

Valdosta State University

2001-2002
Undergraduate Catalog

A Regional University of the
University System of Georgia

Academic Calendar

FALL SEMESTER 2001

August	16	Thursday	New Student Orientation and Registration
	17	Friday	Registration
	20	Monday	Classes Begin
September	3	Monday	Labor Day Holiday
October	10	Wednesday	Mid-Term Date
November	19-23	Monday-Friday	Thanksgiving Holidays
	26	Monday	Classes Resume
December	10	Monday	Last Day of Classes
	11	Tuesday	Exam Preparation Day
	12-14, 17	Wed-Fri, Monday	Final Exams
	18	Tuesday	Graduation

SPRING SEMESTER 2002

January	3	Thursday	Orientation and Registration
	4	Friday	Registration
	7	Monday	Classes Begin
	21	Monday	Martin Luther King, Jr. Holiday
February	28	Thursday	Mid-Term Date
March	25-29	Monday-Friday	Spring Holidays
April	1	Monday	Classes Resume
	29	Monday	Last Day of Classes
	30	Tuesday	Exam Preparation Day
May	1-3, 6	Wed-Fri, Monday	Final Exams
	7	Tuesday	Graduation

SUMMER SEMESTER 2002

May Term - Session I

May	8	Wednesday	Registration
	9	Thursday	Classes Begin
	20	Monday	Mid-Term Date
	27	Monday	Memorial Day Holiday
	30	Thursday	Last Day of Classes
	31	Friday	Final Exams

Full Summer Term - Session II

June	4	Tuesday	New Student Orientation/Registration
	5	Wednesday	Registration
	6	Thursday	Classes Begin
	28	Friday	Mid-Term Date
July	4	Thursday	Independence Day Holiday
	25	Thursday	Last Day of Classes
	29-31	Monday-Wednesday	Final Exams
August	1	Thursday	Graduation

Summer Session III

June	4-5	Tuesday-Wednesday	Registration
	6	Thursday	Classes Begin
	17	Monday	Mid-Term Date
	27	Thursday	Last Day of Classes
	28	Friday	Final Exams
August	1	Thursday	Graduation

Summer Session IV

July	1	Monday	Registration
	2	Tuesday	Classes Begin
	4	Thursday	Independence Day Holiday
	24	Wednesday	Last Day of Classes
	25	Thursday	Final Exams
August	1	Thursday	Graduation

Table of Contents

	page
General Information	7
Admissions	15
Tuition, Fees, and Costs	22
Auxiliary Services	31
Student Affairs	35
Student Financial Aid	47
Academic Affairs	61
Academic Programs	87
College of Arts and Sciences	94
College of Business Administration	170
College of Education	182
College of The Arts	221
College of Nursing	243
Aerospace Studies	248
Cooperative Education Program	251
Office of Academic Student Instructional Support ..	255
Athletic Department	256
Courses of Instruction	257
Public Services and Continuing Education	403
University System of Georgia	406
Valdosta State University Administration	408
Faculty	413
Index	440
Admission, Instructions and Application	445
Campus Map	Inside Back Cover

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 Mission 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, Georgia Southern University and Valdosta State University share core characteristics as regional universities. While these two universities both embody the common characteristics presented below, variations in their purposes, histories, traditions, and settings allow each also to focus on its own distinctiveness and accomplishments.

The core characteristics include:

- w 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;
- w a commitment to a teaching/learning environment, both inside and outside the classroom, that sustains instructional excellence, serves a diverse and well-prepared student body, promotes high levels of student achievement, offers academic assistance, and provides developmental studies programs for a limited student cohort;
- w 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 postbaccalaureate levels, including a limited number of professionally-oriented doctoral level programs;
- w 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;
- w 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 insure 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, Sports Medicine, Speech and Language Pathology, School Psychology, 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, non-traditional 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 which 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 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.

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.

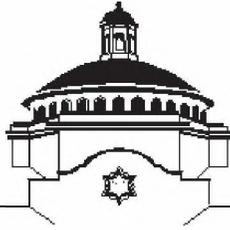
The Board of Regents made the College coeducational in 1950 and changed the name to Valdosta State College.

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 six 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), and Hugh Coleman Bailey (1978-2001). The seventh president was not yet appointed before this catalog went to press.

Valdosta State University offers undergraduate work leading to the following degrees: Associate of Applied Science, the Associate of Arts, the Bachelor of Arts in 14 major programs, the Bachelor of Science in 10 major programs, the Bachelor of General Studies, the Bachelor of Science in Nursing, the Bachelor of Science in Health Fitness, the Bachelor of Science in Education in 10 major programs, the Bachelor of Business Administration in 5 major programs, the Bachelor of Fine Arts in 4 major programs, and the Bachelor of Music in 2 major programs.

Graduate degrees offered include Master of Education in 11 major programs; Master of Arts with majors in English and history; Master of Science with majors in psychology, sociology, and criminal justice; Master of Public Administration; Master of Business Administration; Master of Accountancy; Master of Science in Nursing; Master of Music Education; Master of Social Work; the Education Specialist in nine major programs, and the Doctor of Education degree in three 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.



General Information

ACCREDITATION AND MEMBERSHIPS

Valdosta State University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia, 30033-4097; Telephone number 404-679-4501) to award associate, bachelor's, master's, educational specialist, and doctoral degrees. In addition, 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 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 bachelor's degree (BSN) and the master's degree (MSN) programs in the College of Nursing are accredited by the National League for Nursing.

The National Council for Accreditation of Teacher Education has accredited all teacher education programs. The Sports Medicine program is accredited by the Commission on Accreditation of Allied Health Education Programs, and the master's degree program in Speech-Language Pathology/Communication Disorders is accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association. The graduate program in School Psychology is accredited by the National Association of School Psychologists.

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

AACSB—The International Association for Management Education has accredited the programs of the College of Business Administration.

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

LOCATION OF THE UNIVERSITY

The University is located in Valdosta, a city of approximately 50,000 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 two campuses, located less than a mile apart, include more than 168 acres of land.

The 85-acre Main Campus faces North Patterson Street, one of the city's main thoroughfares. Approximately 10 blocks north is the North 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 50 air-conditioned buildings house the varied activities of Valdosta State University. Main Campus buildings are of Spanish Mission 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, and staff, 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 shows the traditional principal buildings:

West Hall, long known as the symbol of Valdosta State University, has undergone renovation and expansion. It now houses the administrative offices of the President and the Vice President for Academic Affairs. The Departments of English, Political Science, Modern and Classical Languages, and the Women's Studies Program are located in West Hall. In addition, this building houses the Master's of Public Administration Program, the Foreign Language/International Culture Center, the language laboratory, an electronic classroom, and the Campus Writing Center.

The Chemistry/Biology Building, completed in 2001, provides offices, classrooms, and laboratories for the Department of Biology and the Department of Chemistry as well as offices for the Dean of the College of Arts and Sciences.

Nevins Hall houses the offices, classrooms, and laboratories of the Department of Physics, Astronomy, and Geosciences. It also has the offices of the Vice President for Business and Finance, Registrar, the African American Studies Program, and computer

facilities. Dedicated in 1966, this building is named in honor of the late Dr. Beatrice I. Nevins, head of the biology department 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. The library is designed to facilitate research and study with open stacks and continuously available assistance from reference librarians. The collection contains over 422,000 bound volumes and over a million volumes in microforms, as well as current issues of more than 3,000 magazines, journals, and newspapers. In addition to printed materials, the library has extensive collections of audio-visual, graphic, and machine-readable materials. The Library is a Selective Depository of U.S. Government documents and maintains the Archives of Contemporary South Georgia History and a Southern History Collection. In addition, it maintains the Fine Arts Materials Center in the Fine Arts building and the Instructional Materials Center in the Education Center. The Media Center in the Odum Library maintains and services a wide variety of audio-visual equipment.

Pine Hall, located southwest of Odum Library, provides offices for the Division of Social Work and the Office of Public Safety.

Powell Hall, named for Richard H. Powell, the first president of the institution, houses the Offices of the Vice President for Student Affairs; Financial Aid; and Office of Student Development, which has facilities for counseling, career guidance, and testing.

Ashley Hall is occupied by the Personnel Department, the faculty offices of the Department of History and the Department of Philosophy, other faculty offices, and the Division of Information Technology, including the heavily visited computer Help Desk.

The Admissions Office is located across the street from Nevins Hall in the former Panhellenic House, renovated in 1997. Behind the Admissions Office is the **Honors House**, a former residence that provides space for the Honors Program.

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

The Regional Center for Continuing Education, located at 901 North Patterson Street, houses the Office of Public Services, which includes Continuing Education, Distance Education, the Off-Campus Credit Program, and the Evening Program. The Office of the Graduate School and the Office of Grants and Contracts are also located in the Center.

University Union, dedicated in 1966 and expanded in 1976, contains the University snack bar, radio station WVVS, and mail services and is built around a swimming pool which is used for recreation and physical education. Recreational facilities, the offices of the University Union Board, Student Government Association and other student organizations, and the yearbook and newspaper editorial offices are located in the University Union.

University Center, completed in 1995, contains a commodious Student Recreation Center Union, study rooms, a computer lab, and a dining area. It also houses the Learning Skills Center and the Department of Sociology, Anthropology, and Criminal Justice.

S. Walter Martin Hall, acquired in 1985, is located on Patterson Street across from University Center. This modern facility houses the College of Nursing.

The **Special Education and Communication Disorders Building**, located on the corner of Brookwood Drive and Patterson Street, houses the academic department of the name and the Speech and Hearing Clinic.

The **University Bookstore** is between S. Walter Martin Hall and the Special Education and Communication Disorders Building.

The **Office of Equal Opportunity and Multicultural Affairs** is located in a house opposite University Union, adjacent to S. Walter Martin Hall.

The **Education Center**, dedicated in 1973, houses several departments of the College of Education and provides the most modern facilities for training teachers, school administrators, and other specialists in education.

The **Physical Education Complex** was completed in the Spring of 1982 at a cost of approximately six million dollars. This modern facility, one of the finest in the South, seats 5,500 people for basketball and 6,000 for graduations and concerts. The 100,000 square feet building contains the offices of the Physical Education faculty and all Athletic offices except football. Classrooms, a Health Fitness Center, athletic training room, varsity and physical education dressing rooms for men and women, and a Human Performance Laboratory are also included.

The **Psychology Building** is adjacent to the Regional Center for Continuing Education.

The **Fine Arts Building**, opened in 1969, houses the College of the Arts, which is composed of art, music, and communication arts. In addition to classrooms, laboratories, offices, and many specialized areas, the building contains a fine concert pipe organ, another gift to the institution by the late Mr. and Mrs. R. B. Whitehead of Valdosta. In appreciation of this generosity, the auditorium is named in memory of his parents, the late Mr. and Mrs. W. Q. Whitehead of Emanuel County, Georgia. Sawyer Theater is named after Louise Sawyer, former head of the Communication Arts Department.

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**, remodeled in 1987 and named in honor of Frank R. Reade, third president of the University; **Anne Powe Hopper Hall**, named in honor of the University's first dean of women; **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; **Georgia Hall**, named for the State and for the avenue on which the building is located; **John W. Langdale Hall**, named for one of south Georgia's pioneer developers and leading citizens; and **Patterson Hall**, named for the street on which the building is located.

Adjacent to the former President's Home on Georgia Avenue is the **Co-operative Education House**. Along the same street are found the **Parking and Transportation Office**, the Office of **Residence Life**, and the **University Foundation**.

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

The **Old College Gymnasium** has undergone extensive renovation. The first floor contains all the offices of the football staff, varsity football locker rooms, a weight room, and a training room. The second floor contains the dance studio and auxiliary gymnasium.

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). The other two buildings on the North Campus are **Pound Hall**, named for Dr. Jere M. Pound, the second president of the University, and **Thaxton Hall**, named for Dr. J. Ralph Thaxton, VSU's fourth president. Pound Hall, completely renovated in 1991-1992, and Thaxton Hall, remodeled in 1982, provide facilities for the College of Business Administration. The **Office of Institutional Research**, **Billy Grant Field**, and various recreational fields are also found on the North Campus. The University's bus service connects the two campuses.

COMPUTING AND DATA NETWORKING FACILITIES

The university operates a variety of sophisticated, state-of-the-art computing and networking facilities to support its academic, research, and administrative activities. The facilities include several powerful UNIX-based central servers, many distributed file servers running Novell Netware, 2,800 microcomputers, 55 high-end workstations, and 35-40 distributed file servers, all interconnected via a high-speed data network.

Located in the Computer Center in Nevins Hall, three Hewlett-Packard (HP) 9000 large-scale business servers support all student- and finance-related processing as well as various other applications software systems. Valdosta State has one of the largest and most modern centers in the University System of Georgia.

Housed in the Data Communications Center in Ashley Hall, a Sun Ultra Enterprise 3000 provides electronic mail services for the students, faculty, and staff and DS1/DS3 access to the state-wide PeachNet and other national and international networks. Two Sun Enterprise 450's support video streaming and LDAP, Portal, and Web CT services. A Sun Server E420R supports VSU's popular and heavily utilized World Wide Web site and its thousands of pages. A Sun SparcServer 1000E provides Gopher, Listserv, and other similar services. A second Sun SparcServer 1000 provides World Wide Web service and operates as a specialized applications server for several academic departments with software products such as MathLab, GIS, C++, LISP and others. A third Sun SparcServer 1000 performs DHCP and acts as the main name server for the campus, allowing VSU to be 'registered' with Internet and utilize the short address of <valdosta.edu>.

A very extensive and sophisticated fiber-optic based data network, with its central hub of bridges and routers located in Pine Hall, provides Ethernet protocol (10/100 Mbps), Gigabit Ethernet, and ATM communications between all servers and microcomputers. The 20 miles of fiber and 60 miles of copper wire connect the main campus buildings with others on North Campus, the VSU Regional Center for Continuing Education, Plant Operations, and 12 buildings adjacent to the main campus. Additional remote dial-in modem access is supported, as well as outside access via Georgia's PeachNet to the Internet.

Microcomputers are provided to every faculty member and all staff in administrative offices. A total of 800 microcomputers are available to students in 29 labs, with 10 to 50 machines each, located throughout the campus. A special-purpose AutoCAD Lab running WinNT computers for VSU's pre-engineering program is in Nevins Hall. The College of the Arts also runs AutoCAD products in support of their Interior Design program as well as specialized software in their computerized Music lab. Two labs are installed at Kings Bay Naval Base to support VSU operations at that location. All machines have the campus standard software installed—Microsoft Office Pro (Word, Excel, Power Point, Access), communications/e-mail products (Netscape, Internet Explorer, Eudora, and others) and Virus protection software. Various microcomputer servers, Sun and Silicon Graphics high-end workstations, local networks, and other facilities are located in the colleges and administrative offices to provide additional support to students, faculty and staff.

VSU's Odum Library operates a two student computer labs with 40 PC's, 35 Galileo workstations and makes heavy use of computers of various sizes to support its activities. The Library implemented a new web catalog from the Endeavor Co. in January 2001, called GIL (Galileo Interconnected Libraries), which is now used by all University System schools. GIL provides not only a web interfaced catalog, but also the Georgia State Union Catalog (formerly PALS), making it possible to place electronic requests for books held by other USG libraries. Specific information on the above can be obtained at the Information Technology division offices located in Ashley Hall, Second Floor South, or at its HELP-Desk in Ashley Hall, Rm. 114.

ALUMNI ASSOCIATION

The Alumni House, 1603 N. Patterson Street, serves as the headquarters for both the VSU Alumni Association, Inc. and the Student Alumni Association. The Alumni Association, founded in 1917, seeks to promote the welfare of the University and more than 30,000 of its alumni, providing them an opportunity to maintain a lifelong association with their alma mater. All alumni receive the quarterly *VSU Alumni Catalog*, which provides information on faculty, classmates, and campus activities. Other mailings inform alumni of special events, such as reunions, receptions, and Homecoming. The work of the Association is governed by a Board of Directors, elected annually at the general membership meeting.

UNIVERSITY RELATIONS, DEVELOPMENT, AND ADVANCEMENT SERVICES

The University Relations Office conducts a public information program to make the citizens of Georgia and the region aware of the University's various programs and accomplishments. Special efforts are made to publicize the achievements of faculty, students, and alumni. In addition, this office conducts a publications program which serves all offices and departments.

The Office of University Development, located at 102 Georgia Avenue, conducts the University's drives to secure private support to enhance its various programs and facilities. Key to this effort is the VSU Foundation, Inc., a tax-exempt charitable corporation organized by community leaders in 1963. The Foundation is governed by a 35-member Board of Trustees comprised of leading alumni and friends of the University.

Located in the Alumni House, the Office of Advancement Services is responsible for maintaining current records on all alumni of the University and records of the gift support which the University and Foundation receive from alumni, parents, friends, corporations, foundations, and other organizations.



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 or handicap of the individual. It is the intent of the institution to comply with the Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as Title XI in Section 504 of the Rehabilitation Act of 1973.

Equal Opportunity Programs and Multicultural Affairs

Students who feel they have been discriminated against on the basis of their sex, race, religion, color, national origin or handicap, should contact the Office of Equal Opportunity Programs and Multicultural Affairs. Through the use of due process procedures appropriate action will be taken to address instances of discrimination and sexual harassment. For more information, contact the Office of Equal Opportunity Programs/Multicultural Affairs Office, 1208 North Patterson Street, Phone (229) 333-5463.

Special Services Program

The Special Services Program is committed to helping students pursue their educational goals to the fullest extent of their abilities. The program is responsible for coordination of services for students with disabilities. The primary objectives are to provide reasonable accommodations and assure that campus programs and activities are accessible to students with disabilities. Some of the services available to meet the needs of students include classroom and testing accommodations, textbooks in alternate formats, individual tutoring, instruction in learning strategies, access to adaptive technology, and referral to other services.

Eligibility for provision of services requires students to provide current documentation of a disability that meets Georgia Board of Regents criteria. All of the services are provided at no charge. For more information, contact the Special Services Program, 1115 Nevins Hall, phone 245-2498 (voice) 219-1348 (TTY).

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 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 at least 12 semester hours of upper-division courses (3000-4000 level) as specified by the department awarding the minor. A grade of C 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.
- 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.
- 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 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 and psychological tests or other appropriate tests required to determine general fitness for admission to an institution of higher learning.

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. Any appeal 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.

HOW TO FILE AN APPLICATION

Admission application forms will be provided by the Director of Admissions on request. All completed forms must be either on file or postmarked at least 20 days prior to registration and must be accompanied by a nonrefundable, nontransferable \$20 application fee to cover the expense of processing the application.

A medical history and certification of immunization form is required of all applicants seeking admission to courses which carry academic credit. Required forms are

furnished by the Director of Admissions. An applicant's registration cannot be completed until the medical history and certification of immunization forms have been made available to the University.

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

ADMISSION OF BEGINNING FRESHMEN

Valdosta State selects its beginning freshmen from two groups of applicants: high school graduates and individuals in possession of a Department of Education Certificate awarded on the basis of the General Education Development Tests.

High School Graduates- 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.

The University System of Georgia requires that high school graduates complete the college preparatory curriculum 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. The results of these tests must be filed with the Director of Admissions at least 20 days before the registration date of the proposed semester of entrance. 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.

General Education Development (GED) Tests- Individuals who did not graduate from high school or individuals who did not graduate from an accredited high school approved by the University may be admitted by presenting a State Department of Education Certificate of High School Equivalency and by validating the College Preparatory Curriculum (CPC) by making passing scores on SAT II Subject Tests. Refer to Minimum High School Course Requirements for Unconditional Admissions-College Preparatory Curriculum in the next section. The High School Level GED Test is the testing instrument generally administered to applicants in this group. Satisfactory scores on the SAT or ACT are also required.

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 by the Director of Admissions.

FRESHMAN ADMISSION STANDARDS—EFFECTIVE SUMMER 2001

1. Applicant must have completed all College Preparatory Curriculum requirements (16 units + 2 additional academic units), and
2. 430 SAT Verbal and 400 SAT Math or ACT English 17 and ACT Math 17, and
3. Freshman Index* (FI) 2040

$$\text{*FI} = \text{total SAT Score} + (500 \times \text{high school GPA}) \text{ or} \\ (\text{ACT composite} \times 42) + 88 + (500 \times \text{high school GPA})$$

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.

Passing scores on SAT II Subject Test will be used in lieu of a high school transcript for students from non-accredited high schools, home schooled students, and for students who hold a GED. The following eight SAT II subject examinations or the appropriate exams as determined by the Office of Admissions are required:

1. Writing/English Composition
2. Literature
3. American History and Social Studies
4. World/European History
5. Math level IC or Math IIC
6. Biology
7. Chemistry or Physics
8. One of the eight foreign language exams (Chinese, French, German, Hebrew, Italian, Japanese, Latin, Spanish)

Minimum High School Course Requirements for Unconditional Admissions — College Preparatory Curriculum —

Course (Units)	Instructional Emphasis
English (4)	<ul style="list-style-type: none">- Grammar and Usage- Literature (American, British and World)- Advanced composition skills
Mathematics (4)	<ul style="list-style-type: none">- Algebra I and II- Geometry- One higher level course than Algebra II
Science (3)	<ul style="list-style-type: none">- Physical Science- Two laboratory courses from Biology, Physics, Chemistry, or related areas of science
Social Science (3)	<ul style="list-style-type: none">- United States Studies- World Studies- Economics and Government
Foreign Language (2)	<ul style="list-style-type: none">- Two courses in one language emphasizing speaking, listening, reading, and writing
Additional Units (2)	<ul style="list-style-type: none">- Two additional courses (Carnegie) selected from humanities, literature, science, mathematics, foreign language, social science, or fine and performing arts.

