, EDUC 2130, MATH 2262.

**Corequisite:** MAED 3510. 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. A field experience is required.

**MAED 3510 Middle Grades Laboratory**

1-0-1

**Prerequisites:** MAED 2999, EDUC 2110, EDUC 2120, EDUC 2130. **Corequisite:** MAED 3500. Implementation and assessment of appropriate activities for grade 6-8 mathematics learners in collaboration with university faculty and area institutions. A field experience is required.

**MAED 4500 Curriculum and Methods for Teaching Secondary Mathematics**

3-0-3

**Prerequisites:** MAED 2999, MAED 3500 with a grade of “C” or better, MAED 3510, and Senior Standing. **Corequisite:** MAED 4510. A study of the characteristics of the high school mathematics learner and the development of appropriate activities for grades 9-12 learners. Students will assess learners and develop appropriate curriculum and activities.

Instructional methods for individual learners and whole-class strategies will be examined. A field experience is required.

**MAED 4510 High School Classroom Laboratory**

1-0-1

**Prerequisites:** MAED 2999, MAED 3500 with a grade of “C” or better, MAED 3510, and Senior standing. **Corequisite:** MAED 4500. Implementation and assessment of appropriate activities for grade 9-12 mathematics classrooms in collaboration with university faculty and area institutions. A field experience is required.



- MAED 4790 Student Teaching** **10 credit hours**  
**Prerequisites:** Completion of all requirements to student teach and consent of the department. **Corequisite:** 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** **2-0-2**  
**Prerequisites:** Completion of all requirements to student teach and consent of the department. **Corequisite:** MAED 4790. Graded “Satisfactory” or “Unsatisfactory.” Reflection on student teaching experiences and discussion and presentation of issues pertaining to the teaching and learning of mathematics.

## **MATH: MATHEMATICS**

### **MATH 0097, MATH 0099**

See the Learning Support Section on the last page of the course offerings.

### **MATH 1101 Introduction to Mathematical Modeling** **3-0-3**

A study of algebraic topics from a modeling perspective. Introduction to different types of models including linear, quadratic, polynomial, exponential, and logarithmic. Emphasis is on gathering, presentation, and interpretation of data by using real-world examples as models.

### **MATH 1111 College Algebra** **303**

Algebraic topics including polynomials, rational expressions, equations, inequalities, graphing, exponents and radicals, relations and functions through exponential and logarithmic functions.

### **MATH 1112 Trigonometry** **3-0-3**

**Prerequisite:** MATH 1111 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** **3-0-3**

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

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

**Prerequisite:** MATH 1101 or MATH 1111 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 1262 Survey of Calculus II** **3-0-3**

**Prerequisite:** MATH 1261 with a grade of “C” or higher. A continuation of Survey of Calculus I. Topics include techniques and applications of integration of functions of one and several variables, and techniques and applications of differentiation of functions of several variables.

### **MATH 2008 Foundations of Numbers and Operations** **3-0-3**

**Prerequisite:** MATH 1101, MATH 1111, or MATH 1113 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** 3-0-3  
**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 2160 Mathematical Inquiry for Teachers** 3-0-3  
**Prerequisite:** MATH 1101 or MATH 1111, with a grade of “C” or higher. An inquiry-based, problem-centered treatment of mathematics, including the general content areas of probability, statistics, geometry, and algebra. Designed for ECED, MGED, and SPEC majors.
- MATH 2261 Analytic Geometry and Calculus I** 4-0-4  
**Prerequisite:** MATH 1112 or MATH 1113 with a grade of “C” or higher, or by mathematics placement policy. Introduction to limits, derivatives, integration, fundamental theorem of calculus, and applications.
- MATH 2262 Analytic Geometry and Calculus II** 4-0-4  
**Prerequisite:** MATH 2261 with a grade of “C” or higher. Integrals; exponential, logarithmic, trigonometric, and inverse functions; applications of calculus; parametric equations; polar coordinates; sequences and series.
- MATH 2263 Analytic Geometry and Calculus III** 4-0-4  
**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 2620 Statistical Methods** 3-0-3  
**Prerequisite:** MATH 1101, MATH 1111, MATH 1112, MATH 1113, MATH 1113H, MATH 1261, or MATH 2261. 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 3000 Tutoring in Mathematics** 2-0-2  
**Prerequisite:** Consent of Tutoring Center Director. Graded “Satisfactory” or “Unsatisfactory.” Philosophy and fundamentals of one-to-one tutoring in mathematics that takes place in the Tutoring Center. Review of basic mathematical concepts in algebra and calculus. Introduction to current technology for enhancement of mathematics instruction. Students must complete this course, designed for the Tutoring Center tutors in mathematics, prior to tutoring in the center or must register for this course during their first semester of tutoring.
- MATH 3010 History of Mathematics** 3-0-3  
**Prerequisite:** MATH 2262 with a grade of “C” or higher. A study of the development of mathematics from primitive times to the 20th century; including numeral systems, arithmetical methods, origins of algebra, geometry, trigonometry, analytic geometry, calculus; and selected topics from modern mathematics.
- MATH 3040 Transitions to Higher Math** 3-0-3  
**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** 3-0-3  
**Prerequisite:** ECSE 2999 and a grade of “C” or higher in MATH 2008. An in-depth study of the concepts and processes underlying the p-s 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** 3-0-3  
**Prerequisite:** Grade of “C” or higher 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** 3-0-3  
**Prerequisite:** Grade of “C” or higher in one of the following courses: 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** 3-0-3  
**Prerequisite:** Grade of “C” or higher in either MATH 2261 or MATH 3180. An in-depth study of the 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** 3-0-3  
**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** 3-0-3  
**Prerequisite:** MATH 3040 with a grade of “C” or higher. A study of 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** 3-0-3  
**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 4081 Modern Algebra I** 3-0-3  
**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** 3-0-3  
**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** 3-0-3  
**Prerequisite:** MATH 4081 with a grade of “C” or higher. Lattices, Boolean algebras, semigroups, binary group codes, binary relations, and graphs. Special emphasis is placed on applications.

- MATH 4110 Number Theory** 3-0-3  
**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** 3-0-3  
**Prerequisites:** MATH 2150 and MATH 3040 with a grade of “C” or higher in both. Introduction to the theory of vector spaces, with emphasis on finite-dimensional vector spaces, linear systems, matrices, linear transformations, eigenvalues, and related subjects.
- MATH 4161 Mathematical Reasoning** 3-0-3  
**Prerequisite:** Grade of “C” or higher in either MATH 3162 or MATH 3180 or permission of instructor. 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** 3-0-3  
**Prerequisite:** 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** 3-0-3  
**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** 3-0-3  
**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** 3-0-3  
**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** 3-0-3  
**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** 3-0-3  
**Prerequisites:** MATH 2262 and CS 1301 with a grade of “C” or higher in both. 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** 3-0-3  
**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 4901 Operations Research I** 3-0-3  
**Prerequisite:** MATH 2150 or MATH 4150 with a grade of “C” or higher. Mathematical aspects and applications of Operations Research. Topics are selected from linear programming (mainly), integer programming, and dynamic programming.
- MATH 4902 Operations Research II** 3-0-3  
**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, queuing theory, and Monte Carlo simulation.
- MATH 4910 Mathematical Models** 3-0-3  
**Prerequisite:** MATH 2263 and MATH 3600, each with a grade of “C” or higher, or consent of instructor. An introduction to basic principles and applications of classical mathematical models, optimization models and probabilistic models.
- MATH 4980 Senior Seminar** 3-0-3  
**Prerequisite:** A 4000-level course in algebra, analysis, or topology. 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** 1-0-1 to 3-0-3  
**Prerequisites:** Consent of instructor and Head of the Department of Mathematics and Computer Science. Topics and credits to be assigned. May be taken more than once if topics are different.
- MATH 4990H Honors Special Topics in Mathematics** 1-0-1 to 3-0-3  
**Prerequisites:** Consent of instructor and Head of the Department of Mathematics and Computer Science. Topics and credits to be assigned. Student presentations will be required. May be taken more than once if topics are different.

## **MDIA: MASS MEDIA**

- MDIA 2000 Introduction to Mass Media** 3-0-3  
 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)** 3-0-3  
 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** 3-0-3  
 Concurrent registration for MDIA 2000 is recommended. An introduction to the processes of radio and television production. This course is designed to provide an understanding of the concepts and applications employed in production for radio and television and to teach the basic skills required to operate the audio and video equipment. Students will also take a comprehensive proficiency exam.

- MDIA 2100 Introduction to Broadcast Writing** 3-0-3  
**Prerequisite:** Major 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 and radio. Basic television scripting for short and long-form programming is also introduced.
- MDIA 2500 Computer Mediated Communication** 3-0-3  
**Prerequisite:** Major status or consent of instructor. An introduction to the processes of 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 3050 Broadcast Performance and Announcing** 3-0-3  
**Prerequisites:** Major status, MDIA 2050, MDIA 2100, MDIA 2500, and THEA 1000; or consent of instructor. Application of the fundamentals of voice and articulation for effective onair performance on both radio and television. Topics include vocal techniques and delivery styles, appearance for oncamera performance in television, audience perceptions, station sound and image, and limited voice characterizations for “voiceover” media.
- MDIA 3060 Sports Announcing and Reporting** 3-0-3  
**Prerequisites:** Major status and completion of Area F, or consent of the instructor. An introduction to the techniques of sports announcing for radio and television. Reporting, interviewing, and vocal performance skills, including play-by-play announcing, will be emphasized. On-camera appearance and performance will be included.
- MDIA 3110K Audio Production I** 2-4-4  
**Prerequisites:** Major status, MDIA 2050, MDIA 2100, and MDIA 2500; or consent of instructor. Introduction to audio production techniques. Topics include editing and the incorporation of music, sound effects, and voice to produce effective commercial and public service announcements.
- MDIA 3120K Television Studio Production I** 2-4-4  
**Prerequisites:** Major status, MDIA 2050, MDIA 2100, and MDIA 2500; or consent of instructor. Intermediate television production focusing on the applied skills required for television production. Topics include studio operations, camera operation, control room competency, as well as scripting, producing, and directing. Preproduction, production, and postproduction will also be addressed.
- MDIA 3150K Electronic Field Production I** 2-4-4  
**Prerequisites:** Major status, MDIA 2050, MDIA 2100, and MDIA 2500; or consent of instructor. Introduction to electronic field and remote productions, including single and multiple camera operations. Basic field camera operations, tape to tape editing, editing techniques, single/multiple camera continuity, and scripting are all addressed.
- MDIA 3300 The Music Industry** 3-0-3  
**Also offered as MUSC 3300.**  
**Prerequisites:** Major status and MDIA 3110K or permission of instructor. Introduction to the music industry, including business aspects and the application of multitrack recording techniques. Topics include recording contracts, legal and copyright issues, music promotion and distribution channels, and technological developments affecting the industry. Students will learn music recording software, MIDI, the multitrack recording console, and microphone design and placement. Students will gain practical experience by recording music performances and producing them on compact disc.

- MDIA 3350 Aesthetics of Electronic Media** 3-0-3  
**Prerequisite:** MDIA 2000 or consent of instructor. The study of 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 Broadcast Script Writing** 3-0-3  
**Prerequisite:** MDIA 2100 or consent of instructor. An advanced writing course building upon the skills acquired in MDIA 2100. The student will develop a full-length teleplay, screenplay, or radio drama. 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 3450 Media Ethics** 3-0-3  
**Prerequisites:** Major status and completion of Area F, or consent of instructor. A comprehensive overview of the major ethical philosophers and perspectives and how these works impact ethical decisions in today's media. Topics will be discussed and analyzed to help the mass media student form a foundation for decision making within an ethical framework.
- MDIA 3500 Broadcast News Writing** 3-0-3  
**Prerequisite:** MDIA 2100 or consent of instructor. An advanced writing course building upon the skills learned in MDIA 2100. Students will develop their skills in researching, writing, and editing broadcast news. Interviewing techniques, in-depth study of Associated Press broadcast writing style, and scripting for both radio and television news will be emphasized.
- MDIA 3800 Audio Theory** 3-0-3  
**Prerequisite:** Major status or consent of instructor. This course provides a theoretical investigation into the properties of audio and sound. Topics include the physiology and psychology of hearing, acoustics, psychoacoustics, sound design, sound environments, ambience, sound theory, and audio's relationship with radio, television, and film.
- MDIA 3950 Directed Study** 1 to 3 hours credit  
**Prerequisites:** 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 that is normally covered by the department.
- MDIA 4030 Selected Topics in Mass Media** 1 to 3 hours credit  
**Prerequisites:** MDIA 2050 and MDIA 2100, or consent of instructor. Intensive study of a topic relevant to broadcast media. The course introduces alternative approaches to the study of themes, applications, trends, and issues in media, and an opportunity to explore topics outside the prescribed curriculum of mass media. May be repeated for up to 6 hours of credit if the course titles are different.
- MDIA 4100 Media Economics and Management** 3-0-3  
**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 4110K Audio Production II** 2-4-4  
**Prerequisites:** MDIA 3110K or consent of instructor. Advanced course of audio production techniques for the radio and music industries. Topics include signal-processing effects, advanced editing techniques, and multi-track recording and mixing of music and voice.

- MDIA 4120K Television Studio Production II** 2-4-4  
**Prerequisite:** MDIA 3120K. Advanced television production focusing on the hands-on application of skills for the construction of television programs. Students are expected to enter with a working knowledge of the television studio since this is a rigorous and labor-intensive course in which students are expected to produce broadcast quality programs.
- MDIA 4130K Audio Production for Video** 2-4-4  
**Prerequisite:** MDIA 3130K, or consent of instructor. Advanced course of audio production techniques for video. Topics include advanced editing techniques and multi-track recording and mixing of sound for film and television soundtracks. Location recording, automated dialogue replacement, and Foley recording will also be included.
- MDIA 4150K Electronic Field Production II** 2-4-4  
**Prerequisite:** MDIA 3150K. Advanced field production involving field shoots, remote shoots, and editing. Advancing technologies in the area of postproduction editing will be introduced, and students will be responsible for development of script ideas, scheduling, and project completions on deadline. The class is labor intensive.
- MDIA 4240K Directing and Acting for Film** 2-4-4  
**Prerequisites:** MDIA 3120K and MDIA 3150K, or THEA 3800 and THEA 3950, or consent of the instructor. Advanced directing and acting techniques for narrative production. The course will focus on the dynamic between the director and actor in a variety of narrative forms. Additional subject areas include genre, character development, and subtext. Students will be required to create narrative productions as part of this course.
- MDIA 4270 Diversity in Media** 3-0-3  
**Prerequisites:** Major status and completion of Area F, or consent of instructor. A critical examination of the relationships between the media and different races, classes, ethnicities, and genders. Topics include how the media represent various groups, how audiences are affected by these representations, how minorities are employed in the media industry, and alternative media.
- MDIA 4350 Media and Culture** 3-0-3  
**Prerequisites:** Major status and completion of Area F, or consent of instructor. A critical examination of the broadcast media, with emphasis on the connections among the message, the medium, society, and culture. This synthesis will help the student develop a clearer understanding of uses and gratifications, society's relation to media, and how media may affect society.
- MDIA 4400 Media Criticism** 3-0-3  
**Prerequisites:** Major status and completion of Area F, or consent of instructor. An overview of the theoretical and practical study of the critical media examination. It 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** 3-0-3  
**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 4600 Digital Media Production** 2-4-4  
**Prerequisite:** MDIA 3150K. Advanced application of digital video production and post-production. Areas to be covered include digital video applications, post-production processes and effects, and delivery of digital media productions. Students must complete a digital media presentation for their portfolio.



- MDIA 4650 Digital Media Journalism** 2-4-4  
**Prerequisite:** Major status and completion of Area F, or consent of instructor. Advanced journalistic writing and media production for the Web and mobile-based entities. Areas to be covered include advanced writing for the Web, utilizing page design, rich media content, banner headlines, general page maintenance, audio, and video. Students must participate in the digital creation of an online news source for their portfolios.
- MDIA 4800 Media Law** 3-0-3  
**Prerequisites:** Major status and completion of Area F, or consent of instructor. A comprehensive overview of First Amendment principles, communication law, and the regulatory practices of the Federal Communications Commission. Topics include media regulation, libel issues, prior restraint, and copyright.
- MDIA 4950 Senior Seminar** 1-0-1  
**Prerequisite:** Restricted to students in their final semester of study in Mass Media. A seminar bringing together all second semester seniors, focusing on student contribution to discussion and critiques of his/her fellow student's portfolio presentation and defense of his/her work in the program as evidenced by the materials placed into his/her portfolio during progress through the major. Examples of writing and creative endeavor will be presented and critically analyzed. The student will also successfully complete a comprehensive proficiency exit exam and/or interview.
- MDIA 4961 Audio Workshop** 2 hours credit  
**Prerequisite:** MDIA 3110K or MDIA 3130K, or consent of instructor. Student participation in the production of audio and radio programming. May be repeated for credit.
- MDIA 4962 Video Workshop** 2 hours credit  
**Prerequisite:** MDIA 3120K or MDIA 3150K, or consent of instructor. Student participation in the production of programming for VSU-TV, the University-programmed cable-access channel. May be repeated for credit.
- MDIA 4963 International Documentary Production Workshop** 3 hours credit  
**Prerequisite:** Consent of instructor. Student participation in the production and postproduction of international video documentaries. May be repeated for credit.
- MDIA 4964 Sports Workshop** 2 hours credit  
**Prerequisite:** MDIA 3120K or MDIA 3150K, or consent 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 4970 Internship** 3 to 9 hours credit  
**Prerequisites:** 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 students' professionalism. The course may be taken only during the student's final two semesters and may be repeated for credit.

## **MGED: MIDDLE GRADES EDUCATION**

- MGED 2999 Entry to the Education Profession** 0 hours credit  
 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.

- MGED 3000 Special Topics in Middle Grades Education** 1-0-1 to 3-0-3  
**Prerequisite:** MGED 2999. Studies of selected topics in middle grades education.
- MGED 3020 Introduction to Standards, Planning, and Assessment** 2-0-2  
**Prerequisite:** **Appropriate 2999 course.** 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** 2-0-2  
**Prerequisites:** MGED 2999 and admission to MGED 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** 3-0-3  
 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** 3-0-3  
**Prerequisites:** MGED 2999 and admission to the MGED 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** 2-2-3  
**Prerequisite:** 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** 2-2-3  
**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 articulate the rationale and results of its implementation.
- MGED 4000 Development and Education of the Middle Grades Student, Part 2** 3-0-3  
**Prerequisites:** MGED 2999 and admission to the MGED professional program. Study of the curriculum needs of middle grades student. Emphasis on curriculum as it relates to the unique transitional needs of middle grades students. Areas addressed are curricular planning, construction, and materials selection. Part of professional program, and all courses in Block A must be taken together.
- MGED 4030 Humanities Methods for Middle Grades Education** 3-0-3  
**Prerequisites:** MGED 2999 and admission to the MGED professional program. Designed to examine the teaching of humanities methods in middle grades. Emphasis on how to facilitate students' acquisition and application of reading skills and other communication/ literacy skills, and social studies concepts/skills in present and future community. Established practices and innovations investigated. Part of professional program, and all courses in Block A must be taken together.
- MGED 4050 Science and Mathematics Methods for Middle Grades Education** 3-0-3  
**Prerequisites:** MGED 2999 and admission to the MGED professional program. Designed to examine the teaching of science and mathematics methods in middle grades. Emphasis on middle level students acquisition and application of science and mathematics content, process, problem solving skills, and content standards. Part of professional program and all courses in Block A must be taken together.

- MGED 4100 Mathematics Methods for Middle Grades Education** 2-2-3  
**Prerequisites:** Appropriate 2999 course and admission to the MGED professional program. **Corequisite** 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** 2-2-3  
**Prerequisites:** Appropriate 2999 course and admission to the MGED professional program. **Corequisite** 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** 2-2-3  
**Prerequisites:** Appropriate 2999 course and admission to the MGED professional program. **Corequisite** 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** 2-2-3  
**Prerequisites:** Appropriate 2999 course and admission to the MGED professional program. **Corequisite** 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** 2-2-3  
**Prerequisites:** MGED 2999 and admission to the MGED professional program. 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** 0-4-2  
**Prerequisites:** MGED 2999 and admission to the MGED professional program.
- MGED 4790 Student Teaching in the Middle Grades** 0-0-10  
**Prerequisites:** MGED 2999 and completion of all requirements to student teach as listed in the University's undergraduate catalog. **Corequisite:** MGED 4800.
- MGED 4800 Professional Practices Seminar** 2-0-2  
**Prerequisites:** MGED 2999 and 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** 1-0-1 to 3-0-3  
**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.

## **MGNT: MANAGEMENT**

- MGNT 3250 Management and Organization Behavior** 3-0-3  
 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 3250H Honors Management and Organization Behavior** 3-0-3  
 An honors level introduction to the discipline of management and contemporary management of organizations, with emphasis on organization behavior.
- MGNT 3300 Production and Operations Management** 3-0-3  
**Prerequisite:** BUSA 2100 or MATH 2620, and **prerequisite or corequisite:** 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 3450 Management Information Systems** 3-0-3  
**Prerequisites:** MGNT 3250; CISM 2201, CS 1000, or ACED 2400. Information processing, meaning and role of information systems, information systems procedures, business functions of computers, intro to systems analysis and design, files and databases, office automation, data communication, behavioral and organizational implications, selection of hardware and software.
- MGNT 3500 Employment Law** 3-0-3  
 Legal aspects of human resources management from the perspective of both employer and employee. The course will review the hiring process, the management of a diverse workforce, pay benefits, terms and conditions of employment, and termination of employment. Students will address a wide range of problems involving these issues and will learn strategies for avoiding legal conflict.
- MGNT 3900 Entrepreneurship Skills** 3-0-3  
 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. The course includes the preparation of a comprehensive written business plan.
- MGNT 3910 Small Business Management** 3-0-3  
**Prerequisites or corequisites:** MGNT 3250, MKTG 3050. 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** 3-0-3  
**Prerequisite or corequisite:** MGNT 3250. Management issues and techniques for the familyowned and/or managed enterprise. Topics include stages of development of family business, planning for transitions in ownership and management, human relations issues, conflict resolution, and opportunity identification and exploitation.
- MGNT 4000 Human Resource Management** 3-0-3  
**Prerequisite or corequisite:** MGNT 3250. The recruitment, selection, training, development, utilization, and maintenance of human resources by organizations. Topics also include labormanagement relations and the legal environment.
- MGNT 4010 Labor Relations** 3-0-3  
**Prerequisite:** MGNT 4000 or **consent of instructor.** The legal environment and historic development of labor unions as well as the processes of collective bargaining, contract negotiation, grievance handling, mediation, and arbitration. State and Federal legislation affecting labormanagement relations and employee benefit plans are studied in depth.

- MGNT 4020 Performance Management and Rewards** 3-0-3  
**Prerequisites:** MGNT 3250 and MGNT 4000. 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 performance appraisals, types of performance appraisals, merit pay, and incentives.
- MGNT 4060 Career Development** 3-0-3  
**Prerequisite:** MGNT 3250. 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** 3-0-3  
**Prerequisite:** MGNT 3250. An examination and practical application of leadership theories, rules 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 4630 Organizational Analysis and Design** 3-0-3  
**Prerequisite:** MGNT 3250. Application of organization theory to managerial decisions. Students learn how to describe, analyze, design, and improve organizations through matching their structures, systems, cultures, and leadership to strategies and environments. Concepts are applied through case studies and current business events.
- MGNT 4640 Management Science** 3-0-3  
**Prerequisites:** BUSA 2100 or MATH 2620, and MGNT 3250. 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** 3-0-3  
**Prerequisite:** MGNT 4000. 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 4700 Quality Management** 3-0-3  
**Prerequisite or corequisite:** MGNT 3250. An overview of the concepts and processes of quality in a multinational firm. Topics covered include comparison of international approaches to quality improvement; strategic supply chain alliances between customers and suppliers; quality and innovation in products, services, and process design across the supply chain; supplier partnering and development; the tools of quality; managing quality improvement teams and projects; statistically based quality improvements; Six-Sigma management and tools; and implementing and validating the quality system.
- MGNT 4780 Supply Chain Management** 3-0-3  
**Prerequisite:** MGNT 3250. 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 4800 International Management** 3-0-3  
**Prerequisite or corequisite:** MGNT 3250. The management of organizations in a global business environment. Topics include the effects of sociocultural, economic, geographic, legal, political, and technological differences on management and organizational behavior including staffing, interpersonal communication, negotiation, leadership, and organizational effectiveness.
- MGNT 4950 Special Topics in Management** 1 to 3 hours credit  
**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.
- MGNT 4980 Management Internship** 3 hours credit  
**Prerequisites:** MGNT 4000, Senior standing, 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 to 3 hours credit  
 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.

## **MKTG: MARKETING**

- MKTG 3050 Introduction to Marketing** 3-0-3  
**Prerequisite:** ECON 1500 or ECON 2106. 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 3050H Honors Introduction to Marketing** 3-0-3  
**Prerequisite:** ECON 1500 or ECON 2106. 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. This honors course requires the strategic implementation of marketing principles.
- MKTG 3060 Professional Selling** 3-0-3  
 Fundamentals of personal selling and the behavioral aspects of the persuasion process, including social, ethical, and legal responsibilities.
- MKTG 3070 Time Management for Salespeople** 3-0-3  
 Overview of the various time management tools available for the sales professional. Students will learn how to be 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 Marketing Tools** 3-0-3  
**Prerequisite or corequisite:** MKTG 3050 or instructor’s approval. A study of the tools needed to execute a marketing campaign. Technological and practical considerations in the development of an advertising communication, e-commerce website, and direct mail campaign will be emphasized.

<b>MKTG 3100 Health Care Marketing</b>	<b>3-0-3</b>
<b>Prerequisite:</b> MKTG 3050 or consent of instructor. 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.	
<b>MKTG 3620 Consumer Behavior</b>	<b>3-0-3</b>
<b>Prerequisite:</b> MKTG 3050. Motives, attitudes, and expectations of consumers and purchasing agents that contribute to the understanding of the marketing process.	
<b>MKTG 3650 Marketing Research</b>	<b>3-0-3</b>
<b>Prerequisites:</b> MKTG 3050, and BUSA 2100 or MATH 2620. 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.	
<b>MKTG 4000 Principles of Promotion</b>	<b>3-0-3</b>
<b>Prerequisite or corequisite:</b> MKTG 3050. Organization, basic principles, economic, legal, and social aspects of promotion and testing promotional effectiveness.	
<b>MKTG 4020 Retailing</b>	<b>3-0-3</b>
<b>Prerequisite:</b> MKTG 3050. Fundamentals and principles employed in the analysis and evaluation of the retail intermediary.	
<b>MKTG 4060 Sales Management</b>	<b>3-0-3</b>
<b>Prerequisite:</b> MKTG 3050. Basic principles in recruiting, supervising, training, managing, motivating, evaluating, and compensating salespeople and sales forces.	
<b>MKTG 4070 Readings in Sales and Marketing</b>	<b>3-0-3</b>
<b>Prerequisite:</b> MKTG 3050. Overview of the various tools available in sales and marketing for increasing professional proficiency. Students will learn how to improve their skills through readings in marketing, sales, behavioral sciences, persuasion, and career management skills. They will also explore information available to them through the business presses and professional seminars.	
<b>MKTG 4300 Creative Advertising Strategy</b>	<b>3-0-3</b>
<b>Prerequisite:</b> MKTG 3050; <b>prerequisite or corequisite:</b> MKTG 3080. An introduction to the fundamentals of creative advertising strategy and execution. The class provides students with both understanding and experience in various elements of copywriting, design, and layout of advertisements for a variety of media outlets.	
<b>MKTG 4670 Marketing Channels</b>	<b>3-0-3</b>
<b>Prerequisite:</b> MKTG 3050. 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.	
<b>MKTG 4680 International Marketing</b>	<b>3-0-3</b>
<b>Prerequisite:</b> MKTG 3050. Study of marketing and international business using the framework of the world market place. Aspects of marketing that are unique to international business are emphasized.	
<b>MKTG 4720 Advertising Culture and Ethnography</b>	<b>3-0-3</b>
<b>Prerequisite or corequisite:</b> MKTG 3050. 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 4730 Advertising and Society** 3-0-3  
**Prerequisite or corequisite:** MKTG 3050. 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 impact of various public policies in place on advertising and advertisers.
- MKTG 4740 Business-to-Business Marketing** 3-0-3  
**Prerequisite:** MKTG 3050. Study of the process of buying from and selling to other businesses. Topics include market and product planning, pricing, financing, sales force management, and legal aspects of business marketing.
- MKTG 4750 Marketing of Services** 3-0-3  
**Prerequisite:** MKTG 3050. Highlights the differences between product marketing and the marketing of services. Attention is focused on the marketing function of not-for-profit organizations such as hospitals, educational institutions, police departments and churches.
- MKTG 4770 Electronic Business** 3-0-3  
**Prerequisite:** MKTG 3050. An introduction to the world of electronic business. Students enhance their marketing skills by applying marketing principles and strategies in conjunction with modern information technologies.
- MKTG 4810 Special Topics in Marketing** 3-0-3  
 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** 3-0-3  
**Prerequisites:** MKTG 3620 and MKTG 3650, each with a grade of “C” or better, and Senior standing. Study of the integration and coordination of product development, promotional strategy, physical distribution, and pricing in planning, implementing and controlling marketing operations. The creation of a marketing plan is stressed.
- MKTG 4980 Marketing Internship** 3 hours credit  
**Prerequisite:** MKTG 3050, Senior standing, and completion of Internship Agreement Form. Graded “Satisfactory” or “Unsatisfactory.” The application of skills related to the academic discipline of marketing 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. The internship can be taken only once.
- MKTG 4990 Directed Study in Marketing** 3 hours credit  
**Prerequisite:** Senior standing and consent of instructor. Special projects undertaken by marketing majors. Proper form must be submitted to the Dean of the College of Business Administration at least two weeks before the beginning of the semester.

## **MSED: MIDDLE GRADES AND SECONDARY EDUCATION**

- MSED 4780 Internship in Middle Grades and Secondary Education** 6-0-6  
**Prerequisite:** MGED 2999, completion of coursework, employment on a provisional certificate, and consent of department. This course must be taken twice.