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.

JOINT ENROLLMENT/EARLY ADMISSIONS/POST SECONDARY OPTIONS

Minimum total SAT score of 1100 with 530 verbal/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.

ADMISSION OF NON-TRADITIONAL STUDENTS

A non-traditional student is defined as a student who has been graduated from high school for a minimum of five years or a student who holds a General Education Diploma (GED) and his or her class has graduated at least five years ago.

Non-traditional applicants are not required to submit SAT/ACT scores. These students will be required to take the Compass Placement Exam before admission can be granted.

ADMISSION OF TRANSFER STUDENTS

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

Students who are enrolled in joint high school and college programs while still in high school must meet the joint enrollment requirements of the University System of Georgia before credit will be awarded. Current requirements are a minimum SAT of 970 or ACT composite score of 21 and a high school grade point average of 3.00 (B) on a 4.0 scale.

To transfer to Valdosta State University, students 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.
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 in accordance with 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, must have completed any College Preparatory deficiencies, and must have earned an additional 30 semester hours of credit with a 2.0 cumulative Grade Point Average or higher.
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.

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. Of those, only 60 semester hours may be junior college courses. Additionally, no degree credit will be given for work earned more than 30 years prior to admission to VSU.

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.

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 \$20.00 in U.S. currency. A copy of the application form is included in the back of this catalogue; copies can also be obtained 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) is required for admission.

4. A completed Certificate of Finances statement guaranteeing that the student will have a minimum of \$16,500 (for nine months) available for personal and educational expenses. The Certificate of Finances statement form is available from the Office of Admissions. 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 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.

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.



DEPARTMENT OF PUBLIC SAFETY

Scott Donor, Director

The Department of Public Safety is responsible for the protection of life and property for the Valdosta State University community. The department, consisting of both Police Services and Environmental Health and Safety, is located in Pine Hall 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/dps

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 in Pine Hall and on the Internet: www.valdosta.edu/dps



TUITION, FEES, AND COSTS

Mr. James Michael Brignati
Vice President for Business and Finance

Valdosta State University, as a unit of the University System of Georgia, receives the major portion of its operating funds 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.

Each year Valdosta State University offers two terms of instruction: fall and spring, which are collectively called the academic year. Another term is offered in the summer. Charges are in accordance with the regulations and schedules set forth below, the basis of which is the number of hours scheduled. These fees are due and payable as an integral part of the registration process, and students should not commence registration without having money sufficient to pay all fees. For a student to be considered in “financial good standing” at this institution all tuition, fees, library, parking, food service, or other fees must be paid in full. The University reserves and intends to exercise the right to withhold copies of education records, cancel the enrollment of students who owe the University money, or pursue collection for unpaid balances.

The University reserves the right to change without previous notice its fees, charges, rules, and regulations at the beginning of any term. This right will be exercised judiciously.

FEE SCHEDULE FOR UNDERGRADUATES
Effective Fall 2001

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

Students taking 12 or more hours:

In-state tuition	\$1,263.00
Out-of-state tuition	\$4,161.00

Students taking fewer than 12 hours:

11 hours

In-state tuition	\$1,188.00
Out-of-state tuition	\$3,839.00

10 hours

In-state tuition	\$1,107.00
Out-of-state tuition	\$3,517.00

9 hours

In-state tuition	\$1,026.00
Out-of-state tuition	\$3,195.00

8 hours

In-state tuition	\$ 945.00
Out-of-state tuition	\$2,873.00

7 hours

In-state tuition	\$ 864.00
Out-of-state tuition	\$2,551.00

6 hours

In-state tuition	\$ 783.00
Out-of-state tuition	\$2,229.00

5 hours

In-state tuition	\$ 702.00
Out-of-state tuition	\$1,907.00

4 hours

In-state tuition	\$ 621.00
Out-of-state tuition	\$1,585.00

3 hours

In-state tuition	\$ 281.00
Out-of-state tuition	\$1,004.00

2 hours

In-state tuition	\$ 200.00
Out-of-state tuition	\$ 682.00

1 hour

In-state tuition	\$ 119.00
Out-of-state tuition	\$360.00

All new students who attend summer orientation program will be charged \$50 to cover the related costs.

Fees for 4 or more hours include the Health fee (\$73), the Activity fee (\$80), the Athletics fee (\$101), the Transportation fee (\$5), and the Technology fee (\$38). Note that the Technology fee is a flat fee of \$38, assessed for all students, regardless of the number of hours. In accordance with the policies of the Board of Regents, these student fees are assessed students taking 4 or more hours, except those who enroll in all of their courses at Off-Campus Centers. Fees as stated are tentative and subject to change based on Board of Regents policy.

The fee schedule for Graduate Students is printed in the Graduate *Catalog*.

Off-Campus Courses

Off-campus and on-campus fees are the same. Health, Activity, and Athletic student fees, however, 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

Late Registration or Payment Fee:

Failure to register or pay fees by specified payment date \$50.00

Returned Check Fee:

For **each** check \$25.00

or (5 percent of the face amount of the check, whichever is greater)

Key Replacement Charge \$25.00

Music Lessons, including use of instrument for practice, per term:

private lessons \$50.00

group lessons \$35.00

Laboratory fee (per course) \$30

GLOBE fee (per credit hour) \$100

Orientation Fee: charged undergraduates

who attend summer orientation program \$50.00

Post Office Box \$6.00

(semester rental for students not living in campus housing and desiring a box)

Transcript Fees 1-5 copies no charge

6th and subsequent copies (each) \$2.00

Priority Fee for Certification Forms/Letters/Transcripts, per copy \$5.00

Electronic transmission (FAX) of **unofficial** transcripts or certification

forms/letters, per copy (Official transcripts cannot be FAXed.) \$10.00

Graduation Fee: Bachelor's or Graduate Degree \$25.00

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

Motor Vehicle Parking Permit Annual Permit \$50.00

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

PAYMENT OF FEES AT REGISTRATION

Tuition and fees are due and payable as an integral part of the registration process and must be paid on or before the date of registration. The amount owed is based on the courses for which students are registered, living accommodations on campus, and meal plan selected and is detailed on the registration schedule. Payment is accepted by check, Master Card or Visa, via the mail, drive-thru teller or 24-hour drop box at the University Bursary. Complete payment for tuition, dorm, apartment, meal plan, "Holds," vehicle registration, etc. must be made to validate registration. The only way registration for classes, campus housing, and meal plan can be activated is by payment of fees by the designated day. Otherwise, cancellation of registration is automatic. The University is not permitted to have accounts receivable for student fees. It is the students' responsibility to determine the balance due on their account and render payment by the fee payment deadlines. The telephone system is available 24 hours per day for this purpose. VSU only mails invoices to students whose financial aid does not cover all fees and account charges. However, fee invoices can also be mailed or picked up at the Bursary by request.

Students who have anticipated financial aid should verify their aid is adequate to cover all charges. If aid is adequate, all classes will be automatically validated. **The student is responsible for dropping any classes to avoid unsatisfactory grades and financial liability.**

No partial payments can be accepted.

The entire fee payment instructions with deadline dates are included in the Schedule of Class Offerings for each term. It is absolutely essential that each student read and adhere to the instructions and dates as stated in each term's fee payment instructions. The Valdosta State University Homepage at <http://www.valdosta.edu> is an additional resource for updated information.

All registration fees, including dormitory and cafeteria, are due upon registration. The following schedule is an example of the cost per term for a full-time student:

	In-state	Out-of-state
Tuition and Student Fees 12 hrs.+	\$1,263.00	\$4,161.00
Dormitory	1,089.00	1,089.00
Cafeteria 20 meals/week	1,142.00	1,142.00
Estimated cost of books and supplies	<u>375.00</u>	<u>375.00</u>
Estimated Total	\$3,869.00	\$6,767.00
Two Semesters	\$7,738.00	\$13,534.00

PROBLEMS WITH PAYMENTS

Regardless of any problem with the source of funds (Direct Loans, Pell, VA, HOPE, etc.), it is a student's responsibility to have sufficient money to pay tuition and fees by the scheduled date.

REFUND OF FEES

Students officially withdrawing from Valdosta State University after paying fees for the term will be issued a 100% refund for tuition, mandatory fees, campus housing and 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 Board of Regents 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 are only refundable 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 subsidized loans, non-subsidized loans, PLUS loans, Pell, SEOG, other Title IV student assistant programs, HOPE, private scholarships, and finally to the student.

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

THE COMMUNITY COLLEGE PROGRAM FOR GEORGIANS 62 AND OLDER

Georgians 62 years of age and older are eligible to enroll as undergraduates or graduate students on a “space available” basis without paying most of the normal fees or tuition. For complete eligibility requirements and application information, contact the Admissions Office, located at 1413 N. Patterson Street.

RULES GOVERNING THE CLASSIFICATION OF STUDENTS AS RESIDENTS AND NON-RESIDENTS

1. (a) If a person is 18 years of age or older, he or she may register as an in-state student only upon showing that he or she has been a legal resident of Georgia for a period of at least twelve months immediately preceding the date of registration.
(b) No emancipated minor or person 18 years of age or older shall be deemed to have gained or acquired in-state residence status for fee purposes while attending any educational institution in this state, in the absence of a clear demonstration that he or she has in fact established legal residence in this state.
2. If a person is under 18 years of age, he or she may register as an in-state student only upon a showing that his or her supporting parent or guardian has been a legal resident of Georgia for a period of at least twelve months immediately preceding the date of registration.
3. A full-time employee of the University System and his or her spouse and dependent children may register on the payment of in-state fees even though he or she has not been a legal resident of Georgia for the preceding twelve months.
4. Out-of-state graduate students who hold teaching or research assistantships requiring at least one-third time service may register as students in the institution in which they are employed on payment of in-state fees.
5. Full-time teachers in the public schools of Georgia and their dependent children may enroll as students in the University System institutions on the payment of in-state fees.
6. All aliens shall be classified as out-of-state students provided that an alien who is living in this country under a visa permitting permanent residence shall have the same privilege of qualifying for in-state status for fee purposes as a United States citizen.
7. The president or his authorized representative may waive out-of-state tuition for international students, provided, however, that the number of such waivers in effect at any time does not exceed one percent 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. Such waivers are granted for one year only and must be renewed annually.

8. If the parents or legal guardian of a minor change his or her legal residence to another state following a period of legal residence in Georgia the minor may continue to take courses for a period of twelve consecutive months on the payment of in-state fees. After the expiration of the twelve month period, the student may continue registration only upon the payment of fees at the out-of-state rate.
9. In the event that a legal resident of Georgia is appointed as a guardian of a out-of-state (non-resident) minor, such minor will not be permitted to register as an in-state student until the expiration of one year from the date of court appointment, and then only upon proper showing that such appointment was not made to avoid payment of the out-of-state fees.
10. Military personnel on active duty and stationed in the state of Georgia, as well as their dependents, shall be assessed tuition at the same rates as a legal resident of the state. Persons severing military service shall be considered non-residents, unless they otherwise qualify for resident status.
11. Permanent legal residents of the Florida counties of Hamilton or Madison, and their dependents shall be assessed tuition at the same rates as a legal resident of the State of Georgia upon the presentation of proof of domicile satisfactory to the institution.

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, Personnel Department, Ashley Hall, 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 their right to classification as a legal resident of Georgia, it is their obligation, prior to or at the time of their registration, to raise the question with the administrative officials of the institution in which they are registering and have it officially determined. The burden always rests with the students to submit information and documents necessary to support their contention that they qualify 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, Nevins Hall, 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, 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 from 8:00 a.m. to 5:00 p.m., Monday through Thursday, and from 8:00 a.m. to 2:30 p.m. on Fridays, inside the University Bursary. The hours of service of the Drive-Through at the University Bursary are 8:00 a.m. to 7:00 p.m., Monday through Thursday, and until 5:00 p.m. on Friday. Checks may also be cashed in the Bookstore during the normal hours of business. 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 Returned by the Bank

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 State Laws of Georgia.

Briefly, the Georgia Code requires the following procedure: The official notice of a returned check will be sent by certified letter instructing the writer either to bring cash or to send a certified check, money order, or cashier's check in the amount of the returned check, plus the returned check fee to the Cashier in the University Bursary to clear the university record. The returned check fee is \$25.00, or 5% of the face amount of the check, whichever is greater. The returned check fee applies to each returned check. If the returned check is for registration fees, the late registration fee of \$50.00 is also assessed. **The law grants ten (10) days from receipt of the official certified letter to tender payment in full for the returned check(s) and the service charges.**

Unless the full amount is paid within ten (10) days from date of receipt of this letter, the holder of the check or instrument may turn over the dishonored check or instrument and all other available information relating to this incident to the magistrate for

the issuance of a criminal warrant or citation or to the district attorney or solicitor for criminal prosecution. Immediate action will be taken against a person who issues a check on a closed account or who stops payment on a check.

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.

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 in each term's class offering booklet.
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.



AUXILIARY SERVICES

Mr. Rob Kellner, Director
103 East Brookwood Place

As a part of the Office of Business and Finance, the Auxiliary Services Division is responsible for providing support services to students, faculty, and staff members of the University. The Division includes the Bookstore, Dining Services, 1 Card Services, Parking and Transportation, Vending, Health Services (financial management) and Housing and Residence Life (financial management). Administrative offices are located at 103 East Brookwood Place. (telephone 229-333-5706; fax 229-333-7419). For information about 1 Card Services, the Bookstore, Dining Services, Health Services, Parking and Transportation, or Housing and Residence Life, please visit our web pages: < <http://services.valdosta.edu/> >. Additional information about Health Services or Housing and Residence Life may be found at < <http://www.valdosta.edu/vsu/dept/stuaff/> >.

Valdosta State University has been defined by the Board of Regents of the University System of Georgia as a residential institution: 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.” By Regents’ Policy, the Auxiliary Services Division is totally self-supporting and receives no State allocations of funds.

HOUSING AND RESIDENCE LIFE

Valdosta State University administers a Freshman Residency Policy which requires that all Freshmen live on campus. To be exempted from this requirement, a student must apply for exemption and meet one of the following criteria: thirty semester hours of earned academic credit and sophomore status, age nineteen by September 30 of the current academic year, or residing with parent(s), spouse, or legal guardian. Exemption forms are available at the Office of Housing and Residence Life, 104 Georgia Avenue (229-333-5920).

Housing Application and Contract

The Housing Application and Contract forms are sent to students after their acceptance to the University. Housing applications may be submitted only after the student has been formally accepted by Valdosta State University. All students applying for campus housing will be required to contract for housing for the academic year. All students who plan to live in campus housing must pay an application fee of \$25.00 when they submit their Housing Application and Contract. Additionally, each student must pay a \$300.00 reservation fee by the deadline established in the Housing Contract. This reservation fee is applied to the student's spring semester fees. The housing contract outlines conditions under which refunds may be made. Occupancy of a room is terminated at the end of each spring semester. Students currently enrolled should obtain an application for housing at the Office of Housing and Residence Life, located at 104 Georgia Avenue.

Refer to the housing contract for specific terms and conditions. Please read the contract carefully: it constitutes a fully binding legal agreement with the University. Any resident desiring release from the contract prior to the conclusion of the academic year must complete a *Request for Release from Contract*, available in Office of Housing and Residence Life.

Residence Hall Schedule

The rate of \$1,089 per semester for 2001-2002, which includes the House Activity Fee (\$17) and Post Office Box Fee (\$6), is in effect for each of the residence halls operated by the University. This rate is based on dual occupancy. The University reserves the right to require students to accept dual occupancy or, if a private room is available and requested, to pay an additional private room fee. It is the University's option to close any of its residence halls in any given semester or to reassign students to rooms at any time. Rates for future academic years will be posted on our web pages and available on campus once the rates have been established.

Apartments

Converse Hall apartments are assigned on a point system and are generally available only to students who are at least 19 years of age. Students interested in the apartments must complete an apartment interest card available in the Office of Housing and Residence Life. Prices* include House Activity Fee (\$17) and Post Office Box fee (\$6).

Efficiencies (one person only)	\$1,503
One Bedroom (one person only)	\$2,558
(two people, \$1,289 each)	\$2,578

Housing charges are assessed on a semester basis and must be paid in full as part of the registration process at the beginning of each semester. Rates include all utilities. Rates for future academic years will be posted on our World-Wide Web pages and available on campus once the rates have been established.

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

DINING SERVICES

Dining Services provides a nutritionally balanced, appealing selection of foods to meet the varying dietary needs, desires, and lifestyles of its customers. The Palms Dining Center, located between Hopper Hall and Langdale Hall on the main campus, houses the administrative offices of Dining Services. All students who live in residence halls are required to purchase a basic meal plan each semester. All students, faculty, and staff may purchase meal plans; individual meals may be purchased at reasonable prices.

Dining Services programs are as follows:

Board Plan A	\$1,142
Breakfast, lunch, and dinner 7 days a week	
Board Plan B	\$1,112
Any two meals Monday through Sunday	
Board Plan C	\$1,225
Ten meals a week (7 days), with \$300 credited to a discretionary account.	
A la carte Meal Service (valid at all Dining Services locations)see below	
Available to students officially ranked as sophomores or above; minimum deposits are as follows:	
Sophomores, Juniors, Seniors	\$600

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

The Blazer Grill, located in the University Union, serves both a breakfast and a lunch menu, including a hot food bar, salad bar, short order selections, and snack items. The University Center Food Court features a variety of fare, including deli sandwiches, salads, selections from the grill, hot food bar, and a “grab and go” Chick-fil-A Express. The Oasis Snack Bar in the Education Center offers hot and cold sandwiches and snacks. Blazer Cakes, in the Palms Dining Center, handles specialty cakes for all occasions. The Nite Owl Convenience Store is located in Langdale Hall.

BOOKSTORE

The VSU Bookstore, located at 1306 Patterson Street, provides quality products and services to enhance the educational and social experiences of the students, faculty, and staff of the University. In addition to providing all course-related textbooks and materials, the Bookstore offers stationery, limited fraternity and sorority items, imprinted clothing, and software. Graduation announcements and class rings are also available through the Bookstore. The Bookstore sponsors a textbook buy-back service during the first three days of class and at the end of the semester during final examinations.

The average semester cost for all course-related textbooks, materials, and supplies is approximately \$375, depending on the student’s designated area of study. The Bookstore accepts cash, checks, VISA, MasterCard, Discover, and the Campus ICard. Customers can shop on the web at www.vsubookstore.com. Tel. 229-333-5666.

HEALTH SERVICES

The Farber Health Center is a 9-bed infirmary located adjacent to Langdale Hall. Staffed by a physician, a physician's assistant, registered nurses, a pharmacist, and a medical technologist, it is open 24 hours a day while the University is in session and provides health care for students who register for four (4) or more credit hours. All students living in campus housing regardless of the number of hours in which they are enrolled are required to pay the Health Fee.

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.

PARKING AND TRANSPORTATION

All motor 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 which 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 as well are aware of regulations. A parking regulations brochure (available to students, faculty, staff, and visitors) may be obtained at the Parking and Transportation Department. Detailed information about parking lots and instructions is also available on our web pages. Campus parking and traffic regulations are enforced under the authority of Georgia Code, Section 20-3-21. Parking Policies will be in effect and uniformly enforced at all times. Citations will be issued for infractions of parking policies. Fines may be paid at the Departmental Office at 114 Georgia Avenue (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 pages.

“VSU 1Card” SERVICES

The VSU 1 Card is a multipurpose identification and on-line debit card. The card bears a student's name, student identification number, signature, photograph, bar code, and magnetic strip. All cards are made in the VSU 1Card office on the first floor of Langdale Hall. Everyone must provide a form of photo identification to obtain a VSU 1Card.

The initial VSU 1Card is issued at no charge to the student; however, replacement cards are \$15 each. Students are responsible for the care and maintenance of their card and should treat it as a credit card or driver's license. The VSU 1Card allows students to access their FLEX account for dining, vending, laundry, bookstore and convenience store purchases, parking purchases, payment of student health services not covered by fees, and purchases in the 1Card Office.

The VSU 1Card is also used to access all meal plans, residence hall doors, athletic and student activity events, library materials, and checks-cashing services. Students are required to present their VSU 1Card when taking the Regents' Testing Program. All accounts on the VSU 1Card are for use on the VSU campus only; these accounts are subject to individual contracts and agreements that must be signed by the card bearer to receive these services.



STUDENT AFFAIRS

Mr. Russell F. Mast
Interim Vice President for Student Affairs

The Division of Student Affairs is charged with responsibility for student life outside the classroom and includes a number of areas: cooperative education, counseling, discipline, financial aid, housing, health services, orientation, student employment, career services, student activities, campus recreation, organizations, student publications, student government, the University Union, University Center, student life, and testing. It is the division's philosophy that students' non-academic experiences are important to both their formal education and their personal development.

The Vice President for Student Affairs coordinates the activities within the Division of Student Affairs. His office is available to serve the needs of students as well as parents, alumni, faculty, and staff with student concerns. The Office of the Vice President for Student Affairs is located in the West Wing of Powell Hall (Telephone: 229-333-5941). Valdosta State University is committed to the idea that total education involves more than academic pursuit.

STUDENT LIFE

University Center and University Union

The Office of Student Activities is located in both the **University Center (259-2513)** and the **University Union (333-5674)**, offering a wide variety of extracurricular programs and services in which students are urged to participate.

University Center, renovated in 1995, provides conference rooms for meetings, a food court, a computer room, a large game room, quiet study rooms, TV lounges, ballrooms and banquet rooms, and many other accommodations and services.

University Union, houses conference rooms, Campus Mail Service, and the Blazer Grill. Also located in the Union are offices for the Student Government Association (SGA) and the Campus Activities Board (CAB). The SGA is the student voice and addresses issues and concerns of the student population. The CAB is responsible for providing educational and social programs for the students. Past activities have included performances by Bill Cosby, Maya Angelou, Widespread Panic, 95 South, Vince Gill, and Hank Williams, Jr.

Clubs and Organizations

There is a diversity of clubs and student organizations at the University, including nine national sororities, ten 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; approve and coordinate campus student organiza-

tions, 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 recognized campus religious organizations participate in providing a variety of programming for VSU students. They are: the Adventist Student Center-Seventh Day Adventist Church, the Baptist Student Center, Believers-Out-Uniting-Testimonies-In-Truth, Campus Outreach, the Christian Student Center-Church of Christ, Evangelistic Outreach Ministries, the Jewish Student Union- Temple Israel, the Newman Center- St. John the Evangelist Catholic Church, the Presbyterian Student Center- First Presbyterian Church, the United Methodist Student Center (Wesley Foundation).

Student Publications

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

CAMPUS RECREATION

Valdosta State University offers intramural sports for both men and women. These activities are open to all VSU students who register for six or more academic hours or who have paid the activity fee.

The University provides students with the opportunity to participate in well organized programs of recreational sports and special event activities. The goal of the intramural program is to develop positive recreational habits that students will use well beyond their university years.

Intramural activities are offered in basketball, flag football, soccer, softball, volleyball, etc. Special event activities include such programs as the Slam Dunk Contest, Schick Super Hoops, Home Run Derby, Tug-of-War, Whitewater Rafting, Camping, Snorkeling, Horseback Riding, etc.

The Intramurals Department offers students the use of recreational facilities for fitness and fun. The swimming pool, a gym, and a weight room may be used by any faculty, staff, or student with a valid I.D. card. The Intramurals and Recreation Office is located at the corner of Baytree and Oak Street (333-5898).

Plans are underway for the construction of a new Student Recreation Center. This facility will include racquetball courts, aerobics room, fitness and cardiovascular rooms, indoor swimming pool, climbing wall, and indoor track.

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 and Concert Band** are VSU's premiere wind/percussion ensembles and are open to all students by audition. Each ensemble presents several concerts each year with a repertoire ranging from Baroque to contemporary for chamber ensembles and full symphonic band.

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 Brigade is often invited to perform for professional football games and in exhibition at some of the most prestigious high school marching festivals in the South. The band is open to all woodwind, brass, and percussion players without audition; auditions for color guard, dance line and majorettes are held each spring and summer.

The **University Community Band** offers students and members of the community with limited time an opportunity to perform the best in band literature. Rehearsing just once a week, the band is scheduled with the non-music major in mind and is open to all qualified musicians without audition.

The **Jazz Ensemble** is the principal ensemble for jazz performance majors and others by audition. The group performs various styles of big band jazz including swing, bop, Latin rock, funk, and fusion.

The **Valdosta Symphony Orchestra** is a professional orchestra-in-residence at VSU and includes a student component in its membership. 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 90-100 voice **Concert Choir** is open to all students without audition and performs 3-4 major concerts each year as well as a spring tour.

The **Chamber Singers** is a 24-voice ensemble open to all university students by audition

The **Spotlighters** is VSU's vocal jazz ensemble. This 12-voice group is open to all students by audition.

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-nine exhibitions each academic year. Among the exhibits are works by artists of national and international rank, group exhibitions, a national juried show, *Valdosta Works On Paper*, 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.

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 University 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 achieved sophomore status (completed a minimum of 30 semester hours) and be in good academic standing. A minimum GPA of 2.0 is required. Qualified freshmen who have completed an approved high school work-based learning program may be eligible for early admission to the VSU Cooperative Education Program. Students may work on a full-time basis during alternate semesters, a part-time continuous basis, or during a one-semester traineeship. 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 at 218 Georgia Avenue. The web site is <<http://coop.valdosta.edu>>. Telephone 229-333-7172.

CAREER PLANNING AND PLACEMENT

Valdosta State University understands the special needs that university students have in determining their career goals. The Office of Career Planning and Placement is available to assist VSU students in choosing their major programs of study and career objectives and in obtaining satisfactory employment upon graduation.

Individual career counseling is available for students who wish to explore how their abilities, values, and interests match particular career fields. Also, group workshops and seminars on career-related topics are offered each semester.

Students may utilize the varied resources which are in the Career Library including; printed career materials, audio and video tape descriptions of occupational opportunities, and a computer-assisted career exploration program.

Workshops on résumé preparation, job-interview skills, and job search strategies are offered each semester. Job vacancy listings of interest to seniors and graduate students are posted. On-campus interviews are scheduled with employers interested in interviewing students for jobs. Seniors are encouraged to register with the office the first semester of their senior year so that the office can best assist in their employment search.

The Office of Career Planning and Placement is located on the second floor of Powell Hall West, (333-5942 or 333-5414).

COUNSELING CENTER

In an effort to enhance personal growth and development, the Counseling Center offers a variety of services to all students, prospective students, staff, and faculty at VSU free of charge. Professionally trained counselors are available to assist with personal, social, or educational concerns. The Counseling Center offers an atmosphere in which individuals may discuss their problems with the assurance that all counseling information will remain confidential.

Individual counseling is available for those who wish to discuss and explore their thoughts, feelings, behaviors, and lifestyles. In addition, group counseling provides an opportunity for individuals to grow in their communication, social, and interpersonal skills with others who have similar goals and interests. The Center also provides consultation to staff and faculty in addition to offering outreach programs to various target groups on campus, in residence halls, and in the community.

The Counseling Center is located in Powell Hall East, and appointments may be made in person or by calling 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 began in the Fall of 1996. VSU acknowledges the fact that alcohol and other drugs can have a significant impact on the university community. We are taking a proactive stance in educating students on issues related to alcohol misuse and drug use, preventing students from developing substance abuse problems, and providing referrals for those who become chemically dependent. Through a variety of services, the Office of AOD Education is helping VSU affirm itself as an institution that provides a safe and healthy environment for students to receive a quality education. The following services are available:

Assessment and Referral. If you or someone you know has a problem with alcohol or other drugs, you can obtain an assessment, at no cost, to determine the extent of the substance abuse problem. Upon completion of the assessment, a referral to an appropriate agency will be made. It is up to the individual to follow through on the referral. All phases of this process are voluntary.

KARMA (Knowledge, Awareness, Respect, Maturity, & Achievement)

The Peer Education Program. Students are trained as Peer Educators to give presentations in classes, residence halls, Greek organizations, and to other campus groups as requested. Topics of discussion include alcohol abuse, drug use, how to help a friend with an alcohol or other drug problem, self-esteem, eating disorders, sexual assault, HIV/AIDS, and date rape drugs.

Natural High. In collaboration with the Offices of Housing and Residence Life and Campus Recreation, Natural High provides activities for students on weekdays and at times of high stress. All activities are alcohol-free and provide students with a safe environment in which to have fun. Activities include dances, midnight bowling, skate nights, miniature golf, and others as decided by the students on the advisory council. All Natural High events are open to all students.

National Collegiate Alcohol Awareness Week. The Office of AOD Education provides a week long event educating students on issues related to alcohol. Throughout the week, students have opportunities to attend lectures, workshops, and other events designed to teach college students the risks involved in high risk drinking behavior. The week culminates with an alcohol awareness fair which usually draws hundreds of students and community members.

OFFICE OF TESTING

Numerous standardized tests are administered by the Office of Testing to assist students with their testing requirements. The Valdosta State University Office of Testing is responsible for the many tests given in specific areas to entering students for the purposes 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 Office administers testing programs for the Educational Testing Service, The Psychological Corporation, the Law School Admissions Services, The American College Testing Program, the State of Georgia, and the University System of Georgia, as well as for other educational and governmental agencies.

The yearly testing calendar offers 17 testing programs with many general and specialized components. Beyond the regular 111 group testing dates, individual test administrations are also given on weekly/monthly basis. All tests are administered by the paper and pencil method except the COMPASS, which is a computerized version of the placement components.

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.

The Office of Testing is located in Powell Hall-West, First Floor (229-245-3878). You may contact us by telephone (229-245-3878) or by the World Wide Web site: www.valdosta.edu/vsu/staff/testing/

Some tests available to entering students are the Scholastic Assessment Test (SAT I & II), American College Testing Program (ACT), Collegiate Placement Examinations (CPE), and the Computer-Adaptive Placement Assessment and Support System (COMPASS). Other tests for undergraduates include the Regents' Testing Program (RTP), the Professional Assessments for Beginning Teachers Series (PRAXIS), the College Level Examination Program (CLEP), and the Independent Study Examinations (ISE). Some tests, required for graduate admissions include the Graduate Record Examinations (GRE), the Law School Admission Test (LSAT), the Medical College Admission Test (MCAT), and the Miller Analogies Test (MAT)

Assessment and certification examinations are also administered for other educational and governmental institutions. Applications are also available for the following testing programs: Graduate Management Admission Test (GMAT), Allied Health Professions Admission Test (AHPAT), Veterinary College Admission Test (VCAT), Pharmacy College Admission Test (PCAT), and Test of English as a Foreign Language (TOEFL).

VETERANS AFFAIRS

The Veterans Affairs Office, a part of the Office Financial Aid, is located in Powell Hall East. 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 (333-5935).

JUDICIAL AFFAIRS

The Judicial Affairs Office is responsible for the non-academic student disciplinary process on campus. The office is located in Powell Hall-West, first floor (333-5941). The office assists students, staff, and faculty in the determination of the most appropriate disciplinary measures needed regarding alleged violations of the VSU Student Handbook's Student Code of Ethics. The office's primary mission is to redirect student behavior toward the ultimate goal of the university, the successful completion of degree requirements and productive participation in today's society.

HEALTH SERVICE

The ultimate objective of any student health service is to maintain a state of optimum health, both physical and emotional, among the student body and to educate each student to proper attitudes and habits regarding personal and community health. The University Health Service provides health care for students in a 12-bed health facility under the supervision of the university physician, a physician's assistant, and registered nurses. The physician and physician's assistant may be seen by appointment only Monday through Friday, 8:30 a.m. to 5:00 p.m. when school is in session. Although the Farber Health Center is equipped to handle most illnesses, major illnesses and surgical treatment usually require students to be returned home, or in the case of an emergency, to be taken to South Georgia Medical Center, located a few blocks from the campus. This and other referrals to private medical personnel will be at the students' expense.

It is necessary for all students to complete a medical history and immunization questionnaire. These health forms become a part of the University Health Service records. Any other pertinent information should be furnished by the student's family physician.

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.

HOUSING AND RESIDENCE LIFE

Valdosta State University provides for both men and women well constructed residence halls that are air-conditioned and comfortably furnished. The lobby and activities room in each residence hall are furnished with color cable television, an ice machine, vending machines, and game tables. All rooms have telephone service and are wired to provide cable television.

All rooms are double occupancy. Students' rooms are furnished with single beds, desks, mirrors, chests of drawers, chairs, and closet space. Residents may bring other furnishings including pillows, study lamps, bedspreads and linens, curtains, rugs or carpet, bookshelves, radios, stereos, television sets, plants and posters.

Specially equipped facilities for students with disabilities are available. Students requesting modified housing due to a disability must register with the Special Services Program. For student convenience, the campus has laundry facilities in most of the residence halls, and bicycle racks are located throughout the residence hall areas.

Each residence hall is staffed by a Residence Hall Director, who is assisted by Resident Assistants, students selected on the basis of leadership, scholarship, and their willingness to serve their fellow students. Residence hall programs provide opportunities for self-government and social and cultural experiences and help with study habits and counseling on personal, academic, and social concerns.

Freshmen students are required to live on campus, if housing is available, in order that the University may provide a structured, well-rounded, educational experience. Exceptions are made when:

The student is living with parents or spouse and commutes each day.

The student is 19 or older on September 30 of the current academic year.

The student is married.

Students are given an opportunity to state their preference of residence halls at the time they apply for university housing, and every effort is made to honor this request.

It is the students' responsibility to keep their rooms in order. Periodic cleaning of the floors, blinds, and fixtures is required. In compliance with the regulations of the Board of Regents, Valdosta State University reserves the right to make inspections of all rooms as often as deemed necessary for the purpose of maintaining standards of sanitation, safety, and general maintenance.

Individual students are responsible for damage which occurs in their rooms. If damage is noted in such areas as lounges and hallways, and no individual assumes responsibility, all students living in that residence hall are held collectively responsible.

Students are given a key to their room. There is no deposit, but if the key is lost there is a \$25 replacement charge. The school recommends to all students to keep their room 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. A housing contract will be sent to students after their official acceptance to the 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 reservation fee 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. All students living in university apartments must be either (a) sophomore, junior, senior, or graduate students, (b) at least 19 years of age, or (c) married. One bedroom and efficiency apartments are available. All utilities are furnished, and telephone hookup is available. Valdosta State University maintains a list of available off-campus housing in the Office of Residence Life. This information is available upon request. The Office of Residence Life is located at 104 Georgia Avenue (333-5920). For additional information on Housing and Residence Life at Valdosta State, please refer to our World Wide Web page at <http://services/valdosta.edu/housing.html>

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 Ethics 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 and 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 which 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 persons affiliated with Valdosta State University are expected to abide by this code of conduct.

BOARD OF REGENTS STATEMENT OF 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 Student Affairs in writing. 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. Tommy Moore
Director of Financial Aid

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. Financial aid is awarded only to eligible students who have been admitted to the University. The financial aid application and Free Application for Federal Student Aid (FAFSA) may be submitted at any time after the applicant has applied for admission.

Financial aid applications are accepted as long as resources permit, and priority is given to those submitted by May 1.

This material was prepared in advance of the 2000-2001 academic year and is subject to change because of 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 Federal Need Analysis 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. A Federal Need Analysis is required.

Vocational Rehabilitation Assistance. Vocational Rehabilitation provides assistance to students with physical limitations. Usually fees are paid for eligible students, but in cases of substantial need, students may be considered for the **Appleby Scholarship**. Apply through your local office of Vocational Rehabilitation, a division of the Department of Human Resources.

OTHER FEDERAL PROGRAMS

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.

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, 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 VSU Office of Veterans Affairs.

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 Stafford/Ford Loans and (2) Federal Direct Unsubsidized Stafford/Ford Loans. The Federal Direct 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.

Pickett and Hatcher Educational Fund is a nonprofit, noncommercial educational trust fund created to assist full-time undergraduate students in fields of study other than law, medicine, or the ministry. Low interest loans with deferred payments are made to qualified residents of Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee, or Virginia. The deadline for submitting applications is July 1. For information and application forms write to: Pickett and Hatcher Educational Fund, Inc., Post Office Box 8169, Columbus, Georgia 31908.

VSU Short-Term Loans. Short-term emergency loans are available from the Office of Business and Finance each quarter. 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.

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 (OFA). Priority is given to those students who have completed financial aid applications by May 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 the Student Payroll Services Office, located in Nevins Hall.

Other Employment. The Job Location and Development Program, administered through the Office of Student Employment Services, Powell Hall West, 2nd Floor, assists students in obtaining part-time employment off-campus.

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 May 1.

STATE-WIDE SCHOLARSHIPS

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

Wine & 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.

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 covers tuition, fees and a book allowance (\$150 for 6 hours or more; \$75 for 5 hours or less).

HOPE Scholarship Eligibility Requirements

Georgia Residency. Students receiving a tuition waiver must also have graduated from a Georgia high school.

Grade point eligibility for entering freshmen is based on a final high school GPA of 3.0 or better as determined by the high school and reported to the Georgia Student Finance Authority (GSFA). GSFA will submit to VSU a 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 at the 30th or 60th 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. Be advised, the HOPE Scholarship Regulations for public institutions are different from those at the private and technical institutions.

If you lose the HOPE Scholarship after your Freshmen year because your grade point average drops below a 3.0, you are eligible to reapply for the HOPE at the 60th attempted hour, provided your cumulative grade point average is a 3.0.

If you have not attempted more than 127 hours at VSU and/or any other college(s) combined, you may be eligible. Attempted hours include any letter grade for A, B, C, D, F, W, WF, I, IP, U, S, V.

Full-time enrollment is not a requirement. The income cap has been eliminated.

All students who meet the HOPE Scholarship eligibility requirements and wish to apply for the HOPE Scholarship are required to complete the FAFSA, the VSU Institutional Application for Financial Aid and provide any additional documents as requested by the OFA for verification purposes.

For the complete HOPE Scholarship Program Regulations, visit the Georgia Student Finance Commission web site at www.gsfc.org/ or if you have questions, you may contact the VSU HOPE Scholarship Coordinator in the Office at Financial Aid 229-333-5935, or contact the Georgia Student Finance Commission at 1-800-546-HOPE.

UNIVERSITY-WIDE SCHOLARSHIPS

Valdosta State University offers academic scholarships each year to incoming Freshmen and transfer students. Various criteria are considered, such as SAT or ACT scores and high school or junior college 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.

Melvene D. Hardee Scholarships. Provided from funds donated to the Valdosta State University Foundation by the estate of Dr. Melvene D. Hardee. Dr. Hardee was Professor Emerita of Educational Leadership at Florida State University. Scholarships are selected by the Office of Admissions.

SCHOLARSHIPS BASED ON MAJOR

Most scholarship applications should be submitted before May 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 Student Financial Aid) form on file with the Office of Financial Aid (OFA).

College of the Arts

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.

Lee M. Bennett Art Scholarship. VSU students majoring in art, who meet certain criteria are eligible to apply for this scholarship, created by Mrs. Bennett's will. Apply to the Art Department.

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, based on musical ability and potential. Recipients are selected by the Department of Music on the basis of audition.

Tammy Lee Fortner Scholarship. This endowed scholarship was created to honor the memory of Tammy Lee Fortner by her parents and family. The scholarship is available to sophomores, juniors, and seniors majoring in art. It is renewable. The scholarship will be awarded based upon a combination of need and academic merit, and recipients are selected by the Department of Art Scholarship Committee.

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 fifteen (15) credit hours per quarter or semester equivalent during the year

prior to application and must have maintained an overall 3.5 GPA. The scholarship value is dependent on income generated on the corpus of the scholarship fund. 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 Office of Financial Aid.

Ola Lee Means Scholarship. This non-renewable scholarship is offered to outstanding students in the field of English and those enrolled in a program in the School of the Arts. In even numbered years, the award will be made to a student majoring in English. In the odd numbered years, the award will be made to a student enrolled in a School of the Arts major of study. Recipients will be selected from the appropriate school or department.

Louise Sawyer Theatre Scholarship. This scholarship fund established in memory of Louise Sawyer is awarded to a student pursuing a degree in theatre arts. Apply to the Office of Financial Aid by completing a VSU General Scholarship Applicants are selected by the Department of Theater Arts.

LaForrest Eberhardt Theatre Scholarship. This scholarship is awarded to theatre majors based on a combination of academic achievement and audition or portfolio presentation. Apply to the VSU Theatre Department.

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

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.

College of Arts and Sciences.

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

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. See awarding criteria listed in College of the Arts section.

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 will be made to a student majoring in the field of chemistry. In the odd-numbered years, the award will be 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

Belk-Hudson Management Scholarship. This endowed scholarship provided by Belk-Hudson of Valdosta, awarded to an outstanding Management major, is renewable if the student maintains a 2.75 GPA and is making satisfactory progress toward completion of the B.B.A. degree. Recipients are selected by the School of Business Administration. Apply to the Office of Financial Aid by completing a VSU General Scholarship Application.

Citizens Community Bank Scholarship. This scholarship is awarded by the Office of Financial Aid based on student recommendations by the Dean of the College of Business Administration. Minimum requirements include an SAT score of 1000 or higher and high school GPA of 2.5 on a 4.0 scale. A current FAFSA (Free Application for Student Financial Aid) should be on file at the Office of Financial Aid. Apply by completing a VSU General Scholarship Application.

James L. Dewar, Sr. - Park Avenue Bank Scholarship. Created in honor of Mr. Dewar, Sr., this scholarship invites applications from students who graduated from Lowndes County schools and are majoring in Business Administration. 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 be majoring in the College of Business Administration are eligible. This scholarship is renewable for up to three years if the student maintains a cumulative GPA of 3.00 or higher. Apply to the Office of Financial Aid by completing a VSU General Scholarship Application.

Bank of America Scholarship. This scholarship is awarded based on the recommendation of the Dean of the College of Business Administration. Preference is given to business majors. Must be in good academic standing. Apply to the Office of Financial Aid by completing a VSU General Scholarship Application.

Max Stephenson Scholarship. This scholarship is awarded based on the recommendation of the Dean of the College of Business Administration. Preference is given to business administration majors. Must be in good academic standing. 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 School 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 OFA by completing a VSU General Scholarship Application.

College of Education

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. Qualified recipients may contact the College of Education for application information.