## **MUE: MUSIC EDUCATION**

- MUE 2700 Brass Methods** 0-3-1  
Techniques of performance and methods of teaching brass instruments. Music or Music Education majors only.
- MUE 2710 Woodwind Methods** 0-3-1  
Techniques of performance and methods of teaching woodwind instruments. Music or Music Education majors only.
- MUE 2730 Percussion and Woodwind Methods** 0-3-1  
Techniques of performance and methods of teaching percussion and woodwind instruments. Music or Music Education majors only.
- MUE 2999 Entry to the Education Profession** 0 hours credit  
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.
- MUE 3100 Arranging for School Band, Chorus, and Orchestra** 0-2-1  
**Prerequisites:** MUSC 2012 and MUSC 2052; and, for music education majors only, a grade of “S” in MUE 2999. Basic techniques of scoring for school choral and instrumental groups.
- MUE 3600 General Music Curriculum** 2-1-2  
**Prerequisite:** Grade of “Satisfactory” 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 3720 String Methods** 0-3-1  
Techniques of performance and methods of teaching string instruments. Music or Music Education majors only.
- MUE 3730 Percussion Methods** 0-3-1  
Techniques of performance and methods of teaching percussion instruments in heterogeneous groups. Music or Music Education majors only.
- MUE 3750 Vocal Methods** 0-3-1  
Techniques of performance and methods of teaching vocal music. Music or Music Education majors only.
- MUE 3780 String and Brass Methods** 0-3-1  
Techniques of performance and methods of teaching brass and string instruments. Music or Music Education majors only.
- MUE 4600 Choral Curriculum and Techniques** 2-1-2  
**Prerequisite:** Grade of “Satisfactory” 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** 2-1-2  
**Prerequisite:** Grade of “Satisfactory” 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** 2-1-2  
**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** 2-1-2  
**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** 0-2-1  
 Marching fundamentals, drill routines, arranging, organizing, and producing a high school marching band. Includes the use computer-assisted design techniques.
- MUE 4720 Advanced String Methods** 0-3-1  
**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** 0-0-10  
**Prerequisites:** Completion of coursework, consent of department, and admission to the Teacher Education program at Valdosta State University. **Corequisite:** MUE 4800.
- MUE 4800 Seminar for Student Teaching** 2-0-2  
**Prerequisites:** Student Teaching registration. **Corequisite:** MUE 4790. Discussion of issues and problems related to student teaching.

## **MUSC: MUSIC**

- MUSC 1000 Fundamentals of Music** 2-0-2  
 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** 1-0-0  
 An orientation and seminar course designed for first-year students and first-semester transfer students. Course includes presentations of issues of student responsibility, personal, social, academic, and musical growth.
- MUSC 1011 Music Theory I** 3-0-3  
**Corequisite:** 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** 3-0-3  
**Prerequisites:** MUSC 1011 and MUSC 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 Introduction to Computer Applications in Music** 0-2-1  
**Prerequisite:** Music or Music Education majors only, or permission of the instructor.  
 An introduction to the use of computer applications in music.
- MUSC 1051 Music Theory Lab I** 0-2-1  
**Corequisite:** MUSC 1011. The first course of a four-semester sequence. A laboratory course for MUS 1011 designed to develop skills in sight singing, rhythmic reading, and in melodic, harmonic, and rhythmic dictation and identification.

<b>MUSC 1052 Music Theory Lab II</b>	<b>0-2-1</b>
<b>Prerequisites:</b> MUSC 1011 and MUSC 1051. The second course of a four-semester sequence. A laboratory course for MUS 1012 designed to develop skills in sight singing, rhythmic reading, and in melodic, harmonic, and rhythmic dictation and identification.	
<b>MUSC 1100 Music Appreciation</b>	<b>3-0-3</b>
Introduction to music history and literature.	
<b>MUSC 1101 Diction For Singers</b>	<b>1-0-1</b>
Study of pronunciation and phonetics of Italian, Latin, Spanish, French, English, and German as applied to solo and ensemble singing.	
<b>MUSC 1110 Music Appreciation: World Music</b>	<b>3-0-3</b>
A survey of music from world cultures. Prior musical training is not required.	
<b>MUSC 1120 Music Appreciation: American Popular Music</b>	<b>3-0-3</b>
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.	
<b>MUSC 1130 Music Appreciation: Jazz</b>	<b>3-0-3</b>
Survey of the history of jazz, from 1860 to the present. Study of jazz origins, styles, literature, and important composers and performers. Additional study of international influences.	
<b>MUSC 1131 Functional Piano I</b>	<b>0-2-1</b>
<b>Prerequisite:</b> Music or Music Education majors only. The first course of a two-course sequence designed to develop basic keyboard skills essential to music study.	
<b>MUSC 1132 Functional Piano II</b>	<b>0-2-1</b>
<b>Prerequisites:</b> MUSC 1011, 1051, 1131; Music or Music Education majors only. The second course of a two-semester sequence designed to develop basic keyboard skills essential to music study.	
<b>MUSC 1171 Theoretical Foundations of Jazz Improvisation I</b>	<b>0-2-1</b>
<b>Prerequisite:</b> Permission of the instructor. The first course of a four-semester sequence. Designed to develop skills in jazz improvisation.	
<b>MUSC 1172 Theoretical Foundations of Jazz Improvisation II</b>	<b>0-2-1</b>
<b>Prerequisite:</b> Permission of the instructor. The second course of a four-semester sequence. Designed to develop skills in jazz improvisation.	
<b>MUSC 1211 Secondary Class Piano</b>	<b>0-2-1</b>
An instructional and performance class that includes the study of basic piano skills, piano technique, solo performance, and the development of an appreciation for classical piano playing. The class may be repeated for credit.	
<b>MUSC 1411 Secondary Class Voice</b>	<b>0-2-1</b>
An instructional and performance class that includes basic skills of singing, vocal technique, solo performance, and an appreciation of classical vocal artistry. The class may be repeated for credit.	
<b>MUSC 2011 Music Theory III</b>	<b>3-0-3</b>
<b>Prerequisites:</b> MUSC 1012 and MUSC 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.	
<b>MUSC 2012 Music Theory IV</b>	<b>3-0-3</b>
<b>Prerequisites:</b> MUSC 2011 and MUSC 2051. The fourth course of a four-semester sequence. A continuation of MUSC 2011 that includes the study of the music of the 20th century to the present through composition and analysis.	

<b>MUSC 2051 Music Theory Lab III</b>	<b>0-2-1</b>
<b>Prerequisites:</b> MUSC 1012 and MUSC 1052. The third course in a four-semester sequence. A laboratory course for MUSC 2011 designed to develop skills in sight singing, rhythmic reading, and in melodic, harmonic, and rhythmic dictation and identification.	
<b>MUSC 2052 Music Theory Lab IV</b>	<b>0-2-1</b>
<b>Prerequisites:</b> MUSC 2011 and MUSC 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.	
<b>MUSC 2171 Theoretical Foundations of Jazz Improvisation III</b>	<b>0-2-1</b>
<b>Prerequisite:</b> MUSC 1172 or permission of the instructor. The third course of a four-semester sequence. Designed to develop advanced skills in jazz improvisation.	
<b>MUSC 2172 Theoretical Foundations of Jazz Improvisation IV</b>	<b>0-2-1</b>
<b>Prerequisite:</b> MUSC 2171 or permission of the instructor. The fourth course of a four-semester sequence. Designed to develop advanced skills in jazz improvisation.	
<b>MUSC 2411 Secondary Class Guitar</b>	<b>0-2-1</b>
The study of basic guitar skills, including technique, solo performance, and the development of an appreciation of traditional guitar music through the study of artistic guitar literature.	
<b>MUSC 3010 Music Analysis</b>	<b>2-0-2</b>
<b>Prerequisites:</b> MUSC 2012 and MUSC 2052 or permission of the instructor. The application of analytic techniques to the study of musical scores.	
<b>MUSC 3101 Advanced Diction I</b>	<b>2-0-1</b>
Advanced skills needed to sing in English and German.	
<b>MUSC 3102 Advanced Diction II</b>	<b>2-0-1</b>
Advanced skills needed to sing in Italian and French.	
<b>MUSC 3110 Jazz Arranging</b>	<b>2-0-2</b>
<b>Prerequisites:</b> MUSC 2012 and MUSC 1172, or permission of instructor. Study of basic techniques of scoring for vocal and instrumental ensembles of jazz-oriented styles.	
<b>MUSC 3120 Rhythm Section Techniques and Pedagogy</b>	<b>0-2-1</b>
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.	
<b>MUSC 3150 Counterpoint</b>	<b>3-0-3</b>
<b>Prerequisite:</b> MUSC 2012. Analysis and writing of modal and tonal counterpoint.	
<b>MUSC 3160 Intermediate Computer Applications in Music</b>	<b>2-0-2</b>
<b>Prerequisite:</b> MUSC 2012, MUSC 1016 or permission of the instructor. An introduction to computer application programs that involve the use of MIDI (Musical Instrument Digital Interface).	
<b>MUSC 3170 Music Composition I</b>	<b>1-0-1</b>
<b>Prerequisite:</b> MUSC 1012 or permission of the instructor. Foundations in music composition employing both traditional and contemporary techniques.	
<b>MUSC 3171 Music Composition II</b>	<b>0-2-1</b>
<b>Prerequisite:</b> MUSC 3170 or permission of the instructor. Application of materials in music composition employing both traditional and contemporary techniques.	
<b>MUSC 3230 Accompanying</b>	<b>1-0-1</b>
Study and performance of piano accompaniments in vocal and instrumental literature with an emphasis on techniques and style. May be repeated for credit.	

<b>MUSC 3300 The Music Industry</b>	<b>3-0-3</b>
<b>Also offered as MDIA 3300.</b>	
<b>Prerequisites:</b> MDIA 3110K and MDIA 3130K, or permission of instructor. Introduction to the music industry, including business aspects and the application of multitrack recording techniques. Topics include recording contracts, legal and copyright issues, music promotion and distribution channels, and technological developments affecting the industry. Students will learn music recording software, MIDI, the multitrack recording console, and microphone design and placement. Students will gain practical experience by recording music performances and producing them on compact disc.	
<b>MUSC 3430 History of Jazz</b>	<b>2-0-2</b>
<b>Prerequisite:</b> MUSC 2172 or permission of the instructor. A comprehensive study of the development of jazz from its origins through present day. The course emphasizes the evaluation of stylistic trends and techniques.	
<b>MUSC 3650 Conducting</b>	<b>2-1-2</b>
<b>Prerequisites:</b> MUSC 2012 and MUSC 2052 or permission of instructor. Techniques of choral and instrumental conducting.	
<b>MUSC 3810 Chamber Singers</b>	<b>0-5-1</b>
<b>Prerequisite:</b> Successful audition. Principle 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.	
<b>MUSC 3820 Concert Choir</b>	<b>0-3-1</b>
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.	
<b>MUSC 3830 The Spotlighters</b>	<b>0-3-1</b>
A select choral ensemble emphasizing popular, jazz, blues, and show tune repertoire. Participation by audition only.	
<b>MUSC 3840 Opera and Musical Theatre</b>	<b>0-3-1</b>
Music drama production and ensemble work. Preparation of scenes and full-scale productions.	
<b>MUSC 3850 Concert Band</b>	<b>0-3-1</b>
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.	
<b>MUSC 3860 Orchestra</b>	<b>0-3-1</b>
<b>Corequisite:</b> Applied lessons or permission of the instructor. Principal ensemble for orchestral string principals and majors and other principals according to assignment by the Head of the Department of Music. Open to any VSU student.	
<b>MUSC 3870 Jazz Ensemble</b>	<b>0-3-1</b>
Principal ensemble for jazz principals and majors and other principals according to assignment by the Head of the Department of Music. Participation by audition only.	
<b>MUSC 3880 Marching Band</b>	<b>0-3-1</b>
Performs at all home football games and various exhibitions. Auditions required for danceline, color guard, and majorette. Fall semester only.	
<b>MUSC 3890 Instrumental Ensembles</b>	<b>0-2-1</b>
Study and performance of repertoire for a variety of combinations of instruments. Open by permission of instructor.	
<b>MUSC 3960 Opera Seminar</b>	<b>1-0-1</b>
Study and analysis of scenes from opera and operetta. May be repeated for credit.	

<b>MUSC 4451 History of Music to 1750</b>	<b>3-0-3</b>
<b>Prerequisites:</b> MUSC 1100 and MUSC 2012 or permission of the instructor. History of music through the Baroque era.	
<b>MUSC 4452 History of Music since 1750</b>	<b>3-0-3</b>
<b>Prerequisites:</b> MUSC 1100 and MUSC 2012 or permission of the instructor. History of music from the Classical era to the present.	
<b>MUSC 4511 Song Literature I</b>	<b>1-0-1</b>
First course of a two-semester sequence. A survey of art song literature from the Renaissance through the German Lieder School spanning the 19th century and the first half of the 20th century.	
<b>MUSC 4512 Song Literature II</b>	<b>1-0-1</b>
Second course of a two-semester sequence. A survey course in art song literature from the 19th and 20th century French, Spanish, English, and American song schools.	
<b>MUSC 4541 Piano Literature I</b>	<b>1-0-1</b>
Survey course in piano literature. The keyboard instruments and literature of the Renaissance, Baroque, and Classical eras.	
<b>MUSC 4542 Piano Literature II</b>	<b>1-0-1</b>
Survey course in piano literature. The piano literature of the Romantic period and representative repertory of the last one hundred years.	
<b>MUSC 4600 Special Topics in Music</b>	<b>1-0-1 to 3-0-3</b>
An elective music course for the study of special topics. May be repeated for credit if different topics are studied.	
<b>MUSC 4721 Piano Pedagogy I</b>	<b>1-0-1</b>
Study of various contemporary teaching methods and materials, with practice teaching under faculty supervision.	
<b>MUSC 4722 Piano Pedagogy II</b>	<b>1-0-1</b>
Study of collections of elementary literature including J.S. Bach's notebooks, Schumann's <i>Kinderszenen</i> , and Bartok's <i>Mikrokosmos</i> ; practice teaching.	
<b>MUSC 4730 Drumset Techniques and Pedagogy</b>	<b>0-2-1</b>
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.	
<b>MUSC 4731 Percussion Pedagogy</b>	<b>1-0-1</b>
Orientation to and experience with the fundamentals of percussion pedagogy.	
<b>MUSC 4732 Brass Pedagogy</b>	<b>1-0-1</b>
Orientation to and experience with the fundamentals of brass pedagogy.	
<b>MUSC 4733 Woodwind Pedagogy</b>	<b>1-0-1</b>
Orientation to and experience with the fundamentals of woodwind pedagogy.	
<b>MUSC 4734 String Pedagogy</b>	<b>1-0-1</b>
Orientation to and experience with the fundamentals of string pedagogy.	
<b>MUSC 4735 Guitar Pedagogy</b>	<b>1-0-1</b>
Orientation to and experience with the fundamentals of guitar pedagogy.	
<b>MUSC 4750 Vocal Pedagogy</b>	<b>2-0-2</b>
Fundamental principles of teaching techniques essential to private studio and class voice work.	
<b>MUSC 4760 Jazz Pedagogy</b>	<b>2-0-2</b>
The study of jazz teaching methods and materials, including rehearsal techniques for large and small jazz ensembles.	

- MUSC 4850 Wind Ensemble** 0-3-1  
Principal 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.
- MUSC 4870 Jazz Combo** 0-2-1  
Study and performance of a wide variety of jazz styles for 5-8 member ensemble. Participation by audition only.
- MUSC 4900 Directed Study in Music** 1 to 3 hours credit  
Directed reading and independent study on an approved project. By permission of Department Head and instructor.

## **NAS: NATIVE AMERICAN STUDIES**

- NAS 3000 Survey of Native American Language** 3-0-3  
A survey of the diversity of Native American language 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.
- NAS 3500 Contemporary Native American Experience** 3-0-3  
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.
- NAS 4100 Native Americans and Criminal Justice** 3-0-3  
**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.
- NAS 4500 Special Topics in Native American Studies** 3-0-3  
An intensive study in a current topic relevant to Native American Studies. May be repeated twice for credit.

## **NURS: NURSING**

- NURS 2700 Pathophysiology** 3-0-3  
**Prerequisite:** BIOL 2651; **Prerequisite or corequisite:** 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 lifestyle strategies. Integration of developmental and preventive aspects of health across the age continuum is included.
- NURS 3010 Gerontological Nursing** 3-0-3  
Focuses on the developmental aspects of aging and approaches that enhance successful aging. Provides an introduction to theories of aging. Examines personal philosophy and values/ethics related to aging and utilizing nursing process to promote health in the older adult. This course is open to nursing and non-nursing students as an elective.

- NURS 3020 Biological and Chemical Terrorism: Impact on Communities** 3-0-3  
 A study designed for health care and public service professionals to develop an understanding of the implications of biological and chemical terrorism and to identify the potential risks these agents have in communities. Discussion will focus on understanding federal, state, and local resources for planning and management of community exposure. Course participants will implement a disaster plan during a simulated drill. Open to students of all majors.
- NURS 3030 Women's Health and Nutritional Issues** 2-3-3  
 An introduction to the holistic health care and nutritional needs of women throughout their lifespan. Health care and nutrition issues are discussed from historical and contemporary perspectives. The course explores self-care practices of culturally diverse women, including health maintenance, illness prevention, and complementary healing.
- NURS 3050 Field Study in Transcultural Care** 1-3-2 to 1-21-8  
 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 to 5 credit 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.** 3-0-3  
**Also offered as AFAM 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.
- NURS 3080 Strategies for Evidence-Based Nursing Practice** 2-3-3  
 Strategies for identification and interpretation of evidence for nursing and health care 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 and community-based health care settings will be examined.
- NURS 3101 Professional Nursing Development I: Values, Roles, Issues** 3-0-3  
**Prerequisites: Core Curriculum and admission to College of Nursing and Health Sciences.** 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 3102 Pharmacology in Nursing Practice** 3-3-4  
**Prerequisite: Full admission to the College of Nursing and Health Sciences.**  
 Pharmacotherapy, including pharmacological and parenteral agents, actions, therapeutic benefits, side effects, client response, and nursing implications. Laboratory component provides opportunities for acquisition of cognitive and psychomotor skills necessary for safe dosage calculation and medication administration.



- NURS 3103 Health Assessment Across the Lifespan** 2-3-3  
**Prerequisite:** NURS 2700. **Corequisite:** NURS 3111. Assessment of physical, psychosocial, functional, and environmental status. Focus is on health assessment of individuals across the lifespan. Concepts and techniques of assessment are introduced, practiced, and evaluated in the classroom and laboratory experiences.
- NURS 3105 RN-BSN Professional Nursing Development I** 3-0-3  
**Prerequisites:** Core Curriculum and admission to VSU College of Nursing and Health Sciences. 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** 3-0-3  
 Assessment of physical, psychosocial, functional, and environmental status. Focus is on health assessment of individuals across the lifespan. Concepts and techniques of assessment are introduced, practiced, and evaluated in the classroom and laboratory experiences.
- NURS 3111 Nursing Care I: Health Promotion and Competencies** 4-3-5  
**Prerequisite:** Full admission to the College of Nursing and Health Sciences. **Corequisites:** NURS 3103. Individual health promotion and illness prevention across the lifespan. Fundamental nursing skills and concepts are introduced, practiced, and evaluated in the classroom, laboratory, and clinical setting.
- NURS 3150 Principles of Baccalaureate Nursing Education** 3-0-3  
 Establishes the conceptual foundations for professional nursing. Emphasis is placed on application of communication and the analysis of the historical, contemporary, and future perspectives of the profession. This course is open to registered nurses only.
- NURS 3210 Mental Health Nursing Care** 3-6-5  
**Prerequisite:** Successful completion of all Junior 1 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 are used to provide client-centered care.
- NURS 3212 Nursing Care II: Acute Health Alterations** 4-9-7  
**Prerequisite:** Successful completion of all Junior 1 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** 2-0-2  
**Prerequisite:** Successful completion of all Junior 1 courses. 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** 2-0-2  
**Prerequisite:** 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 3240 Introduction to Forensic Nursing** 3-0-3  
**Prerequisite:** Completion of Junior I coursework or permission of instructor. 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** 3-0-3  
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** 3-0-3  
Specific learning and teaching 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** 0-9-3  
Specific learning and teaching clinical activities aimed at improving 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 End-of-Life Nurturing** 3-0-3  
The study of the meaning of death, dying, and grieving across cultures and life development stages. The course focuses on end-of-life issues such as death as a process to attain life fulfillment, nurturing behaviors (providing nourishment, hydration, and care giving), cultural and spiritual perspectives, and legal and ethical concerns related to quality-of-life decisions.
- NURS 4010 Legal and Ethical Issues in Health Care** 3-0-3  
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** 3-3-4  
**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 to 5 credit 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 4090 Perioperative Nursing** 3-0-3  
**Prerequisites:** NURS 4112, NURS 4122. Includes knowledge and skills for nursing care during the perioperative, intraoperative, and post operative period including home follow-up.
- NURS 4090K Perioperative Nursing Lab** 0-3-1  
**Corequisite:** NURS 4090. Clinical Application of NURS 4090 content.
- NURS 4091K Acute Care Nursing Clinical Internship** 3 credit hours  
**Prerequisite:** NURS 3211. Concentrated interaction with selected client populations in an acute care setting and the conduct of a quality improvement project. Students will work with a preceptor and will participate in the team approach to caring for a patient. Students will observe and perform procedures but will not administer medications.

- NURS 4100 Research in Nursing** 3-0-3  
**Prerequisites:** NURS 3211, NURS 3220, NURS 3221. Introduction to interpretation and evaluation of nursing research. Qualitative, quantitative and epidemiological research methods are considered as they apply to the practice of nursing. Technological networking and evaluation of the information obtained is encouraged.
- NURS 4102 Professional Nursing Development II: Research and Evidence-Based Practice** 3-0-3  
**Prerequisite:** Successful completion of all Junior 1 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 4105 RN-BSN Professional Nursing Development II: Research and Evidence-Based Practice** 3-0-3  
**Prerequisite:** 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 4112 Health Restoration of Adults** 3-9-6  
**Prerequisites:** NURS 3211, NURS 3220, NURS 3221. Focuses on concepts of health restoration for culturally diverse clients and families experiencing alterations in health. Principles of rehabilitation will be addressed. Clinical experiences provide the opportunity to practice health restoration in a variety of settings.
- NURS 4113 Nursing Care III: Chronic and Multisystem Health Alterations** 4-9-7  
**Prerequisites:** All Junior 2 courses. 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 children, adults, and families. Clinical experiences within interdisciplinary teams provide the opportunity to assist clients to attain optimal health.
- NURS 4122 Health Restoration of Growing Families** 3-9-6  
**Prerequisites:** NURS 3211, NURS 3220, NURS 3221. Focuses on concepts of health restoration as applied to holistic development of growing families in communities. Women’s health, families at risk, aberrations in growth related to the growing family are addressed. Clinical experiences focus on nursing interventions necessary to promote health restoration in growing families.
- NURS 4123 Nursing Care of Women, Neonates, and Childbearing Families** 3-3-4  
**Prerequisite:** Successful completion of NURS 3212. 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 4200 Community Health Nursing Care** 3-3-4  
**Prerequisite:** Successful completion of all Senior 1 courses. 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 4203 Professional Nursing Development III: Leadership and Management** 3-0-3  
**Prerequisite:** Completion of all Senior 1 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** 3-3-4  
 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 4205 RN-BSN Professional Nursing Development III: Leadership and Management** 3-0-3  
**Prerequisites:** NURS 3105 and NURS 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 4210 Health Restoration of Holistic Self** 3-9-6  
**Prerequisites:** NURS 4112, NURS 4122. Focuses on concepts related to disconnectedness of body, mind, and spirit. Nursing interventions focus on a variety of therapeutic modalities to foster holism within individuals, families, and communities. Ethical, cultural, and legal issues are discussed. Clinical experiences provide the opportunity to practice health restoration within varied mental health settings.
- NURS 4220 Integration of Nursing Modalities** 0-9-3  
**Prerequisites:** NURS 4122, NURS 4112, NURS 4100. Planned seminars, clinical laboratories, and directed study will be used to demonstrate mastery of the curricular content. Provides the opportunity to integrate competent nursing into holistic care of selected client populations. Students will identify and address a clinical problem through review of research and development of nursing strategies.
- NURS 4225 Professional Nursing Practice** 0-14-7  
**Prerequisite:** Completion of all Senior 1 courses. **Prerequisites or corequisites:** 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** 0-14-7  
**Prerequisites:** NURS 3105, NURS 3106, NURS 4105, NURS 4205, with a grade of “C” or better. Capstone course combining professional nursing practice, seminars, and simulation, to develop abilities for students to manage care for a group of clients.
- NURS 4230 Nursing Leadership** 3-9-6  
**Prerequisites:** NURS 4100, NURS 4112, NURS 4122. Focuses on the leadership and management responsibilities of the novice professional nurse within structured and non-structured health care settings.

- NURS 4250 Introduction to Nursing Financial Management** 3-0-3  
 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 4400K Nursing Informatics** 2-3-3  
**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.

## **NUTR: NUTRITION**

- NUTR 3100 Applied Nutritional Science** 3-0-3  
**Prerequisite:** BIOL 2651; **pre- or corequisite:** 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 3200 Nutrition in Health and Human Performance** 3-0-3  
 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.
- NUTR 3250 Special Topics in Nutrition** 3-0-3  
**Prerequisite:** Basic nutrition course or permission of the 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** 3-0-3  
 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** 3-0-3  
 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** 3-0-3  
**Prerequisite:** NUTR 3100 or permission of the 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 Life Cycle Nutrition** 3-0-3  
 A 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** 3-0-3  
 The 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.

## **ORGL: ORGANIZATIONAL LEADERSHIP**

- ORGL 3000 Reflective Seminar I: Self as Learner** 1-0-1  
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** 1-0-1  
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 have affected their prior leadership experiences.
- ORGL 4000 Reflective Seminar III: Transforming Self, Self-Transformation** 1-0-1  
Graded “Satisfactory” or “Unsatisfactory.” A seminar including critical self-evaluation of prior learning experiences, using frameworks for reflection and analysis and development of the students’ own capacity to adapt and transform their own learning practices.
- ORGL 4690 Capstone Seminar in Organizational Leadership** 3-0-3  
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.

## **PERS: PERSPECTIVES COURSES**

The Valdosta State University Core Curriculum requires two Perspectives courses, each from a different area of the Perspectives offerings.

### **Area 1 - Perspectives on Ethics and Values**

- PERS 2110 Ethical Concepts in Technology** 2-0-2  
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** 2-0-2  
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** 2-0-2  
Review of case studies in areas of the Arts involving censorship and other ethical issues.
- PERS 2160 Perspectives on Leadership** 2-0-2  
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** 2-0-2  
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** 2-0-2  
 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** 2-0-2  
 An enhanced examination of how various advances in the natural sciences, including genomics and biotechnology, are redefining traditional understandings of human nature. A seminar format will be used to explore ethical challenges that these new understandings pose at local, regional, and global levels.
- PERS 2199 Special Topics in Perspectives** 2-0-2  
 Designed to provide a study in current topics through global, regional, and interdisciplinary approaches. Topics vary.

## **Area 2 - Perspectives on Tradition and Change**

- PERS 2210 Women's Voices** 2-0-2  
 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, Fannie Flag.
- PERS 2220 Georgia, A Spanish Borderland** 2-0-2  
 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** 2-0-2  
 A focus on the distinctive sociology, anthropology, and politics of the southern region and its relationship to global and 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 2299 Special Topics in Perspectives** 2-0-2  
 Designed to provide a study in current topics through global, regional, and interdisciplinary approaches. Topics vary.

## **Area 3 - Perspectives on Human Expression**

- PERS 2300 Stimulating Creative Behavior** 1-2-2  
 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 2310 Literature and Journalism** 2-0-2  
 Explores the relationship between the practice of journalism and literature from several regions across the country and various nations over the past 150 years, addresses the relationship between "journalistic" and "literary" truth, journalistic and literary style, and parallels between the social role of the journalist and fiction writer.

- PERS 2313 Counter-Cultural Movements of the Cold War Era, 1945-68** 2-0-2  
 An examination of the interrelationship among 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 2313 H Honors Counter-Cultural Movements of the Cold War Era, 1945-68** 2-0-2  
 An examination of the interrelationship among 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 2315 Narrative and Identity** 2-0-2  
 An exploration of the role that narrative plays in non-narrative settings. Emphasis will be placed on the role that various “master narratives” play constructing human identity at the regional, national, and global levels.
- PERS 2315H Honors Narrative and Identity** 2-0-2  
 An enhanced exploration of the role that narrative plays in non-narrative settings. Emphasis will be placed on the role that various “master narratives” play constructing human identity at the regional, national, and global levels.
- PERS 2330 Women in the Visual Arts** 2-0-2  
 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** 2-0-2  
 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** 2-0-2  
 An interdisciplinary, multicultural course that presents 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 together, but often leads to destructive behavior as well. 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** 2-0-2  
 The study of concepts, vocabulary, subject matter, and influences of American regional and various international cultures on the development of rock and roll.
- PERS 2370 American Film** 2-0-2  
 A study of the development of the American film industry; a review of its major eras of silent film, films of the Depression period—positive and negative, the years of World Wars, the 50’s, 60’s and beyond; a study of the technology of American film; and a review of avant garde movements. This course features a study of the cultural interrelationships between the southern region of the United States and the rest of the country.
- PERS 2380 Arts Perspective** 2-0-2  
 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 2381 Arts Perspective II** 2-0-2  
The analysis, synthesis, and communication of the interrelationships among the arts and on the parallel skill development in creative expression, using one mode of artistic expression to stimulate creative response in another.
- PERS 2390 Music in Film** 2-0-2  
Insight into the use of music in the cinema and how music is presented in various forms within the film genre; a look at music in film from a global perspective to understand how music in film is affected by certain regions of the U.S., 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, the soundtrack, and the movie musical.
- PERS 2391 Experiences in Communication Arts** 2-0-2  
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** 2-0-2  
Designed to provide a study in current topics through global, regional, and interdisciplinary approaches. Topics vary.

#### **Area 4 - Perspectives on the Environment and Physical World**

- PERS 2410 History of Spaceflight** 2-0-2  
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 2420 Scientific Dimensions of Environmental Change** 2-0-2  
An introduction to the scientific basis of some of the most important environmental issues facing modern society. Global warming, stratospheric ozone depletion, water and air pollution, loss of biodiversity, the spread of infectious disease, or other important global and regional issues will be examined from the perspectives of biologists, chemists, and earth scientists.
- PERS 2430 Nutrition** 2-0-2  
An introduction to the interrelationships among nutrition, food, and the environment as they impact health status. The emphasis is on multiple factors that influence food intake and the sum total of nutritional processes resulting in optimal physiological functioning. The role and function of nutrients in health promotion and wellness throughout the life cycle will be discussed with a regional and global perspective.
- PERS 2440 The Built Environment** 2-0-2  
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** 2-0-2  
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** 2-0-2  
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 2470 Reading the Earth** 2-0-2  
A study of the Earth from both the geological and humanistic perspectives. Students will learn how geologists “read rocks” to decipher the history of past landscapes, climate, and life, and apply these skills to explore the geological history of Georgia. For the humanistic perspective, literature and film will be used to focus on the Earth and our understanding of it.
- PERS 2480 Infectious Diseases and History** 2-0-2  
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** 2-0-2  
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** 2-0-2  
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 world wide, along with exploring their biological uses and plant chemistry. Zoopharmacognosy is also introduced.
- PERS 2499 Special Topics in Perspectives** 2-0-2  
Designed to provide a study in current topics through global, regional, and interdisciplinary approaches. Topics vary.

#### **Area 5 - Perspectives on Race and Gender**

- PERS 2510 African American Art and Culture** 2-0-2  
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** 2-0-2  
An exploration of the nature of laws and their implications for men, 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 southeast United States.
- PERS 2560 African-American Music and Culture** 2-0-2  
A study of African-American music, musicians, and culture from the late 18th century to the late 20th century.
- PERS 2599 Special Topics in Perspectives** 2-0-2  
Designed to provide a study in current topics through global, regional, and interdisciplinary approaches. Topics vary.