Ola M. Brown Minority Scholarship. This endowed scholarship for a minority student majoring in Education is available to a student in good academic standing and demonstrates financial need (must have a Free Application for Student Financial Aid, FAFSA, on file with the Office of Financial Aid). Selection will be determined by the College of Education Scholarship and Honors Committee. Apply to the Office of Financial Aid by completing a VSU General Scholarship Application.

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. It may be renewed by completing at least 10 hours per quarter with a "B" or better GPA. Apply to the Office of Financial Aid by completing a VSU General Scholarship Application.

Eva Carroll Herndon Scholarship. This scholarship is available through funds provided by Mr. And Mrs. James L. Dewar, Sr., in memory of Mrs. Dewar's mother, Eva Carroll Herndon. Preference is given to those students whose career objective is in the field of education, arts and sciences (pre-med), nursing, or the ministry. To qualify, one must have a "C+" or better GPA and demonstrate financial need (must have a FAFSA, Free Application for Student Financial Aid, on file with the Office of Financial Aid). Apply to the Office of Financial Aid by completing a VSU General Scholarship Application.

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 semesters hours, have a minimum GPA of 2.5, and have demonstrated financial need (must have a Free Application for Student Financial Aid, FAFSA, on file with the Office of Financial Aid). 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.

HOPE Promise Scholarship. Funded by the Georgia Lottery for Education and is a component of the HOPE Scholarship Program. The purpose of this program is to attract high-achieving undergraduates into the teaching profession and provide them with financial assistance beginning the junior year and continuing through the senior year. Scholarship recipients agree to teach in a Georgia public school at the preschool, elementary, or secondary level after graduation. If a recipient fails to meet this obligation, the scholarship becomes a loan, which must be repaid in cash, with interest. Applica-

tions should be available late spring semester. To apply, contact the Georgia Student Finance Commission at 770-724-9030 or toll-free at 1-800-546-HOPE, or the VSU HOPE Coordinator in the Office of Financial Aid at 229-333-5935 and request a HOPE Promise Scholarship Application. For the complete HOPE Scholarship Program Regulations, visit the GSFC website address at www.gsfc.org/.

Saralyn Sammons Scholarship. The Saralyn Sammons Scholarship was established to honor of 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 Free Application for Student Financial Aid, FAFSA, on file with the Office of Financial Aid). Recommendations for this scholarship are made by the Department of Vocational Education Scholarship Committee. Apply to the Office of Financial Aid by completing a VSU General Scholarship Application. Deadline April 1st.

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 Speech and Language Pathology, who has completed 50 semester hours, has a minimum 3.0 GPA, and has demonstrated financial need (Applicants must have a Free Application for Student Financial Aid, FAFSA, application on file with the Office of Financial Aid). Selection is made by the College of Education Scholarship and Honors Committee. Contact the Speech and Language Pathology Department for application 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 Scholarship and Honors Committee.

College of Nursing

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. Apply to the Office of Financial Aid by completing a VSU General Scholarship Application.

Eva Carroll Herndon Scholarship. See awarding criteria listed in College of Education section.

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

Thomas H. Moseley, M.D., Nursing Scholarship. A scholarship is provided in memory of Dr. Thomas H. Moseley, Sr. It is awarded to a Senior Nursing student, with consideration given to academics and financial need (must have FAFSA application on file with the Office of Financial Aid). 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.

June Parramore Scholarship. This scholarship is awarded to senior nursing majors based on academics and financial need (must have a FAFSA on file with the Office of Financial Aid). 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 on file with the Office of Financial Aid). Recipients are selected by the College of Nursing. 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.

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 College. Recipients will be selected by the Office of Financial Aid based upon a combination of financial need and academic merit. The scholarship is renewable for three years. Apply to the Office of Financial Aid by completing a VSU General Scholarship Application.

Paul A. Burnette Memorial Scholarship. This scholarship established in memory of Paul A. Burnette, by his parents, Mr. and Mrs. J. R. Burnette, will be awarded annually to a member of the Sigma Alpha Epsilon fraternity. The recipient must have a 2.5 GPA and demonstrated financial need (must have a FAFSA application on file with the Office of Financial Aid). Apply to the Office of Financial Aid by completing a VSU General Scholarship Application.

Louise S. Chastain Scholarship. This fund was established by Mrs. Chastain for students pursuing the Masters in Social Work. Preference is given to residents of Thomas County, Georgia. Apply to the Office of Financial Aid by completing a VSU General Scholarship Application.

Griffin L.L.C. Scholarship. The Griffin Corporation has established this endowed scholarship to assist the dependent child of a Griffin Associate. Incoming freshman, as well as students enrolled at VSU, with a Griffin employed parent, are eligible for this scholarship. This scholarship is renewable if the student maintains a 15 credit hour enrollment at VSU, a 2.0 GPA, is making satisfactory progress toward a degree, and the parent is maintaining employment with the Griffin Corporation. Applications are available through the Griffin Corporation Human Resources Department, and are due April 1.

Margaret H. Hiers Scholarship. This scholarship was established to honor Margaret H. Hiers for her many years of service to VSU. The scholarship is awarded to a student selected by the Office of Special Services.

Lorene Joiner Memorial Scholarship. This endowed scholarship was established by Mr. And Mrs. John W. Thomas, in memory of Mrs. Thomas' mother, Lorene Joiner. The scholarship is intended to benefit students with demonstrated financial need (must have a Free Application for Student Financial Aid, FAFSA, application on file with the Office of Financial Aid). Apply through 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 less 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, apply to the Office of Financial Aid, request a Clare Philips Martin Scholarship Application.

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. The VSU Office of Financial Aid and ROTC Detachment 172 will distribute and receive applications for scholarships.

Dr. Joseph 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.

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

Roy L. "Butch" Pierce Scholarship. Awarded each year based on academic excellence and financial need. May be renewed. Preference 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.

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). Application can be made to the Office of Financial Aid by completing the VSU General Scholarship Application.

Barbara Pearlman Soshnick Scholarship. This endowed scholarship was created by the parents, Mr. and Mrs. Bill Pearlman, to honor the memory of their daughter. This scholarship is awarded by the VSU Office of Financial Aid to a deserving student with demonstrated financial need. Apply to the Office of Financial Aid by completing a VSU General Scholarship Application.

James D. Walker Scholarship. Awarded to a junior transfer student. Based on academic excellence and financial need. 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.

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

ATHLETIC DEPARTMENT SCHOLARSHIPS

Athletic 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 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 based on recommendations from the golf coach and athletic director.

Jesse F. Tuggle Scholarship. The Jesse 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, 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 students are expected to maintain the academic standards outlined in the official Catalog of Valdosta State University. Students who fail to meet these standards will be placed on academic suspension. Students receiving financial aid who are placed on academic suspension will have their financial aid terminated. Financial aid applicants placed on academic suspension at the end of their last quarter of attendance are not eligible for financial aid.

Quantitative. In addition to maintaining the specified grade point average, students receiving financial aid must complete their degree in accordance with certain criteria and successfully complete a minimum percentage of credit hours each academic year.

At Valdosta State University, the maximum number of hours allowed is 150% of the number of semester hours required to earn the degree. Examples: Students pursuing a degree which 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 in any academic year. The grades of A, B, C, D, IP, and S count as the successful completion of a course. The grades of F, W, WF, WP, WY, WH, I, U, NR, and V do not count as the successful completion of a course.

Graduate Students

In addition to the quantitative standards required of undergraduates, graduate students must maintain a cumulative grade point average of not less than 2.5 in order to be eligible for financial aid.

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, remedial courses, or developmental study courses..

Monitoring of Satisfactory Progress

Qualitative academic requirements will be checked at the end of each semester and at the time the student applies for financial aid. The limitation of total hours attempted and the 67% completion requirements will be checked at the end of the spring semester. The grade point average of students who apply during the academic year will be checked as of the last semester attended; the limitation on the total hours attempted and the 67% completion requirement will be checked at the end of the previous spring semester.

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 disbursement of financial aid. 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 at the end of the academic year.

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 each academic year. 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 terminated from aid because of academic suspension or failure to complete 67% of their courses in an academic year may apply for reinstatement of aid after they have completed 9 or more semester hours with a grade point average of at least 2.0, at their own expense, at Valdosta State University.

Students terminated from aid for failure to exit Developmental Studies within 30 semester hours may apply for a reinstatement of aid when they have exited Developmental Studies.

Graduate students may request aid at any time their cumulative GPA reaches 2.5.

Appeals

Students wishing to appeal may do so by filling out a Satisfactory Progress Petition and presenting it to the Financial Aid Office, along with any supporting documentation. The Financial Aid Office 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 Financial Aid Office may do so by writing to the Student Financial Aid Committee.



ACADEMIC AFFAIRS

Dr. Louis Levy
Acting Vice President for Academic Affairs
107 West Hall

The *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; Physics, Astronomy, and Geosciences; Political Science; and Sociology, Anthropology, and Criminal Justice.

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

The College of Education: Departments of Adult and Career Education; Early Childhood and Reading Education; Middle Grades and Secondary Education; Educational Leadership; Kinesiology and Physical Education; Psychology and Counseling; and Special Education and Communication Disorders.

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

The College of Nursing: Departments of Undergraduate Nursing and Graduate Nursing.

The Graduate School: All departments offering or participating in graduate programs.
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 Nevins Hall), 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 Liberal Arts Studies Advising Office (2151 Nevins Hall).

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, 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, whose office is in 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

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 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 towards 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.

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 abroad 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, co-sponsors a Model United Nations Program, maintains a World-Wide Web home page, and organizes each spring a major lecture series on an international theme. More information on international activities of the university is available in the Center for International Programs, located at 204 Georgia Avenue.

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 group leaders and in cooperation with other institutions and organizations in providing group study abroad experiences. Students may also participate in exchange programs which allow them to attend overseas universities as regular students for a semester or an academic year. These bilateral exchange opportunities are currently available in Britain, Belize, China, Czech Republic, Hungary, Japan, Mexico, and Russia. VSU is also a member of the International Student Exchange Program, ISEP, through which students may choose from over 100 universities world-wide 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.

Foreign Student Advisor

A full-time foreign student advisor provides support services to the international student community at Valdosta State University. This advisor, located in the International Programs, 204 Georgia Avenue, assists students in maintaining their immigration

status, provides orientation to university and community life, organizes special activities for international students, and offers cultural counseling.

AEROSPACE STUDIES FOR MEN AND WOMEN (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 department 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 CAP 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 five-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 under the four-year program to outstanding students. Application for four-year scholarships must be made early in the senior year of high school. Qualified students in the first and second years of the AFROTC program may apply during the winter semester for a scholarship for their remaining years in the program.

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 40 hours of senior-college rank (that is, in courses numbered 3000 or above), including at least 20 upper level semester hours in the major. 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.

No degree credit at Valdosta State University can be granted for work completed 30 years before the date of request for evaluation of credits for graduation. Credit for work in some programs older than six years in advance of an expected date of graduation may be invalidated.

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.

GENERAL EDUCATION

All programs which 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 course and credit will be entered on the student record card; 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.

EXEMPTION TESTS

Exemption tests which 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.

ADVANCED PLACEMENT

Advanced placement is based on the assumption that some 12th grade students can do college freshman work, and that achievement, wherever done or whenever it occurs, should be recognized and rewarded. Valdosta State University provides the opportunity for the qualified beginning student to obtain credit for certain basic courses. The granting of advanced placement is usually based on the College Entrance Examination Board Advanced Placement Test scores, as approved by departments of instruction. Students may contact the Admissions Office for more details and credit available. Scores of less than 3 will not be considered. The course and credit hours will be posted to the student's record card; however, the grade received will not calculate in the student's semester or cumulative grade point average.

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 which 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 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

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). Valdosta State University 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 of the program. 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.

Subject Examinations of the College Level Examination Program - Effective for Computer Examinations 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	Minimum Score	VSU Course	Credit Given
Algebra	50	MATH 1111	3
Algebra-Trigonometry	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 2261 & 2262	8
English Composition with Essay	50	ENGL 1101	3
English Literature	50	course title	3
French, Level I	50	FREN 1001	3
Freshman Composition	50 + passing essay	ENGL 1101	3
German, Level I	50	GRMN 1001	3
*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
Principles of Accounting	50	ACCT 2101	3
Principles of Macroeconomics	50	ECON 2105	3
Principles of Microeconomics	50	ECON 2106	3
Spanish, Level I	50	SPAN 1001	3
Trigonometry	50	MATH 1112	3
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 Department of History at VSU. 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."

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.

1. Students are expected to register for and take both components of the Regents' Test prior to the accumulation of 45 semester hours of earned credit. Students should not delay initial testing beyond having earned 30 hours of degree credit and may take and fail the test as many times as needed prior to 45 hours without remediation.
2. Students who have not taken the Regents' Test prior to the end of the semester in which they will have accumulated 45 semester hours of earned credit are subject to denial of registration.
3. All students who have not passed the test, whether they have taken the test or not, by the time they earn 45 semester hours of degree credit must take the appropriate non-degree credit course or courses in remedial writing, RGTE 0199, and remedial reading, RGTR 0198, in each semester of attendance until they have passed all components of the test. These students must successfully pass the remedial course in reading and/or writing before they are allowed to take the reading and/or writing portion of the test again. Students who fail to enroll in the required remedial course will not be allowed to register at Valdosta State University.

4. Students transferring from within the University System of Georgia shall be subject to all provisions of this policy and to Valdosta State University procedures. Students transferring from outside the System with 45 or more earned semester hours shall register for and take the Regents' Test during the first two semesters of enrollment and in subsequent semesters shall be subject to all provisions of the policy and of VSU procedures.
5. Students must follow the same course registration procedure to register for both components of the Regents' Test and the remedial courses.
6. Foreign students on non-immigrant visas whose native language is not English may register for an alternative testing program. Students should register through the Foreign Student Advisor. Resident aliens, permanent residents, native speakers of English, and U.S. citizens, regardless of native language, must pass the standard Regents's Test.

Review

The purpose of the review process is to provide a procedure for correcting errors in the rating of essays. It should be emphasized that because the Test is rated by three independent graders, few such errors occur.

1. A formal review of the essay component of the Regents' Test may be requested by the student when:

- (a) there is a lack of rater unanimity on the essay component and
- (b) the student has passed English 1101 and English 1102.

The request for review must be initiated by the mid-term of the first semester of enrollment following the semester in which the essay was failed, but in no case later than one calendar year from the semester in which the failure occurred.

2. A formal review may be initiated through the Regents' Test Coordinator in Powell Hall. To determine whether there is adequate basis for a formal review, the Head of the Department of English or a designated faculty member (who will be an experienced rater) shall grade the essay. Students may schedule a conference with the Head of the Department of English if they wish to discuss their paper.
3. If, following this conference, there appear to exist reasonable questions concerning the accuracy of the scoring of the essay, two additional VSU faculty members who are experienced essay graders shall review the essay.
4. If two of the three Valdosta State University graders rate the essay as passing, the essay is forwarded to the University System Central Office for formal review. If two of the three Valdosta State University graders rate the essay as failing, the review process is terminated without further recourse.
5. If the essay is forwarded to the Central Office for review, the student must be enrolled in RGTE 0199 during the appeal process.

FOREIGN LANGUAGES

Foreign Language Requirements at Valdosta State University

1. Entrance requirement

Students graduating from high school in the spring of 1988 or later must have completed a two-year sequence of the same foreign language in order to be accepted as a regularly enrolled student in any university or college of the University System of Georgia. Students who do not meet this requirement may be accepted on a provisional basis and will be required to take a three-hour course in a foreign language without degree credit before they have completed 30 semester hours. A grade of “C” or better is required to satisfy the entrance requirement.

2. 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.

Nine-hour foreign language requirement:

- B.A. with a major in History, Mathematics, French, Spanish, Philosophy, Political Science, Legal Assistant Studies, Sociology and Anthropology, Criminal Justice, Psychology, or Art
- B.S. with a major in Biology, Chemistry, Astronomy, Environmental Geography, or Physics

Six-hour foreign language requirement:

- B.A. with a major in Economics or Music
- B.S. with a major in Computer Science, Applied Mathematics, or Mathematics with Computer Science Option
- B.M. with a major in Music Performance (Performance Track C, Voice)

Foreign language requirement through MCL 2001:

- B.S.Ed. with a major in Secondary Education/English

Foreign language requirement through MCL 2002:

- B.A. with a major in English

MCL = any Modern or Classical Language (FREN, SPAN, GRMN, LATN, JAPN, RUSS)

3. Guidelines for Course Selection

Students should consult the following guidelines when selecting appropriate courses to complete the requirements for their major.

- 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. For review of MCL 1001 material and the completion of work equivalent to MCL 1002, they should take MCL 1111. Students who do not wish to review MCL 1001 content should take MCL 1002. To complete a six-hour requirement, they should take MCL 2001. MCL 2002 will complete the nine-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 six-hour requirement), and MCL 2001 (to complete the nine-hour requirement).
- c. MCL 1001, when taken to satisfy a deficiency in the University admissions requirements, 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.

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 History 2111 (3 hours) or History 2112 (3 hours). The constitution requirements are met by the successful completion of Political Science 1101 (3 hours). Transfer credit for these three courses may not satisfy the requirements of the State of Georgia. An exemption test in Georgia History/Constitution is offered to transfer students whose American History/Political Science course(s) did not include Georgia History/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.

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

Of the total credits required for a bachelor degree, a minimum of 60 semester hours must be earned in residence in senior (four-year) institutions. 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 towards the total number of hours required for graduation nor is it transferable to another institution.

ACADEMIC ADVISING

All students with a declared major must be advised by a faculty member from that major department. The advising folder will be maintained by that college or department. Registration materials, including class schedule/fee assessment forms, will be sent to the major departments by the Registrar. All students who have not chosen a major are classified as Liberal Arts Students (LAS) and are advised through the LAS Advising Center in Nevins Hall. Students in the Associate of Arts program, Community College Program, and Non-degree students will be assigned an advisor by the Dean of Arts and Sciences. Advising folders will be maintained by the dean, the LAS Advising Center, or the advising department. All registration and other academic materials will be given to the Dean of Arts and Sciences by the Registrar for distribution to the advising departments. All Learning Support students will be advised by an advisor in the Office of Student Academic Instructional Support (OASIS). Associate of Applied Science students will be advised by the College of Education, Department of Vocational Education.

REGISTRATION

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

- Early Registration by telephone or PC 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. Determine total charges via the telephone registration system after registering.
- Regular Registration and drop/add by telephone or PC 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 any computer lab or by phone.
- Late Late Registration and continued drop/add held for approximately three-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. Off-campus course registration is coordinated by the Office of Public Services.

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 complete the registration and fee payment process 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 obtaining the instructor's signature on the withdrawal form available from the Registrar's Office. A withdrawal before mid-term is non-punitive, and a grade of "W" is assigned. Instructors may assign a "W" on the proof roll for students not attending class. However, it is the responsibility of the student to complete the withdrawal process. A withdrawal is not official until it is received and processed by the Office of the Registrar. Withdrawal forms will be date stamped when obtained from the Registrar and this date will determine the official withdrawal date and corresponding refund percentage. Students will have 5 days to complete the withdrawal process or the form will become void.

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 Registrar. 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.

MID-TERM GRADES

Mid-term grades will be submitted for all students in 1000/2000 level courses. Grades will be available to students on the WEB registration site and on the telephone information system. Students in academic difficulty should contact their instructor and their advisor for guidance on what options may be available and recommended to the student for academic improvement. Freshmen are encouraged to contact the director of OASIS (Office of Academic, Student and Instructional Support)

MEDICAL WITHDRAWALS

A student may be administratively withdrawn from the university when, in the judgment of the Vice President for Student Affairs, the Director of the Counseling Center, and the University physician and after consultation with the student’s parents and personal physician, if any, it is determined that the student suffers from a physical, mental, emotional, or psychological health condition which: (a) poses a significant danger or threat of physical harm to the student or to the person or property of others or (b) causes the student to interfere with the rights of other members of the university community or with the exercise of any proper activities or functions of the university or its personnel or (c) causes the student to be unable to meet institutional requirements for admission and continued enrollment, as defined in the Student Conduct Code and other publications of the university.

Except in emergency situations, the student shall, upon request, be accorded an appropriate hearing prior to final decision concerning continued enrollment.

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. Refund checks are prepared the fifth week of the term.

CHANGE IN MAJOR PROGRAM

No change in a student’s major program may be made during registration. 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 which were not required in the major program originally selected. Additional semesters in residence may also be necessary. Both the accepting and releasing depart-

ments 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 then current catalog to 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:

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

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

I	=	Incomplete
IP	=	In progress (course scheduled for more than one semester)
K	=	Credit by examination
NR	=	Not reported by instructor or course ending date is after the scheduled end of the semester
S	=	Satisfactory
U	=	Unsatisfactory
V	=	Audit
W	=	Withdrew, without penalty

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) at the end of any course represents failure to complete some requirement of the course. A report of **I** requires the subsequent completion of all requirements in the course involved by the mid-term point of the immediately succeeding semester regardless of enrollment status. Students have the responsibility to arrange with their instructor for completion of course requirements in accordance with this regulation. An **Incomplete** in a graduate course must be removed within one calendar year. **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 who have just cause to appeal the assignment of a grade must first discuss the problem with their professor. Further appeals are then directed, in order, to the professor’s Department Head and Dean, the Vice President for Academic Affairs, and the President.

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 five-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

Numbers

- 0000-0999 Remedial Courses. Such courses do not carry credit toward graduation.
- 1000-2999 Lower Division Undergraduate Courses. Courses with these numbers are basic undergraduate courses.
- 3000-4999 Upper Division Undergraduate Courses. Courses with these numbers are for advanced undergraduate courses. Some schools or divisions may require junior class standing as a prerequisite for these courses.
- 5000-6999 Mixed Graduate/Upper Division Courses. Some courses numbered 3000-3999 are open to graduate students; such courses carry dual numbers, with the graduate version of the course numbered between 5000 and 5999. Similarly, courses numbered 4000-4999 may be taken by graduate students using a corresponding number in the range 6000-6999.
- 7000-9999 Graduate Courses. Enrollment in these courses is restricted to graduate students.

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

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. Requirements have been changed effective Fall 2000.

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 are based on grades earned to date; however, official honors included on diplomas include all work attempted at VSU and all other institutions, including accepted and non-accepted transfer credit.

Dean's List

Students achieving a semester GPA of 3.50 or higher on nine (9) or more semester hours with a cumulative 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 Program

The Honors Program 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 Program 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 Program 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 Program also sponsors the Honors Student Association, open to all students with a grade point average of 3.0. The Honors Program 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 about the Honors Program can be found at the VSU Honors House, 2 Brookwood Circle.

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.

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

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

- 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 be for one calendar year.
- e. Should another institution permit a student on suspension from Valdosta State University to enroll, work taken at that institution during any period of suspension shall not be counted as degree credit at Valdosta State University unless prior approval was obtained from the student's Dean at Valdosta State University.
- f. Any Valdosta State University students on academic suspension may enroll during any summer term at VSU; however, they must schedule and complete two 3-hour courses with a minimum GPA of 2.0 to lift suspension.

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 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 must request copies of other academic records through the Office of the Vice President for Student Affairs.

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 Valdosta State University records offices (Registrar, Admissions, Graduate Studies) will accept “faxed” records as working documents pending the receipt of official, authenticated confirming documents.

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 twelve to fifteen 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. (The Regents’ Testing Coordinator at Valdosta State must approve Regents’ testing at another institution.)
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 60 transfer semester hours from a junior college and a minimum 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 PROGRAMS

Dr. Louis Levy

Acting Vice President for Academic Affairs

107 West Hall

Core Curriculum of the University System of Georgia

The Core Curriculum of the University System of Georgia has been established for the general purpose of providing a basic, broad-based, general education in essential academic skills, in different perspectives on the common culture, in humanities, fine arts, science, mathematics, technology, social sciences, and other academic courses which are appropriate for preparation for the student's major.

The Core Curriculum facilitates the educational progress of students as they pursue baccalaureate degrees within and among the various units of the University System of Georgia. It represents an effort to deal effectively with students' curricular problems resulting from increased enrollments, increased numbers of students enrolled in two-year colleges, increased mobility of student populations, increasing numbers and complexity of major fields of study offered in the four-year schools and universities, and the transfer of credit among units of the University System of Georgia.

The Core Curriculum is composed of 60 required semester hours in several areas of study:

Area A	Essential Skills	9 semester hours
Area B	Perspectives	4 semester hours
Area C	Humanities and Fine Arts	6 semester hours
Area D	Science, Mathematics, and Technology	11 semester hours
Area E	Social Sciences	12 semester hours
Area F	Courses Appropriate to the Major	18 semester hours

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.

Area A Essential Skills 9 semester hours

ENGL 1101 or ENGL 1101H 3 hours

ENGL 1102 or ENGL 1102H 3 hours

One of the following 3 hours

MATH 1101 3 hours MATH 1111 3 hours

MATH 1113 or MATH 1113H 3 hours

MATH 2261 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, mathematics education, physical therapy, physics, or secondary education/science. MATH 2261 (or higher) is required of all students intending to transfer within the University System with a major in engineering.

AREA B Institutional Options (Perspectives) 4 semester hours

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

1. **Perspectives on Ethics/Values**
PERS 2110, PERS 2120, PERS 2130, PERS 2140, PERS 2150
2. **Perspectives on Tradition and Change**
PERS 2210, PERS 2220, PERS 2230
3. **Perspectives on Human Expression**
PERS 2300, PERS 2310, PERS 2313, PERS 2314, PERS 2320,
PERS 2330, PERS 2340, PERS 2350, PERS 2360, PERS 2370,
PERS 2380, PERS 2381, PERS 2391
4. **Perspectives on the Environment/Physical World**
PERS 2410, PERS 2420, PERS 2430, PERS 2440, PERS 2450,
PERS 2460, PERS 2470, PERS 2480
5. **Perspectives on Race/Gender**
PERS 2510, PERS 2520, PERS 2530, PERS 2540, PERS 2550,
PERS 2560
6. **Perspectives on Cross-Cultural Understanding/Expression**
PERS 2610, PERS 2615, PERS 2620, PERS 2630, PERS 2640,
PERS 2650, PERS 2660, PERS 2670, PERS 2680, PERS 2690
7. **Perspectives on the World of Work**
PERS 2700, PERS. 2710, PERS 2720, PERS 2730, PERS 2740

AREAC Humanities / Fine Arts..... 6 semester hours

One required course from the following 3 hours

ENGL 2110 or ENGL 2110H, ENGL 2120 or ENGL 2120H,
ENGL 2130 or ENGL 2130H, ENGL 2140

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,
MDIA 2000, THEA 1100, PHIL 2010 or PHIL 2010H,
PHIL 2020 or PHIL 2020H, REL 2020, WMST 2010,
ENGL 2110 or ENGL 2110H, ENGL 2120 or ENGL 2120H,
ENGL 2130 or ENGL 2130H, ENGL 2140, FREN 1001,
FREN 1002, FREN 1111, FREN 2001, FREN 2002, GRMN 1001,
GRMN 1002, GRMN 1111, GRMN 2001, GRMN 2002,
JAPN 1001, JAPN 1002, JAPN 1111, JAPN 2001,
JAPN 2002, LATN 1001, LATN 1002, LATN 1111,
LATN 2001, LATN 2002, RUSS 1001, RUSS 1002,
RUSS 1111, RUSS 2001, RUSS 2002, SPAN 1001,
SPAN 1002, SPAN 1111, SPAN 2001, SPAN 2002 or SPAN 2002H

Area D Science, Mathematics, and Technology 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. I., D.2.a. or D.2.b.

AREAD.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 1211K, CHEM 1212K, 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, *GEOG 1110,
*GEOL 1110, MATH 1112, MATH 1261, MATH 2620,
MATH 2261, MATH 2262, PHSC 1100

* Check course restrictions in the course descriptions on pages: 261 & 306.

AREA D.2.a Required of astronomy, biology, chemistry, computer science, environmental geography, mathematics, and physics majors, and all students in the pre-engineering 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 2010, CHEM 1211K, CHEM 1212K,
PHYS 2211K, PHYS 2212K

AREA D.2.b Required of nursing majors

Two required chemistry courses 8 hours

CHEM 1151K and CHEM 1152K

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 1211K, CHEM 1212K,
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 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/WMST 2020, ANTH 1102 or ANTH 1102H,
ECON 1500, ECON 1900H, 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.

ACADEMIC STRUCTURE OF VALDOSTA STATE UNIVERSITY

COLLEGE OF ARTS AND SCIENCES

DEPARTMENTS	MAJOR PROGRAMS OF STUDY	DEGREES
Biology	Biology	B.S.
Chemistry	Chemistry	B.S.
English	English	B.A.
History	History	B.A.
Mathematics & Computer Science	Mathematics	B.A.
	Applied Mathematics	B.S.
	Computer Science	B.S.
	Computer Information Systems	B.S.
Modern and Classical Languages	French	B.A.
	Spanish	B.A.
	French Education (K-12)	B.S.ED.
	Spanish Education (K-12)	B.S.ED.
Philosophy	Philosophy	B.A.
Physics, Astronomy, & Geosciences	Physics	B.S.
	Astronomy	B.S.
	Environmental Geography	B.S.
Political Science	Political Science	B.A.
	Legal Assistant Studies	B.A.
Sociology, Anthropology, and Criminal Justice	Sociology and Anthropology	B.A.
	Criminal Justice	B.A.
College-wide	Associate of Arts	A.A.
	General Studies	B.G.S.

COLLEGE OF BUSINESS ADMINISTRATION

Accounting and Finance	Accounting	B.B.A.
	Finance	B.B.A.
Management	Management	B.B.A.
Marketing and Economics	Marketing	B.B.A.
	Economics	B.B.A., B.A.

COLLEGE OF EDUCATION

Adult and Career Education	Business Education	B.S.ED.
	Technical, Trade, and Industrial Education	B.S.ED.
	Administrative Services	B.S.
	Technical Studies	B.A.S.
	Cooperative Technical Program	A.A.S.
	Dental Hygiene	A.A.S.
Early Childhood and Reading Education	Early Childhood Education	B.S.ED.
Kinesiology and Physical Education	Exercise Science	B.S.E.S.
	Health & Physical Education	B.S.ED.
	Sports Medicine/Athletic Training	B.S.
Middle Grades and Secondary Education	Middle Grades Education	B.S.ED.
	Secondary Education	B.S.ED.
	Biology, English, History, Math, Chemistry, Earth and Space Science, Physics, Political Science	
Psychology and Counseling	Psychology	B.A., B.S.
Special Education and Communication Disorders	Communication Disorders	B.S.ED.
	Special Education/Mild Disabilities	B.S.ED.
	Special Education/Mental Retardation	B.S.ED.

COLLEGE OF THE ARTS**DEPARTMENTS**

Art

Communication Arts

Music

MAJOR PROGRAMS OF STUDY

Art

Art Education

Interior Design

Mass Media

Speech Communication

Theatre Arts

Music

Music Performance

Music Education

DEGREES

B.A., B.F.A.

B.F.A.

B.F.A.

B.F.A.

B.F.A.

B.F.A.

B.A.

B.M.

B.M.

COLLEGE OF NURSING

Undergraduate Department

Nursing

B.S.N.

THE GRADUATE SCHOOL

College of Arts and Sciences

Criminal Justice

English

History

Marriage and Family Therapy

Public Administration

Sociology

M.S.

M.A.

M.A.

M.S.

M.P.A.

M.S.

College of Business Administration

Business Administration

M.B.A.

College of Education

Adult and Career Education

Adult and Vocational Education

Ed.D.

Business Education

M.Ed.

Vocational Education

M.Ed., Ed.S.

Curriculum & Instructional
Technology

Instructional Technology

M.Ed., Ed.S.

Curriculum and Instruction

Ed.D.

Early Childhood and Reading
Education

Early Childhood Education

M.Ed., Ed.S.

Reading Education

M.Ed., Ed.S.

Educational Leadership

Building & System Level Leadership

M.Ed., Ed.S.

Educational Leadership

Ed.D.

Kinesiology & Physical Education
Middle Grades and
Secondary Education

Health & Physical Education

M.Ed.

Middle Grades Education

M.Ed., Ed.S.

Secondary Education

M.Ed., Ed.S.

English, History, Science,
Mathematics

Spanish

M.Ed.

Psychology and Counseling

Clinical Psychology

M.S.

Industrial Psychology

M.S.

School Counseling

M.Ed., Ed.S.

School Psychology

Ed.S.

Special Education and
Communications Disorders

Special Education, Mild Disabilities

M.Ed.

Special Education, Mental Retardation

M.Ed.

Special Education

Ed. S.

Communication Disorders

M.Ed.

College of Nursing

Nursing

M.S.N.

College of The Arts

Art

Art Education

M.A.E.

Music

Music Education

M.M.E.

Division of Social Work

M.S.W.

Library and Information Science

M.L.I.S.

University Course Designation Abbreviations

ACCT	Accounting	LEAS	Legal Assistant Studies
ACED	Adult and Career Education	LIBS	Library Science
AFAM	African American Studies	LING	Linguistics
ANTH	Anthropology	MATH	Mathematics
ARED	Art Education	MBA	Master of Business Administration Course
ARID	Interior Design	MCL	Modern and Classical Languages
ARST	Special Topics in Art	MDIA	Mass Media
ART	Art Studio & Art Appreciation	MFTH	Marriage and Family Therapy
ARTH	Art History	MGED	Middle Grades Education
AS	Aerospace Studies	MGNT	Management
ASTR	Astronomy	MKTG	Marketing
BIOL	Biology	MSED	Middle & Secondary Education
BUSA	Business Administration	MUE	Music Education
CHEM	Chemistry	MUSC	Music
CIED	Curriculum and Instruction	NURS	Nursing
CISM	Computer Information Systems Management	NUTR	Nutrition
COMD	Communication Disorders	PADM	Public Administration
COMM	Communication Arts	PERS	Perspective Courses
COOP	Cooperative Education	PHIL	Philosophy
CRJU	Criminal Justice	PHSC	Physical Science
CRWR	Creative Writing	PHYS	Physics
CS	Computer Science	POLS	Political Science
DANC	Dance	PSYC	Psychology and Counseling
ECED	Early Childhood Education	READ	Reading Education
ECON	Economics	REL	Religious Studies
ENGL	English	RGTE	Regents' Testing Program - Essay
ENGR	Engineering	RGTR	Regents' Testing Program - Reading
ENSL	English for International Students	RSCH	Research
FIN	Finance	RUSS	Russian
FLED	Foreign Language Education	SCHC	School Counseling
FREN	French	SCI	Science
GENS	General Studies	SEEC	Secondary Education and Early Childhood
GEOG	Geography	SEED	Secondary Education
GEOLOGY	Geology	SOCI	Sociology
GRMN	German	SOWK	Social Work
HIST	History	SPAN	Spanish
HONS	Honors	SPEC	Special Education
INTL	International/Intercultural Studies	THEA	Theatre
ITED	Instructional Technology	VSU	Freshman Orientation
JAPN	Japanese	WMST	Women's Studies
JOUR	Journalism		
KSPE	Kinesiology & Physical Education		
LATN	Latin		
LEAD	Educational Leadership		



COLLEGE OF ARTS AND SCIENCES

Dr. Mary Kay Corbitt, Acting Dean

1036 Biology/Chemistry Building

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, 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; 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 General Studies, Master of Arts, Master of Public Administration, and Master of Science are granted through the College. Four interdisciplinary programs also are housed in the College of Arts and Sciences: African American Studies, Honors, General Studies and Women’s Studies.

The Bachelor of Arts degree with a major in economics is offered in conjunction with the College of Business Administration. The Bachelor of Arts degree with majors in art or music is offered in conjunction with the College of the Arts; the Bachelor of Arts degree with a major in psychology, and the Bachelor of Applied Science degree with a major in technical studies, the Bachelor of Science degree with a major in sports medicine and the Bachelor of Science degree with a major in psychology are offered in conjunction with the College of Education. Detailed degree requirements may be found in the Valdosta State *Catalog* in sections of the departments of Economics; Art; Music; Psychology and Counseling; Vocational Education; and Kinesiology and Physical Education.

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.

DEGREE PROGRAM OFFERED THROUGH THE COLLEGE OF ARTS AND SCIENCES

Associate of Arts

Associate of Applied Science

VSU Cooperative program with Vocational Technical Schools

VSU/Val Tech Cooperative Program in Dental Hygiene

Bachelor of Arts

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

Bachelor of Applied Science

Technical Studies

Applied Information Technology

Bachelor of Science

Administrative Services	Computer Information Systems	Sports Medicine
Applied Mathematics	Environmental Geography	Astronomy
Mathematics	Mathematics/Computer Science Option	Biology
Chemistry	Computer Science	Physics
Psychology		

Bachelor of General 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

Department of Marketing/Economics

Department of Sociology, Anthro-
pology, and Criminal Justice

For Programs in

Allied Health Programs, Community
Health, Nutrition, Dental Hygiene, Medical
Records Administration, Medical Technol-
ogy, 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

Preparation for Social Work

MINORS

Minors require 15 to 18 semester hours of course work with at least 9 hours from courses numbered 3000 or above. They are offered by the following departments: Art, English; History; Mathematics and Computer Science; Modern and Classical Languages (French, Spanish); Philosophy; Physics, Astronomy and Geosciences; Political Science; Sociology, Anthropology, Criminal Justice, and in African American Studies and

Women's Studies as interdisciplinary minors. 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.

Minors are available in the following Arts and Sciences program areas.

African American Studies	Journalism
Anthropology	Legal Assistant Studies
Astronomy	Mathematics
Computer Science	Mathematics (Statistics)
Creative Writing	Philosophy
Criminal Justice	Physics
English	Political Science
Environmental Geography	Professional Writing
French	Professional / Applied Ethics
Geology	Public Administration
History	Religious Studies
Human Resources	Sociology
Human Services	Spanish
International / Intercultural Studies	Women's Studies

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: (a) Areas A, B, C, D, and E of the Core Curriculum, and (b) any Area F of the Core Curriculum. The minimum number of semester hours needed to fulfill these requirements is 60.
2. 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.
3. The minimum cumulative grade point average for graduation is 2.00.
4. Students must demonstrate proficiency in reading and writing by passing the Regents' Testing Program Examination of the University System of Georgia. The test should be taken after completion of English 1102 or no later than the semester following the accumulation of 30 semester hours of earned credit.
5. 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 POLS 1101H and HIST 2111/HIST 2111H or HIST 2112/HIST 2112H. The Department of History offers an exemption test to transfer students whose American history course did not include Georgia history.

6. Students must apply for and be accepted in the Associate of Arts degree program prior to completion of Associate of Arts degree requirements.
7. Academic advisement of students seeking the Associate of Arts degree shall be the responsibility of the Dean, College of Arts and Sciences.
8. 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 General 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, except in the Medical Technology Program and the Dual Degree Program with the Georgia Institute of Technology.
4. No more than 60 semester hours from a two-year institution, nor more than 90 semester hours from a four-year 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. Students must demonstrate proficiency in reading and writing by passing the Regents' Testing Program Examination of the University System of Georgia.
9. The Regents' Testing Program Examination should be taken after completion of English 1102, but no later than the semester following the accumulation of 30 semester hours of earned credit, whether ENGL 1101 and ENGL 1102 are completed or not.
10. 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 POLS 1101H and HIST 2111/HIST 2111H or HIST 2112/HIST 2112H. The Department of History offers an exemption test to transfer students whose American history course did not include Georgia history.
11. Not more than a total of 30 semester hours may be earned through any combination of CLEP, credit by examination, correspondence courses, extension work, and advanced placement.



DEPARTMENT OF BIOLOGY

Dr. David L. Bechler, Head
Room 2035 Biology-Chemistry Building

The Department of Biology has a program of courses leading to a Bachelor of Science degree with a major in biology. 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.

B.S. DEGREE WITH A MAJOR IN BIOLOGY

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

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.

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, pp. 71-73)

Biology majors are required to take Pre-calculus (MATH 1113) in Area A and Calculus (MATH 2261) or Statistical Methods (MATH 2620) in Area D.2.a. One hour of calculus will transfer to the upper elective hours. Biology majors are advised to take 3 hours of foreign language in Area C. Biology majors must take 8 hours of science in Area D.2.a and may choose any of the following courses: BIOL 2010, CHEM 1211, CHEM 1212 or calculus-based physics (PHYS 221IK and PHYS 2212K). If biology and/or chemistry courses are taken in Area D.2.a, Biology majors may take non-calculus based physics (PHYS 111IK and PHYS 1112K) in Area F.

Core Curriculum Area F **18 hours**

Selected from:

BIOL 2010, BIOL 2230, BIOL 2270 4 hours each
CHEM 121IK, CHEM 1212K 4 hours each
PHYS 111IK, PHYS 1112K 4 hours each
Foreign Language 3 hours

Between Areas D.2.a and F, biology majors must complete 20 hours of science. All the science courses listed for Area F must be taken as part of the major, the exception being physics. To satisfy the 8 hours of required physics, a student has a choice of taking non-calculus based physics in Area F or calculus based physics in Area D.2. Any course listed in Area F that is not taken as part of the required 20 hours of science in Areas D.2 and F must be taken as part of the final 60 hours of the bachelor's degree.

Senior College Curriculum **60 hours**

Required Upper Division Courses for the Biology Major 17 hours

BIOL 3100, 4 hours
BIOL 3200, 4 hours
BIOL 3300, 4 hours
BIOL 3450 or BIOL 3400 4 hours
BIOL 4900 1 hour

Additional Biology courses 11 hours

Biology majors must take sufficient additional hours in upper division biology courses so that a minimum of 40 hours of biology are taken for the major. Laboratory Practicum I and II (BIOL 4830 and 4840) and Internship in Biology (BIOL 4850) may not be used as biology electives, but may be used to satisfy general electives discussed below. Directed Study (BIOL 4950) may be used only once as a biology elective, but may be taken more than once if used as a general elective. Most upper division electives are taught in alternating years.

Required Upper Division Support Courses in Chemistry for the Biology Major	11 hours
CHEM 3401 Organic Chemistry I.....	4 hours
CHEM 3402 Organic Chemistry II	4 hours
CHEM 3601 Biochemistry I	3 hours
Additional Hours and General Electives	12-21 hours
Foreign language requirement	0-9 hours

Remaining hours from Area F are applied above to reach a total of 60 hours in the Senior College Curriculum.