## Area 6 - Perspectives on Cross-Cultural Understanding and Expression

- PERS 2600 International Film** 2-0-2  
A historical and critical survey of major international film directors and their contributions to the world of cinema.
- PERS 2605 Geopolitics and Ethnic Conflicts** 2-0-2  
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 potential developments of global ethnic tensions.
- PERS 2610 Tradition and Identity** 2-0-2  
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** 2-0-2  
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 2640 Law and Justice around the World** 2-0-2  
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** 2-0-2  
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** 2-0-2  
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** 2-0-2  
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** 2-0-2  
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** 2-0-2  
 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** 2-0-2  
 Designed to provide a study in current topics through global, regional, and interdisciplinary approaches. Topics vary.

## **Area 7 - Perspectives on the World of Work**

- PERS 2700 Communication Systems** 2-0-2  
 The development and application of speech/artistic communication skills in both a southern and national cultural perspective that will affect the student's educational, religious, economic, social, and professional life in the 21st century.
- PERS 2710 Exploring Success** 2-0-2  
 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** 2-0-2  
 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** 2-0-2  
 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, listservs, and Internet-based electronic bulletin boards, search strategies, and web page construction.
- PERS 2730H Honors Internet Technology** 2-0-2  
 An enhanced introduction to networking concepts, the Internet, and the World Wide Web, including regional and global applications. Students will work with FTP, telnet, email, Usenet, listservs, and Internet-based electronic bulletin boards, search strategies, streaming video, and web page construction.
- PERS 2740 Women and Work** 2-0-2  
 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** 2-0-2  
 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 perspectives, with a focus on the political, economic, and ethical aspects.
- PERS 2760 Survey of Entrepreneurship** 2-0-2  
 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 in entrepreneurship, including basic business planning, marketing, accounting, and finance principles.

**PERS 2799 Special Topics in Perspectives**

3-0-2

Designed to provide a study in current topics through global, regional, and interdisciplinary approaches. Topics vary.

**PHIL: PHILOSOPHY****PHIL 2010 Fundamentals of Philosophy**

3-0-3

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 analyses 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**

3-0-3

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 analyses 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**

3-0-3

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 analyses of ethical, political, and legal arguments and theories.

**PHIL 2020H Honors Principles of Logic and Argumentation**

3-0-3

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 in on the practical application of basic principles to the analyses of ethical, political, and legal arguments and theories.

**PHIL 2030 Ethics and Contemporary Society**

3-0-3

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 3060 History of Ancient Philosophy**

3-0-3

**Prerequisite:** PHIL 2010 or PHIL 2010H or consent of the instructor. A historical survey of philosophy of the ancient period, including Greek, Roman and other traditions.

**PHIL 3070 History of Medieval Philosophy**

3-0-3

**Prerequisite:** PHIL 2010 or PHIL 2010H or consent of the instructor. A historical survey of philosophy of the medieval period.

**PHIL 3080 History of Early Modern Philosophy**

3-0-3

**Prerequisite:** PHIL 2010 or PHIL 2010H or consent of the instructor. A historical survey of philosophy of the early modern period, ranging from the 16th to the 18th centuries.

**PHIL 3090 History of Late Modern Philosophy**

3-0-3

**Prerequisite:** PHIL 2010 or PHIL 2010H or consent of the instructor. A historical survey of philosophy of the late modern period, ranging from the 19th to the 20th centuries.

**PHIL 3100 Ethics and Health Care**

3-0-3

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** 3-0-3  
 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** 3-0-3  
 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** 3-0-3  
 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** 3-0-3  
 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** 3-0-3  
 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** 3-0-3  
 A study of ethical issues in the media, with special emphasis on 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** 3-0-3  
 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** 3-0-3  
 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** 3-0-3  
 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** 3-0-3  
 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** 3-0-3  
 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 3220 Cosmology** 3-0-3  
 A scientific and philosophical study of our perception of the universe, including the world views of Ptolemy, Copernicus, and Einstein.

- PHIL 3230 Philosophy of Mind** 3-0-3  
 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 3300 Philosophy of Religion** 3-0-3  
**Also offered as REL 3300.**  
 The study of basic problems of religious belief and critical analysis of proposed solutions to these problems.
- PHIL 3400 Existentialism** 3-0-3  
**Also offered as REL 3400.**  
 The study of some of the principal existentialist thinkers such as Kierkegaard, Nietzsche, Sartre, Heidegger, Simone de Beauvoir, Camus, Buber, and Jaspers.
- PHIL 3430 American Philosophy** 3-0-3  
 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 words of C. S. Peirce, W. James, J. Dewey, and G. H. Mead.
- PHIL 3530 Christian Ethics** 3-0-3  
**Also offered as REL 3530.**  
 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. The course applies the social teachings of Christian traditions to relevant issues in social ethics today.
- PHIL 3540 Ecology and World Religions** 3-0-3  
**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** 3-0-3  
**Also offered as 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.
- PHIL 3620 Post Colonization Issues in Indigenous Cultures** 3-0-3  
**Also offered as 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.
- PHIL 3630 Native American Women** 3-0-3  
**Also offered as 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.

- PHIL 3640 Environmental Philosophy** 3-0-3  
 An introduction to environmental philosophy, with special emphasis on varying philosophical positions on epistemology, ontology, and aesthetics.
- PHIL 3650 Mysticism and Social Justice** 3-0-3  
**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** 3-0-3  
**Also offered as REL 3700.**  
 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.
- PHIL 3710 Hinduism** 3-0-3  
**Also offered as REL 3710.**  
 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.
- PHIL 3800 Philosophy of Film** 3-0-3  
**Also offered as REL 3800.**  
 A study of the role of film in culture. This course 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 3801 Philosophical Themes in Film** 3-0-3  
**Also offered as REL 3801.**  
 An exploration of philosophical themes in film. Using epistemological, socio-political, and ethical theories from the history of philosophy, this course will explore some of the most vexing questions of philosophy.
- PHIL 3850 Philosophy of Race** 3-0-3  
 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 philosophers such 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 Moody-Adams, Patricia Hill Collins, and Marilyn Frye.
- PHIL 3900 Philosophy of Happiness** 3-0-3  
**Also offered as REL 3900.**  
 An in-depth examination of the philosophy of happiness, drawing from the work of contemporary applied philosophy and classical historical figures, from antiquity to the modern era.
- PHIL 4120 Ethics and Public Policy** 3-0-3  
 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** 3-0-3  
 A 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 service, judging cases in public administration for ethical and theoretical underpinnings, and identifying situations involving professional malfeasance and conflict of interest. Students will analyze the environment and human rights concerns that public administrators must incorporate into all their decision-making.
- PHIL 4800 Special Topics in Philosophy** 1-0-1 to 3-0-3  
 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** 1-0-1 to 3-0-3  
 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** 1-0-1 to 3-0-3  
 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** 1-0-1 to 3-0-3  
 An individual study of a special area of ethics under supervision of instructor. May be repeated for up to 6 hours of credit when topics differ.
- PHIL 4920 Metaphilosophy** 3-0-3  
**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.

## **PHSC: PHYSICAL SCIENCE**

- PHSC 1100 The Universe of Energy** 3-0-3  
**Prerequisite: MATH 1111 or equivalent, or consent of the instructor.** A 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** 2-4-4  
**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** 2-4-4  
**Prerequisite: PHSC 1100, and GEOL 3020 or ASTR 1020K, 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.

## PHYS: PHYSICS

- PHYS 1111K Introductory Physics I** 3-3-4  
**Pre- or corequisite:** 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 2-hour laboratory, and one 1-hour recitation session per week.
- PHYS 1112K Introductory Physics II** 3-3-4  
**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 2-hour laboratory, and one 1-hour recitation session per week.
- PHYS 2211K Principles of Physics I** 3-3-4  
**Corequisite 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 lecture hours, one 2-hour laboratory, and one 1-hour recitation session per week.
- PHYS 2212K Principles of Physics II** 3-3-4  
**Corequisite or Prerequisite:** MATH 2262 . **Prerequisite:** PHYS 2211K with a grade of “C” or better. Part II of an introductory course in calculus-based physics. Topics include electromagnetism, optics, and waves. Elementary differential and integral calculus will be used. Three lecture hours, one 2-hour laboratory, and one 1-hour recitation session per week.
- PHYS 2700 Modern Physics** 1-0-1  
**Prerequisite:** PHYS 2211K. A preparatory course for the upper-division physics curriculum. An overview of physics developed in the last century. Topics include the special theory of relativity, the particles-wave duality, matter waves, Schrödinger’s equation, and condensed matter physics.
- PHYS 3040 Electronics** 2-4-4  
**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** 3-2-4  
**Prerequisites:** PHYS 2212K and 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 3810 Mathematical Methods of Physics** 3-0-3  
**Prerequisites:** PHYS 2212K and 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** 3-0-3  
**Prerequisites:** PHYS 2212K, 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** 3-0-3  
**Prerequisite:** PHYS 3820 with a grade of “C” or better. Application of advanced numerical and computation techniques to real world problems, utilizing multiple computer languages to solve them. Topics include matrix algebra, boundary value problems, nonlinear systems, and partial differential equations.

- PHYS 4040 Experimental Physics** 2-4-4  
**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** 3-0-3  
**Prerequisite:** MATH 2263; PHYS 2212K with a grade of “C” or better. Topics include Newtonian mechanics, conservation laws, simple harmonic motion, and Lagrange’s equations.
- PHYS 4112 Theoretical Mechanics II** 3-0-3  
**Prerequisite:** PHYS 4211 with a grade of “C” or better. Topics include Newtonian mechanics, rotational motion, waves, relativity, and Hamiltonian formalism.
- PHYS 4211 Electromagnetism I** 3-0-3  
**Prerequisites:** MATH 2263 and PHYS 2212K with a grade of “C” or better. Topics include electrostatics, magnetostatics, charge distributions, and Maxwell’s equations in differential form.
- PHYS 4212 Electromagnetism II** 3-0-3  
**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** 3-0-3  
**Prerequisites:** MATH 2263 and PHYS 2212K with a grade of “C” or better. An introduction to the physics of ionized gases.
- PHYS 4310 Thermodynamics** 3-0-3  
**Also offered as ENGR 4310.**  
**Prerequisites:** MATH 2263, PHYS 2211K. Basic principles of classical thermodynamics, which includes open and closed systems for both steady and transient processes.
- PHYS 4411 Quantum Mechanics I** 3-0-3  
**Prerequisite or corequisite:** PHYS 4111. An introduction to the physics of ionized gases. Topics include the wave-particle duality of light and matter, Schrödinger’s equation, and time-independent solutions to Schrödinger’s equation. Dirac notation and matrix formalism are introduced.
- PHYS 4412 Quantum Mechanics II** 3-0-3  
**Corequisite:** PHYS 4111. Topics include angular momentum and spin operators, time-independent perturbation theory, and the WKB approximation.
- PHYS 4501 Capstone Seminar I** 1-0-1  
**Prerequisite:** Senior standing. A study of current developments 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** 0-6-3 to 0-12-6  
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** 1-0-1 to 4-4-6  
**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****1-0-1 to 4-4-6**

**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.

**PLA: PRIOR LEARNING ASSESSMENT****PLA 2000 Prior Learning Documentation****2 credit hours**

**Prerequisite: Permission of the instructor.** Graded “Satisfactory” or “Unsatisfactory.” Techniques for the development of documentation for prior learning experiences 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.

**POLS: POLITICAL SCIENCE****POLS 1101 American Government****3-0-3**

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 the study of U.S. and Georgia Constitutions.

**POLS 1101H Honors American Government****3-0-3**

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 the study of U.S. and Georgia Constitutions.

**POLS 2101 Introduction to Political Science****3-0-3**

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 2200 The Development of American Democracy****3-0-3**

An examination of the evolution of American democracy from the founding to the contemporary era. Initially, this course investigates the constitutional foundations of American government. The course lectures and readings will explore the political thought of the founding fathers and the development of the U.S. Constitution. Students will explore the changes in the political processes and institutions of American government over the last 200 years.

**POLS 2310 Introduction to the European Union****3 hours credit**

An introduction to the history, institutions, and policies of the European Union. The course also examines the EU’s role as a global actor, including its relations with the United States.

**POLS 2401 Introduction to Global Issues****3-0-3**

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** 3-0-3  
 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** 3-0-3  
 A discussion of current political issues in America as well as their roots in the American social, economic, and political environment.
- POLS 3100 Scope and Methods of Political Science** 3-0-3  
 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** 3-0-3  
 A study of American subnational governments and politics with special emphasis upon intergovernmental relations.
- POLS 3210 The American Legislative Process** 3-0-3  
 A study of the legislative process in the United States, focusing primarily on Congress and the state legislatures. Course topics will include elections for legislative offices and the interaction between the legislature and the executive branch. The roles of parties and leaders in the legislative process will be examined.
- POLS 3220 The American Political Process: Campaigns, Elections, and Voters** 3-0-3  
 A general overview of the American political process. Special emphasis is placed on the role of money and the media in modern campaigns. The course examines the rise of “candidate-centered” elections. The study of the American voter focuses on the decline in voter turnout, the rise of the independent voter, and the influence of race on voting.
- POLS 3230 Political Parties, Interest Groups, and the Media** 3-0-3  
 A study of the mediating institutions in society which connect citizens to their government. The course examines the historical evolution of American political parties and their special contribution to our democracy. After an examination of the decline of political parties in the 20th century, this course explores the ascendance of interest groups and the mass media. Topics of particular include the explosion of political action committees, the rise of issue networks, media bias and the influence of the media on political learning.
- POLS 3240 American Judicial Process and Behavior** 3-0-3  
 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** 3-0-3  
 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 Race, Ethnicity, and Politics** 3-0-3  
 A study of the interaction of race, ethnicity, and politics in the U.S.; the conceptualizations of race and ethnicity; the relevant issues that arise in a pluralistic society; and the role of politics in addressing these issues.
- POLS 3290 The American Presidency** 3-0-3  
 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** 3-0-3  
 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 Politics** 3-0-3  
 A study of key concepts and theories of international politics. Examines the evolution of the contemporary international system and conflict and cooperation among nation-states.
- POLS 3500 Western Political Theory I** 3-0-3  
 An examination of the teachings of the classical period of political theory from early Greeks through the political writings of Thomas Aquinas.
- POLS 3510 Western Political Theory II** 3-0-3  
 An examination of the normative teachings of modern political theory beginning with Machiavelli up to the writings of John Stuart Mill.
- POLS 3520 Modern Political Ideologies** 3-0-3  
 An exploration of the dominant political ideologies that shape decisions about and understanding of political events, including but not limited to capitalism, socialism, communism, patriarchy, feminism, environmentalism, liberation theology, liberalism, populism, and nationalism.
- POLS 3530 American Political Thought** 3-0-3  
 A study of the foundations of American political thought from the Puritan era to contemporary times.
- POLS 3600 Introduction to Public Administration** 3-0-3  
 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** 3-0-3  
 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** 3-0-3  
**Prerequisite:** POLS 3100. An application of political science research skills to the study of specialized topics that reflect the expertise of the instructor. Students will prepare and present a formal research paper.

- POLS 4200 American Constitutional Law I** 3-0-3  
 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** 3-0-3  
 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** 3-0-3  
 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** 3-0-3  
 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** 3-0-3  
 An overview of the administrative law process with the focus upon the formation and execution of public policy. Special emphasis is placed 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** 3-0-3  
 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 I** 3-0-3  
**Also offered as LEAS 4250.**  
 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** 0-6-3  
**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** 3-0-3  
**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** 3-0-3  
 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** 3-0-3  
 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 credit  
 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** 3-0-3  
 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 4330 African Politics** 3-0-3  
 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** 3-0-3  
 The study of political institutions, processes and behavior within a comparative perspective.
- POLS 4370 Comparative Constitutional Law and Judicial Politics** 3-0-3  
 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** 3-0-3  
 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. The course examines how decisions of the Court of Justice impact the economic balance and political stability of the European Union.
- POLS 4400 International Organization and Law** 3-0-3  
 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** 3-0-3  
 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** 3-0-3  
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** 3-0-3  
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 I** 3-0-3  
A study of the role of the UN in the world today. Students will obtain experience in practicing diplomatic skills in a mock setting. The course prepares students to represent accurately a member of the UN in regional and national competition. The course may be taken three times for credit.
- POLS 4450 Comparative Environmental Politics and Policy** 3-0-3  
A comparative examination of environmental movements, parties, and policies in selected countries and regions of the world. The course will focus on cross-national forces such as non-governmental actors and international regimes.
- POLS 4600 Government Organization and Administrative Theory** 3-0-3  
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** 3-0-3  
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** 3-0-3  
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 4640 Urban Politics and Administration** 3-0-3  
An analysis of the governmental function in urban areas. Emphasis is placed on the management role in a political context.
- POLS 4650 Intergovernmental Relations** 3-0-3  
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** 3-0-3  
An examination of key current issues in public administration. The course explores the most current literature illuminating the issues facing public administrators in today's demanding environment.
- POLS 4700 Directed Study in Political Science** 1-0-1 to 3-0-3  
Directed readings in selected areas of political science with regular conferences between instructor and students.
- POLS 4700H Honors Directed Study in Political Science (Thesis)** 1-0-1 to 3-0-3  
Directed readings in selected areas of political science with regular conferences between instructor and students.
- POLS 4820 Special Topics in U.S. Government and Politics** 3-0-3  
Selected themes 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 U.S. Government and Politics** 3-0-3  
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** 3-0-3  
Selected themes of political and current interest in comparative politics. The course may be repeated for credit if topics are different.
- POLS 4830H Honors Special Topics in Comparative Politics** 3-0-3  
Special topics in comparative politics for Political Science Honors Track. May be repeated for credit.
- POLS 4831 Special Topics in EU Politics** 3 hours credit  
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** 3-0-3  
Selected themes 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** 3-0-3  
Special topics in international politics for Political Science Honors Track. May be repeated for credit.
- POLS 4850 Special Topics in Political Theory** 3-0-3  
Selected themes 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** 3-0-3  
Special topics in political theory for Political Science Honors Track. May be repeated for credit.
- POLS 4860 Special Topics in Public Administration** 3-0-3  
Selected themes 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** 3-0-3  
Special topics in public administration for Political Science Honors Track. May be repeated for credit.
- POLS 4700 Directed Study in Political Science** 3-0-3  
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 credit if topics are different.
- POLS 4700H Honors Directed Study in Political Science (Thesis)** 3-0-3  
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 4900 Internship in Political Science** 3 to 12 credit 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.
- POLS 4901 Model United Nations II** 0-6-3  
**Prerequisite:** POLS 4440. Supervised study of the U. N., including all aspects of organizing a Model U. N. conference on campus and participating in the National Model U. N. Conference. The course may be taken three times for credit.

## **PSYC: PSYCHOLOGY AND COUNSELING**

- PSYC 2500 Fundamentals of Psychology** 3-0-3  
A general survey course designed to introduce the student to fundamental methods and content of contemporary psychology. PSYC 2500 is required of all psychology majors.
- PSYC 2500H Honors Fundamentals of Psychology** 3-0-3  
A general survey course designed to introduce the student to the fundamental methods and content of contemporary psychology. PSYC 2500H substitutes for PSYC 2500.
- PSYC 2700 Human Growth and Development** 3-0-3  
The study of human development across the lifespan, with emphasis on normal growth and achievements in physical, cognitive, social, and emotional domains.
- PSYC 3000 Psychology as a Career** 1-0-1  
**Prerequisite:** PSYC 2500. Open to all students considering psychology as a major and career. An exploration of psychology as a major and a career.
- PSYC 3110 Educational Psychology** 3-0-3  
**Prerequisite:** PSYC 2500. 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** 3-0-3  
**Prerequisites:** PSYC 2500 or PSYC 2700, and ECSE 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 is required.
- PSYC 3130 Educational Psychology for Teachers of Adults** 3-0-3  
**Prerequisites:** PSYC 2500 and acceptance to the TTIE degree program in the College of Education and Human Services. Application of psychological principles, theories, and methodologies to issues of teaching and learning for adults.
- PSYC 3200 Child Psychology** 3-0-3  
**Prerequisite:** PSYC 2500. 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** 3-0-3  
**Prerequisite:** PSYC 2500. 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** 3-0-3  
**Prerequisite:** PSYC 2500. 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 Applied Behavior Analysis I** 3-0-3  
**Prerequisite:** PSYC 2500. Concepts and methods of behavior analysis and social learning. Emphasis is on the procedures associated with respondent and operant conditioning. A field-based behavior modification experiment is required of all students.
- PSYC 3400 Abnormal Psychology** 3-0-3  
**Prerequisite:** PSYC 2500. The nature and etiology of the various forms of behavior disorder, mental deficiency, and other deviations.
- PSYC 3450 Theories of Personality** 3-0-3  
**Prerequisite:** PSYC 2500. 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.

<b>PSYC 3500 Statistical Methods in Psychology</b>	<b>3-0-3</b>
<b>Prerequisites:</b> PSYC 2500 and a grade of “C” or better in MATH 1111, MATH 1112, or MATH 1113. Univariate and bivariate statistical methods for research in the behavioral sciences.	
<b>PSYC 3600 Experimental Psychology</b>	<b>3-0-3</b>
<b>Prerequisite:</b> PSYC 3500 with grade of “C” or better. An introduction to scientific/experimental research methods used in the study of behavior.	
<b>PSYC 3700 Rehabilitation Psychology</b>	<b>3-0-3</b>
<b>Prerequisite:</b> PSYC 2500. The study of adults with disabilities and the vocational rehabilitation process, including program characteristics, outcomes, independent living, and community integration.	
<b>PSYC 3710 Social Psychology</b>	<b>3-0-3</b>
<b>Prerequisite:</b> PSYC 2500. The study of how one’s thoughts, feelings, and behaviors are influenced by others. Theoretical and practical applications are discussed.	
<b>PSYC 3800 Industrial/Organizational Psychology</b>	<b>3-0-3</b>
<b>Prerequisite:</b> PSYC 2500. Theory and application of psychological principles to industrial and organizational settings.	
<b>PSYC 3850 Psychology and Law</b>	<b>3-0-3</b>
<b>Prerequisite:</b> PSYC 2500. 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.	
<b>PSYC 3900 Tests and Measurements</b>	<b>3-0-3</b>
<b>Prerequisite:</b> PSYC 3500. Principles, techniques, and theory underlying construction and use of tests for educational and psychological measurement.	
<b>PSYC 4000 Cognitive Psychology</b>	<b>3-0-3</b>
<b>Prerequisite:</b> PSYC 3600. A survey of the cognitive processes, including topics on attention, memory, language, imagery, problem solving, intelligence, and neurocognition. Data collection required.	
<b>PSYC 4050 Psychology of Learning</b>	<b>3-0-3</b>
<b>Prerequisite:</b> PSYC 3600 with grade of “C” or better. An introduction to the basic principles of human and animal learning, memory, and problem solving.	
<b>PSYC 4100 Physiological Psychology</b>	<b>3-0-3</b>
<b>Prerequisite:</b> PSYC 3600. An introduction to the structure and function of the human nervous system and its relation to behavior.	
<b>PSYC 4150 Sensation and Perception</b>	<b>3-0-3</b>
<b>Prerequisite:</b> PSYC 3600. An overview of the physiology of the senses and how sensory information is integrated so perception can occur. Laboratory experiments included.	
<b>PSYC 4500 Special Topics in Psychology</b>	<b>1-0-1 to 3-0-3</b>
<b>Prerequisites:</b> PSYC 3600 and Senior standing. Issues of topical importance in psychology are explored. May be repeated for a maximum of 3 hours credit in the major.	
<b>PSYC 4800 Introduction to Clinical Practices</b>	<b>3-0-3</b>
<b>Prerequisites:</b> PSYC 3400 and either PSYC 3600 or PSYC 3900. 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.	
<b>PSYC 4850 Directed Study in Psychology</b>	<b>3-0-3</b>
<b>Prerequisite:</b> 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** 1-0-1 to 3-0-3  
**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** 3-0-3  
**Prerequisite:** Senior standing and PSYC 3600. Traces the origins of psychology from philosophy and physiology and its development into the science psychology is today.
- PSYC 4950 Senior Seminar** 3-0-3  
**Prerequisites:** Senior standing and PSYC 3600. 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, PSYC 4992, PSYC 4993 Senior Thesis I, II, III** 1-0-1 each  
**Prerequisites:** "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.

## **READ: READING EDUCATION**

- READ 0099 See the Learning Support section at the end of the list of course offerings.**
- READ 3200 Integrating Literature and the Fine Arts in the Teaching of Reading** 3-0-3  
**Prerequisite:** ECSE 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** 3-0-3  
**Prerequisites:** ECSE 2999. This 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** 3-0-3  
**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** 2-0-2  
**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** 3-0-3  
**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 4530 Teaching Reading to Children with Exceptionalities (Special Education)** 3-0-3  
 An introduction to the methods and materials for teaching reading to exceptional children within a balanced approach to reading instruction. Topics covered will include building a literacy foundation, developing word identification skills, and developing vocabulary and comprehension. This course is for special education teachers.

- READ 4550 Reading in the Content Areas (Middle and Secondary Education)** 3-0-3  
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** 3-0-3  
A 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** 3-0-3  
Planning and management of classroom literacy events based on assessment information. Emphasis includes an examination of ways of recording, analyzing, and using assessment information in daily classroom instruction and differentiating instruction to meet the needs of students from varying cultural, psychological, and linguistic backgrounds.

## **REL: RELIGIOUS STUDIES**

- REL 2010 Introduction to Religion and Culture** 3-0-3  
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** 3-0-3  
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** 3-0-3  
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 3200 Religion, Culture, and Morality** 3-0-3  
**Prerequisite:** REL 2020 or permission of the instructor. A study of how distinctive religious and cultural traditions address issues of sexuality, family, war and peace, gender roles, criminal justice, public policy, and other important moral issues.
- REL 3210 Religion, Violence, and Nonviolence** 3-0-3  
**Prerequisite:** REL 2020 or permission of the instructor. A study of the disturbing alliance between religion and violence and the hopeful alliance between religion and peace in a variety of religious traditions and social contexts. The course will involve historical, cultural, textual, and comparative analysis.
- REL 3220 Religious Pluralism and Dialogue** 3-0-3  
**Prerequisite:** REL 2020 or permission of the instructor. A study of the historical, cultural, philosophical, and theological themes, issues, and beliefs involved in religious pluralism and in respectful dialogue among the major world religions.
- REL 3270 The Human Quest for Faith and Values** 3-0-3  
A study of the human phenomenon of faith and the quest for values. This course examines the proposition that faith is a human universal—that all persons have some way of making meaning and choosing values. Emphasis is given to categories of faith and human development in interaction with human situations as portrayed in novels, films, and historical documents.

- REL 3300 Philosophy of Religion** 3-0-3  
**Also offered as PHIL 3300.**  
 The study of basic problems of religious belief and critical analysis of proposed solutions to these problems.
- REL 3330 New Testament** 3-0-3  
 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** 3-0-3  
 A presentation of the principal 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 3350 Religious Autobiography** 3-0-3  
**Prerequisite: REL 2020 or permission of the instructor.** A study of the world's diverse religious traditions using the autobiographical writings of influential practitioners who embody religious performance through daily example.
- REL 3360 Reading Sacred Texts: Hebrew Bible** 3-0-3  
 An advanced reading of the Hebrew Bible, utilizing recent methods and interpretative frameworks found in current scholarship. Emphasis is given to historical, literary, and cultural approaches to major texts.
- REL 3400 Existentialism** 3-0-3  
**Also offered as PHIL 3400.**  
 The study of some of the principal existentialist thinkers such as Kierkegaard, Nietzsche, Sartre, Heidegger, Simone de Beauvoir, Camus, Buber, and Jaspers.
- REL 3500 Women and Gender in Early Christianity** 3-0-3  
**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 3501 History of Christianity I** 3-0-3  
**Prerequisite: REL 3330 or permission of the instructor.** The history of Christianity in the ancient world from the Apostolic Age to the Council of Nicaea. The course introduces the sacred texts, traditions, and powerful men and women who shaped and defined early Christianity.
- REL 3502 History of Christianity II** 3-0-3  
**Prerequisite: REL 3330 or permission of the instructor.** The history of Christianity from the Council of Chalcedon through the Reformations. The course introduces the sacred texts, traditions, and powerful men and women who shaped and defined Christianity in this period.
- REL 3503 History of Christianity III** 3-0-3  
 From the Early Modern Period to the present. The course examines Christianity's responses and resistances to major shifts in social organizations and societal structures, as reflected in theology, doctrine, denominationalism, social activism, spirituality, and religious communities.
- REL 3504 The Archaeology of Ancient Israel** 3-0-3  
 A study of archaeology of ancient Israel within the cultural context of the Near East. The course will examine the history, culture, and religion of the relevant eras from the Neolithic Period to the Roman Era. Emphasis will be given to the origins of Israel in the Late Bronze and Iron Ages, to the growth and development of the Israelite state, and to the origin and growth of early Christianity.

- REL 3505 Varieties of Early Christianity** 3-0-3  
 A study of variety in 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** 3-0-3  
 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** 3-0-3  
 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** 3-0-3  
**Also offered as PHIL 3530.**  
 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. The course applies the social teachings of Christian traditions to relevant issues in social ethics today.
- REL 3540 Ecology and World Religions** 3-0-3  
**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** 3-0-3  
 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** 3-0-3  
**Also offered as PHIL 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** 3-0-3  
**Also offered as PHIL 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** 3-0-3  
**Also offered as PHIL 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.



- REL 3640 Alternative Religions of the World** 3-0-3  
 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** 3-0-3  
**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** 3-0-3  
**Also offered as PHIL 3700.**  
 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.
- REL 3710 Hinduism** 3-0-3  
**Also offered as PHIL 3710.**  
 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.
- REL 3800 Philosophy of Film** 3-0-3  
**Also offered as PHIL 3800.**  
 A study of the role of film in culture. This course 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 3801 Philosophical Themes in Film** 3-0-3  
**Also offered as PHIL 3801.**  
 An exploration of philosophical themes in film. Using epistemological, socio-political, and ethical theories from the history of philosophy, this course will explore some of the most vexing questions of philosophy.
- REL 3900 Philosophy of Happiness** 3-0-3  
**Also offered as PHIL 3900.**  
 An in-depth examination of the philosophy of happiness, drawing from the work of contemporary applied philosophy and classical historical figures, from antiquity to the modern era.
- REL 4700 Topics in Religious Studies** 1-0-1 to 3-0-3  
 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** 1-0-1 to 3-0-3  
 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****3-0-3**

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.

**RUSS: RUSSIAN****RUSS 1001 Beginning Russian Language and Introduction to Russian Culture I****3-0-3**

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 for 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****3-0-3**

**Prerequisite:** RUSS 1001 or the equivalent. A continuation of RUSS 1001, with 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 for Foreign Languages Proficiency Guidelines. Awareness of various sociocultural aspects and the distinctiveness of certain cultural traditions.

**RUSS 1111 Intensive Russian Language and Culture****3-0-3**

**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 for 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. The 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****3-0-3**

**Prerequisite:** RUSS 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 for Foreign Languages Proficiency Guidelines. Awareness of various sociocultural aspects and the distinctiveness of certain cultural traditions.

**RUSS 2002 Intermediate Russian Language and Russian Culture II****3-0-3**

**Prerequisite:** RUSS 2001 or the equivalent. A continuation of Russian 2001, with 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 for Foreign Languages Proficiency Guidelines. Awareness of various sociocultural aspects and the distinctiveness of certain cultural traditions.

**SEEC: SPECIAL EDUCATION/EARLY CHILDHOOD****SEEC 3690 Early Childhood Inclusive Practicum: Grades K-3****0-4-1**

**Prerequisites:** ECSE 2999. Supervised classroom experiences in inclusive kindergarten through third grade classrooms. Students work under the supervision of mentor teachers and university supervisors for a minimum of four hours per week. Emphasis will be on including students with disabilities in the general education classroom environment.

## **SEED: SECONDARY EDUCATION**

- SEED 2999 Entry to the Education Profession** **0 hours credit**  
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.
- SEED 3000 Issues and Trends in Secondary Education** **3-0-3**  
**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 is required.
- SEED 4010 Integrating Technology in Secondary Education** **0-2-1**  
**Prerequisites:** ACED 2400 and either FLED 3500 or SEED 3000; FLED 2999 or SEED 2999. Focus on advancing a learner’s systematic, progressive migration to a student-centered, technology-empowered class. The central theme is integrating technology into the curriculum.
- SEED 4100 Curriculum and Methods for Teaching Secondary English** **3-0-3**  
**Prerequisites:** SEED 2999, PSYC 3110, and SEED 3000. Synthesis of all previous education courses. Students are required to develop inquiry-based, problem-centered, developmentally appropriate, interdisciplinary curriculum and activities that incorporate technology and authentic assessment strategies. The course also includes the study of adolescent literature as part of the secondary curriculum. Successful completion of a 40-hour secondary school field experience is required.
- SEED 4200 Curriculum and Methods for Teaching Secondary Mathematics** **3-0-3**  
**Prerequisites:** SEED 2999, PSYC 3110, and SEED 3000. Synthesis of all previous education courses. Students are required to develop inquiry-based, problem-centered, developmentally appropriate, interdisciplinary curriculum and activities that incorporate technology and authentic assessment strategies. The course also includes examination and evaluation of the National Council of Teachers of Mathematics Standards. Successful completion of a 40-hour secondary school field experience is required.
- SEED 4300 Curriculum and Methods for Teaching Secondary Science** **3-0-3**  
**Prerequisites:** SEED 2999, PSYC 3110, and SEED 3000. Synthesis of all previous education courses. Students are required to develop inquiry-based, problem-centered, developmentally appropriate, interdisciplinary curriculum and activities that incorporate technology and authentic assessment strategies. Successful completion of a 40-hour secondary school field experience is required.
- SEED 4400 Curriculum and Methods for Teaching Secondary Social Studies** **3-0-3**  
**Prerequisites:** SEED 2999, PSYC 3110, and SEED 3000. Synthesis of all previous education courses. Students are required to develop inquiry-based, problem-centered, developmentally appropriate, interdisciplinary curriculum and activities that incorporate technology and authentic assessment strategies. Successful completion of a 40-hour secondary school field experience is required.
- SEED 4620 Linking Classrooms with Careers** **0-2-1**  
**Prerequisites:** SEED 2999, SEED 3000, and Senior standing. Successful completion of an 80-hour field experience that emphasizes educational applications and connections between businesses/industries and schools.

- SEED 4790 Student Teaching** **10 hours credit**  
**Prerequisites:** SEED 2999, and completion of all requirements to student teach as listed in the University's undergraduate catalog. **Corequisite:** SEED 4800.
- SEED 4800 Professional Practices Seminar** **2-0-2**  
**Prerequisite:** SEED 2999. **Corequisite:** SEED 4790.
- SEED 4900 Special Topics in Secondary Education** **1-0-1 to 3-0-3**  
**Prerequisites:** Senior standing and a 3.0 GPA. An opportunity for intensive individual study in a student's field of specialization.

## **SOCI: SOCIOLOGY**

- SOCI 1101 Introduction to Sociology** **3-0-3**  
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** **3-0-3**  
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** **3-0-3**  
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 Sociological Analysis and Statistical Applications** **3-2-4**  
**Prerequisite:** 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 data analysis software. Computer laboratory periods required.
- SOCI 3060 Race and Ethnic Relations** **3-0-3**  
**Prerequisite:** 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** **3-0-3**  
**Prerequisite:** 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** **3-0-3**  
**Prerequisite:** 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 3190 Clinical Sociology** 3-0-3  
**Prerequisite:** 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** 3-0-3  
**Prerequisite:** 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** 3-0-3  
**Prerequisite:** 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** 3-0-3  
**Prerequisite:** SOCI 1101 or SOCI 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 Research Methods** 3-0-3  
**Prerequisite:** SOCI 3000. 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. Will be taught in electronic classrooms, as facility availability permits.
- SOCI 3650 Sociology of Sport** 3-0-3  
**Prerequisite:** 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 analyses and multicultural examples.
- SOCI 3710 Social Psychology** 3-0-3  
**Prerequisite:** 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** 3-0-3  
**Prerequisite:** 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** 3-0-3  
**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** 3-0-3  
**Prerequisite:** SOCI 1101 or SOCI 1160 or permission of 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** 3-0-3  
**Prerequisite:** 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** 3-0-3  
**Prerequisite:** 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 bureaucracy, Voluntary organizations, theory and concepts associated with the study of organizations, and individual strategies for career entry.
- SOCI 4300 Population Problems** 3-0-3  
**Prerequisite:** SOCI 1101 or SOCI 1160 or permission of 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 to 9 credit 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** 3-0-3  
**Prerequisite:** SOCI 1101 or SOCI 1160 or permission of instructor. An examination of the history, causes, and consequences of poverty in the US. Also discussed will be the history, philosophy, policies, programs, concepts, and practices in the field of social welfare.
- SOCI 4680 Sociology of Gender** 3-0-3  
**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 4800 Issues in Sociological Practice** 3-0-3  
**Prerequisite:** 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** 3-0-3  
**Prerequisite:** 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** 1-0-1 to 3-0-3  
**Prerequisite:** 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** 1-0-1 to 3-0-3  
**Prerequisite:** 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** 3-0-3  
**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.

## **SPAN: SPANISH**

- SPAN 1001 Beginning Spanish Language and Introduction to Hispanic Cultures, I** 3-0-3  
 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 1001 is not open for credit to students with two or more years of high school Spanish or the equivalent.
- SPAN 1002 Beginning Spanish Language and Introduction to Hispanic Cultures, II** 3-0-3  
**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** 3-0-3  
**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** 3-0-3  
**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** 3-0-3  
**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 2010 Intermediate Grammar** 3-0-3  
**Prerequisites or corequisites:** SPAN 2002 and SPAN 2011. A study of selected lexical items and grammatical structures and concepts of the Spanish language. The course serves as an introduction to the major in Spanish.
- SPAN 2011 Intermediate Conversation** 1-0-1  
**Prerequisites or corequisites:** 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. 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 3010 Conversation and Composition** 3-0-3  
**Prerequisite:** SPAN 2002 or consent of the instructor. Thematic approach to the study of speaking and writing, focusing on the development of the student's proficiency in spoken and written Spanish. Conversations will be based on communicative situations which the student would encounter in the Spanish-speaking world. Written activities will enable the student to react to typical exchanges which require written responses.
- SPAN 3012 Applied Spanish Conversation for Professionals** 3-0-3  
**Prerequisite:** SPAN 2002 or consent of the instructor. Practice in both formal and informal discourse for communication in professional settings such as social services, law enforcement, business, and health care. Designed for the intermediate-level student, this course focuses on refining fluency through discussions and practical experiences.
- SPAN 3014 Language, Culture, and Advanced Conversation** 3-0-3  
**Prerequisite:** SPAN 3012 or consent of the instructor. Advanced practice in both formal and informal discourse for communication in professional settings such as social services, law enforcement, business, and health care. 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** 3-0-3  
**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** 3-0-3  
**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** 3-0-3  
**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** 3-0-3  
**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 I** 3-0-3  
**Prerequisite:** SPAN 3200 or consent of the instructor. Survey of selected essays, poems, short stories, and other literary works from the pre-Columbian Latin American societies, the Colonial Period, the Independence Period, and the Latin American Romantic period.
- SPAN 3270 Survey of Latin American Literature II** 3-0-3  
**Prerequisite:** SPAN 3200 or consent of the instructor. Survey of selected essays, poems, short stories, and other literary works from Modernismo to the end of the twentieth century.
- SPAN 4010 Advanced Grammar** 3-0-3  
**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** 2-0-2  
**Prerequisite:** 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 4 hours credit.
- SPAN 4110 Spanish Phonetics and Phonology** 3-0-3  
**Prerequisites:** SPAN 3010 and LING 4000, or consent of the instructor. 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** 3-0-3  
**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 Inés de la Cruz, Isabel Allende, Julia de Burgos, Luisa Valenzuela, Angeles Maestretta, Rosario Castellanos, Mercé Rodoreda, Ester Tusquets, Santa Teresa de Avila, Ana María Matute, Carmen Martín Gaité, and Rosa Montero.

- SPAN 4230 Medieval Spanish Literature** 3-0-3  
**Prerequisite:** SPAN 3150 or SPAN 3250 or consent of the 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** 3-0-3  
**Prerequisite:** SPAN 3150 or SPAN 3250 or consent of the instructor. Study of selected texts, literary movements, and the cultural background of Spanish literature of the Golden Age (Renaissance and Baroque), including selections of poetry, prose, and drama.
- SPAN 4250 Twentieth Century Spanish Literature** 3-0-3  
**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 20th century.
- SPAN 4260 Latin American Prose: Twentieth-Century Novel** 3-0-3  
**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 20th century.
- SPAN 4270 Latin American Prose: Twentieth-Century Short Story** 3-0-3  
**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** 3-0-3  
**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** 3-0-3  
**Prerequisite:** SPAN 4500 or consent of the 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 4900 Special Topics** 3-0-3  
**Prerequisite:** 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 4950 Directed Study** 1-0-1 to 3-0-3  
**Prerequisites:** 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** 1-0-1  
**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 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 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** **1-0-1**

Graded “Satisfactory” or “Unsatisfactory.” Supervised volunteer interpreting or translating activities in community schools, service or law enforcement agencies, or business firms. Students will learn basic interpreting and translating skills before beginning their Practicum activities and will develop specialized vocabulary appropriate to their areas of work. Weekly reports and conferences with the supervising instructor are required. Course will be repeated for credit. Field visits comprise 70% of final grade.

**SPAN 4990 Senior Seminar** **1-0-1**

**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.

**SPEC: SPECIAL EDUCATION**

**SPEC 3000 Serving Students with Diverse Needs** **3-0-3**

**Prerequisite: ECSE 2999.** 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. Public school observation/participation in programs for students with disabilities is required.

**SPEC 3020 Applied Behavior Analysis for Teachers** **3-0-3**

**Prerequisite: ECSE 2999 or COMD 2999.** 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 3190 Audiological Considerations for Teachers** **4-0-4**

**Prerequisite: ECSE 2999.** An introduction to the types and causes of hearing loss, interpretation of audiograms, and methods and procedures of determining hearing loss as each relates to learning and behavioral characteristics of children and youth with hearing loss.

**SPEC 4000 Individualized/Independent Study** **1-0-1 to 3-0-3**

Study directed by faculty designed to meet identified, individual needs of students.

**TASP: TRANSATLANTIC STUDIES PROGRAM**

**TASP 3110 Transatlantic Relations and Russia/Eurasia: Spanish** **1 credit 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 credit hour**

French language companion course for TASP 4110. Readings and assignments in French on transatlantic relations and Russia/Eurasia.

**TASP 3120 Transatlantic Relations and the Middle East: Spanish** **1 credit hour**

Spanish language companion course for TASP 4120. Readings and assignments in Spanish on transatlantic relations and the Middle East.

<b>TASP 3121 Transatlantic Relations and the Middle East: French</b>	<b>1 credit hour</b>
French language companion course for TASP 4120. Readings and assignments in French on transatlantic relations and the Middle East.	
<b>TASP 3130 Transatlantic Relations and Africa: Spanish</b>	<b>1 credit hour</b>
Spanish language companion course for TASP 4130. Readings and assignments in Spanish on transatlantic relations and Africa.	
<b>TASP 3131 Transatlantic Relations and Africa: French</b>	<b>1 credit hour</b>
French language companion course for TASP 4130. Readings and assignments in French on transatlantic relations and Africa.	
<b>TASP 3140 Transatlantic Relations and Latin America: Spanish</b>	<b>1 credit hour</b>
Spanish language companion course for TASP 4140. Readings and assignments in Spanish on transatlantic relations and Latin America.	
<b>TASP 3141 Transatlantic Relations and Latin America: French</b>	<b>1 credit hour</b>
French language companion course for TASP 4140. Readings and assignments in French on transatlantic relations and Latin America.	
<b>TASP 3150 Transatlantic Relations and Asia/Pacific: Spanish</b>	<b>1 credit hour</b>
Spanish language companion course for TASP 4150. Readings and assignments in Spanish on transatlantic relations and Asia/Pacific.	
<b>TASP 3151 Transatlantic Relations and Asia/Pacific: French</b>	<b>1 credit hour</b>
French language companion course for TASP 4150. Readings and assignments in French on transatlantic relations and Asia/Pacific.	
<b>TASP 3210 Transatlantic Relations and Global Security: Spanish</b>	<b>1 credit hour</b>
Spanish language companion course for TASP 4210. Readings and assignments in Spanish on transatlantic relations and global security.	
<b>TASP 3211 Transatlantic Relations and Global Security: French</b>	<b>1 credit hour</b>
French language companion course for TASP 4210. Readings and assignments in French on transatlantic relations and global security.	
<b>TASP 3220 Transatlantic Relations and the Global Economy: Spanish</b>	<b>1 credit hour</b>
Spanish language companion course for TASP 4220. Readings and assignments in Spanish on transatlantic relations and the global economy.	
<b>TASP 3221 Transatlantic Relations and the Global Economy: French</b>	<b>1 credit hour</b>
French language companion course for TASP 4220. Readings and assignments in French on transatlantic relations and the global economy.	
<b>TASP 3230 Transatlantic Relations and Environment and Energy: Spanish</b>	<b>1 credit hour</b>
Spanish language companion course for TASP 4230. Readings and assignments in Spanish on transatlantic relations and environment and energy.	
<b>TASP 3231 Transatlantic Relations and Environment and Energy: French</b>	<b>1 credit hour</b>
French language companion course for TASP 4230. Readings and assignments in French on transatlantic relations and environment and energy.	
<b>TASP 3240 Transatlantic Relations and Global Health and Welfare: Spanish</b>	<b>1 credit hour</b>
Spanish language companion course for TASP 4240. Readings and assignments in Spanish on transatlantic relations and global health and welfare.	
<b>TASP 3241 Transatlantic Relations and Global Health and Welfare: French</b>	<b>1 credit hour</b>
French language companion course for TASP 4240. Readings and assignments in French on transatlantic relations and global health and welfare.	
<b>TASP 3250 Transatlantic Relations and Religion and Culture: Spanish</b>	<b>1 credit hour</b>
Spanish language companion course for TASP 4250. Readings and assignments in Spanish on transatlantic relations and religion and culture.	

- TASP 3251 Transatlantic Relations and Religion and Culture: French** **1 credit hour**  
 French language companion course for TASP 4250. Readings and assignments in French on transatlantic relations and religion and culture.
- TASP 4000 Transatlantic Relations** **3 credit 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 credit 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 4120 Transatlantic Relations and the Middle East** **3 credit hours**  
 A study of the Middle East from a transatlantic perspective. The course examines the impact of political, economic, social, and cultural developments in the Middle East on transatlantic relations and the impact of the transatlantic relationship on the Middle East.
- TASP 4130 Transatlantic Relations and Africa** **3 credit hours**  
 A study of Africa from a transatlantic perspective. The course examines the impact of political, economic, social, and cultural developments in Africa on transatlantic relations and the impact of the transatlantic relationship on Africa.
- TASP 4140 Transatlantic Relations and Latin America** **3 credit hours**  
 A study of Latin America from a transatlantic perspective. The course examines the impact of political, economic, social, and cultural developments in Latin America on transatlantic relations and the impact of the transatlantic relationship on Latin America.
- TASP 4150 Transatlantic Relations and Asia/Pacific** **3 credit hours**  
 A study of Asia/Pacific from a transatlantic perspective. The course examines the impact of political, economic, social, and cultural developments in Asia/Pacific on transatlantic relations and the impact of the transatlantic relationship on Asia/Pacific.
- TASP 4210 Transatlantic Relations and Global Security** **3 credit hours**  
 A study of global security from a transatlantic perspective. The course examines the major security challenges facing the transatlantic community and US-European cooperation on global security issues.
- TASP 4220 Transatlantic Relations and the Global Economy** **3 credit hours**  
 A study of the global economy from a transatlantic perspective. The course examines the US-Europe economic relationship and its role in the broader global economy.
- TASP 4230 Transatlantic Relations and Environment and Energy** **3 credit hours**  
 A study of global environmental and energy issues from a transatlantic perspective. The course examines the impact of environmental and energy issues on the transatlantic community and US-European cooperation to address these issues.
- TASP 4240 Transatlantic Relations and Global Health and Welfare** **3 credit 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 cooperation to address these issues.
- TASP 4250 Transatlantic Relations and Religion and Culture** **3 credit hours**  
 A study of religion and culture from a transatlantic perspective. The course examines the role of religion and culture in the transatlantic relationship and the impact of global religions and cultures on the US and Europe.

- TASP 4800 Internship in Transatlantic Studies** **3 to 6 credit hours**  
 Supervised study in a structured institutional environment (i.e. governmental, political, business, non-governmental organization) for Transatlantic Studies majors. Internships should be performed in Europe, although relevant internships outside of Europe will also be considered. Students must have approval from the Transatlantic Studies Program to register for this course. The number of credit hours granted is dependent upon the nature of the particular internship and the amount of work performed. Only 3 hours of internship credit may be counted for the Transatlantic Studies major.
- TASP 4900 Transatlantic Studies Capstone Seminar** **3 credit hours**  
**Prerequisites: TASP 4000 and at least 4 TASP regional or policy courses with grade of “C” or better.** An examination of key issues and selected topics in transatlantic studies, in a manner that allows students to synthesize the knowledge and reinforce the skills they have gained.

## **THEA: THEATRE**

- THEA 1000 Voice and Diction** **3-0-3**  
 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** **3-0-3**  
 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** **3-0-3**  
 Introduction to the theatrical design process, including basic elements of theatrical design, rendering, and collaboration techniques.
- THEA 1710 Improvisation** **0-2-1**  
 Application of the principles of improvisation both as an actor-training approach and as a rehearsal technique.
- THEA 2110 Stage Dialects** **3-0-3**  
**Prerequisite: THEA 1000.** An exploration of dialects frequently used in performance, based on an understanding and usage of the International Phonetic Alphabet.
- THEA 2730 Theatrical and Film Makeup** **1-2-2**  
 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** **2-2-3**  
 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** **3-0-3**  
 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** **1-2-2**  
 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 Armed Stage Combat** **0-2-1**  
 An introduction to the use of weapons on the stage, including swords, knives, and guns, as well as their application in stage violence and fight choreography.

<b>THEA 2840 Stage Management</b>	<b>2-0-2</b>
An introduction to the principles and practices of stage management; an investigation into the role of the stage manager in theatre production.	
<b>THEA 2850 Acting for the Non-Theatre Major</b>	<b>3-0-3</b>
Introduction for the non-Theatre major to fundamental principles of acting. Effective physical and vocal presentation, role playing, and the ability to interact and problem-solve with others are emphasized.	
<b>THEA 3010 Oral Interpretation</b>	<b>1-2-2</b>
<b>Prerequisite:</b> 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.	
<b>THEA 3020 Theatre Voice</b>	<b>0-2-1</b>
Private instruction in musical theatre vocal techniques. May be repeated for credit.	
<b>THEA 3021 Sight Singing and Aural Training in Musical Theatre I</b>	<b>0-2-1</b>
<b>Prerequisite:</b> MUSC 1000. Skills development in sight singing and aural training in relation to musical theatre.	
<b>THEA 3031 Sight Singing and Aural Training in Musical Theatre II</b>	<b>0-2-1</b>
<b>Prerequisite:</b> THEA 3021. Advanced skills development in sight singing and aural training in relation to musical theatre.	
<b>THEA 3090 VSU Interpreters</b>	<b>0-2-1</b>
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.	
<b>THEA 3100 Directed Study</b>	<b>3 to 9 hours credit</b>
Individual instruction for enrichment of advanced majors in their areas of specialization.	
<b>THEA 3200 Audition Techniques</b>	<b>0-2-1</b>
<b>Prerequisite:</b> THEA 2800 or approval of the instructor. Theory, technique, and application of auditions skills for the performer.	
<b>THEA 3300 Costume Construction</b>	<b>1-2-2</b>
Introduction to the principles and theory of costume construction for professional theatre and dance, with practical experience in the basic elements of sewing.	
<b>THEA 3500 African American Theatre</b>	<b>3-0-3</b>
A survey of African American theatre from the diaspora to the present.	
<b>THEA 3700 Play Analysis for Production</b>	<b>3-0-3</b>
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.	
<b>THEA 3710 Theatre Performance</b>	<b>1 hour credit</b>
Application of performance techniques in approved VSU theatrical productions. Selection by audition or approval of the instructor. May be repeated for credit.	
<b>THEA 3720 Theatre Production</b>	<b>1 hour credit</b>
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.	
<b>THEA 3725 Stage Management Practicum</b>	<b>0-2-1</b>
Directed experience in stage management. Students will apply management techniques in approved VSU theatrical productions. Course may be repeated for credit.	
<b>THEA 3730 Theatre Management Practicum</b>	<b>0-2-1</b>
<b>Prerequisite:</b> Permission of instructor. Directed experiences in theatre management. Students will participate in box office operations and generate publicity documents and playbills. The course may be repeated for credit.	

<b>THEA 3740 Theatre Management</b>	<b>3-0-3</b>
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.	
<b>THEA 3745 Front of House Management</b>	<b>3-0-3</b>
<b>Prerequisite:</b> THEA 3740. A study of approaches to and procedures in box office management and house management, including performance settlements, cash handling procedures, and contracts.	
<b>THEA 3750 Costume History</b>	<b>3-0-3</b>
A survey of costume from ancient Greek to modern times, with emphasis on historically significant theatrical periods.	
<b>THEA 3760 Lighting Design</b>	<b>3-0-3</b>
<b>Prerequisite:</b> THEA 2750 or permission of the instructor. A study of lighting design in theatrical productions, including the use of color, composition, and instrumentation.	
<b>THEA 3770 Costume Design</b>	<b>3-0-3</b>
<b>Prerequisite:</b> 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.	
<b>THEA 3780 Scene Design</b>	<b>3-0-3</b>
<b>Prerequisite:</b> 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.	
<b>THEA 3790 Computer-aided Drafting for the Theatre</b>	<b>1-2-2</b>
<b>Prerequisite:</b> THEA 2750. An introduction to theatrical drafting procedures and skills using computer-aided design software.	
<b>THEA 3800 Scene Study</b>	<b>3-0-3</b>
<b>Prerequisite:</b> 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.	
<b>THEA 3880 Theatre History I</b>	<b>3-0-3</b>
<b>Prerequisite:</b> Completion of Area F or permission of instructor. The study of the development of theatre from its origins up to the 18th century with emphasis on dramatic theory, playwriting styles, theatrical production styles, physical theatres, and the impact of theatre on society.	
<b>THEA 3890 Theatre History II</b>	<b>3-0-3</b>
<b>Prerequisite:</b> Completion of Area F 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 theatre, and the impact of theatre on society.	
<b>THEA 3950 Fundamentals of Play Directing</b>	<b>3-0-3</b>
<b>Prerequisites:</b> THEA 2750, THEA 2800, and THEA 2840. The study of the role of the director in theatrical production, including practical application of theories in classroom exercises.	
<b>THEA 4010 Advanced Oral Interpretation</b>	<b>3-0-3</b>
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** 0-2-1  
**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 to 3 hours credit  
 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** 3-0-3  
 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** 1-2-2  
**Prerequisite: THEA 2730 or permission of instructor.** Exploration of advanced theatrical makeup materials and techniques for developing character makeup and for masks.
- THEA 4760 Principles of Technical Theatre** 3-0-3  
**Prerequisite: THEA 2750.** Advanced study of the principles and techniques of technical theatre needed to engineer and complete the requirements for a 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** 3-0-3  
 An introduction to basic scene painting techniques, paint media, and materials.
- THEA 4790 Portfolio and Résumé Presentation** 1-2-2  
**Prerequisite: Senior standing with a major in Theatre or Dance.** Assembly and presentation of a portfolio and résumé 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** 3-0-3  
**Prerequisite: 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** 3-0-3  
**Prerequisites: 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 4900 Children's Theatre and Creative Dramatics** 3-0-3  
 A survey of the development of theatre for young people, recreational drama, and creative dramatics with emphasis on critical and dramatic literature, and applied techniques in working with child performers and audiences.
- THEA 4960 Internship in Musical Theatre** 3 hours credit  
**Prerequisite: Acceptance by audition.** The placement of students in apprentice and intern positions in professional musical theatres.
- THEA 4970 Internship in Theatre** 3 to 9 hours credit  
**Prerequisite: Senior standing.** The placement of students in apprentice and intern positions in professional environments.
- THEA 4980 Theatre Tour** 3 hours credit  
 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.

## **VSU: FRESHMAN ORIENTATION**

- VSU 1101 Keys to College Success** 2-0-2  
Open only to first-year and first-semester 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** 2-0-2  
Open only to students in the Emerging Leaders Program. Emphasis on empowering students to make responsible choices in college and in life. The course includes practical and self-reflective exercises in promoting growth and change. Related topics include computer information technology, personal and leadership development, service learning, diversity, and career development.

## **WGST: WOMEN'S AND GENDER STUDIES**

- WGST 2020 Race, Class, and Gender** 3-0-3  
**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 and Gender Studies** 3-0-3  
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 3010 Women in Ancient Greece and Rome** 3-0-3  
**Also offered as HIST 3010.**  
Issues of particular relevance to women in Greek and Roman society and their modern parallels. Topics include social, political and legal rights; the family, marriage, and children; health issues; women and work.
- WGST 3020 The Status of Women: Historical Perspectives** 3-0-3  
**Also offered as HIST 3020.**  
Women in the Western historical tradition with emphasis upon historiographical methods for working women's lives. Primary source materials reveal the evolution of women's views of themselves, first as expressed by men, then by women as they begin to speak of themselves.
- WGST 3100 Feminist Theory** 3-0-3  
**Prerequisite: WGST 3000 or permission of the 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 discussed.
- WGST 3330 Studies in Women and Literature** 3-0-3  
**Also offered as ENGL 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.
- WGST 3500 Women and Gender in Early Christianity** 3-0-3  
**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** 3-0-3  
**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** 3-0-3  
**Also offered as REL 3630 and PHIL 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 4220 Hispanic Women Writers** 3-0-3  
**Also offered as SPAN 4220.**  
 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 Inés de la Cruz, Isabel Allende, Julia de Burgos, Luisa Valenzuela, Angeles Maestretta, Rosario Castellanos, Mercé Rodoreda, Ester Tusquets, Santa Teresa de Avila, Ana María Matute, Carmen Martín Gaité, and Rosa Montero.
- WGST 4261 Women in the U.S. to 1869** 3-0-3  
**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** 3-0-3  
**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** 3-0-3  
**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** 3-0-3  
**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 4000 Masculinity Studies** 3-0-3  
 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."

<b>WGST 4100 Queer Theory</b>	<b>3-0-3</b>
An introduction to queer theory, looking at the cultural context from which it emerges, its central tenets, debates within the field, and the activist strategies that have been connected to it.	
<b>WGST 4300 Global Feminism</b>	<b>3-0-3</b>
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.	
<b>WGST 4400 Women's and Gender Studies Seminar</b>	<b>3-0-3</b>
<b>Prerequisites:</b> WGST 3000, WGST 3100, and at least two WGST 3000/4000-level course electives. A capstone project culminating in a senior research paper that critically analyzes women and/or gender issues from a feminist theoretical perspective.	
<b>WGST 4500 Directed Study</b>	<b>3-0-3</b>
<b>Prerequisites:</b> 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.	
<b>WGST 4600 Special Topics in Women's and Gender Studies</b>	<b>3-0-3</b>
Topics vary. Designed to provide an intensive study in a specific area of Women's and Gender Studies. May be repeated for credit.	

#### **ADDITIONAL COURSES: LEARNING SUPPORT**

<b>ENGL 0099 Developmental English</b>	<b>3-0-3</b>
A composition course focusing on skills required for effective composition of timed essays and designed primarily for students who fail the essay portion of the Regents' Testing Program.	
<b>MATH 0097 Developmental Math</b>	<b>3-0-3</b>
Basic algebra skills for students with insufficient preparation.	
<b>MATH 0099 Developmental Math</b>	<b>3-0-3</b>
<b>Prerequisite:</b> MATH 0097. A continuation of developmental algebra skills for students who successfully completed MATH 0097.	
<b>READ 0099 Developmental Reading</b>	<b>4-0-4</b>
Basic reading skills for students who have not demonstrated a level of reading ability sufficient for college work.	

# CENTER FOR eLEARNING

*Ms. Meg Moore, Director  
Odum Library Suite 2619*

The Center for eLearning provides support, training, and instructional design services for faculty teaching in online, hybrid, and technology-enhanced courses using the Valdosta State BlazeVIEW or University System of Georgia collaborative learning management system (LMS), GoVIEW. The Center also supports VSU and VSU-collaborative students with troubleshooting support for technology-enhanced courses including clicker student response, Wimba, Turnitin, and other products. The center provides administrative support and assistance to faculty and students in USG collaborative initiatives including: eCore, the online core curriculum courses; eMajor, the collaborative online undergraduate bachelor's degree programs; and the collaborative graduate Education programs delivered via INGRESS and the GoVIEW LMS. In addition to support, Center staff provide professional development and training opportunities to VSU faculty and administrators, facilitate web- and video-conferencing for academic and administrative events, offer instructional design consultation and reviews of online and hybrid courses based on Quality Matters national standards, and in partnership with the Center for Continuing Education host the Online Lifeline Conference on an annual basis.

## PUBLIC SERVICES AND CONTINUING EDUCATION

*Mr. Bill Muntz, Director  
903 North Patterson Street*

### PUBLIC SERVICES

The Division of Public Services, with offices in the Regional Center for Continuing Education, 903 North Patterson Street, administers a number of educational and education-related programs.

Public Services programs at Valdosta State University are designed to aid residents of South Georgia in continuing their education. The personnel in Public Services desire to learn of the needs and interests of area residents that can be met best by the University. Efforts are made to identify resources located in the institution and in the community to develop educational programs and services to meet community needs and interests.