Foreign Language requirement. Biology majors must take sufficient credits in a foreign language such that they complete a minimum of 9 hours.

General Electives. Biology majors must take sufficient elective hours such that they complete 120 hours for the Bachelor of Science degree, with a minimum of 39 hours being upper division courses.

Total hours required for the degree 120 semester hours

The Department of Biology 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:

Examples of Outcome Assessments

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 each course.
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 the student's 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.



DEPARTMENT OF CHEMISTRY

Dr. Jesse G. Spencer, Head
3025 Biology/Chemistry Building

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 adviser, 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 several papers and presenting those papers in Chemistry 2210, Sophomore Seminar. 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.

B. S. DEGREE WITH A MAJOR IN CHEMISTRY

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.

Requirements for the Bachelor Of Science Degree with a Major In Chemistry: American Chemical Society Certified Degree

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

Core Area F. 18 hours¹

MATH 2261 (Carryover from Area D.2.a.)	1 hour
MATH 2262	4 hours
CHEM 1211K (unless taken in Area D.2.a.)	0-4 hours
CHEM 1212K (unless taken in Area D.2.a.)	0-4 hours
CHEM 2310	4 hours
PHYS 2211K (unless taken in Area D.2.a.)	0-4 hours
PHYS 2212K (unless taken in Area D.2.a.)	0-4 hours

¹ Hours in excess of 18 will carry over into the Senior College Curriculum.

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 3601, CHEM 3601L	5 hours
CHEM 3801, CHEM 3802	8 hours
CHEM 4310, CHEM 4510	8 hours
Advanced courses in Chemistry	6 hours
Modern Foreign Language ²	6-9 hours
Electives ³	15-18 hours

² If three hours of language are taken in Area C of the core, only six will be required in this portion of the major.

³ Includes hours which carry over from Area F.

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
BIOL 2270	4 hours
CHEM 3401, CHEM 3402	8 hours
CHEM 3601, CHEM 3601L	5 hours
CHEM 3801, CHEM 3802	8 hours
Upper Division Biology Elective	4 hours
Upper Division Chemistry Elective	4 hours
Upper Division Science or Mathematics Elective	4 hours
Modern Foreign Language ²	6-9 hours
Electives ³	9-12 hours

² If three hours of language are taken in Area C of the core, only six will be required in this portion of the major.

³ Includes hours which carry over from Area F.

Examples of Outcome Assessments

In order to follow the success with which the educational outcomes are fulfilled the chemistry department will develop 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.
4. The office of Institutional Research and Planning will be asked to assist in the design and distribution of an alumni survey to evaluate the program.

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.



BACHELOR OF ARTS PROGRAM WITH A MAJOR IN ECONOMICS

The purposes of the Bachelor of Arts program with a major in economics are: (1) to help students gain an understanding of the economic processes that provide the foundation for our business, political, and social behavior; (2) to teach students how to acquire, process and analyze information so as to make logical choices based upon the benefits and costs of the choices; and (3) to provide students with a rigorous preparation for graduate study in economics, the related areas of political science, social science, business administration, and law, and for executive training programs in business and government. The program provides extensive training in tool areas such as mathematics and computer science. It develops the analytical skills of economics while enabling students to develop knowledge in areas appropriate to their advanced field of training.

BACHELOR OF ARTS DEGREE WITH A MAJOR IN ECONOMICS

Selected Educational Outcomes

1. Knowledge of the behavior of business in supplying goods and services.
2. Knowledge of the techniques used by business to determine investment decisions.
3. Ability to use economic data to forecast aggregate economic activity.
4. Ability to predict the effects of changes in government policy on business activity.

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

Area F Recommendation. 18 hours

ECON 2105, ECON 2106	6 hours
MCL Foreign Language and Culture*	6 hours
MATH 1261	3 hours
CS 1000 or CISM 2201	3 hours

* Note that the total foreign language requirement for this degree is 9 hours.

Students completing Area F courses in Areas B through E as part of their core curriculum 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.

Economics Major Curriculum. 60 hours

Required ¹	15 hours
BUSA 2100, ECON 3100, ECON 3500, ECON 3600, ECON 4900	
Economics Electives ¹ :	15 hours
Any 3000 or 4000 level ECON course	
Senior Electives ^{1,3} :	15 hours
Any 3000 or 4000 level course not required above	
General Electives ^{1,2} :	15 hours
Any 3000 or 4000 level course not required above	

¹ The grade in each of these courses must be a “C” or better.

² If CISM 2201/CS 1000 and/or MATH 1261 are not taken in the general core (Areas A through F), they are required here.

³ At least 6 hours in a single discipline outside economics.

Total hours required for the degree 120 semester hours

Examples of Outcome Assessments

1. Students must complete a test of basic conceptual knowledge in economics in the economics capstone course.
2. Students must prepare and present an economics research paper in the economics capstone course.
3. Students must prepare and present an analysis of a comprehensive business case in the business capstone course.



ENGINEERING

Dr. Arnold E. Somers, Jr., Coordinator
Room 2161, 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. Engineering at Valdosta State University is part of the Department of Physics, Astronomy, and Geosciences. It is considered a pre-engineering discipline, since no degree in engineering is offered. However, courses from engineering, the sciences, mathematics, computer science, 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 Georgia Institute of Technology enables students to earn a B.S. degree from Valdosta State University and a B. S. in engineering degree from Georgia Institute of Technology.

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, 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 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 pre-engineering 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 pre-engineering 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 Pre-Engineering or the Office of Cooperative Education.

PRE-ENGINEERING TRANSFER PROGRAMS

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.

Recommended Courses for the REGENTS' ENGINEERING TRANSFER PROGRAM

Engineering students are required to meet the Core Curriculum of 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.

Core Curriculum Area A	9 hours
ENGL 1101 or ENGL 1101H	3 hours
ENGL 1102 or ENGL 1102H	3 hours
MATH 2261 (1 hour counts in Area B)	3 hours
Core Curriculum Area B	4 hours
CS 1010	3 hours
MATH 2261 (3 hours count in Area A)	1 hour
Core Curriculum Area C	6 hours
See requirements for Area C in the VSU Core Curriculum, pp.71-73	
Core Curriculum Area D	11 hours
BIOL 2010, CHEM 1211, CHEM 1212, GEOL 1121, PHYS 2211, PHYS 2212	8 hours
MATH 2262 (1 hour counts in Area F)	3 hours
Core Curriculum Area E	12 hours
See course requirements for Area E in the VSU Core Curriculum, pp.71-73	
Core Curriculum Area F	18 hours
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 pre-engineering curriculum for each track is shown on the next pages:

**Valdosta State University Pre-Engineering Curriculum For Transfer
To Georgia Institute of Technology in Civil Engineering**

FALL SEMESTER	HRS	SPRING SEMESTER	HRS
1ST YEAR			
MATH 1113	(3)	MATH 2261	(4)
CHEM 1211	(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)
Total Hours	15	Total Hours	16
		+ RGTR 0196	
		+ RGTE 0197	
2ND YEAR			
MATH 2262	(4)	MATH 2263	(4)
PHYS 2211	(4)	PHYS 2212	(4)
CS 1301	(4)	ENGR 2200	(3)
ENGL 2110, ENGL 2120, ENGL 2130, or ENGL 2140	(3)	BIOL 2010	(4)
Total Hours	15	Total Hours	15
3RD YEAR			
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)
Total Hours	15	Total Hours	15

(COMM 1100* and ENGL 3020*): recommended but not required

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

Other supporting courses: CS 1302, MATH 3600

**Valdosta State University Pre-Engineering Curriculum For Transfer
To Georgia Institute of Technology in Computer Engineering or
Electrical Engineering**

FALL SEMESTER	HRS	SPRING SEMESTER	HRS
1ST YEAR			
MATH 1113	(3)	MATH 2261	(4)
CHEM 1211	(4)	CS 1010	(3)
ENGR 2010	(2)	(ENGR 2500 *)	(3)
ENGL 1101	(3)	ENGL 1102	(3)
POLS 1101	(3)	HIST 2111 or 2112	(3)
Total Hours	15	Total Hours	16
		+ RGTR 0196	
		+ RGTE 0197	
2ND YEAR			
MATH 2262	(4)	MATH 2263	(4)
PHYS 2211	(4)	PHYS 2212	(4)
CS 1301	(4)	ENGR 2310	(4)
ENGL 2110, ENGL 2120,	(3)	AREA C (COMM 1100 *)	(3)
ENGL 2130, or ENGL 2140	(3)		
Total Hours	15	Total Hours	15
3RD YEAR			
MATH 3340	(3)	MATH 2150	(3)
ENGR 3320	(3)	(ENGR 2200*)	(3)
CS 1302	(4)	AREA D #	(4)
ECON 2105 or 2106	(3)	(ENGL 3020 *)	(3)
AREA E	(3)	KSPE 2000	(2)
Total Hours	16	Total Hours	15

(ENGR 2500 *, COMM 1100 *, ENGR 2200*, ENGL 3020 *): 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 Pre-Engineering Curriculum For Transfer
To Georgia Institute of Technology in Industrial Engineering**

FALL SEMESTER	HRS	SPRING SEMESTER	HRS
1ST YEAR			
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)
Total Hours	15	Total Hours	16
		+ RGTR 0196	
		+ RGTE 0197	
2nd YEAR			
MATH 2262	(4)	MATH 2263	(4)
PHYS 2211	(4)	PHYS 2212	(4)
CS 1301	(4)	CS 1302	(4)
ENGL 2110, ENGL 2120,	(3)	AREA C (COMM 1100 *)	(3)
ENGL 2130, or ENGL 2140	(3)		
Total Hours	15	Total Hours	15
3rd YEAR			
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)		
Total Hours	15	Total Hours	12

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

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

**Valdosta State University Pre-Engineering Curriculum For Transfer
To Georgia Institute of Technology
in Aerospace Engineering or Mechanical Engineering**

FALL SEMESTER	HRS	SPRING SEMESTER	HRS
1ST YEAR			
MATH 1113	(3)	MATH 2261	(4)
CHEM 1211	(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)
Total Hours	15	Total Hours	16
		+ RGTR 0196	
		+ RGTE 0197	
2nd YEAR			
MATH 2262	(4)	MATH 2263	(4)
PHYS 2211	(4)	PHYS 2212	(4)
CS 1301	(4)	ENGR 2200	(3)
ENGL 2110, ENGL 2120,	(3)	AREA C (COMM 1100 *)	(3)
ENGL 2130, or ENGL 2140	(3)		
Total Hours	15	Total Hours	14
3rd YEAR			
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)		
Total hours	15	Total Hours	12

(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, 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 UNIVERSITY OF GEORGIA**

All Majors (Agricultural Engineering, Biological Engineering):

Students should follow the recommended courses for Regents' Engineering Transfer Program, Mechanical Engineering.

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 Pre-Engineering program. Transfer students are also asked to provide an evaluation of their VSU engineering preparation during their final year before graduation.

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 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 Georgia Institute of Technology (nominally three years), while the remaining Valdosta State University degree requirements and the remaining engineering degree requirements are completed at 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., either applied mathematics, computer science, physics, or chemistry. Other majors make the five-year time period unfeasible. The second degree at Georgia Institute of Technology may be selected from any of the fields of engineering.

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.
2. 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.

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 Institute of Technology, to be accepted as transfer credit by Valdosta State University.

Examples of Outcome Assessments

The curricula used at VSU to prepare engineering students to transfer is 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 Dual-Degree Program in Engineering. Transfer students will also have an opportunity to evaluate their Dual-Degree experience during their final year at Georgia Tech. This evaluation will provide almost immediate feedback and will be a valuable assessment tool.



DEPARTMENT OF ENGLISH

Dr. Sharon Gravett, 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 English, Journalism, Creative Writing, 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 Traditional 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 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 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.

Each program in the English Department has numerous desired outcomes. Examples of these outcomes include the following:

BACHELOR OF ARTS DEGREE WITH A MAJOR IN ENGLISH

Selected Educational Outcomes

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.

ESOL ENDORSEMENT

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 possessing certification in a teaching field (T-4 certification) or in speech and language pathology or

by students working toward possessing certification in school counseling, provided that a teaching field has been established. Students add the ESOL endorsement by completing the following courses: LING 4000/ENGL 6000 (Elements of Linguistics), LING 4160/ENGL 6000 (Sociolinguistics), and FLED 4600/6800 (Methods and Materials for Teaching ESOL).

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 2140 3 hours
- (If the student takes ENGL 2140 in Area C,
ENGL 2110, 2120, or 2130 may be substituted)
- Foreign Language and Culture through 2002 6-12 hours
- ART 1100, COMM 1100, MUSC 1100, THEA 1100, HIST 1011,
HIST 1012, HIST 1013, PHIL 2010, PHIL 2020 3-9 hours

*ENGL 1101, ENGL 1102, ENGL 2110, ENGL 2120, ENGL 2130,
and ENGL 2140 must be completed with a grade of C or better.

Traditional Track

Senior College Curriculum **60 hours**

- Courses required for the Major 39 hours
- ENGL 3110, ENGL 3120, ENGL 3210 9 hours
- ENGL 3060 3 hours
- (prerequisite or corequisite to all 4000-level courses)
- ENGL 3080 or ENGL 3090 3 hours
- One British period course (ENGL 4110-4150) 3 hours
- One American period course (ENGL 4210-4240) 3 hours
- One genre course 3 hours
- (ENGL 4320, 4330, 4340, 4350, 4410, or 4420)
- Four 3-hour electives from ENGL, CRWR, JOUR, or LING
(one Foreign Language literature course
numbered 4000 or above may be substituted) 12 hours
- ENGL 4900 Senior Seminar 3 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

Journalism Track

Senior College Curriculum **60 hours**

- Courses Required for the Major 40 hours
- ENGL 3110, ENGL 3120, ENGL 3210 9 hours
- JOUR/ENGL 3080 3 hours
- ENGL 3400, JOUR 4500 6 hours
- ENGL 3600 1 hour

JOUR 3510, JOUR 3540, JOUR 3570	9 hours
Two electives from the following list	6 hours
JOUR 4510, JOUR 4520, JOUR 4550, CRWR/ENGL 3-hr writing course	
JOUR 2500 and/or JOUR 4800	3-12 hours
ENGL 4900	3 hours
Minor and/or elective courses	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	40 hours
ENGL 3110, ENGL 3120, ENGL 3210	9 hours
ENGL 3010, ENGL 3020, or ENGL 3030	3 hours
ENGL 3080, ENGL 3090	6 hours
ENGL 3600	1 hour
ENGL/JOUR 4500	3 hours
ENGL 4600, ENGL 4620, ENGL 4630	9 hours
Elective in CRWR, JOUR, or LING	3 hours
CS 1000 or CS 1010	3 hours
ENGL 4900	3 hours
Minor and/or Elective Courses	20 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 Track

Senior College Curriculum 60 hours

Courses required for the Major	40 hours
ENGL 3110, ENGL 3120, ENGL 3210	9 hours
ENGL 3060	3 hours
(prerequisite or corequisite to all 4000-level courses)	
ENGL 3080 or ENGL 3090	3 hours
One British Period course (ENGL 4110-4150)	3 hours
One 20th-Century American literature course	3 hours
One 4000-level ENGL course	3 hours
ENGL 3600 Professional Writing	1 hour
ENGL/CRWR 3400 Creative Writing	3 hours
One three-course CRWR sequence	9 hours
CRWR 3440, CRWR 4440, ENGL/CRWR 4410 or CRWR 3460, CRWR 4460, ENGL/CRWR 4420 or CRWR 3420, ENGL/JOUR 4520, ENGL/CRWR 4420	
ENGL 4900	3 hours

Minor and/or Elective courses 20 hours

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

Total hours required for the degree 120 semester hours

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

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.

Examples of Outcome Assessments

1. Students will submit a portfolio of written work.
2. Students will take a 100-item test of basic knowledge in a capstone course, ENGL 4900.
3. Students will complete a five-page Undergraduate English Major Exit Questionnaire.

Minor in Creative Writing 15 hours

CRWR/ENGL 3400 3 hours

One two-course CRWR sequence: 6 hours

Chosen from CRWR 3440 and CRWR 4440
CRWR 3460 and CRWR 4460
CRWR 3420 and JOUR/ENGL 4520

Two ENGL electives at the 3000 or 4000 level 6 hours

Minor in English 15-18 hours

ENGL 2140 (if not taken in Area C or F) 3 hours

ENGL 3110, ENGL 3120, ENGL 3210 9 hours

Two electives numbered 3000 or above 6 hours
from ENGL, CRWR, JOUR, or LING

Minor in Journalism 18 hours

JOUR/ENGL 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 4550

Minor in Professional Writing 16 hours

ENGL 3010, ENGL 3020, or ENGL 3030 3 hours

ENGL 3600 1 hour

ENGL 3080, ENGL 3090, ENGL 4630 9 hours

One elective from the following list: 3 hours
ENGL 4600, ENGL 4620, ENGL/JOUR 4500



BACHELOR OF GENERAL STUDIES DEGREE PROGRAM

Dr. Brian Adler, Coordinator

2 Brookwood Circle, The VSU Honors House

The Bachelor of General Studies degree program meets 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 the program with course credits obtained at VSU, at other schools, in military training programs, or through certain standardized tests.

Admission to the program 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.

With the assistance of program advisors, students 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 General Studies are (a) to make efficient use of prior academic experience; (b) to encourage students to investigate combinations of disciplines that are not connected in traditional programs; and (c) to give students a role in the guided design of the upper-division course of study.

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

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

Eighteen (18) hours of lower-division (1000-2000-level)

from the following areas:

Humanities and Fine Arts [course(s) not taken in Area C] 3 to 9 hours

Social Sciences [course(s) not taken in Area E] 3 to 9 hours

Mathematics and Science [course(s) not taken in Area D] 3 to 9 hours

Any course approved by advisor in Areas C - F 0 to 9 hours

Courses Required for the General Studies Major 60 hours

Students choose one of the following options:

(a) Primary Concentration 21 hours

1st Secondary Field of Study 12 hours

2nd Secondary Field of Study 12 hours

Free Electives 12 hours

GENS 4100 or GENS 4900 3 hours

(b) Emphasis Area One 15 hours

Emphasis Area Two 15 hours

Emphasis Area Three	15 hours
Free Electives	12 hours
GENS 4100 or GENS 4900	3 Hours

Total hours required for the degree 120 semester hours



HEALTH PROFESSIONS

Advised by the Department of Biology
Room 2035 Biology-Chemistry Building

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 in preparation for admission to institutions where the professional training can be completed will be advised in the Department of Biology.

- | | |
|--------------------------------|---------------------|
| Community Health Nutrition | Optometry |
| Dental Hygiene | Pharmacy |
| Medical Records Administration | Physical Therapy |
| Medical Technology | Physician Assistant |
| Occupational Therapy | Respiratory Therapy |



DEPARTMENT OF HISTORY

Dr. David Williams, Acting 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.

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.

B.A. DEGREE WITH A MAJOR IN HISTORY

The Bachelor of Arts program with a major in history has numerous desired outcomes. Examples of the outcomes include the following:

Selected Educational Outcomes

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.

**Requirements for the Bachelor of Arts Degree with
a Major in History**

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

Core Area F **18 hours**

Foreign Language and Culture¹ 6 hours

HIST 1011 or HIST 1012 or HIST 1013 3 hours

HIST 2111 or HIST 2112 3 hours

Electives 6 hours

HIST 1011/HIST 1012/HIST 1013, if not taken in Area E.

If one or two are taken in Area E, choice of one or two of the following:

ANTH 1102, CS 1000, ECON 1500, GEOG 1101, GEOG 1102,

GEOG 1103, MATH 2620, PHIL 2010, POLS 2101, POLS 2401,

POLS 1102, PSYC 2500, REL 2010, SOCI 1101, SOCI 1160

¹Only 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 in the Senior College.

Senior College Curriculum **60 hours**

Upper division courses in History 30 hours

Courses numbered above

3000, including at least one each in: a) European

or British History; b) United States History;

c) Latin American, African, or Asian History 27 hours

HIST 4950 3 hours

Foreign Language and Culture 0-3 hours

(if not taken in Area C)

Minor and/or Electives 27-30 hours

Must include at least six semester hours in courses

numbered 3000 or above in a single discipline

outside the history major.

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

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 graduates.

The Minor in History **15 hours**
 Core Curriculum Courses HIST 1011, 1012, 1013 0-6 hours²
 (if not taken in Area E)
 Upper Division History Courses 9-15 hours
² Only 6 semester hours of the HIST 1011, 1012, 1013
 sequence can be taken in Core Area E.



INTERNATIONAL/INTERCULTURAL STUDIES

Dr. C. Tracy Harrington, Director of International Programs
 204 Georgia Avenue

The Center for International Programs offers a multidisciplinary minor in International Studies, which is designed to meet two objectives: (1) provide students with a fundamental understanding of international studies as an academic field and the dynamics involved in international issues and concerns, and (2) provide students with a substantial exposure to a specific world region, transnational problem, or disciplinary speciality that is international in scope.

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 inter-disciplinary problem, issue, or phenomenon;
5. To express thorough knowledge of a particular international problem, world region, or international dimension of an academic discipline.

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.

Minor in International Studies 15 hours

Core requirements INTL 2090 and INTL 4800 6 hours

Minor concentration 9 hours

Must include at least 6 hours of upper-division course-work. The concentration consists of three courses related either 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

Students pursuing the multidisciplinary minor in international studies must meet with the Director of International Programs and their College's International Studies Advisors, who will assist them in the selection of courses for the multidisciplinary program.