There are two major departments in Public Services: Continuing Education, and Video Production Services.

### CONTINUING EDUCATION (NON-CREDIT COURSES)

The Continuing Education Department 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, Continuing 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 Southern Association of Colleges and Schools 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.” Continuing Education administers the CEU procedures for the University. The department also manages the Professional Learning Unit (PLU) program approval and crediting procedures for teacher recertification.

## **VIDEO PRODUCTION SERVICES**

The Video Production Services Department provides video and audio production services for a wide variety of needs, using broadcast-quality digital television facilities. Webcasting services are also provided.

# UNIVERSITY SYSTEM OF GEORGIA

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

The University System of Georgia includes all state-operated institutions of higher education in Georgia—four research universities, two regional universities, thirteen senior colleges, and fifteen junior colleges. These thirty-four 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.

## MEMBERS OF THE BOARD OF REGENTS

Wilheit, Philip A., Sr. (2013) (Vice Chair)	Tarbutton, Benjamin J. (2013)
Bernard, Kenneth R., Jr. (2014)	Stelling, Kessel, Jr. (2015)
NeSmith, William H., Jr. (2015) (Chair)	Ellis, Larry R. (2016)
Walker, Larry (2016)	Hopkins, C. Thomas, Jr. (2017)
Pruitt, Neil L., Jr. (2017)	Griffin, Rutledge A., Jr. (2018)
Poitevint, Doreen Stiles (2018)	Alford, C. Dean (2019)
Leebern, Donald M., Jr. (2019)	Tucker, Richard L. (2019)
Wade, T. Rogers (2020)	Smith, E. Scott (2020)
Hooks, George (2020)	Durden, Lori S. (2020)

## PRINCIPAL OFFICERS OF THE BOARD OF REGENTS

<b>Hank M. Huckaby</b>	Chancellor
<b>Dr. Houston Davis</b>	Executive Vice Chancellor and Chief Academic Officer
<b>Steve Wrigley</b>	Executive Vice Chancellor for Administration
<b>Curtis A. Carver, Jr.</b>	Vice Chancellor and Chief Information Officer
<b>Lee H. Richey</b>	Interim Vice Chancellor for Facilities
<b>John E. Brown</b>	Vice Chancellor for Fiscal Affairs and Treasurer
<b>J. Burns Newsome</b>	Vice Chancellor for Legal Affairs
<b>John Fuchko III</b>	Chief Audit Officer and Associate Vice Chancellor
<b>Tom Daniel</b>	Senior Vice Chancellor, Office of External Affairs

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.

## **INSTITUTIONS OF THE UNIVERSITY SYSTEM OF GEORGIA**

### **RESEARCH UNIVERSITIES**

Georgia Institute of Technology .....	Atlanta 30332
Georgia Regents University .....	Augusta 30912
Georgia State University .....	Atlanta 30303
University of Georgia.....	Athens 30602

### **REGIONAL UNIVERSITIES**

Georgia Southern University .....	Statesboro 30460
Valdosta State University .....	Valdosta 31698

### **STATE UNIVERSITIES**

Albany State University .....	Albany 31705
Armstrong Atlantic State University .....	Savannah 31419
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
Kennesaw State University .....	Kennesaw 30144
Savannah State University .....	Savannah 31404
Southern Polytechnic State University .....	Marietta 30060
University of North Georgia.....	Dahlonega 30597
University of West Georgia.....	Carrollton 30118

### **STATE COLLEGES**

Abraham Baldwin Agricultural College .....	Tifton 31793
Atlanta Metropolitan State College.....	Atlanta 30310
Bainbridge College .....	Bainbridge 39819
College of Coastal Georgia .....	Brunswick 31520
Dalton State College.....	Dalton 30720
Darton State College .....	Albany 31707
East Georgia State College .....	Swainsboro 30401
Georgia Gwinnett College .....	Lawrenceville 30043
Georgia Highlands College.....	Rome 30161
Georgia Perimeter College .....	Decatur 30034
Gordon State College .....	Barnesville 30204
Middle Georgia State College.....	Macon 31206
South Georgia State College.....	Douglas 31533



# VALDOSTA STATE UNIVERSITY OFFICERS OF ADMINISTRATION

## PRESIDENT'S OFFICE

William J. McKinney, B.A., B.S., M.A., Ph.D. . . . . President  
Thressea H. Boyd, B.A. . . . . Assistant to the President for Communications  
Laverne Lewis Gaskins, B.A., M.Ed., J.D. . . . . University Attorney  
Jeanne R. Severns, B.B.A., M.B.A., C.P.A. . . . . Director of Internal Audits

## ACADEMIC AFFAIRS

TBA . . . . . Interim Provost and Vice President for Academic Affairs  
Sharon L. Gravett, B.A., M.A., Ph.D. . . . . Assistant Vice President for Academic Affairs  
Andy T. Clark, B.S., B.S. C.J., M.P.A., M.S. . . . . Associate Vice President for Enrollment Management  
Honey L. Coppage . . . . . Associate to the Provost and Custodian of Records  
Michael M. Black, B.B.A., M.Ed. (2), Ed. D. . . . . Director, Institutional Effectiveness  
Ivan Nikolov, B.S., M.Ec., Ph.D., M.S., Ph.D. . . . . Director, Center for International Programs  
Barbara H. Gray, B.S., M.P.H. . . . . Director of Grants and Contracts  
Jane M. Kinney, B.A., M.A., Ph.D. . . . . Editor, VSU Catalogues

## COLLEGES AND DIVISIONS

Connie L. Richards, B.A., M.A., Ph. D. . . . . Dean, College of Arts and Sciences  
L. Wayne Plumly, Jr., B.A., M.A., Ph.D. . . . . Dean, Harley , Jr.  
College of Business Administration  
Brian L. Gerber, B.S., M.S., Ed.D. . . . . Interim Dean, James L. and Dorothy H.  
College of Education and Human Services  
John C. Gaston, B.A., M.Ed., Ph.D. . . . . Dean, College of the Arts  
Anita G. Hufft, B.S.N., M.N., Ph.D., R.N. . . . . Dean, College of Nursing and Health Sciences  
James T. LaPlant, B.A., M.A., Ph.D. . . . . Interim Assistant Vice President for Research  
and Dean of the Graduate School

## CENTER FOR eLEARNING

Meg G. Moore . . . . . Director of the Center for eLearning and CEO of eMajor  
Amanda King-Spezzo . . . . . Assistant Director  
Holly Peagler . . . . . Instructional Technology Specialist  
Vincent King-Spezzo . . . . . Instructional Technology Specialist

## LIBRARY

Alan Bernstein, B.A., M.Ed., M.A., M.L.I.S., Ed. D. . . . . University Librarian  
and Dean of the MLIS Program  
Sherrida J. Crawford, B. S., M. L. S. . . . . Automated Systems Librarian  
Guy V. Frost, B. M. E., M. M. E., M. L. S., Ed. S. . . . . Catalog Librarian  
Maureen J. Puffer-Rothenberg, B. A., M. L. S. . . . . Catalog Librarian  
Laura B. Wright, B. S., M.S.L.S. . . . . Head Reference Librarian  
Denise L. Montgomery, B. A., M. S. . . . . Reference Librarian  
Howard Carrier, LL.B., LL.M., M.S.L.S. . . . . Reference Librarian  
Jeffrey Gallant, B. Mus., M.Mus., M.S.L.I.S. . . . . Reference Librarian  
Emily C. Rogers, B.A., M.A., M.L.I.S. . . . . Reference Librarian  
Ginger H. Williams, B.A., M.S.L.I.S. . . . . Reference Librarian

Deborah J. Van Petten, B. A., M. L. S. . . . . Reference Librarian  
 Michael O. Holt, B.A., M.A., M.L.I.S. . . . . Reference Librarian  
 Steve A. Scheuler, B. A., M. A., M. L. S. . . . . Kings Bay Resource Center Manager  
 Kenneth A. Smith, B. A., M. L. I. S. . . . . Head of Acquisitions  
 Deborah S. Davis, B. A., M. A. T., M. L. S. . . . . Archivist  
 Rex DeVane, B.A. . . . . Director of Media Services

**STUDENT SUCCESS CENTER**

Chere Peguesse, B.A., M.A., Ph.D. . . . . Director, Student Success Center  
 Terence Sullivan, A.B., M.A. . . . . Academic Advisor and Tutor Coordinator  
 Ashley Myers, B.F.A., M.A. . . . . Academic Advisor and Freshman Learning Communities Coordinator  
 Sherri Adams, B.I.S., M.B.A. . . . . Student Employment Manager

**REGISTRAR**

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

**OFFICE OF SOCIAL EQUALITY**

Maggie Viverette, B. S. Ed., M. Ed., Ed. D. . . . . Director

**ADVANCEMENT AND DEVELOPMENT**

John D. Crawford, B.S. . . . . Vice President for University Advancement  
 Sage W. Archer, B.A., M.P.A. . . . . Director of Event Services  
 and Interim Director of Alumni Relations  
 Mary B. Gooding, B. S. . . . . Director of Marketing and Community Relations  
 Bonnie Martin, B. B. A., M. Acc. . . . . Director of Accounting  
 J. Jeffery Grant, B. F. A. . . . . Director of Publication and Design Services  
 Sandra J. Fletcher, B. A. . . . . Major Gifts and Planned Giving Officer  
 Kerry W. Morris, B. A. . . . . Corporate Relations Officer  
 Karen A. Johnson, B. S. . . . . Annual Giving Officer  
 J. Whitford Chappell, B. A. . . . . Athletic Development Officer  
 Hilary H. Gibbs, B. B. A. . . . . College of Business Administration Development Officer  
 Philip D. Allen, B.S., M.Ed. . . . . Director of External and Governmental Affairs

**INFORMATION TECHNOLOGY**

Joseph A. Newton, III, B. A. . . . . Director of Information Technology  
 Lisa Baldwin, B. S. . . . . Assistant Director for Enterprise Applications Services  
 Isaac Barton, B. S. . . . . Assistant Director for Enterprise Infrastructure Services  
 Allen DeVane, B. S. . . . . Assistant Director for Client Support Services  
 William C. Moore II, CISSP, M. Ed., M. L. I. S. . . . . Director for Information Security  
 Gregory L. Henderson, B. S. . . . . Systems Analyst for Student Information Systems  
 Paul E. Worth, B. S. . . . . Network Coordinator

## ADMISSIONS

Walter Peacock, B. S., M. B. A.	Director of Admissions
Ryan Hogan, B. B. A., M.Ed.	Associate Director of Admissions
Lisa Long, B. G. S.	Associate Director of Admissions
Sue Ellen Warren, B.B.A.	Assistant Director of Admissions
Christy Croft, B.A., M.S.	Admissions Counselor
Blake Bonanni, B.B.A.	Admissions Recruiter
Jaimie Concord, B.A.	Admissions Recruiter
Matthew Godfrey, B.F.A.	Admissions Recruiter
Ross Hegenwald, B.B.A.	Admissions Recruiter
Hilary Martin, B.A.	Admissions Recruiter
Rebekah Moody, B.F.A.	Admissions Recruiter
Christie Siciliano, B.B.A.	Admissions Recruiter

## GRADUATE ADMISSIONS

James T. LaPlant, B.A., M.A., Ph.D.	Interim Assistant Vice President for Research and Dean of the Graduate School
Teresa C. Williams, B.B.A., M.P.A., M.A.	Administrative Coordinator
Rebecca Waters, B.A., M.A.	Graduate Admissions Coordinator
Michelle Jordan, B.A.	Admissions Specialist/Graduate Assistant Coordinator
Jessica DeVane, B.A.	Admissions Coordinator
Betty Rowland.	Admissions Specialist
Justin McCalla, B.A., M.A.T.	Admissions Specialist

## PUBLIC SERVICES

Bill Muntz, B. S., M. P. A.	Director of Video Production Services and Satellite Services
Julie Halter, B. A., M.Ed., Ed.D.	Director of Continuing Education
Sue Bailey, B. A., M.Ed.	Continuing Education Program Coordinator
Suzanne Ewing, B. A.	Continuing Education Program Coordinator
Annetta Taylor, A.A.	Continuing Education Registration Specialist

## STUDENT AFFAIRS

Russell F. Mast, B. S., M. S.	Vice President for Student Affairs and Dean of Students
VACANT	Assistant Vice President for Student Affairs and Associate Dean of Students
Sherolyn Hopkins, B.S., B.S., M.S.	Assistant Dean of Students for Conduct
Brenda Beasley, B. F. A., M.Ed.	Coordinator for Orientation and Leadership Programs
Andrea K. Butler, B.B.A.	Administrative Coordinator to the Vice President for Student Affairs
Rebecca L. Taylor, B. A., M.P.A., M.S.	Director of Testing
Joshua Robertson, B.A., M. Ed.	Assistant Director of Testing
Carla Carter-Jordan, B.F.A., M.P.A.	Assistant Director of Cooperative Education
VACANT	Director of Career Opportunities
Kevin Taylor, B. A., M. Ed.	Associate Director of Career Opportunities
Crystal Goode, B. S., M. S.	Career Counselor
Dana Wheeler, B.A., M.P.A.	Career Counselor
DeLois Hargett, B. A., M. P. A.	Employer Relations Coordinator

Douglas R. Tanner, B.B.A., M.B.A	Director of Financial Aid
Sandra Griffin, B. S., M. P. A.	Assistant Director of Financial Aid for Loans
Ray Andrews, B. A., M. A.	Associate Director of Financial Aid
Johnnie Lamb, B.S., M.P.A	Veteran's Affairs Coordinator
Michael Lee, B. S.	Operations Manager for Financial Aid
Wanda DeWeese, B. S.	Financial Aid Counselor and Scholarship Coordinator
William Moore, B. A., M. P. A.	Student Employment Coordinator
Donnell Davis, B.S.	Financial Aid Counselor
Gwen Manning, B.S. Ed.	Loan Counselor
John Grotgen, B. A., M. S., Ph. D.	Director of Counseling
Leah McMillan, B.A., M.S., D.P.A.	Assistant Director of Counseling
Rebecca Smith, B.A., M.A.	Counselor
Marcie C. Wiseman, B.A., M.S., Ph.D.	Counselor
Gwendolyn R. Williams, B.A., B.S., M.A.	Counselor
Mark Williams, B. S., M. H. R.	Coordinator of Alcohol and Other Drug Education
Holly Wright, B. S., M. S., M. S.	Coordinator of Health Promotions
Thomas Hardy, B. S., M. S., Ed. D.	Director of Housing and Residence Life
Leighia Hammond, B. S., M. S.	Associate Director of Housing and Residence Life
Ryan Teter, B.F.A., M.Ed.	Assistant Director of Residential Facilities
Stephanie Bent, B.S., M.S.	Complex Director
Bonnie Brackett, M.Ed.	Complex Director
Donald Coleman, Jr., B.B.A, M.Ed.	Complex Director
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 Union
Brian Roberts, B. A., M.Ed.	Assistant Director of Student Life
Erin Sylvester, B.A., M.Ed.	Assistant Director of Organizational Development
Alisha Stabler, B.S., M.Ed.	Program Coordinator
Richard Hammond, B. S., M. S.	Director of Campus Recreation
Thomas W. Taylor, B. S., M. S., Ph.D.	Assistant Director of Outdoor Recreation
Shawn Phippen, B. S., M. S.	Associate Director of Facilities
Nick Lumpkin, B.S.	Assistant Director of Intramurals and Club Sports
Marty Spells.	Facility Superintendent
Kimberly Tanner, B. A., M.S., Ed.D.	Director, Access Office
Jessica Klotz, B. A., M. Ed.	Administrative Coordinator, Access Office
Erin Salmon, B. S. Ed.	Coordinator for Deaf and Hard-of-Hearing Services
Mike McKinley, B. B. A., M. P. A., M. S., M.Div.	Coordinator of Adaptive Technology
Benjamin Putman, B.S.	Staff Interpreter
Kelly Spells, B.S.Ed.	Staff Interpreter

## FINANCE AND ADMINISTRATION

Sue E. Mitchell Fuciarelli, B.B.A., M.B.A., C.P.A.	Vice President for Finance and Administration
Traycee F. Martin, B.B.A., M.P.A., C.P.A.	Associate Vice President and Director of Financial Services
Yvonne LeRoy-Landers, B.B.A., M.B.A.	Assistant to the Vice President for Finance and Administration
Sherri Adams, B. I. S., M. B. A.	Student Employment Manager
Bethanie Bass, B.S., B.A.	Director of University Stores
Denise Bogart, B.S., M.S., Ph.D.	Director of Human Resources
Anthony L. Bryant, B.S., M.ED.	Assistant Director of Parking and Transportation
Robert DeLong, A. A.	Director of Environmental and Occupational Safety

Scott Doner, B.S.C.J., M.S. ....	Director of Public Safety
Travis Dular, B.A., M.A. ....	Central Warehouse Manager
Jan S. Fackler, B.A., M.B.A. ....	Director of Budget Services
Ann Farmer, B.S. ....	Assistant Director of Public Safety
Jill Ferrell, B.F.A., M. Ed. ....	Director, Parking and Transportation
Jamae K. Flint, B.B.A. ....	Payroll Manager
Thomas Hardy, B.A., M.S., Ed.D. ....	Director of Housing and Residence Life
Robert Kellner, B.S., M. Ed., M.P.A., D. P. A. ....	Director of Auxiliary Services
Meredith Lancaster, B.A. ....	Associate Director of Environmental and Occupational Safety
Debra G. McCrary, B.B.A., M.B.A. ....	Bursar
Shannon McGee B.S., M.P.A. ....	Associate Director, Auxiliary Services
Rebecca Murphy, B.S., M.S. ....	Assistant Director, Human Resources
Timothy B. Murphy, B.B.A., M.P.A. ....	Assistant Director, Auxiliary Services
Jim Muzzey, A.A. ....	Assistant Director of Plant Operations
Antolina E. Pilgrim, B. B. A., C.P.A. ....	Director of Accounting Services
Will Prowell, B.A. ....	Property, Inventory, and Surplus Supervisor
Raymond Sable, B.Arch., M.S. ....	Director of Plant Operations and Facilities
Nick Grisak, B.S., M.S. ....	Classification and Compensation Analyst
Rosezella Ward, B.B.A. ....	Assistant Director, Human Resources
Oscar B. Wynne, Jr., B.S. ....	Director of Logistics and Distribution
Christy Yates, B.S., M.A. Ph.D. ....	Director of Operations and Special Projects

## ATHLETICS

Herb Reinhard, B. A., M. A. ....	Director of Athletics
Debbie Wisenbaker ....	Administrative Coordinator
Debi L. Frocks ....	Senior Secretary
Mary Frances Hightower ....	Senior Secretary
Mason Barfield, B. A., M. E. ....	Director of Internal Operations
Whit Chappell, B. S., M. Ed. ....	Director of Athletic Development
Michael Doscher, B. S., M. S. ....	Strength and Conditioning Coordinator
Russ Hoff, B. S., M. S. ....	Director of Sports Medicine
Tracy Llewellyn, B.S., M.S. ....	Assistant Athletic Trainer
Shawn Reed, B. A., M. S. ....	Sports Information Director
Ric Sisler, B.S. ....	Director of Marketing
Katelyn Steele, B.S., M.S. ....	Assistant Athletic Trainer
VACANT ....	Director of Compliance and Academic Services
Earl Chambers, B.A. ....	Assistant Coach, Football
David Dean, B. B. A. ....	Head Coach, Football
Kelli Fields ....	Head Coach, Dance Team
Ariel Harmon ....	Head Coach, Cheerleading
Nick Gast, B.S., M.Ed. ....	Assistant Coach, Men's Basketball
Jennifer Grubbs, B.A., M.Ed. ....	Assistant Coach, Women's Basketball and Senior Woman Administrator
Greg Guilliams, B. A., M.S. ....	Head Coach, Baseball
Todd Guilliams, B.S., M.S. ....	Coordinator of Athletic Academic Services
John Hansen, B. B. A., M. Ed. ....	Head Coach, Tennis
Melissa Heinz, B.S., M.Ed. ....	Head Coach, Women's Soccer
Mike Helfer, B. A., M.A. ....	Head Coach, Men's Basketball
Kiley Hill, B. S., M. Ed. ....	Head Coach, Women's Basketball
Thomas Macera, B. S., M.Ed. ....	Head Coach, Softball

Jared Purvis, B. S. . . . .Head Coach, Golf  
Andy Richman, B.S.Ed., M.S. . . . .Assistant Coach, Football  
Todd Smoot, B.A. . . . . Head Coach, Cross Country  
Mike Swan . . . . . Head Coach, Volleyball  
Richard Walker, B.A., M. A. . . . .Assistant Coach, Football  
Seth Wallace, B.S.Ed., M.S. . . . .Assistant Coach, Football

## THE FACULTY

(verified at press time, April 2013)

**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.

- \*ADAMS, Katharine S.** . . . . . **Associate Professor of Psychology and Counseling**  
B.S., University of Florida; M.S., Valdosta State University; Ph.D., Florida State University; 2007; 2013.
- \*ADAMS, Lynn** . . . . . **Associate Professor of Communication Sciences and Disorders**  
B.S., M.S., Florida State University; Ph.D., University of Tennessee; 2011.
- \*AIELLO, Thomas** . . . . . **Assistant Professor of History**  
B.A., Henderson State University; M.A., University of Louisiana at Lafayette; Ph.D., University of Arkansas; 2010
- AKTAS, Elvan** . . . . . **Associate Professor of Accounting and Finance**  
B.S., Bilkent University, Ankara, Turkey; Ph.D., University of Florida; 2007; 2011.
- ALLARD, Jason M.** . . . . . **Associate Professor of Physics, Astronomy, and Geosciences**  
B. A., University of New Hampshire; M. S., Ph. D., Pennsylvania State University; 2008; 2012.
- \*ALLEN, Lee M.** . . . . . **Professor of Political Science**  
B.A., M.A. University of Nevada, Las Vegas; J.D., University of Houston; Ph.D., University of Utah; 1993; 1998.
- ALVAREZ-RIVERA, Lorna L.** . . . . . **Assistant Professor of Criminal Justice**  
B.A., University of Florida; M.A., University of Florida; Ph.D., University of Florida; 2012.
- ANDERSON, Corey Devin** . . . . . **Assistant Professor of Biology**  
B.A., University of California Berkeley; Ph.D., Washington University in St. Louis; 2011.
- ANDREW, Diane L.** . . . . . **Assistant Professor of Communication Sciences and Disorders**  
B.S.Ed., University of Wisconsin; M.S.T., University of Wisconsin-Whitewater; 2010.
- \*ANDREWS, Shirley P.** . . . . . **Professor of Early Childhood and Special Education**  
B.S., M. Ed. Mississippi State University; Ed.D., Valdosta State University; 1999; 2010.
- \*ARCHIBALD, James G.** . . . . . **Assistant Professor of Curriculum, Leadership, and Technology**  
B.S., Morehouse College; M.S., Austin Peay State University; Ph.D., Ohio University; 2012
- \*ARONSON-FRIEDMAN, Amy** . . . . . **Associate 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; 2007.
- ARNETT, Sarah W.** . . . . . **Assistant Professor of Communication Arts**  
B.A., Vanderbilt University; M.F.A., University of North Carolina at Greensboro; 2012.
- ATKINSON, Denise M.** . . . . . **Instructor in Nursing**  
B.S.N., Armstrong State College; M.S.N., Albany State University; 2011.
- AULT, Shaun V.** . . . . . **Assistant Professor of Mathematics**  
B.A., Oberlin College; B.Mus., Oberlin Conservatory; Ph.D., The Ohio State University; 2012.
- AUMAN, Peggy P.** . . . . . **Associate Professor of Early Childhood and Special Education**  
B.S., M.S., Ph.D., Florida State University; 2011.
- \*BACKES, Charles E.** . . . . . **Professor of Adult and Career Education**  
B.S., M.S., Ph.D. Louisiana State University; 1993; 2002.
- BACKES, Lora S.** . . . . . **Assistant Professor of Communication Sciences and Disorders**  
B.S., Louisiana State University; M.Ed. Southeastern Louisiana University, 1994; 1998.
- BAILEY, Mandi B.** . . . . . **Associate Professor of Political Science**  
B.A., Morehead State University; M.A., University of Tennessee; Ph.D., University of Kentucky; 2007; 2013.

- \*BALLARD, Chester C.** . . . . . **Professor of Sociology, Anthropology, and Criminal Justice**  
B.S., Cumberland College; M.A., Western Kentucky University; Ph.D., Texas AandM University;  
1985; 1994.
- \*BAMFO, Napoleon A.** . . . . . **Professor of Political Science**  
B.A., University of Cape Coast; M.P.A., University of South Alabama; Ph.D., University of  
Georgia; 1993; 2008.
- \*BARACSKAY, Daniel** . . . . . **Associate 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; 2009.
- BARBAS, John T.** . . . . . **Professor of Chemistry**  
B.S., Bob Jones University; Ph.D., University of Georgia; 1982; 1991.
- \*BARNAS, Frank** . . . . . **Professor of Communication Arts**  
B.J. University of Missouri; M.F.A. University of Texas; 1997; 2008.
- BARNBAUM, Cecilia S.** . . . . . **Professor of Physics, Astronomy, and Geosciences**  
B.A., Immaculate Heart College; M.S., Ph.D., University of California at Los Angeles; 1998; 2007.
- BARNETT, Hollis R.** . . . . . **Professor of Art**  
B.A., M.A., University of Arkansas at Little Rock; M.F.A., Memphis State University; 1985; 1995.
- BARTHLOMEW, Sarah Ann.** . . . . . **Associate Professor of Political Science**  
B.A., Valdosta State College; J.D., Mercer University; LL.M. University of Georgia; 1994; 2002.
- \*BARTOS, Sebastian** . . . . . **Assistant Professor of History**  
B.A., Manhattanville College; M.A., Catholic University of America; Ph.D., City University of  
New York; 2011.
- BAUN, Michael J.** . . . . . **Professor of Political Science**  
B.A., M.A., University of Georgia; Ph.D., University of Virginia; 1996; 2001.
- BAXTER, James T.** . . . . . **Professor of Chemistry and Head of Department**  
B.S., Valdosta State College; M.S., Ph.D., Georgia Institute of Technology; 1973; 1998.
- \*BAXTER, Jessica M.** . . . . . **Assistant Professor of Early Childhood and Special Education**  
B.S., Georgia College and State University; M.Ed., Albany State University; Ph.D., The University  
of Georgia; 2011.
- \*BECHLER, David L.** . . . . . **Professor of Biology**  
B.A., Indiana University; M.S. Northeast Louisiana University; Ph.D., Saint Louis University; 1995.
- \*BEJARANO, Luis G.** . . . . . **Professor of Modern and Classical Languages**  
B.A., Universidad del Valle, Colombia; M.A., University of Georgia; Ph.D., University of  
Oklahoma; 1999; 2010.
- BELL, Fleming L.** . . . . . **Assistant Professor of Modern and Classical Languages**  
B.A., Lipscomb University; M.A., Ph.D., Florida State University; 2011.
- \*BERGSTROM, Bradley J.** . . . . . **Professor of Biology**  
B.S., M.S., University of Illinois; Ph.D., University of Kansas, 1986; 1997.
- \*BERNSTEIN, Alan** . . . . . **University Librarian and Dean of the MLIS Program**  
B.A., Valdosta State College; M.Ed, M.A., M.L.I.S., Ed. D., Valdosta State University; 2004; 2009.
- BETTS, Jennifer D.** . . . . . **Lecturer in English**  
B. A., M. A., Valdosta State University; 2008.
- BEZONA, Patricia** . . . . . **Assistant Professor of Mathematics and Computer Science**  
B.S., Florida State University, M.S., University of Florida; 1983; 1988.
- BICKERSTAFF, Jimmy.** . . . . . **Associate Professor of Communication Arts**  
B.A., Lawrence University; M.F.A., DePaul University; Ph.D., University of Oregon; 2006; 2013.
- \*BIELMYER, Gretchen K.** . . . . . **Associate Professor of Biology**  
B. S., University of North Florida; M. S., Ph.D., Clemson University; 2008; 2012.
- \*BLACKMORE, Mark S.** . . . . . **Professor of Biology**  
B.S., Michigan State University; M.S., Auburn University; Ph.D., University of Utah; 1996; 2006.



- \*BLOCK, Mary** . . . . . **Associate Professor of History**  
 B.A., Murray State University; M.A., University of Louisville; Ph.D., University of Kentucky; 2005, 2010.
- BOWLAND, Julie** . . . . . **Professor of Art and Gallery Director**  
 B.F.A., Florida State University; M.F.A., Arizona State University; 2002; 2012.
- BRADSHAW, Eric E.** . . . . . **Assistant Professor of Music and Director of Athletic Bands**  
 B.S., M.M., University of Alabama; 2002.
- \*BRANSCOME, Jennifer** . . . . . **Assistant Professor of Psychology and Counseling**  
 B. S., University of Florida; M. S., Valdosta State University; Ph.D., Ball State University; 2010.
- \*BRASELL, Heather** . . . . . **Associate Professor of Middle, Secondary, Reading, and Deaf Education**  
 B.S., University of Canterbury; B.A., University of Queensland; M.S., James Cook University;  
 Ph.D., University of Florida; 2004; 2008.
- BRASHIER, Joe H.** . . . . . **Professor of Music and Director of Bands**  
 B.M.E., M.M.Ed., University of Southern Mississippi; D.M.A., University of Kansas; 1998; 2007.
- \*BRENEISER, Jennifer E.** . . . . . **Associate Professor of Psychology and Counseling**  
 B.A., M.S., University of New Mexico; Ph.D., Washington University in Saint Louis; 2007; 2012.
- BRIGHT, Burton K.** . . . . . **Instructor in Political Science**  
 B.S., American University; M.B.A., University of Missouri-Columbia; 1993.
- \*BRIIHL, Deborah S.** . . . . . **Professor of Psychology and Counseling**  
 B.A., Juniata College; M.A., Ph.D., State University of New York; 1994; 2005.
- \*BROCKMEIER, Lantry L.** . . . . . **Professor of Curriculum, Leadership, and Technology**  
 B.S., Appalachian State University; M.A., Ph.D., University of South Florida; 2007; 2012.
- \*BROWN, Byron K.** . . . . . **Professor of English**  
 B.A., M.A., Valdosta State College; Ph.D., University of Florida; 1984; 1994.
- BROWN, Gregory D.** . . . . . **Assistant Professor of Communication Arts**  
 . B.A., University of North Carolina at Chapel Hill; B.A., University of North Carolina at Chapel Hill, 1976; M.F.A., University of North Carolina at Greensboro; 2012.
- BROWN, Jason E.** . . . . . **Assistant Professor of Communication Arts**  
 B.A., Concord University; M.A., Hollins University; M.F.A., University of North Carolina at Greensboro; 2012.
- \*BROWNE, Blaine L.** . . . . . **Associate Professor of Psychology and Counseling**  
 B.A., Florida State University; M.S., University of Central Oklahoma; Ph.D., Oklahoma State University; 2002; 2006.
- \*BUEHRER, David J.** . . . . . **Professor of English**  
 B.A., Bowling Green State University; M.A., Ph.D., University of Delaware, 1991; 2001.
- BUCHANAN, William K.** . . . . . **Professor of Accounting and Finance**  
 B.S., University of Northern Colorado; M.B.A., University of Texas Permian Basin; Ph.D., University of North Texas; 1998; 2013.
- BURNS, Lauren** . . . . . **Lecturer in Music**  
 B. M., University of South Carolina Honors College; M. M., Peabody Conservatory; 2010.
- \*BYRD, Melanie Sue** . . . . . **Professor of History**  
 B.A., M.A., University of Akron; M.L.S., Kent State University, Ph.D., Florida State University, 1993; 2002.
- CAIN, Joren R.** . . . . . **Associate Professor of Music**  
 B.A., Northern Illinois University; M.M., University of North Texas; 2006; 2011.
- \*CALESTANI, Cristina** . . . . . **Assistant Professor of Biology**  
 B.S., M.S., Università degli Studi di Parma; Ph.D. Università degli Studi della Tuscia; 2011.
- CAMPBELL, J. Lee** . . . . . **Associate Professor of English**  
 B.A., M.A., Illinois State University; Ph.D., Purdue University; 1995; 2004.
- \*CAMPBELL, Patti C.** . . . . . **Professor of Early Childhood and Special Education**  
 B.S., Oklahoma State University; M.Ed., Ed.D., University of Southern Mississippi; 1994; 1999.

- \*CANTONWINE, Emily G.** ..... **Associate Professor of Biology**  
B.S., Miami University; M.S., Florida International University; Ph.D., University of Georgia, 2007; 2011.
- \*CAPECE, Michael** ..... **Professor of Sociology, Anthropology, and Criminal Justice**  
B.A., Walsh College; M.A., University of Akron; Ph.D., University of Florida; 1996; 2006.
- CARPENTER, Richard A.** ..... **Associate Professor of English**  
B.A., University of North Carolina at Charlotte; M.A., University of Central Florida; Ph.D., University of Louisville; 2006; 2011.
- CARRIER, Howard S.** ..... **Assistant Professor of Library Science and Reference Librarian**  
LL.B, LL.M., University of Leicester; M.S.L.S., University of North Carolina at Chapel Hill; 2011.
- CARRILLO CABELLO, Adolfo A.** ..... **Assistant Professor of Modern and Classical Languages**  
B.A., Benemérita Universidad Autónoma de Puebla; M.A., Minnesota State University; Ph.D. Iowa State University; 2012.
- CARSON, Lila J.** ..... **Assistant Professor of Communication Sciences and Disorders**  
B.S., M.S., Eastern New Mexico University; 1995; 2001.
- \*CARTER, B. LaGary** ..... **Associate Professor of Exercise Physiology**  
B.S., David Lipscomb University; M.S., University of Southern Mississippi; D.A., Middle Tennessee State University; 1997; 2001.
- \*CARTER, J. Richard** ..... **Professor of Biology and Curator of the Herbarium**  
B.S., M.S., Mississippi State University; Ph.D., Vanderbilt University; 1986; 1996.
- CARTER, Laura E.** ..... **Instructor in Nursing**  
B.S.N, Valdosta State University; M.S.N., University of Phoenix; 2007.
- CARTER, Matthew D.** ..... **Assistant Professor of Communication Sciences and Disorders**  
B.A., University of North Carolina-Wilmington; M.S., Ph.D., East Carolina University; 2012.
- \*CATES, Carl M.** ..... **Professor of Communication Arts and Head of Department**  
B.A., M.A., Abilene Christian University; Ph.D., Florida State University; 1993; 2003.
- CATO, Maris S.** ..... **Instructor, Kings Bay Campus**  
B.A., M.A., Georgia Southern University; M.P.A., Valdosta State University; 2007.
- CAUSSEAU, Wanda K.** ..... **Instructor in Accounting**  
B.B.A., Valdosta State College; M.B.A., Valdosta State University; 2005.
- CHAKRABORTY, Sudip** ..... **Associate Professor of Mathematics and Computer Science**  
B. S., M. S., University of Calcutta; M. Tech., Indian Statistical Institute; Ph. D., Colorado State University; 2008; 2013.
- \*CHAMBERS, Eric** ..... **Assistant Professor of Biology**  
B.A., University of Notre Dame; M.S., Brigham Young University; Ph.D., University of Notre Dame; 2011.
- CHAN, W. N. Joyce** ..... **Assistant Professor of Sociology, Anthropology, and Criminal Justice**  
B.A., Macalester College; M.A., Louisiana State University; Ph.D., Ohio State University; 2011.
- CHATELAIN, Edward E.** ..... **Associate Professor of Physics, Astronomy, and Geosciences and Head of Department**  
B.S., M.S., Utah State University; Ph.D., University of Iowa; 1987; 2001.
- CHEN, Haiquan** ..... **Assistant Professor of Mathematics and Computer Science**  
B.E., M.E., Xi'an Jiaotong University; Ph.D., Auburn University; 2011.
- \*CHEN, Li-Mei D.** ..... **Associate Professor of English**  
B.A., Tunghai University (Taiwan); M.Ed., Utah State University; Ph.D., Ohio State University; 2005; 2010.
- \*CLEGG HYER, Maren** ..... **Associate Professor of English**  
B. A., M. A., Brigham Young University; Ph. D., University of Toronto; 2008; 2012.
- COHEN, Bonnie** ..... **Instructor in Nursing**  
B.S.N., University of Akron; M.S.N., Medical College of Ohio; 2009.
- COLE, Lorena M.** ..... **Assistant Professor of Communication Sciences and Disorders**  
B.Ed., M.Ed., Valdosta State University; 2005; 2008.

- COLEMAN, Kendric L** . . . . . **Associate Professor of English**  
B.A., M.A., Ph.D., Louisiana State University; 2011.
- CONNER, Charles L** . . . . . **Assistant Professor of Athletic Training**  
B.S., Valdosta State University; M.A., Furman University; 2000; 2004.
- \*CONWAY, Dennis P** . . . . . **Assistant Professor of Communication Arts**  
B.A., Cornell University; M.F.A., New York University; 2009.
- COONS-YATES, Christina B** . . . . . **Assistant Professor of Communication Arts**  
B.S., James Madison University; M.A., Ohio University; 1998.
- COPELAND, Roy W** . . . . . **Assistant Professor of Management**  
A.B., University of Southern California; J.D., University of Georgia; LL.M., Temple University; 2012.
- \*CORBIN, Lynn A** . . . . . **Professor of Music**  
B.M.E., Otterbein College, M.A., Ph.D., Ohio State University; 1996; 2001.
- CORBITT, Arlene H** . . . . . **Assistant Professor of Nursing**  
B.N., University of New Brunswick; M.N., University of Calgary; M.S.M., Troy University; 2006; 2013.
- \*COSTON, Jade H** . . . . . **Assistant Professor of Communication Sciences and Disorders**  
B.S., M.Ed., Valdosta State University; Ph.D., Florida State University; 2009.
- CRANE, Tommy J** . . . . . **Assistant Professor of Art**  
B.S., University of Southern Mississippi; M.F.A, Florida State University; 2012.
- CRAWFORD, Sherrida J** . . . . . **Associate Professor of Library Science  
and Automated Systems Coordinator**  
B.S., M.L.S., Emporia State University; 1987; 1995.
- \*CROTEAU, Emily K** . . . . . **Assistant Professor of Biology**  
B.S., M.S., Queen's University; Ph.D., Southern Illinois University; 2011.
- \*CROWLEY, John G** . . . . . **Associate Professor of History**  
B.A., M.A., M.Ed., Valdosta State College; Ph.D., Florida State University; 1994; 1999.
- \*CSEH, Attila** . . . . . **Associate Professor of Marketing and Economics and Head of Department**  
B.A., Budapest University; M.A., Central Missouri State University; Ph.D., University of Kentucky; 2006; 2010.
- \*CUNNINGHAM, Teddi J** . . . . . **Associate Professor of Psychology and Counseling**  
B.S., Ball State University; M.S., Ph.D., Purdue University; 1999.
- DALLMAN, Mary Ellen** . . . . . **Associate Professor of Early Childhood and Special Education**  
B.A. Mount Mary College; M.Ed. Xavier University; Ed.D., Ball State University; 1998.
- DARLING, Tom V** . . . . . **Assistant Professor of Kinesiology and Physical Education**  
B.S., Phillips University; M.S., University of Louisiana-Monroe; Ph.D., Oklahoma State University; 2010.
- \*DAVEY, Michael J** . . . . . **Associate Professor of English**  
B.A., State University of New York-Binghamton; M.A., Ph.D., Ohio State University; 2002; 2006.
- DAVIS, Deborah S** . . . . . **Associate Professor of Library Science and Archivist**  
B. A., M.A.T., University of Georgia; M.L.S., University of Maryland at College Park; 1994; 2002.
- DE LA GARZA, Linda** . . . . . **Associate Professor of Chemistry**  
B.S. Instituto Tecnológico y de Estudios Superiores de Monterrey; Ph.D., Arizona State University; 2005; 2009.
- \*DEES, Dianne C** . . . . . **Associate Professor of Curriculum, Leadership, and Technology**  
B.S., M.Ed., Ed.S., Ed.D., Valdosta State University; 2006; 2012.
- DELK, Sandra J** . . . . . **Assistant Professor of Nursing**  
B.S.N., M.S.N., Valdosta State University; 2000.
- \*DENAUX, Zual Sogutlu** . . . . . **Professor of Marketing and Economics**  
B.A., University of Ankara, Turkey; M.B.A., New Hampshire College, M.E., Ph.D., North Carolina State University; 2002; 2011.
- DENIZMAN, Can** . . . . . **Associate Professor of Physics, Astronomy, and Geosciences**  
B.S., M.S., Hacettepe University; Ph.D., University of Florida; 2001; 2006.

- DIXEY, Brenda P.** . . . . . **Professor of Middle, Secondary, Reading, and Deaf Education**  
 B.S., Southeastern College; M.S., University of North Florida; Ph.D., Purdue University; 1997; 2002.
- \*DOEPKER, Gina M.** . . . . . **Associate Professor of Early Childhood and Special Education**  
 B.S., M.S., University of Dayton; Ph.D., Ohio State University; 2007; 2012.
- DOSCHER, Michael W.** . . . . . **Instructor in Kinesiology and Physical Education**  
 B.S., Springfield College; M.S., Mississippi State University; 1997.
- DOSCHER, Teresa H.** . . . . . **Instructor in Biology**  
 B.S., Mississippi University for Women; D.V.M., Mississippi State University; 2001.
- DOUGLASS, V. S.** . . . . . **Assistant Professor of Art**  
 B.Arch., M.Arch., University of Kansas; Ph.D., Texas AandM University; 2005.
- \*DOWNEY, Steven E.** . . . . . **Associate Professor of Curriculum, Leadership, and Technology**  
 B.S.B.A., University of Missouri; M.Ed., University of Missouri; Ph.D., University of Illinois; 2012.
- DOWNING, Frederick L.** . . . . . **Professor of Philosophy and Religious Studies  
 and Head of Department**  
 B.A., Samford University; Th.M., Th.D., New Orleans Baptist Theological Seminary, M.A.,  
 Princeton Theological Seminary; Ph.D., Emory University; 2006.
- DRAKE, Dereth J.** . . . . . **Assistant Professor of Physics**  
 B.S., Longwood University; M.S., Old Dominion University; Ph.D., Old Dominion University; 2012.
- \*DROUILLARD, Colette L.** . . . . . **Assistant Professor of Information Studies**  
 B.S.,Oakland University; M.Ed., Idaho State University; M.S.L.I.S., Ph.D., Florida State University;  
 2010.
- DUNCAN, Dean C.** . . . . . **Assistant Professor of Chemistry**  
 B.S., College of Charleston; Ph.D., Emory University; 2011.
- \*DUNN, John P.** . . . . . **Professor of History**  
 B.A., M.A., Florida Atlantic University; Ph.D., Florida State University; 2003; 2012.
- \*DYAL, Brenda W.** . . . . . **Assistant Professor of Nursing**  
 B.S.N., Valdosta State University; M.S.N., Florida State University; 2008; 2011.
- DYKE, Marilyn S.** . . . . . **Lecturer in English**  
 B. A., Cedar Crest College; M. A., Lehigh University; M. A., Jersey City University; 2008.
- \*DYKES, Michelle E.** . . . . . **Assistant Professor of Nursing**  
 B.S.N, M.S.N, Valdosta State University; 2007; 2010.
- EARLS, Norman Fred, Jr.** . . . . . **Lecturer in Communication Arts**  
 B. A., University of Mobile; M. A. Austin Peay State Unversy; 2008.
- \*EAVES, Michael H.** . . . . . **Professor of Communication Arts**  
 B.A., University of Alabama; M.A., University of Georgia; Ph.D., Florida State University; 1993;  
 2004.
- EDWARDS, Clyde L.** . . . . . **Associate Professor of Art**  
 B.F.A, Georgia Southwestern College; M.F.A., University of Cincinnati; 1994; 1999.
- \*EISCHEID, Susan.** . . . . . **Professor of Music**  
 B.M., Pennsylvania State University; M.M., Philadelphia University School of the Arts; D.M.A.,  
 University of Cincinnati; 1994; 2004.
- \*ELDER, John F.** . . . . . **Professor of Biology**  
 B.S., M.S. Ph.D., Virginia Polytechnic University; 1996; 2006.
- ELLIOTT, Marie M.** . . . . . **Assistant Professor of Communication Arts**  
 M.FA.,Ohio University; M.F.A., Georgia College and State University; 2011.
- \*ELLIS, Iris** . . . . . **Associate Professor of Adult and Career Education**  
 B.B.A., M.Ed., Ed.D., Valdosta State University; 2000; 2009.
- \*ELSON, Raymond J.** . . . . . **Professor of Accounting and Finance**  
 B.B.A., Pace University; M.B.A., Long Island University; D.B.A., University of Sarasota; 2003; 2012.
- ELSTAK, Iwan Rene** . . . . . **Assistant Professor of Mathematics and Computer Science**  
 Doctorandus (M.Sc.), Leiden University; Ph.D., Ohio State University; 2011.

- ENLOE, Tanya S.** . . . . . **Assistant Professor of Communication Sciences and Disorders**  
 B.A., Harding University; M.S., University of Mississippi; 1994.
- \*ETLING, Laurence W.** . . . . . **Professor of Communication Arts**  
 B.A., University of Saskatchewan; M.A., University of North Dakota; Ph.D., University of Georgia; 1999; 2013.
- FAIRCLOTH, J. Myron.** . . . . . **Assistant Professor of Nursing**  
 B.S.N., Valdosta State University; M.S.N., Brenau University; 2008; 2013.
- FARES, Mary Azar** . . . . . **Professor of Physics, Astronomy, and Geosciences**  
 B.S., M.S., Ph.D., Tennessee Technological University; 1993; 2008.
- FARES, Said C.** . . . . . **Assistant Professor of Mathematics and Computer Science**  
 B.S., University of Technology, Baghdad; M.S., DePaul University; 1985.
- FARWELL, Douglas G.** . . . . . **Professor of Music and Interim Head of Department**  
 B.M., North Carolina School of the Arts; M.M., New York University; D.M.A., University of Illinois; 1995; 2006.
- \*FAUX, William V., II** . . . . . **Associate Professor of Communication Arts**  
 B.A., East Stroudsburg University; M.A., Ph.D., University of Denver; 2005; 2009.
- FENG, Weimin** . . . . . **Assistant Professor of Physics, Astronomy, and Geosciences**  
 B.S., M.S., University of Science and Technology (China); Ph.D., Southern Methodist University; 2011.
- FIESTER, Herbert R.** . . . . . **Assistant Professor of Curriculum, Leadership, and Technology**  
 B.S., Indiana State University; B.S., University of Southern Indiana; M.Ed., Indiana Wesleyan University; M.S., Indiana University; Ph.D., Indiana University; 2012.
- \*FIKE, Darrell** . . . . . **Professor of English**  
 B.A., M.A., University of Memphis; Ph.D. Florida State University; 1999; 2008.
- FLAHERTY, Francis A.** . . . . . **Professor of Physics, Astronomy, and Geosciences**  
 B.S., Manhattan College; M.S., St. Johns University; Ph.D., Fordham University; 1985; 1999.
- FLOYD, Linda Gayle** . . . . . **Assistant Professor of Nursing**  
 B.S.N., M.S., M.S.N., Ed.D., Valdosta State University; 1988; 1993.
- FOCSAN, Alexandrina Ligia.** . . . . . **Assistant Professor of Chemistry**  
 B.S., Babes Bolyai University, Romania; Ph.D., University of Alabama; 2011.
- \*FORBES, Michelle A.** . . . . . **Assistant Professor of Modern and Classical Languages**  
 B.A., Wayne State University; M.A., Eastern Michigan University; Ph.D., University of Missouri at Columbia; 2011.
- \*FORT, Timothy J.** . . . . . **Associate Professor of Biology**  
 B.Sc. (Hons.) University of Central Lancashire, England; Ph.D., University of Rhode Island; 2007; 2013.
- \*FOSTER, Janet E.** . . . . . **Associate Professor of Early Childhood and Special Education**  
 B.A., University of West Florida; M.Ed., University of New Orleans; Ph.D., University of Minnesota; 2005.
- FOWLER, Aubrey** . . . . . **Assistant Professor of Marketing and Economics**  
 B. A., M.A., Youngstown State University; M. B. A., Ph. D., University of Nebraska; 2008.
- \*FOYOU, Viviane E.** . . . . . **Assistant Professor of Political Science**  
 B.A., Gustavus Adolphus College; M.A., Minnesota State University; M.A., Ph.D., West Virginia University; 2009.
- \*FRIEDRICH, Ellen Lorraine** . . . . . **Professor of Modern and Classical Languages**  
 A.B., M.A.T., University of Georgia; Ph.D., University of North Carolina at Chapel Hill; 2003; 2013.
- FROST, Guy V.** . . . . . **Associate Professor of Library Science and Serials and Government Documents Librarian**  
 B.M.E., M.M.E., Valdosta State University; M.L.S., Ed.S., Florida State University; 1998; 2008.
- \*FUCIARELLI, Alfred** . . . . . **Professor of Chemistry**  
 B.Sc., University of Toronto; M. Sc., Ph. D., University of Alberta; 2011.

- FUTRELL, Gary D.** . . . . . **Assistant Professor of Marketing**  
 B.A., Radford University; M.S., Virginia Commonwealth University; Ph.D., Florida State University; 2012.
- GALLANT, Jeffrey** . . . . . **Assistant Professor of Library Science and Reference Librarian**  
 B. Mus., University of Massachusetts at Amherst; M. Mus., Northwestern University, M.S.L.I.S., Simmons College; 2010; 2013.
- \*GANNON, Robert L.** . . . . . **Professor of Biology and Head of Department**  
 B.S. Northern Arizona University; Ph.D. University of Texas Medical Branch; 2005.
- GASKINS, Rebecca A.** . . . . . **Lecturer in English**  
 B. A., M. A., Valdosta State University; 2008.
- GAST, Nicholas D.** . . . . . **Instructor in Kinesiology and Physical Education**  
 B.S., M.Ed., Valdosta State University ; 2007
- GELTNER, Ted.** . . . . . **Assistant Professor of English**  
 B. A., Lehigh University; M. A., Ph.D., University of Florida; 2008.
- \*GERBER, Brian L.** . . . . . **Professor of Middle, Secondary, Reading, and Deaf Education and Interim Dean of College of Education and Human Services**  
 B.S. (2), M.A., Kent State University; Ph.D., University of Oklahoma; 1996; 2005.
- GHEESLING, J. Dominick** . . . . . **Assistant Professor of Art**  
 B. S., M. F. A., Florida State University, 2010.
- \*GIBSON, David R.** . . . . . **Professor of Mathematics and Computer Science**  
 B.S., Clemson University; M.S., Ph.D., Georgia Institute of Technology; 1994; 2004.
- \*GIBSON, Nicole M.** . . . . . **Professor of Curriculum, Leadership, and Technology**  
 B.S., Georgia College and State University; M.Ed., Ph.D., University of Georgia; 2002; 2011.
- \*GIDDINGS, Martha M.** . . . . . **Professor of Social Work**  
 B.A., Louisiana State University; M.S.W., Ph.D., University of Georgia; 1995; 2006.
- GILBOY, Richard P.** . . . . . **Assistant Professor; Director of Kings Bay Programs**  
 B.A., Youngstown State University; M.E., Westminster College; M.S.Ed., Youngstown State University; 1998.
- GILL, Jennifer D.** . . . . . **Instructor in Management**  
 B.B.A., West Georgia College; M.Ed., State University of West Georgia; 2000.
- \*GLADWIN, Ransom** . . . . . **Associate Professor of Modern and Classical Languages**  
 B.A., M.A., Furman University; Ph.D., Florida State University; 2006; 2010.
- \*GLEN, Carol M.** . . . . . **Professor of Political Science**  
 B.A., University of Strathclyde; M.A., Ph.D., Florida State University; 1997; 2006.
- \*GODDARD, Russell H.** . . . . . **Professor of Biology**  
 B.S., University of Massachusetts; M.S., University of South Florida; Ph.D., University of Texas; 1994; 2010.
- GOEL, Sudhir K.** . . . . . **Professor of Mathematics and Computer Science**  
 B.Sc., M.Sc., Delhi University; Ph.D., Bowling Green State Univ. 1987; 1992.
- \*GONZALEZ, Luis** . . . . . **Assistant Professor of Marketing and Economics**  
 B.A., Georgetown University; M.S, Ph.D., University of Kentucky; 2011.
- GOODE, Elizabeth A.** . . . . . **Professor of Music**  
 B.M., University of Tennessee at Knoxville; M.M., M.M.A., D.M.A., Yale University; 1995; 2006.
- \*GORHAM-ROWAN, Mary** . . . . . **Professor of Communication Sciences and Disorders**  
 B.S., B.A., M.S., Florida State University; Ph.D., University of Florida; 2005; 2011.
- GOSNELL, Donna L.** . . . . . **Associate Professor of Chemistry**  
 B.S., Pennsylvania State University; M.S., Ph.D., University of California at San Diego; 1995; 2002.
- GRAHAM, Vickie** . . . . . **Lecturer in Mathematics and Computer Science**  
 B. S. ,Valdosta State University; M. A. , Georgia State University; 2008.
- GRANT, Matthew A.** . . . . . **Assistant Professor of Kinesiology and Physical Education**  
 B.A., Wheaton College (IL); M.Ed., University of Georgia; Ph.D., University of Georgia; 2012.

- \*GRAVETT, Sharon L. . . . . Professor of English and Assistant Vice President for Academic Affairs**  
B.A., Davidson College; M.A., Ph.D., Duke University; 1989; 1999.
- GRAY, Barbara H. . . . . Instructor in Public Administration and Director of Grants and Contracts**  
B. S., University of Pittsburgh; M. P. H., University of South Carolina; 2007.
- \*GREEN, Rebecca D. . . . . Assistant Professor of Nursing**  
B.S.N., Western Carolina University; M.S.N., Medical University of South Carolina; D.N.S., Kennesaw State University; 2012.
- \*GREEN, Robert B. . . . . Associate Professor of Curriculum, Leadership, and Technology**  
B.S., M.S., University of Southern Mississippi; Ph.D., Walden University; 2002; 2005.
- GREENFIELD, Anne L. . . . . Assistant Professor of English**  
B.A., University of Wisconsin-Madison; M.A., Western Washington University; Ph.D., University of Denver; 2011.
- \*GRIFFIN, Howard . . . . . Assistant Professor of Management**  
B.A., B.B.A., Valdosta State University; M.I.B.S., University of South Carolina; Ph.D., Texas AandM International University; 2011.
- \*GRIFFIN, Michael R. . . . . Professor of Kinesiology and Physical Education and Head of Department**  
B.S.Ed., Georgia Southern College; M.S., University of Tennessee; Ph.D., Florida State University; 1988; 2003.
- GROSS, Michael R. . . . . Assistant Professor of Exercise Physiology**  
B.S., University of South Alabama; M.E.S.S., University of Florida; D.A. Middle Tennessee State University; 2011.
- GROSZOS, Mark S. . . . . Associate Professor of Physics, Astronomy, and Geosciences**  
B.S., Eastern Illinois University; Ph.D., Florida State University; 2002; 2008.
- \*GROVE, Theresa J. . . . . Associate Professor of Biology**  
B.A., Washington University; M.S., Ph.D., University of Maine; 2006; 2012.
- GRUBBS, Jennifer H. . . . . Instructor in Kinesiology and Physical Education**  
B.A., Kansas Wesleyan University; M.Ed., Wichita State University; 2001.
- GRUBBS, Scott T. . . . . Instructor in Middle, Secondary, Reading, and Deaf Education**  
B. A., University of Georgia; M. Ed., Valdosta State University; 2008.
- GUILLIAMS, Greg . . . . . Instructor in Kinesiology and Physical Education**  
B.A., Ohio Dominican College; M.S., Eastern Kentucky University; 2007.
- \*GUPTA, Sanjay . . . . . Professor of Accounting and Finance**  
B. Com., Calcutta University; M.B.A., Georgia Southern University; Ph.D., University of Central Florida; 1997; 2007.
- GUTHRIE, Duke . . . . . Professor of Communication Arts**  
B.B.A., University of Georgia; B.F.A., Valdosta State University; M.F.A., Brooklyn College; 1999; 2012.
- \*HAGGARD, Dixie R. . . . . Associate Professor of History**  
B.A., M.A., Georgia Southern University; Ph.D., University of Kansas; 2005; 2009.
- HALL, Deborah . . . . . Associate Professor of English**  
B.A., M.A., Ph.D. Florida State University, 2007; 2013.
- \*HAND, Carl M. . . . . Professor of Sociology, Anthropology, and Criminal Justice**  
B.A., Belmont Abbey College; M.A., Ph.D., University of Tennessee at Knoxville; 1994; 2002.
- \*HANNIBAL, Ruth R. . . . . Associate Professor of Communication Sciences and Disorders**  
B.A., M.A., South Carolina State University; Ph.D., Michigan State University; 2000; 2009.
- HANSEN, John E. . . . . Assistant Professor of Kinesiology and Physical Education**  
B.B.A., M.Ed., Valdosta State College; 1983; 1990.
- HARDIN, Shirley H. . . . . Professor of English and Director of African-American Studies**  
B.S., Albany State College; M.A., Ph.D., Florida State University; 1976; 1998.

- HARPER, Joel M.** ..... Lecturer in English  
B. A., M.A., Valdosta State University; 2008.
- \*HARRELL, Gregory K.** .... Professor of Mathematics and Computer Science and Head of Department  
B.S., M.A., University of Georgia; Ph.D., University of Florida; 1994; 2011.
- HATCHER, Cheryl A.** ..... Instructor in Management  
and Director of the Decision Center  
B.S., M.B.A., Valdosta State College; 1988.
- HAWKINS, Travis Craig** ..... Assistant Professor of Art  
B.F.A., Valdosta State University; M.F.A., University of Georgia; 2011.
- HEATH, Ellis B.**..... Assistant Professor of Economics  
A.B., Washington University in St. Louis; M. A., Youngstown State University; Ph.D., West  
Virginia University; 2009.
- \*HECKAMAN, Kelly A.** ..... Associate Professor of Early Childhood and Special Education  
B.A., University of Florida; M.Ed., Vanderbilt University; Ph.D., Ohio State University; 2005.
- HELPER, Mike** ..... Instructor in Kinesiology and Physical Education  
B.A., Capital University; M.A., Kent State University; 2005.
- \*HENKEL, Timothy P.** ..... Assistant Professor of Biology  
B.S., Rutgers University; M.S., Ph.D., University of North Carolina Wilmington; 2011.
- \*HILGERT, Larry D.** ..... Associate Professor of Psychology and Counseling  
B.A., Indiana University; M.A., Ph.D., Ball State University; 1983; 1991.
- HILL, Fred D.** ..... Assistant Professor, Kings Bay Campus  
B.A., Birmingham Southern College; M.A., Ed.D., Auburn University; 1998.
- HILL, Kiley** ..... Instructor in Kinesiology and Physical Education  
B.S., Arkansas Technical University; M.S.C.E., University of West Alabama; 2000.
- HINTON, Kendra A.** ..... Lecturer in Political Science  
B.A., Winona State University; M.S., Florida State University; J.D., University of Florida; 2009.
- \*HOCHSCHILD, Thomas R., Jr.** ..... Assistant Professor of Sociology  
B.A., M.A., Cleveland State University; Ph.D., University of Connecticut; 2011.
- HOFF, Russell J.** ..... Assistant Professor of Athletic Training  
B.S., Ohio University; M.S., West Virginia University; 1997.
- HOJJATIE, Barry.** ..... Professor of Physics, Astronomy, and Geosciences  
and Coordinator of the Engineering Program  
M.S., Mississippi State University; Ph.D., University of Florida; 2003; 2012.
- HOLLAND, Phyllis G.** ..... Professor of Management and Head of Department  
B.A., Carson-Newman College; M.A., University of Tennessee; Ph.D., University of Georgia; 1987;  
2003.
- HOLLAND, James D.** ..... Assistant Professor of Nursing  
B.S.N., Thomas College; M.S.N., Valdosta State University; 2006; 2012.
- \*HOLLIMAN, Diane C.** ..... Associate Professor of Social Work  
B.A., Birmingham Southern College; M.S.W., University of Georgia; Ph.D., University of Alabama;  
1999; 2005.
- HOLT, Michael O.** ..... Assistant Professor of Library Science and Reference Librarian  
B. A., M. A., M. L. I. S., Valdosta State University; 2010.
- HORNSBY, James L.** ..... Professor of Art  
B.F.A., Memphis Academy of the Arts; M.F.A., Memphis State University; 1997; 2008.
- HOWARD, Lori C.** ..... Instructor in Athletic Training  
B.S., Valdosta State University; M.S., Eastern Kentucky University; 1997.
- HOWINGTON, Eric B.** ..... Associate Professor of Management  
B.S., M.S., Ph.D., University of Alabama; 2007; 2012.
- \*HSIAO, E-Ling** ..... Assistant Professor of Curriculum, Leadership, and Technology  
B.S.Ed., National Chiayi University; M.Ed., National Changhua University of Education; Ph.D.,  
Ohio University; 2011.