DEPARTMENT OF MATHEMATICS AND COMPUTER SCIENCE

Dr. Thomas A. Carnevale, Head
Room 2121, 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 two interdisciplinary degrees: a degree in mathematics that is offered in conjunction with the College of Education's program for secondary school teachers, and the Bachelor of Applied Science degree track in Applied Information Technology. 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.

B. S. DEGREE WITH A MAJOR IN APPLIED MATHEMATICS

Selected Educational Outcomes

1. Students will learn the algebraic structures—groups, ring, fields, and their applications.
2. Students will learn the concepts of vector spaces, linear transformations, eigenvalues, and normed linear spaces. Further, they will learn to solve systems of linear equations.
3. Students will develop the logical reasoning skills and technical background necessary to do mathematical proofs. They will prove theorems in set theory, analysis, linear algebra, and abstract algebra.
4. Students will use mathematical software to solve problems in numerical analysis, operations research, and statistics. They will have “hands-on” experience in implementing algorithms.

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

Core Curriculum Areas A-E (See VSU Core Curriculum) **42 hours**
(Applied Mathematics Majors are required to take Math 1113 in Area A and Math 2261 in Area D.)

Core Curriculum Area F **18 hours**
MATH 2261 “spillover” from Area D 1 hour
MATH 2262, MATH 2263 8 hours
CS 1301 (3 credits “spill over” into “Supporting Courses”) 1 hours
PHYS 2211K, PHYS 2212K 8 hours

Senior College Curriculum **60 hours**
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 3900, MATH 4622, MATH 4630,
MATH 4652, MATH 4902
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. Students must complete 4 credits of CS 1301 if not taken in Area F.
3. 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.
4. Students must complete a sequence of two courses in French, German, or Russian, 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**

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. in Secondary Education in the teaching field of mathematics, by completing **MATH 4150** in fulfilling the requirements for the B.S.Ed. degree. In addition, **MATH 4260**, **MATH 4081**, and either **MATH 4901 or MATH 4150** (whichever course was not taken to fulfill the requirements for the B.S.Ed. degree) must be completed.

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.

Students interested in graduating with both degrees 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. The student will demonstrate proficiency in data structures (arrays, records, stacks, lists, queues, trees, and graphs). The student will demonstrate knowledge of writing recursive and iterative algorithms, and will show familiarity with the analysis of algorithms.
2. The student will demonstrate knowledge of modern software-engineering principles by participating in the successful development of a practical software-engineering project and orally presenting it to the instructor.
3. The student will demonstrate knowledge of the basic structures and functions of modern computer systems both hardware and operating systems including multi-tasking, concurrency, memory management, and process synchronization.

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

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

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.

Core Curriculum Area F **18 hours**

CS 1301 and 1302 and 2620 11 hours
 MATH 2261 "spillover" from Area D 1 hours
 MATH 2262 4 hours
 D.II.a Laboratory Science 2 hours
 (with 2 hours "spilling" into Supporting Courses)

Senior College Curriculum	60 hours
Courses Required for the Major	36 hours
CS 3101, CS 3102, CS 3410	9 hours
CS 3520, CS 4345	6 hours
CS 4321, CS 4330, CS 4500, CS 4900	12 hours
Additional 4000-level credits of Computer Science	9 hours
Supporting Courses	14-17 hours
D.II.a Laboratory Science	2 hours
(“spillover” from Area F)	
MATH 2150 and MATH 3600, and MATH 4651 or MATH 4901	9 hours
Foreign Language & Culture Requirement ..	3-6 hours
Electives	7-10 hours

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.
3. Students must complete a sequence of two courses in a foreign language, in either Supporting Courses or 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

**BACHELOR OF SCIENCE DEGREE WITH A MAJOR IN
MATHEMATICS WITH COMPUTERSCIENCE OPTION**

Selected Educational Outcomes

1. The student will have an understanding of the basic techniques and concepts of calculus and will be able to apply these techniques and concepts to solve problems.
2. The student will experience the use of some commercial software in solving problems in numerical analysis, operations research, statistics, and linear algebra. The student will also have “hands-on” experience in implementing computational work.
3. The student will know the concepts in boolean algebra and discrete structures and will be able to apply these concepts in computer science and mathematics.

**REQUIREMENTS FOR THE B.S. DEGREE WITH A MAJOR IN
MATHEMATICS WITH COMPUTER SCIENCE OPTION**

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

Majors in Mathematics with Computer-Science Option are required to take Precalculus (MATH 1113) in Area A and Analytic Geometry and Calculus I (MATH 2261) in Area D.

Area F Courses Appropriate to the Major **18 hours**

MATH 2261 “spillover” from Area D 1 hour
MATH 2262, MATH 2263 8 hours
MATH 2150 3 hours
CS 1301, CS 1302 6 hours
(with 2 additional “spillover” hours in “Supporting Courses”)

Senior College Curriculum **60 hours**

Courses Required for the Major 24 hours
MATH 3040, MATH 4081, MATH 4150, 9 hours
MATH 3600, MATH 4621 6 hours
MATH 4651, MATH 4901, MATH 4910 9 hours
Supporting Courses 23-26 hours
CS 1302 “spillover” from Area F 2 hours
CS 2620, CS 3101, CS 3102, CS 3410 12 hours
Other upper-division computer-science
courses 6 hours
Foreign Language & Culture Requirement .. 3-6 hours
Electives 10-13 hours

Additional Requirements and Notes

1. 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 1301, and CS 1302.
2. A grade of “C” or better must be earned in all Courses Required for the Major plus the CS courses listed in “Supporting Courses.”
3. CS 1301 (4 hours), CS 1302 (2 hours in Area F), and MATH 2150 (3 hours) are required if not completed in Area F.
4. Students must complete a sequence of two courses in French, German, or Russian in either Supporting Courses or 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.
5. The two courses satisfying the 8-hour lab science requirements must be from Area D.1.

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

BACHELOR OF SCIENCE DEGREE WITH A MAJOR IN COMPUTER INFORMATION SYSTEMS

Selected Educational Outcomes

1. Computer-information-systems students will possess problem-solving skills directed toward analysis and design of information systems and computer software.
2. Computer-information-systems students will have a good foundation of knowledge of the accounting, marketing, and management environment.
3. Computer-information-systems graduates will be familiar with and have gained proficiency in the use of data structures, analysis of algorithms, and the design of combinatorial and sequential circuits for the solution of digital-oriented problems.

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

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

Core Curriculum Area F **18 hours**

CS 1010, CS 1301, CS 1302 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.

Senior College Curriculum **60 hours**

Courses Required for the Major 33 hours

CS 2010, CS 2620 6 hours

CS 3101, CS 3410, CS 4345, CS 4900 12 hours

One of CS 3102, CS 3330, CS 3320, CS 3335 3 hours

One of CS 4330, CS 4500, CS 4820 3 hours

Track required courses 9 hours

TRACK I (Software Engineering)

CS 4321, CS 4322, CS 4323

TRACK II (Database Design/ Applications)

CS 4721, CS 4727, CS 4723

TRACK III (Networking)

CS 4121, CS 4122, CS 4123

Supporting Courses 17-20 hours

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:

Business:

ECON 2106, MGNT 3250, MGNT 3300 and

FIN 3350 or MKTG 3050 12 hours

OR

Technical Communications:

ENGL 3020, ENGL 3080, ENGL 3090,

COMM 2050, or COMM 2060 12 hours

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 Courses Required for the Major and all Supporting Courses.

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

BACHELOR OF APPLIED SCIENCE DEGREE WITH A MAJOR IN TECHNICAL STUDIES - APPLIED INFORMATION TECHNOLOGY TRACK

The Bachelor of Applied Science (BAS) degree with a major in technical studies, applied information technology track, is designed for students who complete an approved career or cooperative information technology program, at least one calendar year long, leading to an Associate of Applied Science degree from a college or university, an Associate of Applied Technology degree from a Georgia technical institute, or an similar degree from an equivalent post-secondary institution. Upon completion of the associate degree and admission into the BAS program, the student will be granted up to 36 hours of credit toward the BAS degree. The Applied Information Technology track is designed to prepare its graduates to provide support for end users of computer software and hardware by (1) assisting businesses in the strategic planning process that includes analyzing current practice, conducting needs assessments, and developing technological solutions that facilitate business practice; (2) managing the technological change process within the organization; (3) installing and maintaining generic software applications; (4) customizing and managing customization of commercial software to fit the needs of individual businesses; and (5) providing technical support for designing and implementing computer networks and systems management.

Requirements for the B.A.S Degree with a Major in Technical Studies - Applied Information Technology Track

Core Curriculum Areas A-E **42 hours**

Core Curriculum Area F **18 hours**
(completion of an approved technical program of one calendar year or longer)

Senior College Curriculum **60 hours**

ACED 3400, ACED 4100, ACED 4300, ACED 4310 12 hours

ACED 4810, ACED 4820 6 hours

PSYC 3800 3 hours

CS 3410, CS 3320, CS 4350, CS 4125 12 hours

Guided Electives 9 hours

Supporting Courses 18 hours

(Completion of an approved technical program of one calendar year or longer. Combined with Area F for a total of up to 36 hours credit for technical program.)

Note: CS 1301 and CS 1302 (or equivalent) are prerequisites to all CS courses in the curriculum, and PSYC 2500 (or equivalent) is a prerequisite to PSYC 3800. Students are advised to take these courses, if not taken as part of the technical program, prior to applying for admission to the B.A.S. in Applied Information Technology program.

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

BACHELOR OF ARTS DEGREE WITH A MAJOR IN MATHEMATICS

Selected Educational Outcomes

1. Students will be able to identify the similarities of results in single-variable calculus and multivariable calculus.
2. Students will acquire the logical reasoning skills and technical background necessary to understand mathematical proofs.
3. Students will learn concepts from the analysis courses including (but not limited to) the concepts of limit, continuity, derivative, integral, analytic functions, and metric spaces.

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

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

Mathematics majors are required to take Precalculus (MATH 1113) in Area A and Analytic Geometry and Calculus I (MATH 2261) in Area D.

Core Curriculum Area F	18 hours
MATH 2261 “spillover” from Area D	1 hour
MATH 2262, 2263	8 hours
CS 1301	3 hours
(1 credit spills over into “Supporting Courses”)	
Part of 3-course sequence in French, German, or Russian.....	6 hours

Senior College Curriculum	60 hours
Courses Required for the Major	33 hours
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 4082, MATH 4300, MATH 4540	6 hours
Supporting Courses	1 hour
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 French, German, or Russian. 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, and CS 1301.
3. CS 1301 is required if not taken in Area F.

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

Minor in Computer Science **17 hours**

The Minor in Computer Science may be earned by completing the following courses with grades of C or better. CS 1301 (Principles of Computer Programming I), CS 1302 (Principles of Computer Programming II), CS 3101 (Computer Organization), CS 3410 (Data Structures), plus three additional credits of Computer Science at the 3000 level or above.

Minor in Mathematics (Statistics Track) **17 hours**

The Minor in Mathematics (Statistics Track) may be earned by completing:

MATH 2262, MATH 2263, MATH 3600, MATH 4621

Plus one of the following courses:

MATH 4622 or MATH 4630

Minor in Mathematics **17 hours**

The Minor in Mathematics may be earned by completing:

MATH 2262, MATH 2263, MATH 3040, and MATH 3600

Plus one course from:

MATH 3340, MATH 4150, MATH 4081, MATH 4082

MATH 4651, MATH 4652, MATH 4910, MATH 4901

or MATH 4902

Outcome Assessments

The department assesses the extent to which the program requirements create the desired outcomes by using a variety of techniques. The assessment plan will feature a multi-faceted approach addressing two major areas of concern. Examples of these assessments include the following.

1. How well our graduates are prepared for their post-undergraduate endeavors, whether they choose immediate employment or graduate school; and
2. Collective student perceptions with respect to achievement of the program's stated educational outcomes.

In an effort to address concern (1), the department will examine alumni relation survey results of University graduates reported for the 1 and 5 year intervals after graduation. These results will furnish a snapshot of how well the respondents were prepared for future education or employment. These results will also relate student academic experiences in their major field of study. In addition, the University biannual "Summary Results of Students' Opinions..." will be examined to gather data that will offer feedback which is more program specific in nature. Our capstone course is designed to measure student progress since taking the Area-F mathematics courses in (a) mastering effective oral and written communication in mathematics, (b) acquiring critical-analysis skills, and (c) effectively using library and technological resources in solving non-routine problems.

Concern (2) will be addressed by administering a criterion referenced "program exit questionnaire" designed to measure student perceptions regarding accomplishment of program education outcomes within the framework of a five-option Likert scale. This survey will be administered to the student at the time of major coursework completion. In addition, student project work will be systematically evaluated to determine the degree of alignment between the performance of the program participants and the targeted educational outcomes.



DEPARTMENT OF MODERN AND CLASSICAL LANGUAGES

Dr. Susan Wehling, Acting Head
Room 128, West Hall

The Department of Modern and Classical Languages offers two programs that lead to the Bachelor of Arts degree, French and Spanish, and two programs that lead to the Bachelor of Science in Education degree, French and Spanish. Additionally, minors are offered in French, German, and Spanish.

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 twenty-first 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.

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.

Students who complete the Bachelor of Science in Education will receive certification to teach French or Spanish in grades pre-kindergarten through twelfth grade.

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-plus 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 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.

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

Core Curriculum Area F 18 hours

FREN 1001	0-3 hours
FREN 1002 or FREN 1111	0-3 hours
FREN 2001	0-3 hours
FREN 2002	0-3 hours
Foreign Language and Culture (2nd Foreign Language) ¹	0-6 hours
Electives from Area C and Area E Courses	6-18 hours

¹Through FL 2002, to be taken in the Senior College Curriculum if not completed in the Core Curriculum.

Senior-College Curriculum 60 hours

Upper-Level Courses in French	34 hours
FREN 3301, FREN 3302, FREN 3400, FREN 3500 ...	12 hours
FREN 3621, FREN 3622, FREN 4400, FREN 4410 ...	12 hours
Electives: One or two courses in French numbered above 3000	3-6 hours
FREN 4970 Study Abroad Practicum	0-1 hour
FREN 4980 Community Practicum	1-4 hours
FREN 4990 Senior Seminar	3 hours
Supporting Courses	0-12 hours
2nd Foreign Language and Culture (3-12 hours may be taken in Areas C and F)	
Electives	14-26 hours

Total hours required for the degree 120 semester hours

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:

Examples of Outcomes Assessments

1. An examination to assess the level of listening, reading, and writing proficiency, along with a Simulated Oral Proficiency Interview to assess the level of speaking proficiency.
2. An examination covering appropriate topics to assess the student's knowledge of content material related to Francophone culture, linguistics, and literature.
3. Evaluation of student performance during FREN 4980, including an assessment of linguistic proficiency and interpreting and translating skills adequate to the practicum assignment, completed by the supervisor in the field.

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-plus 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 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.

Core Curriculum Areas A-E (See VSU Core Curriculum)	42 hours
Core Curriculum Area F	18 hours
SPAN 1001	0-3 hours
SPAN 1002 or SPAN 1111	0-3 hours
SPAN 2001, SPAN 2002	0-6 hours
SPAN 2010	3 hours
Foreign Language and Culture (2nd Foreign Language) ¹	0-6 hours
Electives from Area C and Area E Courses	0-15 hours
¹ Through FL 2002, to be taken in the Senior College Curriculum if not completed in the Core Curriculum.	
Senior-College Curriculum	60 hours
Upper-Level Courses in Spanish	34 hours
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
Electives: Two courses in Spanish, including at least one literature course numbered above 4000 ...	6 hours
SPAN 4970	0-1 hour
SPAN 4980	2-3 hours
SPAN 4990	1 hour
Supporting Courses	3-15 hours
LING4000	3 hours
2nd Foreign Language and Culture (3-12 hours may be taken in Areas C and F)	0-12 hours
Electives	11-23 hours

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:

Examples of Outcome Assessments

1. An examination to assess the level of listening, reading, and writing proficiency, along with a Simulated Oral Proficiency Interview to assess the level of speaking proficiency. The examination is administered in SPAN 2010 and SPAN 4990.
2. A Simulated Oral Proficiency Interview to assess the level of speaking proficiency. The examination is 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.

BACHELOR OF SCIENCE IN EDUCATION DEGREE WITH A MAJOR IN SECONDARY EDUCATION - FRENCH

Students who are enrolled in the program leading to the B.S.Ed. degree with a teaching field in French will meet all outcomes defined for the students in the program leading to the B.A. degree with a major in French. In addition, there are Performance Standards outcomes established by the College of Education 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.

Requirements for the B.S.Ed. Degree with a Teaching Field in French

Core Curriculum Areas A-E (See VSU Core Curriculum)	42 hours
Core Curriculum Area F	18 hours
MSED 2000, PSYC 2700, ACED 2400	9 hours
FREN 1001	0-3 hours
FREN 1002 or FREN 1111	0-3 hours
FREN 2001 and FREN 2002	0-6 hours
Guided Electives	0-9 hours
Health and Physical Education Requirements for Certification	6 hours
KSPE 2000	2 hours
KSPE 2150	2 hours
KSPE Fitness/Activity Courses	2 courses

Senior-College Curriculum	60 hours
Upper-Level Courses in French	34 hours
FREN 2002 if not fulfilled in Area F	0-3 hours
FREN 3301, FREN 3302	6 hours
FREN 3400, FREN 3500	6 hours
FREN 3621, FREN 3622	6 hours
FREN 4400, FREN 4410	6 hours
French Elective (above 3000)	3-6 hours
FREN 4980 and/or FREN 4970	2 hours
FREN 4950	2 hours
Supporting course: LING 4000	3 hours
Upper-Level Courses in Education	23 hours
PSYC 3110, SPEC 2000, FLED 4500	9 hours
SEED 3010	1 hours
FLED 4510	1 hour
FLED 4790	10 hours
FLED 4800	2 hours
Total hours required for the degree	126 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.

Outcomes Assessment

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. Praxis 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 Education major.

BACHELOR OF SCIENCE IN EDUCATION DEGREE WITH A MAJOR IN SECONDARY EDUCATION - SPANISH

Students who are enrolled in the program leading to the B.S.Ed. degree with a teaching field in Spanish will meet all outcomes defined for the students in the program leading to the B.A. degree in Spanish. In addition, there are Performance Standards outcomes established by the College of Education 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.

Requirements for the B.S.Ed. Degree with a Teaching Field in Spanish

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

Core Curriculum Area F **18 hours**

MSED 2000, PSYC 2700, ACED 2400	9 hours
SPAN 1001	0-3 hours
SPAN 1002 or SPAN 1111	0-3 hours
SPAN 2001 and SPAN 2002	0-6 hours
Guided Electives	0-9 hours

Health and Physical Education Requirements for Certification. **6 hours**

KSPE 2000	2 hours
KSPE 2150	2 hours
KSPE Fitness/Activity Courses	2 courses

Senior-College Curriculum. **60 hours**

Upper-Level Courses in Spanish	34 hours
SPAN 2002, if not fulfilled in Area F	0-3 hours
SPAN 3010, SPAN 3150, SPAN 3160	9 hours
SPAN 3200, SPAN 3250	6 hours
SPAN 3260 or SPAN 3270	3 hours
SPAN 4010, SPAN 4110	6 hours
SPAN 4970 and/or SPAN 4980	2 hours
Literature Elective (above 4000)	3 hours
Spanish Elective (above 3000), if SPAN 2002 is fulfilled in Area F	0-3 hours
SPAN 4900	2 hours

Supporting course: LING 4000	3 hours
Upper-Level Courses in Education	23 hours
PSYC 3110, SPEC 2000	6 hours
SEED 3010	1 hours
FLED 4500	3 hours
FLED 4510	1 hour
FLED 4790	10 hours
FLED 4800	2 hours

Total hours required for the degree 126 semester hours

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.

Outcomes Assessment

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. Praxis 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 Education major

Minor in French	Total Hours 18
Core Curriculum Courses	0-6 hours
FREN 2001	0-3 hours
FREN 2002	0-3 hours
Senior-College Courses	12-18 hours
FREN 3301 and/or FREN 3302	3-6 hours
FREN 3400 and FREN 3500	6 hours
Electives: Courses in French	
numbered above 3000	0-9 hours
FREN 4970 Study Abroad Practicum	0-1 hour

Minor in German	Total Hours 18
Core Curriculum Courses	0-6 hours
GRMN 2001	0-3 hours
GRMN 2002	0-3 hours
Senior-College Courses	12-18 hours
GRMN 3301	3 hours
GRMN 3551 or GRMN 3552	3 hours
GRMN 4410	3 hours
Electives: Courses in German	
numbered above 3000	3-9 hours

Minor in Spanish	Total Hours 18
Core Curriculum Courses.....	0-6 hours
SPAN 2001	0-3 hours
SPAN 2002	0-3 hours
Senior-College Courses	12-18 hours
SPAN 3010	3 hours
SPAN 3150 or SPAN 3160	3 hours
SPAN 3200, SPAN 4010	6 hours
Electives: Courses in Spanish	
numbered above 3000	0-6 hours
SPAN 4970 Study Abroad Practicum	0-1 hour



DEPARTMENT OF PHILOSOPHY

Dr. Ron Barnette, Head
Campbell Hall

The Department of Philosophy is a diversified department with a major program that leads to a B.A. degree with a major in philosophy, and minor programs in religious studies, professional and applied ethics, and philosophy. A Certificate Program in Professional and Applied Ethics is also available.