- HSU, Howard P.** . . . . . **Assistant Professor of Music**  
B.S., University of Pennsylvania; M.M., San Francisco Conservatory of Music; D.M.A., University of Connecticut; 2009.
- \*HUANG, Wilson.** . . . . . **Professor of Sociology, Anthropology, and Criminal Justice**  
L.L.B., Central Police University; M.S., Arizona State University; Ph.D., University of Maryland; 1998; 2009.
- \*HUDSON, Clemente Charles** . . . . . **Associate Professor of Adult and Career Education**  
B.S., Brigham Young University; M.Ed., Heritage College; Ph.D., Pennsylvania State University; 2002; 2006.
- \*HUFFT, Anita G.** . . . . . **Professor of Nursing and Dean, College of Nursing and Health Sciences**  
B.S.N., University of Maryland; M.N., Louisiana State University Medical Center; Ph.D., Texas Woman's University; 2004.
- \*HULL, Karla M.** . . . . . **Professor of Early Childhood and Special Education**  
B.S., M.S., Arizona State University; Ed.D., University of Vermont; 1996; 2001.
- \*HUMPHREY, James P.** . . . . . **Associate Professor of Nursing**  
B.S.N., Valdosta State College; M.S.N., The University of Alabama at Birmingham; Ph.D., Georgia State University; 1998.
- \*HWANG, Taewon.** . . . . . **Assistant Professor of Management**  
B.S., Kookmin University, South Korea; M.A., Ph.D., University of Nebraska-Lincoln; 2009
- \*INDERGAARD, Lyle M.** . . . . . **Professor of Music**  
B.A., Minot State College; M.A., University of Wyoming; D.M.A., Eastman School of Music, University of Rochester; 1995; 2006.
- IVERSON, Esther L.** . . . . . **Assistant Professor of Communication Arts**  
B.A., Mankato State University; M.F.A., Minnesota State University; 2009.
- \*JAMES, Christine A.** . . . . . **Professor of Philosophy and Religious Studies**  
B.A., Northwestern University; Ph.D., University of South Carolina; 2002; 2011.
- JAMES, Kynthia L.** . . . . . **Instructor in Nursing**  
B.S.N., Thomas University, M.S.N., University of Phoenix, 2010.
- JEWUSIAK, Jacob M.** . . . . . **Assistant Professor of English**  
B.A., Texas Christian University; M.A., University at Buffalo; Ph.D., University at Buffalo; 2012.
- JOHNS, Kristen M.** . . . . . **Associate Professor of Music**  
B.M., University of Michigan; M.M., D.M.A., University of Cincinnati; 1996; 2007.
- \*JOHNSON, Charles** . . . . . **Professor of History**  
B.A., Michigan State; M.A., Ph.D., Western Michigan University; 1997; 2007.
- JONES, Leslie S.** . . . . . **Associate Professor of Biology**  
A.B. Mount Holyoke College; M.S., University of New Hampshire; M.A., Ph.D., Ohio State University; 2004; 2008.
- JONES, Luke R.** . . . . . **Assistant Professor of Economics**  
B.A., Salisbury University; M.A., University of Tennessee; 2011.
- \*JONES, Owen H.** . . . . . **Assistant Professor of History**  
B. A., M.A., Ph.D., University of California, Riverside; 2011.
- \*JONES-MOORE, Lisa M.** . **Assistant Professor of Middle, Secondary, Reading, and Deaf Education**  
B.S. (2) Louisiana State University; M.Ed., Tennessee State University; Ph.D., Clemson University; 2011.
- \*JUDD, Diane L.** . . . . . **Associate Professor of Early Childhood and Special Education**  
B.S., University of Tampa; M.Ed., Ed.S., Valdosta State University; Ph.D., Florida State University. 1999; 2003
- JURCZAK, Linda Pysher** . . . . . **Assistant Professor of Communication Arts**  
B. A., M. S., Ph. D. University of Tennessee; 2008.
- \*KANG, Jonghoon** . . . . . **Associate Professor of Biology**  
B. Sc., Yonsei University; M. Sc., Pohang University of Science and Technology; Ph. D. University of Texas Medical Branch; 2008; 2012.

- \*KANNO, Hanae** .....Assistant Professor of Social Work  
B.A., Tokyo Woman's Christian University; M.A., Tokyo Metropolitan University; M.S.W., Ph.D., University of Pittsburgh; 2012.
- KASSEL, Jason** .....Assistant Professor of Political Science  
B.A., University of California-Santa Cruz; Ph. D., University of Florida; 2008.
- KELLEY, Heather M.**..... Assistant Professor of Psychology and Counseling  
B.S., Centenary College of Louisiana; M.Ed., Ph.D., Texas Tech University; 2011.
- \*KICEY, Charles J.**..... .Professor of Mathematics and Computer Science  
B.S., Ph.D, University of Pittsburgh; M.S., Ohio State; 1996; 2006.
- \*KIM, Lana H.** ..... Assistant Professor of Marriage and Family Therapy  
B.A., University of British Columbia; M.S., Loma Linda University; Ph.D., Loma Linda University; 2012.
- \*KINNEY, Jane M.** ..... Professor of English  
B. A., Gustavus Adolphus; M.A., Purdue University; Ph.D., Duke University; 1993; 2003.
- \*KIRK, Kenneth P.** .....Professor of Music  
A.B., Duke University; M.A., Radford University; Ph.D., University of Cincinnati; 1989; 2002.
- \*KNOWLES, Fred E., Jr.**..... Associate Professor of Sociology, Anthropology, and Criminal Justice  
B. A., Valdosta State University; M. Ed., National-Louis University; Ph. D., University of Missouri; 2003; 2009.
- \*KOEHLER, Wallace C.** ..... Professor of Information Studies and Director of the MLIS Program  
B.A., M.A., M.S. University of Tennessee, Knoxville, M.A., Ph.D., Cornell University; 2001; 2006.
- \*KOHN, Steven J.** ..... Associate Professor of Psychology and Counseling  
B.A., Fordham University; M.A., Ph.D., University of Maryland, College Park; 2004; 2009.
- KOMAREK, Timothy M.** ..... Assistant Professor of Economics  
B.A., Calvin College; M.S., Michigan State University; Ph.D., Michigan State University; 2012.
- \*KREGAR, Sandra J.** .....Assistant Professor of Modern and Classical Languages  
B.A., University of Colorado-Boulder; M.A. (2), University of Northern Colorado; Ph.D., Florida State University; 2012.
- KUHLMEIER, David** ..... Associate Professor of Marketing and Economics  
B.A., Drake University; M.A., Florida State University; M.B.A., American Graduate School of International Business; Ph.D., Florida State University; 2008; 2012.
- KUMAR, Ashok** .....Professor of Mathematics and Computer Science  
B.Sc., M.Sc., Delhi University; M.S., University of Houston; Ph.D., Bowling Green State University; 1986; 1991.
- \*LAMBERT-SHUTE, Jennifer J.** ..... Professor of Marriage and Family Therapy  
B.A., Western Illinois University; M.A., Appalachian State University; Ph.D., Virginia Polytechnic Institute and State University; 2004; 2013.
- \*LAMBETH, Dawn T.**..... Assistant Professor of Middle Grades, Secondary,  
Reading, and Deaf Education  
B.A., University of Wolverhampton, England; M.S.A., Ed.S., Ed.D., University of North Carolina, Greensboro; 2009.
- \*LANGFORD, George A.** .....Professor of Kinesiology and Physical Education  
B.A. University of South Florida; M.A. University of South Florida; Ed.D. University of Alabama; 1999; 2009.
- \*LAPLANT, James T.** ..... Professor of Political Science and  
Interim Assistant Vice President for Research and Dean of the Graduate School  
B.A., University of Central Oklahoma; M.A., Ph.D., University of Oklahoma, 1996; 2006.
- LAPLANT, Susan B.** ..... Lecturer in English  
B. A., Stetson University; M.A., Florida Atlantic University; 2007.

- \*LAUGHLIN, Martha J.** . . . . . **Professor of Marriage and Family Therapy**  
 B.S.W., Florida International University; M.S.W., Barry University; M.S., Ph.D., Nova University;  
 1999; 2010.
- \*LAZARI, Andreas** . . . . . **Professor of Mathematics and Computer Science**  
 B.Sc., Davis and Elkins College; M.S., New Mexico Institute of Mining and Technology; Ph.D.,  
 University of Wyoming; 1991; 2001.
- \*LEADER, Lars F.** . . . . . **Assistant Professor of Curriculum, Leadership, and Technology**  
 B.S., University of Arizona; M.A., Ph.D., Arizona State University; 1999.
- LEAKE, Martha A.** . . . . . **Professor of Physics, Astronomy, and Geosciences**  
 B.A., Mount Holyoke College; Ph.D., University of Arizona; 1982; 1993.
- LEAVITT, Tod** . . . . . **Lecturer in Music**  
 B. A., Michigan State University; M. A., University of California, San Diego; D.M.A., Ohio State  
 University; 2008.
- \*LEE, Tanya M.** . . . . . **Assistant Professor of Accounting**  
 B.A., University of Chicago; M.B.A., Harvard University; Ph.D., Arizona State University; 2011.
- LEE, Wing** . . . . . **Assistant Professor, OASIS Center for Advising and First-Year Programs**  
 B.S., M.Ed., Valdosta State College; 1990.
- \*LEECH, Donald W.** . . . . . **Professor of Curriculum, Leadership, and Technology and**  
**Assistant Dean of the College of Education and Human Services**  
 B.S., M.A.T., Jacksonville University; Ed.D., University of North Florida; 2000; 2009.
- LEFILES, Edwana O.** . . . . . **Assistant Professor,**  
**OASIS Center for Advising and First-Year Programs**  
 B.A., M.Ed., Valdosta State University; 1982.
- \*LENNON, Sean M.** . . . . . **Associate Professor of Middle Grades, Secondary,**  
**Reading, and Deaf Education**  
 B.A., M.A.T., Salisbury University; Ed.D., University of Maryland-Eastern Shore; 2008; 2013.
- LIU, CHUNLEI** . . . . . **Associate Professor of Mathematics and Computer Science**  
 B.S., M.S., Wuhan University; M.S., Ph.D., Ohio State University; 2005; 2009.
- \*LOCKHART, J. Mitchell** . . . . . **Professor of Biology**  
 B.A., Hendrix College; M.S., University of Arkansas; Ph.D., University of Georgia; 1999; 2008.
- \*LOUGHRY, William James** . . . . . **Professor of Biology**  
 B.S., University of Pittsburgh; Ph.D., University of California-Davis; 1991; 2001.
- LOVERN, Lavonna L.** . . . . . **Assistant Professor of Philosophy and Religious Studies**  
 B.A., Central Methodist University; M.A., Ph.D., University of Missouri-Columbia; 2008.
- LOWE, Janice L** . . . . . **Lecturer in Mathematics and Computer Science**  
 B. S. (2), M. Ed., Valdosta State University; 2008.
- \*LOWNEY, Kathleen S.** . . . . . **Professor of Sociology, Anthropology, and Criminal Justice**  
 B.A., University of Washington; M.Ph., Ph.D., Drew University; 1989; 1998.
- LU, Lucia Y.** . . . . . **Associate Professor of Early Childhood and Special Education**  
 B.A., National Taiwan University; M.A.T., Oklahoma City University; Ph.D., Indiana University;  
 2007; 2011.
- LU, Jia** . . . . . **Assistant Professor of Physics, Astronomy, and Geosciences**  
 B. E., Suzhou Institute of Urban Construction; M. C. P., University of Cincinnati; Ph.D., Ohio  
 State University; 2010.
- \*MACHESKI, Ginger E.** . . . . . **Professor of Sociology, Anthropology, and Criminal Justice**  
 B.A., M.A., Ph.D., Michigan State University; 1987; 1997.
- \*MANNING, Thomas J.** . . . . . **Professor of Chemistry**  
 B. S., College of Charleston; M.S., Ph.D., University of Florida; 1993; 2003.
- MARCIANO, Deborah L.** . . . . . **Associate Professor of Early Childhood and Special Education**  
 B.S., M.Ed., Rhode Island College; Ph.D., Pennsylvania State University; 2011.

- \*MARSHALL, Leisa L.** . . . . . **Professor of Accounting and Finance**  
 B.S.B.A., Southeast Missouri State University; M.P.A., D.B.A., Mississippi State University; 1993; 2002.
- \*MARTIN, Ellice P.** . . . . . **Professor of Middle, Secondary, Reading, and Deaf Education**  
 B.S., University of Georgia; M.Ed., Ed.S., Ed.D., Valdosta State University; 2002; 2013.
- \*MARTINEZ, James** . . . . . **Assistant Professor of Middle, Secondary, Reading, and Deaf Education**  
 B.S. Ed., M.A., University of South Dakota; Ph.D., University of Missouri-Kansas City; 2011
- \*MARTINEZ, Reynaldo L., Jr.** . . . . . **Professor of Adult and Career Education  
 and Head of Department**  
 B.S., Texas AandI University; M.S., Corpus Christi State University; Ph.D., Colorado State University; 2005.
- \*MAT SOM, Yahya** . . . . . **Associate Professor of Adult and Career Education**  
 B.S., University of Technology of Malaysia, Skudai; M.S., Ed.D., Oklahoma State University; 2000; 2004.
- MBOUP, Babacar** . . . . . **Assistant Professor of Modern and Classical Languages**  
 B.A., M.A., University of Dakar, Sénégal; M.A., Ph.D., University of Massa-chusetts; 2003.
- MCCAMBRIDGE, Buffi** . . . . . **Instructor in Nursing**  
 B.S., Valdosta State College; B.S.N, Valdosta State University; M.S.N., University of Phoenix Online; 2005.
- \*MCCLUNG, Xavier V.** . . . . . **Professor of Adult and Career Education**  
 B.S.Ed., University of Central Arkansas; M.Ed., Ed.D., University of Arkansas; 1994; 2003.
- \*MCDONOUGH, Colleen M.** . . . . . **Professor of Biology**  
 B.S., University of Wisconsin-Madison; Ph.D., University of California-Davis; 1994; 2004.
- MCINTYRE, Roger N., Jr.** **Assistant Professor of Sociology, Anthropology, and Criminal Justice**  
 B.A., Valdosta State University; M.S., Valdosta State University; D.P.A., Valdosta State University; 2012.
- \*MCNEILL, Paula L.** . . . . . **Associate Professor of Art**  
 B.A., Arizona State University; M.A., University of Mexico at Albuquerque; Ph.D., University of Missouri; 1996; 2001.
- \*MEACHAM, Michael G.** . . . . . **Professor of Sociology, Anthropology, and Criminal Justice**  
 B.S., M.A., Central Missouri State University; M.S.W., M. Phil., Ph.D., University of Kansas; 1997; 2008.
- \*MERWIN, Gerald A.** . . . . . **Professor of Political Science**  
 B.A., University of South Florida; M.A., East Carolina University; Ph.D., North Carolina State University; 1999; 2013.
- \*MEYERS, Christopher C.** . . . . . **Professor of History**  
 B.A., M.A., Ph.D., Florida State University; 2001; 2010.
- \*MIKKELSEN, Carol** . . . . . **Professor of Music**  
 B.S., B.Mus., University of Alabama; M.Mus., Indiana University; D.M., Florida State University; 1981; 2000.
- \*MILLER, Patricia Ann** . . . . . **Professor of English**  
 B.A., Texas Woman's University; M.A., Ph.D., University of Iowa; 1989; 1999.
- MILLER, Susan C.** . . . . . **Assistant Professor of Communication Sciences and Disorders**  
 B.S.Ed., Shorter College, M.Ed., Valdosta State University; 2007; 2012.
- \*MINOR, Lynn** . . . . . **Professor of Early Childhood and Special Education**  
 B.S.Ed., Auburn University; M.Ed., Ed.D., Valdosta State University; 2000; 2011.
- MITCHELL, Joe C.** . . . . . **Assistant Professor of Communication Arts**  
 B.S., Illinois State University; M.A., Indiana State University; Ph.D., Louisiana State University; 2007.
- MOATES, K. Nathan** . . . . . **Assistant Professor of Management**  
 B.S., M.S., Ph.D., Auburn University; 2005.

- \*MOCH, Peggy L.** . . . . . **Professor of Mathematics and Computer Science**  
B.S., M.Ed., Ph.D., University of Central Florida; 2002; 2012.
- MOHAMMED-AWEL, Jemal** . . . . . **Associate Professor of Mathematics and Computer science**  
B.Sc., M.Sc., Addis Ababa University; M.Sc., Ph.D., State University of New York at Buffalo; 2006; 2010.
- \*MONETTI, David** . . . . . **Professor of Psychology and Counseling**  
B.A., M.A., University of South Florida; Ph.D., Florida State University; 1999; 2009.
- MONTGOMERY, Denise L.** . . . . . **Associate Professor of Library Science and Reference Librarian**  
B.A., Sweet Briar College; M.S., Florida State University; 1986; 1996.
- MOORE, W. Kent** . . . . . **Professor of Management  
and Associate Dean of College of Business Administration**  
B.S., Southeast Missouri State College; M.A., University of Missouri at Columbia; Ph.D.,  
University of Texas at Austin; 1979; 1992.
- MORRIS, J. David** . . . . . **Professor of Music**  
B.S., University of Tennessee; M.M., East Carolina University; Ph.D., Michigan State University;  
1985; 1990.
- MORRIS, Karen L.** . . . . . **Lecturer in English**  
B. A., Middle Tennessee State University; M. A., Valdosta State University; 2008.
- \*MOST, Linda R.** . . . . . **Associate Professor of Information Studies**  
M.A., Florida Atlantic University; M.S.L.I.S., Florida State University; 2009; 2013.
- MULLIGAN, Talley** . . . . . **Assistant Professor of Communication Arts**  
B.S., Georgia Institute of Technology; M.F.A., University of New Orleans; 2012.
- MUMPOWER, Lori A.** . . . . . **Assistant Professor of English**  
B.A., Columbia College; M.A., University of Oklahoma; Ph.D., University of Central Florida; 2011.
- MUNCY, James A.** . . . . . **Professor of Marketing and Economics**  
B.A., Ph.D., Texas Tech University; 1993; 1999.
- MURRAY, Karin G.** . . . . . **Associate Professor of Art**  
B.F.A., Troy State University; M.F.A., University of Alabama; 1995; 2000.
- \*MYERS-JENNINGS, Corine C.** . . . . . **Professor of Communication Sciences and Disorders  
and Head of Department**  
B.A., M.A., South Carolina State College; Ph.D., University of Florida; 1995; 2002.
- NAWARA, Steven P.** . . . . . **Assistant Professor of Political Science**  
B.A., Ball State University, M.A., Ph.D., Ohio State University; 2011.
- NAWROCKI, Selena C.** . . . . . **Professor of Art**  
B.F.A., Mississippi University for Women; M.F.A., University of Memphis; Ph.D., Mississippi State  
University; 2001; 2011.
- NEAL, Paul** . . . . . **Associate Professor of Music and Director of Choral Studies**  
B.M., Rice University; M.M., University of Oklahoma; D.M.A., University of California, Los  
Angeles; 2007; 2012.
- \*NELSON, David** . . . . . **Assistant Professor of Communication Arts**  
B.S., M.A., University of Central Missouri; Ph.D., University of Southern Mississippi; 2011.
- NIELSEN, Eric B.** . . . . . **Professor of Communication Arts**  
B.F.A., M.F.A., University of Utah; 1986; 2000.
- \*NIENOW, James A.** . . . . . **Professor of Biology**  
B.A., M.A., University of California at San Diego; Ph.D., Florida State University; 1995; 2002.
- NIKOLOV, Ivan** . . . . . **Director of International Programs and  
Professor of Educational Leadership**  
B.S., M.Ec., Academy of Commerce, Warsaw; Ph.D., St. Petersburg University of Finance and  
Economics; M.S., Ph.D., Southern Illinois University, Carbondale; 2005.
- NIKOLOVA, Ofélia R.** . . . . . **Professor of Modern and Classical Languages**  
B.A., M.A., Sofia University; M.A., Ph.D., Southern Illinois University at Carbondale; 2006; 2011.

- NOLL, Karen** . . . . . **Assistant Professor of Communication Sciences and Disorders**  
 B.A., Clark University; M.A., University of Kansas; 2007; 2012.
- \*NOLL, Michael G.** . . . . . **Associate Professor of Physics, Astronomy, and Geosciences**  
 M.A., Ph.D., University of Kansas; 2000; 2005.
- \*OGLESBY, Catherine** . . . . . **Professor of History**  
 B.A., Tift College; M.A., Auburn University; Ph.D., Michigan State University; 1997; 2006.
- OLSON, Jeffrey K.** . . . . . **Associate Professor of Music**  
 B.M., University of Wisconsin; M.M., D.M.A., Ohio State University; 1995; 2001.
- \*ONDRUSEK, Anita L.** . . . . . **Associate Professor of Information Studies**  
 B.S., Millerville State College; M.S., Elmira College; M.L.S., Pratt Institute; Ph.D., Pennsylvania State University; 2004; 2008.
- \*ORENDUFF, Lai Kent Chew** . . . . . **Associate Professor of Art**  
 B. A., M. A., University of Texas; Ph. D., City University of New York; 2004; 2009.
- \*OSTAPSKI, S. Andrew** . . . . . **Professor of Management**  
 B.A., Oberlin College; J.D., Capital University; LL.M., University of Miami; 1993; 2002.
- \*OTT, Kenneth D.** . . . . . **Professor of Adult and Career Education**  
 B.M.Ed., M.Ed., University of Central Oklahoma; Ed.D., Oklahoma State University; 2001; 2010.
- PACE, Roy K., II** . . . . . **Lecturer in English**  
 B. S., Austin Peay State University; M. A., Valdosta State University; 2007.
- PAOLETTI, Karl P.,** . . . . . **Assistant Professor of Music**  
 B.M., Ohio State University; M.M., University of South Carolina; D.M., University of Texas; 2010.
- PARK, Kyoungim.** . . . . . **Associate Professor of Art**  
 B.F.A., M.F.A., Kyungpook National University, South Korea; M.S., Florida State University; 2006; 2012.
- PARKER, James Kenneth.** . . . . . **Assistant Professor of Chemistry**  
 B.S., Marquette University; Ph.D., University of Mississippi; 2003.
- \*PARRA, Ericka H.** . . . . . **Associate Professor of Modern and Classical Languages**  
 B. A., Universidad Nacional Autónoma de Mexico; M.A., Illinois State University; Ph.D. University of Florida; 2008; 2012.
- \*PATE, James L.** . . . . . **Professor of Curriculum, Leadership, and Technology**  
 B.S., Georgia Southwestern State University; M.S., Ed.S., Valdosta State University; Ph.D., Florida State University; 2002; 2011
- PATTERSON, Suzannah** . . . . . **Associate Professor of Communication Arts**  
 B.S. University of Southern Mississippi, M.A. Bowling Green University; PhD University of Southern Mississippi. 1998; 2012.
- \*PEARCE, A. Blake** . . . . . **Professor of Art and Dean of the College of the Arts**  
 B.F.A., Valdosta State College; M.A., Ball State University; M.F.A., Southern Illinois University at Carbondale; 1994; 2005.
- \*PEGUESSE, Chere L.** . . . . . **Associate Professor of English**  
 B.A., M.A., Ph.D., University of Arizona; 2000; 2005.
- \*PETERSON, James W.** . . . . . **Professor of Political Science and Head of Department**  
 B.A., Cornell University; M.A., Ph.D., Indiana University; 1983; 1992.
- PIENTA, Rachel Sutz** . . . . . **Assistant Professor of Middle, Secondary, Reading, and Deaf Education**  
 B. A., University of Florida; M.S., Ph.D., Florida State University; 2009.
- \*PLUMLY, L. Wayne, Jr.** . . . . . **Professor of Marketing and Economics and  
 Dean of the College of Business Administration**  
 B.A., College of William and Mary; M.A., Ph.D., Georgia State University; 1980; 1995.
- POTTER, Beatriz.** . . . . . **Lecturer in Modern and Classical Languages**  
 M.Ed. Valdosta State University; 2008.
- \*PRATER, Marcella “Cindy”** . . . . . **Associate Professor of Adult and Career Education**  
 B.A., Mercer University; M.B.E., Georgia State University; Ed.S., State University of West Georgia; Ed.D., Valdosta State University; 2003; 2009.

- \*PRINE, Rudy K.** . . . . . **Professor of Sociology, Anthropology, and Criminal Justice**  
B.S.C.J., Valdosta State College; M.S., Ph.D., Florida State University; 1993; 2003.
- PUFFER-ROTHENBERG, Maureen J.** . . . . . **Associate Professor of Library Science  
and Catalog Librarian**  
B.A., State University of New York, College at Cortland; M.L.S., State University of New York,  
University at Albany; 1994;2012.
- PUFONG, Marc-George** . . . . . **Professor of Political Science**  
B.S., University of Texas; M.A., Ph.D. Southern Illinois University; 1994; 2009.
- \*RADCLIFFE, Barbara J.** . . . . . **Assistant Professor of Middle, Secondary,  
Reading, and Deaf Education**  
B.S., M.S., Ed.S., Ph.D., Florida State University; 2010.
- \*RAINER, Jackson P.** . . . . . **Professor of Psychology and Counseling and Head of Department**  
B.Music, Florida State University; M.Ed., Georgia State University; Ph.D., Georgia State  
University; 2012.
- \*REFFEL, James A.** . . . . . **Professor of Psychology and Counseling**  
B.A., M.A., Ph.D., University of Northern Colorado; 1997; 2007.
- REID, Denise T.** . . . . . **Professor of Mathematics and Computer Science**  
B.S., Troy State University; M.S., Ph.D., Auburn University; 1995; 2005.
- \*REISENWITZ, Timothy H.** . . . . . **Professor of Marketing and Economics**  
B.A. (2), East Stroudsburg University; M.B.A., University of Scranton; D.B.A., Cleveland State  
University; 2002; 2012.
- RICHARD, Matthew J.** . . . . **Associate Professor of Sociology, Anthropology, and Criminal Justice**  
B.A., University of New Hampshire; M.A., Ph.D., State University of New York-Binghamton; 1997;  
2002.
- \*RICHARDS, Connie L.** . . . . . **Professor of English and Dean, College of Arts and Sciences**  
B.A., M.A., University of South Dakota; Ph.D., Kansas State University; 2008.
- RICHARDSON-BLAKE, Beverley A.** . . . . . **Assistant Professor and  
Director of Learning Support Programs**  
B.S., M.Ed., Ed.S., Valdosta State College; Ed.D., Clark Atlanta University; 1992.
- RICKMAN, Barney J., III** . . . . . **Professor of History**  
B.A., Rollins College; M.A., Ph.D., University of Connecticut; 1990; 2000.
- RIEGER, Alicja.** . . . . . **Associate Professor of Early Childhood and Special Education**  
M. A., Krakow Pedagogical University; Ph.D., Syracuse University; 2008.
- \*RIGGS, Paul T.** . . . . . **Professor of History and Head of Department**  
B.A., Dickinson College; M.A., Ph.D., University of Pittsburgh; 2003; 2013.
- \*RING, Brian C.** . . . . . **Associate Professor of Biology**  
B.S., Ph.D. Florida State University; 2006;2011.
- RITTER, Michelle** . . . . . **Assistant Professor of Nursing**  
B.S.N., Valdosta State University; M.S.N., Albany State University; 2006; 2012.
- ROBINSON, Deborah M.** . . . . . **Professor of Sociology, Anthropology, and Criminal Justice**  
B.S., University of Florida; M.S., Ph.D., Florida State University; 1996; 2005.
- \*ROBSON, Deborah C.** . . . . . **Associate Professor of Communication Arts**  
B.A., George Mason University; M.A., Ph.D., University of Massachusetts at Amherst; 2002; 2007.
- ROGERS, John G.** . . . . . **Lecturer in English**  
B. A., M. A., University of Kentucky; 2008.
- \*ROLAND, Karin Pafford** . . . . . **Professor of Accounting and Finance**  
B.B.A. Valdosta State University; Ph.D., University of Florida; 1997; 2013.
- \*ROOT, Tonja L.** . . . . . **Professor of Early Childhood and Special Education**  
B.S.Ed., M.Ed., Ed.D., University of Georgia; 1985; 1994.
- \*ROSS, Darrell L.** . . . . . **Professor of Sociology, Anthropology, and Criminal Justice  
and Head of Department**  
B. A., M. S., Ph. D., Michigan State University; 2010.

- ROY, Krishnendu** . . . . . **Assistant Professor of Mathematics and Computer Science**  
B.Tech., University of Calcutta; M.S., Ph.D., Louisiana State University; 2009.
- ROYLE, Matthew Todd** . . . . . **Associate Professor of Management**  
B.S., M.B.A., University of Utah; Ph.D., Florida State University; 2006; 2011.
- RUMSTAY, Kenneth S.** . . . . . **Professor of Physics, Astronomy, and Geosciences**  
B.S., Massachusetts Institute of Technology; M.A., Wesleyan University; Ph.D., Ohio State University; 1984; 1998.
- RUSSELL, Victoria** . . . . . **Assistant Professor of Modern and Classical Languages**  
B.S., Auburn University; M.A.T., Jacksonville University; Ph.D., University of South Florida; 2010.
- \*RYSKAMP, Gidget** . . . . . **Assistant Professor of Middle, Secondary, Reading, and Deaf Education**  
B.S., University of Montevallo; M.S., Ed.S., Ed.D., Samford University; 2010.
- SALAMI, Tolulope O.** . . . . . **Associate Professor of Chemistry**  
B.S., M.S., University of Ibadan, Nigeria; M.S. Greenwich University, England; Ph.D., State University of New York at Binghamton; 2006; 2010.
- \*SANDERSON, Sonya L.** . . . . . **Associate Professor of Kinesiology and Physical Education**  
B.S., M. A., Austin Peay State University; D.A., Middle Tennessee State University; 2005; 2013.
- \*SANGER, Michael** . . . . . **Associate Professor of Social Work**  
B.A., University of Kansas; M.A., University of Missouri; M.S., Drexel University; M.S.W., Ph.D., Catholic University of America; 2005; 2011.
- SANTAS, Aristotelis** . . . . . **Professor of Philosophy**  
B.A., M.A., Ph.D., Florida State University; 1990; 2003.
- \*SAVOIE, Mike** . . . . . **Professor of Communication Arts and Interim Dean of the Honors College**  
B.A., M.F.A., University of New Orleans; 1998; 2011.
- SCHAEFFER, Catherine A.** . . . . . **Professor of Communication Arts**  
B.S., Kutztown State University; M.Ed., Temple University; M.F.A., Arizona State University; 2001; 2011.
- \*SCHEETZ, Nanci A.** . . . . . **Professor of Middle, Secondary, Reading, and Deaf Education**  
B.A., M.A., Ed.D., University of Northern Colorado; 1999; 2004.
- SCHEFFLER, Anthony J.** . . . . . **Professor of Curriculum, Leadership, and Technology and Assistant Dean of the College of Education and Human Services**  
B.A., Louisiana Tech University; M.S., University of New Orleans; Ph.D., University of Southern Mississippi; 2012.
- SCHUELER, Steven A.** . . . . . **Associate Professor of Library Science and Kings Bay Resource Center Manager**  
B.A., M.A., University of Nebraska-Lincoln; M.L.S., Emporia State University; 2001; 2005.
- \*SCHLAIRET, Maura C.** . . . . . **Associate Professor of Nursing**  
B.S.N., M.S.N., Ed.D., Valdosta State University, 2006; 2010.
- \*SCHMERTZING, Lorraine** . . . . . **Professor of Curriculum, Leadership, and Technology**  
B.A., Baylor University; M.A., Southwestern Seminary; Ed.D., University of West Florida; 2003; 2012.
- \*SCHMERTZING, Richard** . . . . . **Professor of Curriculum, Leadership, and Technology**  
B.A., George Washington University; Ed.D., Harvard University; 1998; 2007.
- SCHMIDT, Michael T.** . . . . . **Professor of Art**  
B.F.A., University of Wisconsin-Whitewater; M.F.A., Edinboro University of Pennsylvania; 2001; 2011.
- \*SCHNAKE, Mel E.** . . . . . **Professor of Management**  
B.S., Illinois College; M.B.A., Illinois State University; D.B.A., Mississippi State University; 1989.
- SCULLY, Lawrence L.** . . . . . **Professor of Music**  
B.F.A., M.F.A., D.M.A., University of Minnesota; 1987; 1992.
- SERINI, Shirley A.** . . . . . **Assistant Professor of Communication Arts**  
B.G.S., University of Kentucky; M.A.T., State University of New York at New Paltz; Ph.D., University of Iowa; 2011.



- SERRÁN-PAGÁN y FUENTES, Cristóbal . . . Assistant Professor of Philosophy and Religious Studies**  
 B.B.A., B.A., St. Thomas University; M.A., Boston College; M.T.S., Ph.D., Boston University; 2007.
- \*SEWELL, Donna N. . . . . Professor of English**  
 B.A., M.A., Valdosta State College; Ph.D., Florida State University; 1994; 2004.
- SHIRLOCK, Stephen M. . . . . Assistant Professor of Nursing**  
 B. S. N., Thomas University; M. S. M., Troy State University; M. S. N., Valdosta State University;  
 2008; 2012.
- \*SHRADER, James . . . . . Professor of Music**  
 B.M.Ed., Bradley University; M.M., Cleveland Institute of Music; Ph.D., Texas Tech University;  
 2006
- \*SIEGRIST, Gerald R. . . . . Professor of Curriculum, Leadership, and Technology**  
 B.A., M.Ed. Wichita State University; Ed.D., University of the Pacific; 1997; 2003.
- SLUSSER, Suzanne R. . . . . Assistant Professor of Sociology, Anthropology, and Criminal Justice**  
 B.A., M.A., Ph.D., University of Akron; 2011
- SMITH, Kenneth A. . . . . Associate Professor of Library Science**  
 B.A. Towson State University; M.L.I.S. Dominican University; 1999; 2012.
- SMITH, Marvin T. . . . . Professor of Sociology, Anthropology, and Criminal Justice**  
 A.B., University of Georgia; M.A., University of Kentucky; Ph.D., University of Florida; 1993; 1998.
- SMITH, R. Mark. . . . . Professor of English and Head of Department**  
 B.A., Northeast Louisiana University; M.A., Ph.D., University of Southwestern Louisiana; 1993; 2004.
- \*SOADY, Ana Victoria . . . . . Professor of Modern and Classical Languages and Head of Department**  
 A.B., Georgia State University; M.A., Ph.D., McMaster University; 1995; 2000.
- \*SODOWSKY, Karen P. . . . . Assistant Professor of Communication Arts**  
 B.A., Millikin University; M.S.W., Ph.D., University of Illinois; 2007
- SPRINGFIELD, David . . . . . Assistant Professor of Music**  
 B.M., M.M., Eastman School of Music; 2008.
- SPRINGFIELD, Maila Gutierrez . . . . . Instructor in Music**  
 B.M., Syracuse University; M.M., Eastman School of Music; 2002.
- \*STELZER, Jiri. . . . . Professor of Kinesiology and Physical Education**  
 B.S., M.S., Ph.D., University of New Mexico; 2000; 2009.
- STOLTZ, Molly M. . . . . Assistant Professor of Communication Arts**  
 B. A., Saint Vincent College; M. A., Ph. D., Duquesne University; 2008.
- \*STOLTZFUS, Michael J. . . . . Professor of Philosophy**  
 B.A., Goshen College; M.A., Pacific School of Religion; Ph.D., Vanderbilt University; 1999; 2009.
- STRICKLER, V. James . . . . . Assistant Professor of Political Science**  
 B.A., J. D., Brigham Young University; Ph.D., Stanford University; 2011.
- STROZIER, Shaunita D. . . . . Assistant Professor of Early Childhood and Special Education**  
 B.S., Auburn University; M.Ed., Auburn University; Ph.D., Auburn University; 2012.
- \*STUNDA, Ronald A. . . . . Assistant Professor of Accounting and Finance**  
 B.S., Penn State University; M.B.A., University of Alabama; Ph.D., Florida State University; 2011.
- \*SWANSON, Nancy J. . . . . Associate Professor of Accounting and Finance**  
 B.S., Harding University; M.S., University of Mississippi; Ph. D., Mississippi State University;  
 2007; 2012.
- \*TALOR, Charles R. . . . . Associate Professor of Psychology and Counseling**  
 B.A., California State University-Fullerton; M.A. Michigan State University; Ph.D., Vanderbilt  
 University; 1995; 2000.
- TAYLOR, Michael K. . . . . Instructor in Communication Arts**  
 B.A., M.A., Eastern Washington University; 1996.
- TAYLOR, Terri Gayle . . . . . Assistant Professor of Nursing**  
 B.S.N., M.S.N., Valdosta State University; 2006; 2012.

- \*THIELE, Harold E.** . . . . . **Assistant Professor of Information Studies**  
 B.A., B.S.Ed., M.L.I.S., University of Texas at Austin; Ph.D., University of Pittsburgh; 2011.
- THIEME, Donald M.** . . . . . **Assistant Professor of Physics, Astronomy, and Geosciences**  
 B.A., New College of Florida; M.A., Southern Illinois University; Ph.D., University of Georgia; 2012.
- \*THOMERSON, J. D.** . . . . . **Professor of Adult and Career Education**  
 B.A., Carson-Newman College; M.Ed., Ed.S., Valdosta State College; Ed.D., University of Georgia; 1992; 2004.
- \*THOMPSON, Shirley E.** . . . . . **Associate Professor of Early Childhood and Special Education and Interim Head of Department**  
 A.B., Mount Holyoke College; Ed.M., Tufts University; Ph.D., Ohio State University; 1996; 2013.
- \*THOMPSON, Theresa M.** . . . . . **Professor of English**  
 B.A., Northern Arizona University; M.A., Ph.D., Washington State University; 1997; 2007.
- TILLMAN, Cheri** . . . . . **Associate Professor, OASIS Center for Advising and First-Year Programs**  
 B.S.Ed., M.Ed., Valdosta State University; Ed.D., Argosy University; 1998; 2010.
- TORI, Cynthia R.** . . . . . **Professor of Marketing and Economics**  
 B.S. Bus. Ad., University of Florida; Ph.D., University of Kentucky; 1998; 2010.
- \*TOST, Jeremy R.** . . . . . **Assistant Professor of Psychology and Counseling**  
 B.A., Indiana University of Pennsylvania; M. A., New Mexico State University; Ph.D., New Mexico State University; 2011.
- TROWELL, Sandra Davis** . . . . . **Assistant Professor of Mathematics and Computer Science**  
 B.S.Ed, Valdosta State College; M.Ed., Georgia State University; Ph.D., Florida State University; 2011.
- \*TROYER, Jules** . . . . . **Assistant Professor of Psychology**  
 B.A. University of Oregon; M.Ed., Ph.D., Northern Arizona University; 2011.
- \*TSEMUNHU, Rudo E.** . . . . . **Assistant Professor of Curriculum, Leadership, and Technology**  
 B.Ed., University of Zimbabwe; M.Ed., Ph.D., Pennsylvania State University; 2011.
- \*TURCO, Jenifer** . . . . . **Professor of Biology**  
 B.S., Marywood College; M.S., Ph.D., West Virginia University; 1994; 2001.
- UNTERREINER, Ann** . . . . . **Assistant Professor of Early Childhood and Special Education**  
 B.A., St. Mary's College; M.A., Ph.D., University of Arizona; 2009.
- \*UYENO, Theodore A.** . . . . . **Assistant Professor of Biology**  
 B.Sc., M.Sc., University of Calgary; Ph.D., University of North Carolina at Chapel Hill; 2011.
- VAN PETTEN, Deborah J.** . . . . . **Assistant Professor of Library Science and Reference Librarian**  
 B.A., M.S.L., Western Michigan University; 1990.
- VASSEUR, Jeffrey L.** . . . . . **Professor of English**  
 B.A., Transylvania University; Ph.D., University of Utah; 1996; 2006.
- VELEZ MARULANDA, José A.** . . . . . **Assistant Professor of Mathematics and Computer Science**  
 B. S., National University of Colombia; M. S., University of Puerto Rico at Mayagüez; M. S., Ph. D., University of Iowa; 2010.
- \*VINCENT, Paul C.** . . . . . **Associate Professor of Physics, Astronomy, and Geosciences**  
 B.S., University of West Florida; M.A., University of Arkansas; Ph.D., Texas AandM University; 2001; 2007.
- \*VODDE, Richard** . . . . . **Professor of Social Work and Interim Head of Department**  
 B.A., Duquesne University; M.S.W., Ph.D., University of Georgia; 1994; 2005.
- VU, Jenny B.** . . . . . **Assistant Professor of Chemistry**  
 B.S., Valdosta State University; M.S., Florida State University; Ph.D. Columbia University; 2011.

- VUONG, Lily** . . . . . **Assistant Professor of Philosophy and Religious Studies**  
 B.A., University of Toronto; M. A., Wilfrid Laurier University; Ph.D., McMaster University; 2010.
- \*WALCZAK, Grazyna H.** . . . . . **Assistant Professor of Modern and Classical Languages**  
 B.A., Universidad Nacional Autónoma de México; M.A., University of South Florida; Ph.D.,  
 University of Florida; 2012.
- WALKER, Calvin M.** . . . . **Associate Professor, OASIS Center for Advising and First-Year Programs**  
 B.S., M.S., University of Tennessee at Martin; Ph.D., Georgia State University; 1985; 1996.
- WALKER, Colin M.** . . . . . **Lecturer in Mass Media**  
 B.A., Marist College; M.A., Central Michigan University; 2012.
- \*WALKER, Edward D., II** . . . . . **Associate Professor of Management**  
 B.S., Presbyterian College; M.B.A., Auburn University; Ph.D., University of Georgia; 2004; 2008.
- WALKER, Juan M.** . . . . . **Assistant Professor of Middle Grades, Secondary  
 Reading, and Deaf Education**  
 B.A., M.A., The Citadel; Ph.D., University of Alabama; 2011.
- WALTERS, Stacey D.** . . . . . **Instructor in Athletic Training**  
 B.S., Valdosta State University; M.A.T., University of West Alabama; 2004.
- WANG, Jin.** . . . . . **Professor of Mathematics and Computer Science**  
 B.S., M.S., Peking University; M.S., Ph.D., Purdue University; 1994; 2003.
- WARD, Brian P.** . . . . . **Lecturer in English**  
 B. A., M. A., Florida State University; 2008.
- \*WARES, Arsalan** . . . . . **Associate Professor of Mathematics and Computer Science**  
 B.S., University of Dhaka; B.A., University of Maine at Farmington; M.S., Ph.D., Illinois State  
 University; 2004; 2009.
- \*WARNER, Kate** . . . . . **Professor of Marriage and Family Therapy and Head of Department**  
 B.A. Kalamazoo College; M.S., Ph.D., Nova Southeastern University; 2000; 2010.
- WARREN, Amy** . . . . . **Lecturer in English**  
 B.S., Morningside College; M.P.A., Valdosta State; M.A., University of Nebraska; 2010.
- \*WASIELESKI, David T.** . . . . . **Professor of Psychology and Counseling**  
 B.A., Emory University; M.A., Ph.D., University of Alabama; 1995; 2007.
- \*WATERS, Matthew N.** . . . . . **Assistant Professor of Biology**  
 B.S., Mercer University; M.S., University of Florida; Ph.D., University of North Carolina–Chapel  
 Hill; 2010.
- WEHLING, Susan R.** . . . . . **Professor of Modern and Classical Languages**  
 B.A., Arizona State University; M.A., Ph.D., University of Cincinnati; 1996; 2009.
- \*WELD, Len G.** . . . . . **Professor of Accounting and Finance and Head of Department**  
 B.A., University of Oklahoma; M.B.A., Southwest Texas State University; Ph.D., Texas A and M  
 University; 2002.
- \*WHATLEY, Mark A.** . . . . . **Professor of Psychology and Counseling**  
 B.A., M.A., California State University, Fullerton; Ph.D., University of Kentucky; 1998; 2008.
- WHEELER, Jacqueline S.** . . . . . **Professor of Communication Arts**  
 B.A., College of St. Teresa; M.A., Southern Illinois University; M.F.A., Virginia Commonwealth  
 University; 1986; 1998.
- \*WHISLER, Vesta R.** . . . . . **Associate Professor of Adult and Career Education**  
 B.S., M.A., Ball State University; Ph.D. Capella University; 2006; 2011.
- WHITE, Sanford D.** . . . . . **Assistant Professor of Social Work**  
 B.A., University of Georgia; M.Div., Southern Baptist Theological Seminary; M.S.S.W., University  
 of Louisville; Ph.D., Florida State University. 2004.
- WHITEHEAD, Jane** . . . . . **Professor of Modern and Classical Languages**  
 B.A., Wellesley College; M.A., Trinity College; Ph.D., Yale University; 2001; 2011.
- WILDMAN, Karl B.** . . . . . **Assistant Professor of Communication Arts**  
 B.A., State University of New York-Oswego; M.F.A., University of Florida; 2012.

- \*WILEY, Ellen W.** . . . . . **Professor of Curriculum, Leadership, and Technology**  
B.S.Ed., Georgia Southwest College; M.S., Ed.D., Auburn University; 1992; 2004.
- \*WILEY, Larry P.** . . . . . **Professor of Psychology and Counseling**  
B.A., Georgia Southwestern College; M.S., Ph.D., Auburn University; 1992; 2004.
- \*WILFRED, Shani P.** . . . . . **Associate Professor of Sociology, Anthropology, and Criminal Justice**  
B.S., Taylor University; M.A., Ph.D., Indiana University; 2005; 2009.
- WILLIAMS, Christia.** . . . . . **Instructor of Middle, Secondary, Reading, and Deaf Education**  
B.S.Ed., Valdosta State University; M.S.Ed., Northeastern University; 2012.
- \*WILLIAMS, Dana M.** . . . . . **Assistant Professor of Sociology, Anthropology, and Criminal Justice**  
B. A., University of North Dakota; M. A., Ph. D., University of Akron; 2010.
- \*WILLIAMS, David.** . . . . . **Professor of History**  
B.A., M.Ed., North Georgia College; M.A., Central Michigan University; M.A., Washington College; Ph.D., Auburn University; 1988; 1997.
- WILLIAMS, Ginger H.** . . . . . **Assistant Professor of Library Science and Reference Librarian**  
B.A., University of Oklahoma; M.S.L.I.S., Florida State University; 2010; 2013.
- WILLIAMS, M. Brent** . . . . . **Lecturer in Music**  
B. M.A., University of Oklahoma; M. M., Florida State University; 2008.
- \*WILLIAMS, Marty L.** . . . . . **Professor of English**  
B.A., University of California, Berkeley; M.A., California State University, Fresno; Ph.D., University of Utah; 2001; 2012.
- \*WILLIAMS, Robert J.** . . . . . **Professor of Management**  
B.S., M.B.A., Troy State University; M.S., Ph.D., Florida State University; 2003; 2009.
- \*WILLIS, Mary S.** . . . . . **Professor of Adult and Career Education**  
B.S., Florida AandM University; M.S., Oklahoma State University; Ph.D., Florida State University; 1988; 2003.
- WINSKA, Kalina M.** . . . . . **Assistant Professor of Art**  
M.F.A., Eugeniusz Geppert Academy of Fine Arts in Wroclaw, Poland; M.F.A., University of Florida; 2012.
- WISHART, Helen A.** . . . . . **Lecturer in English**  
B. A., York University; M. A., Valdosta State University; 2008.
- \*WITHERSPOON, Candace L.** . . . . . **Assistant Professor of Accounting**  
B.S., Western Kentucky University; M.P.A., Western Kentucky University; Ph.D., University of Kentucky; 2012.
- WOLDMAN, Yakov Y.** . . . . . **Associate Professor of Chemistry**  
M.S., Novosibirsk State University, Russia; Ph.D., Novosibirsk Institute of Bioorganic Chemistry; 2003; 2008.
- WOOD, Gary L.** . . . . . **Professor of Chemistry**  
B.S., Texas Tech University; M.S., Ph.D., University of New Mexico; 1988; 2001.
- \*WOODARD-MEYERS, Tracy** . . . . . **Professor of Sociology, Anthropology, and Criminal Justice, and Director of Women's and Gender Studies**  
B.S., M.S., Ph.D. Florida State University; 1994; 2005.
- WRIGHT, Laura B.** . . . . . **Associate Professor of Library Science and Reference Librarian**  
B. S., Emory University; M.S.L.S., University of North Carolina at Chapel Hill; 2008; 2013.
- XU, Zhiguang** . . . . . **Professor of Mathematics and Computer Science**  
B.S., Beijing University of Posts and Telecommunications; M.S., Ph.D., University of Central Florida; 2002; 2012.
- \*YANG, Changwoo** . . . . . **Assistant Professor of Information Studies**  
BA., University of Incheon, Korea; M.L.I.S., Ph.D., Florida State University; 2010
- \*YEHL, Robert** . . . . . **Assistant Professor of Political Science**  
B.A., Indiana University; M.P.A., American University; Ph.D., University of Houston; 2011.
- \*YOUNG, Raymond W.** . . . . . **Professor of Communication Arts**  
B.A., M.A., California State University; Ph.D., Purdue University; 1987; 1999.

# INDEX

## A

Abbreviations, Course Designations . . . . .	96
Absence Regulations . . . . .	77
Academic Advising . . . . .	64, 74
Academic Affairs . . . . .	64
Academic Classification . . . . .	74
Academic Dishonesty . . . . .	85
Academic Load . . . . .	74
Academic Probation . . . . .	82
Academic Programs . . . . .	87
Academic Renewal Policy . . . . .	79
Academic Suspension . . . . .	82
Access Office-Disabilities . . . . .	41
Accounting and Finance	
Department . . . . .	180
Courses (ACCT) . . . . .	269
Courses (FIN) . . . . .	331
Accreditation and Memberships . . . . .	6
Administration, Officers of VSU . . . . .	457
Admission . . . . .	14
of Beginning Freshmen . . . . .	15
of International Students . . . . .	19
of Transfer Students . . . . .	17
of Transient Students . . . . .	18
Admissions Form Info . . . . .	14
Adult and Career Education	
Department . . . . .	196
Courses . . . . .	271
Advanced Placement . . . . .	20
Advising . . . . .	64, 74
Aerospace Studies (AFROTC) . . . . .	68
Courses . . . . .	261
African American Studies . . . . .	104
Courses . . . . .	276
Alcohol and Drug Education . . . . .	42
Allied Health Preparation . . . . .	137
American Sign Language/Interpreting	
Major . . . . .	212
Courses . . . . .	287
Anthropology	
Major . . . . .	172
Courses . . . . .	277
Apartments . . . . .	35
Application for Admission . . . . .	14

Applied Math	
Major . . . . .	141
Art Appreciation	
Courses . . . . .	282
Art	
Department . . . . .	222
Major . . . . .	223, 226
Courses . . . . .	282
Art Education	
Courses . . . . .	279
Major . . . . .	224
Art History	
Courses . . . . .	285
Art Studio	
Courses . . . . .	282
Arts and Sciences, College of . . . . .	113
Degree Programs . . . . .	114
Arts, College of The . . . . .	220
Associate of Arts Degree . . . . .	115
Astronomy	
Major . . . . .	161
Minor . . . . .	167
Courses . . . . .	287
Athletic Training	
Major . . . . .	254
Courses (HSAT) . . . . .	357
Athletic Department . . . . .	268
Auditing Classes . . . . .	78
Auxiliary Services . . . . .	34

## B

Bachelor of Arts Degree	
Requirements . . . . .	116
Bachelor of Science Degree	
Requirements . . . . .	116
Biology	
Department . . . . .	117
Courses . . . . .	289
Board and Room . . . . .	35
Bookstore . . . . .	37
Buildings on Campus . . . . .	8
Business Administration, College of . . . . .	176
Admission to . . . . .	177

Courses.....	296
Degree Programs .....	176

## C

Calendar .....	2
Campus Map .....	492
Campus Ministries .....	40
Campus Recreation.....	40
Cancellation of Registration for Cause .....	32
Career Opportunities .....	41
Certificate in Spanish for Professionals.....	155
Change in Major Program.....	76
Check Cashing Service.....	32
Chemistry	
Department .....	120
Courses.....	297
Class Attendance.....	77
Classification of Students.....	74
Clery Act.....	34
Clubs .....	39
Collections for Balances Due.....	32
College Level Exam Program (CLEP) .....	24
College Preparatory Curriculum .....	16
Communication Arts	
Department .....	230
Courses.....	301
Communication Sciences and Disorders	
Department .....	204
Major.....	205
Courses.....	312
Community Health Nutrition.....	137
Computer Facilities.....	11, 86
Computer Info Systems Major .....	144
Computer Science, Math and	
Department .....	140
Computer Science	
Major.....	143
Courses.....	308
Continuing Education .....	453
Cooperative Education Program .....	41, 264
Courses.....	304
Core Curriculum.....	87
Correspondence Work .....	83
Counseling Center.....	42
Course Designation Abbreviations .....	96

Course Numbering System .....	80
Course Substitutions and Waivers.....	77
Courses of Instruction .....	269

Creative Writing and Contemporary Literature	
Track.....	134
Courses.....	314
Credit by Examination.....	20, 69
Criminal Justice	
Major.....	174
Courses.....	305
Cross-Disciplinary Courses.....	80

## D

Dance	
Major.....	233
Courses.....	315
Deaf and Hard-of-Hearing	
Degree.....	214
Courses.....	317
Dean of Students (Student Affairs).....	39
Dean's List (Academic Affairs) .....	81
Degrees and Major Programs .....	93
Dental Hygiene .....	137, 259
Dining Hall.....	36
Diploma Replacement.....	84
Disability Services .....	41, 44
Discrimination Regulations .....	12
Disruptive Behavior .....	47
Dormitories .....	See Housing
Drug and Alcohol Education.....	42
Drugs, Policy Statement.....	46
Dual Degree Programs	
Engineering.....	65, 124

## E

Early Admission.....	15
Early Childhood and Special Education	
Department .....	206
Courses (ECSE).....	322
Courses (SEEC).....	434
Courses (SPEC).....	443
Early Childhood	
Major.....	207
Courses.....	318

Economics and Marketing	
Department .....	188
Courses .....	319
eCore .....	91
Education, College of .....	191
Courses (EDUC) .....	324
eLearning .....	453
Engineering Studies .....	124
Courses .....	330
English as a Second Language	
Courses .....	331
English	
Department .....	131
Courses .....	324
English Language Proficiency .....	69
English to Speakers of Other Languages (ESOL)	
ESOL Endorsement .....	135
Courses .....	331
Enrollment at Other Institutions .....	84
Entrance Requirements .....	15
Environmental Geosciences	
Major .....	163
Environmental Studies	
Minor .....	106
Equal Opportunity Statement .....	12
Ethics	
Minor in .....	159
European Union Studies .....	108
Examinations, Final .....	78
Exemption Tests .....	70
Exercise Physiology	
Major .....	257
Courses (HSEP) .....	359
Extension Work .....	83
<b>F</b>	
Facilities of the University .....	8
Faculty .....	463
Family Education Rights and Privacy Act .....	48
Fees .....	25
Payment .....	26
Refund .....	27
Final Examinations .....	78
Finance and Accounting	
Department .....	180
Finance	
Major .....	182
Courses .....	331
Financial Aid .....	50
Academic Requirements .....	61
5 “W” Policy .....	75
Food Services .....	36
Foreign Languages .....	147
Foreign Language Education	
Courses .....	333
Foreign Language Requirement .....	72
Foreign Students .....	19, 67
French	
Major .....	148
Minor .....	156
Language and Culture Track .....	148
French-Education Track .....	149
Courses .....	334
Freshman Orientation	
Courses (VSU) .....	450
<b>G</b>	
General Studies	
Courses (GENS) .....	336
Geography	
Minor .....	167
Courses .....	337
Geology	
Minor .....	167
Courses .....	341
German	
Minor .....	156
Courses .....	346
Glossary of Terms .....	13
Grade Appeals and Changes .....	79
Grading System .....	78
Graduation	
Fees .....	26
Requirements .....	69
with Honors .....	81
Grants for Students .....	50
<b>H</b>	
Health and Physical Education	
Major .....	209

Health Care Administration	187, 348
Health Center/Services	37
Health Communication Certificate	237
Health Education Requirement	73
Health Fields, Preparation	137
Health Promotions Office	43
History	
Department	138
Courses	348
History of the University	7
Honors at Graduation	81
Honors College	97
Courses	356
Housing	34, 43
Human Capital Performance	
B.A.S. Degree	202
Human Resources Management	187

## I

I.D. Cards	38
Infirmary	37
Inoculations Required	37
In-state Classification	28
Institutional Advancement Office	12
Instructional Support (OASIS)	267
Integrated Science	
Courses	364
Interior Design	
Major	226
Courses (ARID)	280
Internal Auditing Certificate	183
Interdisciplinary and	
Multidisciplinary Programs	97
Interdisciplinary Studies	
B.S. Degree Program	99
Courses (INDS)	378
International Baccalaureate	23
International Business	
Major	186
Courses (IB)	361
International/Intercultural Studies	110
Courses	362
International Programs	67
International Student Admissions	19

Internship Guidelines	70
Interpreting/ASL Program	215
Interpreting	
Courses (INTP)	363

## J

Japanese	
Courses	365
Joint Enrollment	15
Journalism	
Track	148
Courses	366

## K

KARMA	42
Key Replacement Fee	26
Kinesiology and Physical Education	
Department	209
Courses	368

## L

Language Requirement	72
Late Registration Fee	26
Latin American Studies	154
Latin	
Courses	372
Law School, Preparation for	65
Learning Support Courses (OASIS)	452
Learning Support Policy	267
Legal Assistant Studies	
Major	170
Minor	171
Courses (LEAS)	373
Legislative Requirements	73
Library	8
Library Science	
Courses	375
Limit on Course Withdrawals	75
Linguistics	
Courses	375
Literacy	
Courses	375
Loans	51



## M

Main Campus Buildings	8
Major, Change in	76
Management and International Business	
Department	184
Management Major	185
Courses	387
Map of the Campus	492
Marketing and Economics	
Department	188
Courses	390
Mass Media	
Major	235
Courses	381
Math Education	
Courses	376
Mathematics and Computer Science	
Department	140
Mathematics	
Major	145
Courses	377
Maximum Hours Per Semester	74
Meal Plans	36
Medical Records Administration	137
Medical School Preparation	65
Medical Technology	137
Medical Withdrawals	76
Middle, Secondary, Reading, and Deaf Education	
Department	211
Middle Grades Education	
Major	212
Courses (MGED)	385
Courses (MSED)	391
Mid-term Grades	76
Minors	66
Mission Statement	4
Modern and Classical Languages	
Department	147
Music	
Department	238
Courses	394
Music Education	
Major	241
Courses (MUE)	393
Music Lesson Fees	26

Music Major	
B.A. Degree	246
Music Performance	
Major	241
Music Performing Organizations	238

## N

Native American Studies	
Minor	111
Courses	399
Non-Credit Courses	453
Non-Resident Classification	28
North Campus Buildings	11
Numbering System of Courses	80
Nursing and Health Sciences, College of	248
Nursing Degree	250
Courses (NURS)	399
Nutritional Science	
Minor	260
Courses	405

## O

OASIS	267
Occupational Therapy	137
Office Administration and Technology	
Major	199
Optometry	137
Organizational Leadership	
B.S. Degree Program	102
Courses	406
Orientation Fee	26
Out-of-State Classification	28

## P

Parking Permit Fee	26
Parking and Transportation	38
Pathologist's Assistant	137
Payment of Fees	26
Perspectives	
Courses (PERS)	406
Pharmacy Preparation	137
Philosophy and Religious Studies	
Department	157
Major	157

Philosophy	
Courses	413
Physical Education	
Major	209
Physical Education Requirements	73
Physical Science	
Courses	417
Physical Therapy	137
Physician's Assistant	137
Physics, Astronomy, Geosciences	
Department	160
Physics	
Major	166
Minor	167
Courses	418
Placement, Advanced	20
Plagiarism	85
Political Science	
Department	168
Major	169
Minor	171
Courses	420
Post Office Box Fee	26
Prerequisite Substitutions/Waivers	77
Prior Learning Assessment	70
Course	420
Privacy Act	48
Probation, Academic	82
Professional Schools, Preparation for	65
Professional Writing Track	133
Progress, Stages of	82
Psychology and Counseling	
Department	216
Major	217
Courses	427
Public Administration	
Minor	171
Public Safety	33
Public Services	453
Publications, Student	40

## R

Reading Education	
Courses	429

Readmission	19
Reclassification of Out-of-State or Non-Resident Students	31
Records, Student	83
Refund of Fees	27
Regents, Board of	455
Regents' Engineering Transfer Program	125
Regents' Testing Program	72
Registration	74
Regulations of Behavior	46
Religious Groups	40
Religious Studies	157
Courses	430
Residence Halls	43
Fees	35
Resident (In-State) Classification	28
Respiratory Therapy	137
Room and Board	34
ROTC, Air Force	261
Russian	
Courses	434

## S

Scholarships	52
Second Bachelor's Degree	66
Secondary Education Courses	
(MSED)	392
(SEED)	435
Seminary Preparation	65
SEOG Grants	50
62+ Program	28
Sociology, Anthropology, and Criminal Justice	
Department	172
Sociology	
Major	172
Courses	436
Spanish	
Major	151
Minor	156
Courses	439
Special Education and Early Childhood	
Department	206
Courses (SEEC)	434
Courses (SPEC)	443

Major.....	208
Speech Communication	
Major .....	231
Sports Broadcasting Certificate .....	236
Stages of Progress Required.....	82
Student Affairs.....	39
Student Assistant Program .....	52
Student Conduct Office .....	45
Student Dissent .....	46
Student Financial Aid.....	50
Student I.D. Cards.....	38
Student Instructional Support .....	267
Student Loans.....	51
Student Publications.....	40
Student Records.....	83
Student Success Center.....	114
Student Teaching.....	194
Study Abroad Opportunities.....	68
Substitutions and Waivers.....	77
Suspension, Academic .....	82

## T

Table of Contents.....	3
Teacher Certification .....	195
Teacher Education.....	191
TESOL Certificate.....	136
Testing Office .....	42
Theatre	
Major.....	234
Courses.....	446
Theological School, Preparation.....	65
Transatlantic Studies .....	443
Transcripts	
Fees .....	26
Policy.....	84
Transfer Credit .....	17
Transfer Students, Admission.....	17
Transient Students.....	84
Transient Students, Admission.....	18
Transportation and Parking Office .....	38
Tuition.....	25

## U

University Relations Office .....	12
University System of Georgia .....	455

## V

Verification of Lawful Presence .....	20, 33
Veterans Affairs.....	43, 50
Video Production Services.....	454
VSU 1Card .....	38
VSU 1101-1102 Courses .....	450

## W

Waivers and Substitutions .....	77
Withdrawal	
Medical Withdrawal.....	76
Withdrawal Policy .....	75
Withdrawal, Refund Policy.....	27
Women's and Gender Studies	
Minor .....	112
Courses .....	450
Work by Correspondence.....	83
Workforce Education	
Major.....	197
Work-Study Program .....	51