Students who major in philosophy study a rich and diverse spectrum of ideas, great thinkers, problems and arguments. They are challenged by questions and issues central to the history of philosophy, and confront a wide range of topics in the areas of reasoning and argumentation, ethics, religious studies, philosophy of science, and special topics of central concern to the rich heritage of philosophy. Through a fertile and liberal education, all philosophy students are challenged to develop an appreciation of the multi-disciplinary richness of culture and its intellectual history, and to gain the attributes and talents to become life-long learners and positive contributors to society. The utilization of current information technology in teaching and in research is an important part of our activities, and all students are provided Internet access and e-mail free of cost.

B. A. DEGREE WITH A MAJOR IN PHILOSOPHY

Each program in the Department has numerous desired outcomes. Examples of the outcomes include the following:

Selected Educational Outcomes

1. To produce an understanding of central issues, topics, and philosophers in the history of philosophy, from the ancient to the modern periods.
2. To develop students' abilities to think, write, and speak critically and logically.
3. To enable students to challenge their own ideas, and to develop self-understanding, in the context of a diversity of ideas which inform contemporary controversies and social conflict.
4. To enable students to engage in independent philosophical research, and to be responsible for communicating their understanding of the issues researched and developed, including a working familiarity with information technology and the use of the Internet and the World Wide Web.

Requirements for the B.A. Degree in Philosophy

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

Core Curriculum Area F **18 hours**

PHIL 2010 and PHIL 2020 6 hours

Foreign Language Sequence 9 hours

Humanities elective, if one of the above
courses was taken in Area C 0-3 hours

Humanities, Arts, Natural Science, Social
Science, or Computer Science elective 3 hours

Senior College Curriculum **60 hours**

(must include at least 39 hours of course work numbered 3000 or above)

Courses Required for the Major 24 hours

History of Philosophy 3060, 3070,
3080, or 3090 6 hours

Area Studies courses (Epistemology, Metaphysics,
Values, Logic, Social and Political Philosophy,
Philosophy of Religion, Philosophy of Science,
Philosophy of Mind) 9 hours

Specialized Philosophy courses (Special Topics,
Directed Studies) 6 hours

Senior Metaphilosophy course 4920 3 hours

Minor and/or Elective Courses 36 hours

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

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:

Examples of Outcome Assessments

1. Student majors will develop and evaluate student presentations for peers and faculty in the capstone Metaphilosophy course.
2. Student majors will submit during the semester prior to graduation a portfolio of work developed during their time in the program.
3. Students will undergo an exit interview and evaluation upon graduation.

Minor in Philosophy 15 hours

Fundamentals of Philosophy, or Principles of Logic
and Argumentation (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 Religious Studies 15 hours

At least four of these courses. 12 semester hours. must be taken in
courses with an REL or REL/PHIL designation. Select from:

REL 2020	REL/PHIL 3300	REL/PHIL 3310
REL 3330	REL 3340	REL 3370
REL/PHIL 3400	REL/PHIL 3410	REL 3390
REL 3500	REL 3600	REL 4700
REL 4710	SOCI 3150	ANTH 3070
ENGL 3310	HIST 3203	

Minor Professional and Applied Ethics 15 hours

Introduction to Philosophy (if not taken to satisfy
course work in Area C or F) 0-3 hrs
Choice of the following 3000/4000-level courses 12-15 hrs

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. Gene Somers, Acting Head
Room 3006, Nevins Hall

The Department of Physics, Astronomy, and Geosciences is a multidisciplinary department with programs that lead to a B. S. degree with a major in physics, a B. S. degree with a major in astronomy, and a B. S. degree with a major in environmental geography. The Engineering Dual Degree Program with the Georgia Institute of Technology enables a student to earn a B. S. degree from Valdosta State University and a Bachelor of Science degree in engineering from 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 geography, 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 geography 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 geography 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 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 geography 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.

Requirements for the Bachelor Of Science Degree With A Major In Astronomy

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

Astronomy majors are required to take Pre-calculus (MATH 1113) in Area A and Calculus 1 (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 DII.

Core Curriculum Area F **18 hours**

MATH 2261 (1 hour left over from Area D) 1 hour
MATH 2262 and MATH 2263 8 hours
ASTR 2010 1 hour
PHYS 2211K, if not taken in Area D 0-4 hours
PHYS 2212K, if not taken in Area D 0-4 hours
Lab Sciences, if PHYS 2211K and/or PHYS 2212K
are taken in Area D 0-8 hours

Senior-College Curriculum **60 hours**

Upper-Level Courses in Astronomy **23 hours**

ASTR 3101, ASTR 3102 8 hours
ASTR 4100, ASTR 4400, ASTR 4410 9 hours
Astronomy elective (3000/4000 level) 3 hours
PHYS 4501-4502 3 hours

Upper-Level Supporting Courses in Physics **24 hours**

PHYS 3810, PHYS 3820 6 hours
PHYS 4111-4112, PHYS 4211-4212 12 hours
PHYS 4411-4412 6 hours

Other Supporting Courses **13 hours**

CS 1301 4 hours

Language Requirement

(3 hours may be taken in Area C) 6-9 hours

Guided Elective 0-3 hours

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

Assessment of the education 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 education 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:

Examples of Outcome Assessments

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 student's perception of achievement of the major's education 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.

BACHELOR OF SCIENCE DEGREE WITH A MAJOR IN ENVIRONMENTAL GEOGRAPHY

The program leading to the B. S. degree with a major in environmental geography is designed to prepare 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:

Selected Educational Outcomes

1. To provide the knowledge required to analyze regional environmental questions and recommend solutions;
2. To provide a working knowledge of the basic research tools in physical and cultural geography and in regional planning;

3. To provide the analytical and technical skills necessary for geographical research including spatial and temporal analysis, mapping, and the interpretation of data;
4. To provide computer analytic skills for mapping and data analysis.

**Requirements for the Bachelor Of Science Degree
With A Major In Environmental Geography**

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

Environmental Geography majors are required to take MATH 1113 in Area A and MATH 2261 in Area D II.

Environmental Geography 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 D II and advised to take GEOG 1101 in Area E.

Core Curriculum Area F 18 hours

MATH 2261 (1 hour left over from Area D)	1 hour
MATH 2620	3 hours
CS 1000	3 hours
BIOL 2010, if not taken in Area D II	0-4 hours
CHEM 1211, if not taken in Area D II	0-4 hours
GEOG 1101, GEOG 1112, GEOG 1113	12 hours
GEOG 1101, if not taken in Area E	0-3 hours
GEOG 2010	1 hour

Senior-College Curriculum: 60 hours

Remainder of courses in Area F if not taken elsewhere in Core 2-13 hours

Upper-Level Courses in Geography. 28 hours

GEOG 3050	3 hours
GEOG 3410, GEOG 4850	6 hours
GEOG 4700	4 hours
GEOG 3051 or GEOG 3100	3 hours
GEOG Elective above 3000	12 hours

Upper-Level Courses in Geology. 9 hours

GEOG Electives above 3000 9 hours
(excluding GEOG 3020, Earth Science)

Other Supporting Courses. 10-21 hours

Foreign Language 6-9 hours
(3 hours may be taken in Area C)

Guided Electives 1-15 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 1212K, CHEM 3401, and CHEM 2310.

Total hours required for the degree 120 semester hours

Assessment of the education outcomes for the environmental geography 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:

Examples of Outcome Assessments

1. All student majors must make oral presentations of their research results to the departmental faculty and submit written copies of their research papers to the departmental office as part of the required Capstone Seminar (GEOL 4850).
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 student's perception of achievement of the major's education outcomes.
4. Periodic surveys of alumni who have completed the environmental geography 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 geography major program.

BACHELOR OF SCIENCE DEGREE WITH A MAJOR IN PHYSICS

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:

Selected Educational Outcomes

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.

**Requirements for the Bachelor Of Science Degree
with a Major In Physics**

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

Physics majors are required to take MATH 1113 in Area A and MATH 2261 in Area DII.

Physics majors are advised to take 3 hours of a Foreign Language in Area C.

They are advised to take PHYS 2211K, PHYS 2212K in Area DII.

Core Curriculum Area F 18 hours

MATH 2261 (1 hour left over from Area D) 1 hour

MATH 2262 and MATH 2263 8 hours

PHYS 2010 1 hour

PHYS 2211K, PHYS 2212K if not taken in Area DII 0-8 hours

Lab Sciences, if PHYS 2211K and/or 2212K are taken in Area DII 0 - 8 hours

Senior-College Curriculum 60 hours

Upper-Level Courses in Physics 41 hours

PHYS 3810, PHYS 3820 6 hours

PHYS 4111-4112 and PHYS 4211-4212 12 hours

PHYS 4411-4412 6 hours

PHYS 4310, PHYS 3040 7 hours

PHYS 3100, PHYS 4040 7 hours

PHYS 4501-4502 3 hours

Other Supporting Courses 19 hours

CS 1301 4 hours

MATH 2150, MATH 3340 6 hours

Language Requirement 6-9 hours

Guided Elective 0-3 hours

Total hours required for the degree 120 semester hours

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:

Outcome Assessments

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 student's perception of achievement of the major's education 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.

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 Environmental Geography. 15-17 hours

Area F Courses. 0-8 hours

GEOG 1112, if not taken in Area D 0-4 hours

GEOG 1113, if not taken in Area D 0-4 hours

Upper-Division Courses. 9-15 hours

GEOG3010, GEOG 3051, GEOG 3100,

GEOG 3150, GEOG 3210, GEOG 3300,

GEOG 3310, GEOG 3320, GEOG 3410, GEOG 4700

Minor in Geology. 15-17 hours

Area F Courses. 0-8 hours

GEOL 1121, if not taken in Area D 0-4 hours

GEOL 1122, if not taken in Area D 0-4 hours

Upper-Division Courses. 9-15 hours

GEOL 3000 or above, but not GEOL 3020

Minor in Physics. 15-18 hours

Area F Courses. 1-9 hours

PHYS2011 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
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.

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 Degree in Political Science should consult the department head concerning the additional courses needed to meet the requirements for the Bachelor of Arts Degree and the procedures to follow in applying for a second degree.

BACHELOR OF ARTS DEGREE WITH A MAJOR IN POLITICAL SCIENCE

Each program in the Department has numerous desired outcomes. Examples of these outcomes for the Bachelor of Arts degree with a major in Political Science include the following:

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 computer concepts and terminology, enabling them to use at least two software tools, such as word processors, spreadsheets, database management systems, or statistical packages.
3. Political science majors will be skilled in inquiry, logical reasoning, and critical analysis, enabling arguments, synthesize facts and information, and offer logical arguments leading to creative solutions to problems.
4. Political science majors will recognize and understand issues in applied ethics. They will understand their own value systems in relation to other value systems.

Requirements for the Bachelor of Arts Degree with a Major in Political Science

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

Core Curriculum Area F 18 hours

- 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

Senior College Curriculum 60 hours

- Courses required for the Major 39 hours
- POLS 3100 3 hours
- Either POLS 4100 or POLS 4900 3 hours
- Political Science courses numbered 3000 or above 24 hours
- At least three of eight upper division courses for the major must be 4000-level courses.
- MATH 2620 (Statistics), or CS 1000 3 hours
- ENGL 3030 3 hours
- ART 1100, COMM 1100, MUSC 1100, or PHIL 2010 3 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 Political Science

Total hours required for the degree 120 semester hours

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:

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 outcome #2, #3, and #4.

- Information from published surveys of students' opinions and alumni perceptions of VSU programs and services conducted by the Office of Institutional Research and Planning, as well as information from alumni surveys conducted by the Department of Political Science.

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

- To prepare students to conduct legal research and apply it in a form and manner that will enable them to support the legal system.
- 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.
- 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.

Requirements for the Bachelor of Arts Degree with a Major in Legal Assistant Studies

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

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

LEAS 1100, CRJU 2300, 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.

Senior College Curriculum **60 hours**

LEAS 3200, LEAS 3201, LEAS 4900 9 hours

LEAS courses numbered 3000 or above 15 hours

CS 1000, ENGL 3030 6 hours

Minor 15 hours

A minor is required in a related field, with a minimum of 9 hours of courses numbered 3000 or above.

Elective courses 15 hours

Including a minimum of 3 hours credit from courses numbered 3000 or above.

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

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 ef

fectively 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.

The Minor in Political Science 18 hours

Core Curriculum Area F.....	0-6 hours
POLS 2101, POLS 2401	6 hours
Senior College Curriculum.....	12-18 hours
3000-level and 4000-level courses in political science. At least six hours must be in 4000-level courses	12 hours

Minor in Public Administration 15 hours

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	

Minor in Legal Assistant Studies 18 hours

LEAS 1100, LEAS 3200.....	6 hours	
Courses numbered 3000 or above	12 hours	
LEAS 3201	LEAS 3210	LEAS 3220
LEAS 3230	LEAS 3240	LEAS 4200
LEAS 4210	LEAS 4220	LEAS 4230



**DEPARTMENT OF SOCIOLOGY, ANTHROPOLOGY,
AND CRIMINAL JUSTICE**

Dr. Michael Brooks, Head
Room 1120, University Center

The Department of Sociology, Anthropology, and Criminal Justice offers programs that lead to either the B.A. degree with a major in sociology and anthropology, the B.A. degree with a major in criminal justice, the M.S. degree with a major in sociology, the M.S. degree with a major in criminal justice, or the M.S. degree in marriage and family therapy. Minors are offered in sociology and anthropology.

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.

B. A. DEGREE WITH A MAJOR IN SOCIOLOGY AND ANTHROPOLOGY

Selected Educational Outcomes

Each program in the department has numerous desired outcomes. Examples of these include the following:

1. To familiarize students with the basic sub-disciplines and major concepts of the disciplines they study in the department.
2. To develop in students the ability to apply and utilize the basic quantitative and/or qualitative research and analytical techniques they will need in their professional careers.
3. To teach students the literature and database review skills needed to assess and synthesize the state of knowledge available to apply to the study of selected issues.
4. To support students in the development of the skills required to communicate effectively with people and organizations representing diverse social and cultural backgrounds. These skills will include writing, speaking, and computing.

Requirements for the B. A. Degree With A Major In Sociology And Anthropology

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

Core Curriculum Area F **18 hours**

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 2301, PHIL 2010, PSYC 2500

Senior College Curriculum **60 hours**

Courses Required for the Major 37 hours

SOCI 3000 4 hours

SOCI 4990 3 hours

Foundation Areas (take one from each area) 15 hours

A. Theory

ANTH 3500 SOCI 3500

B. Research Methods

ANTH 3510 SOCI 3510

C. Self, Society, and Culture

ANTH 3020 ANTH 3040 SOCI 3090

SOCI 3350 SOCI 3710

D. Social Inequalities

ANTH 4040 SOCI 3060 SOCI 3800

SOCI 4550 SOCI 4680

E. Social Institutions

ANTH 3070 ANTH 3910 SOCI 3150

SOCI 3650 SOCI 3750

SOCI 4100 SOCI 4200

Concentrations (choose A or B, below) 15 hours

A. Anthropology (depends on Foundation courses taken)

Students must take, if not taken above:

ANTH 3020 and ANTH 3040 0-6 hours

Students must take one:

ANTH 3030 or ANTH 3120 3 hours

Electives from below: 6-12 hours

ANTH 3010, ANTH 3030, ANTH 3070,

ANTH 3120, ANTH 3130, ANTH 3160,

ANTH 3910, ANTH 4040, ANTH 4900

B. Applied and Clinical Sociology

SOCI 3190, SOCI 3200 6 hours

SOCI 4800 (must be taken twice) 6 hours

Upper division SOCI elective 3 hours

General Electives. 23 hours

At least 6 hours of coursework numbered

3000 or above must be taken in a single

discipline outside the major.

Total hours required for the degree 120 semester hours

The Sociology and Anthropology major's educational outcomes will be assessed using multiple strategies. Examples of these include the following:

Outcome Assessments

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.

Additional Department Requirement

The grade in each SOCI or ANTH course taken for the major must be a C or better.

B. A. DEGREE WITH A MAJOR IN CRIMINAL JUSTICE

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.
5. To build a base of knowledge regarding the nature of correctional rehabilitation methods and the ways these are applied.

Requirements for the B. A. Degree With a Major In Criminal Justice

Core Curriculum Areas A-E (See VSU Core Curriculum) 42 hours
Criminal Justice majors are advised to take the first 3 hours of the 9-hour foreign language requirement in Area C.

Core Curriculum Area F 18 hours
CRJU 1100, CRJU 2100, CRJU 2200, CRJU 2300 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:
SOC1 1101, SOC1 1160, ANTH 1102, CS 1000, or any Area E course.

Senior-College Curriculum 60 hours
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
CRJU 4010, CRJU 4110, CRJU 4200,
CRJU 4400, CRJU 4500, CRJU 4510,
CRJU 4720,
CRJU 4700 and CRJU 4900 may 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 6 to 12 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 each CRJU course taken for the major must be a "C" or better.

Total hours required for the degree 120 semester hours

Outcome Assessment

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.

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 0-3 hours

if not taken in Area E or F

Any 15 hours of upper division sociology courses

in consultation with a sociology advisor. 15 hours

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



WOMEN'S STUDIES MINOR
Dr. Ana Victoria Soady, Director

Women's Studies is an academic discipline that focuses on the contributions and accomplishments of women. The goals of the minor are to foster research, to raise interest and awareness, to create a supportive environment for women experiencing altered roles, and to provide for intellectual exchange on philosophical and pragmatic issues of gender. While Women's Studies began as an examination of cultural assumptions from a nontraditional perspective, it has become an intellectual examination of the effect of gender expectations in a broad array of fields. It includes, for instance, a systematic analysis of the causes and effects of women's roles in political and social spheres, the interrelationship between gender and artistic and linguistic expression, and the development of an identifiable critical theory and a considerable body of bibliographic resources. Numerous courses from various departments at Valdosta State examine these topics and apply these principles of analysis.

Selected Educational Outcomes

Through the examination of writings and research by women of diverse interests, to comprehend our world through women's voices in order to:

1. Gain familiarity with the development of Women's Studies as an interdisciplinary academic area and the research that is conducted in the field.
2. Enable women and men to gain consciousness about gender.
3. Acquire critical practice at feminist theory through written assignments.
4. Explore the interconnectedness of Women's Studies to other academic majors within the university and to the practical concerns of living in the world.

The Minor in Women's Studies 15 hours

WMST 3000, WMST 4400 6 hours
Elective courses 9 hours

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

- | | | |
|----------------|----------------|-----------|
| WMST/HIST 3010 | WMST/HIST 3020 | |
| WMST/HIST 4261 | WMST/HIST 4262 | |
| WMST/HIST 4270 | WMST/HIST 4280 | |
| WMST/REL 3600 | WMST/SPAN 4220 | |
| WMST 4500 | ARHS 4130 | ENGL 4300 |
| FREN 3610 | FREN 4900 | GRMN 4420 |
| HONS 3992 | HONS 4000 | HONS 4990 |

NURS 3130	NURS 3211	NURS 4122
NURS 4132	SPAN 4900	POLS 3280
PHIL 4800	POLS 4260	POLS 4850
PSYC 3710	PSYC 4500	SOCI 3690
SOCI 4100	SOCI 4680	SOCI 4900

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:

Examples of Outcome Assessments

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 Women's Studies Programs.

Information regarding current course offerings for the Women's Studies Minor may be obtained from the offices of the Women's 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.



AFRICAN AMERICAN STUDIES MINOR

Dr. Shirley H. Hardin, Director

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.

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/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	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.

Selected Education Outcomes

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



UNIVERSITY HONORS PROGRAM

Dr. Brian Adler, Director

Dr. Susan Seyfarth, Associate Director

2 Brookwood Circle, The VSU Honors House

The University Honors Program is an interdisciplinary program whose courses lead to a Certificate of completion in University Honors.

The University Honors Program 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 University Honors Program 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.

Selected Educational Outcomes

1. To strengthen the ability to analyze and synthesize a broad range of material.
2. To sharpen the ability to formulate a problem, develop a plan of action, and prove or disprove an hypothesis (or to create and produce an original work or do research).
3. To enable students to take greater responsibility for their own learning, through a demonstration of curiosity, motivation, and risk-taking characteristics.
4. To augment oral and written communication skills.

Requirements for the Certificate in University Honors 22-25 hours

HONS 1990 or HONS 2010 2 hours

This requirement must be completed in the freshman year.

Five Honors Core Courses or

Honors Option credit (Honors 3330) 15-17 hours
(HONS 3330 may be invoked a maximum of three times.)

Honors 3990 or one upper division Honors Course 3 hours

Honors 4990 or Departmental Capstone Course 2-3 hours

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

ANTH 1102H	ART 1100H	BIOL 1951H	BIOL 1952H
ECON 1900H	ENGL 1101H	ENGL 1102H	ENGL 2110H
ENGL 2120H	ENGL 2130H	KSPE 2900H	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

For a fuller description of these courses, see the “Courses of Instruction” section in this catalogue.

In addition, the Honors Program offers seminar and independent study courses (HONS 4000 and 4990) which may satisfy elective credit or, in some cases, capstone requirements in a variety of major degree programs.

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 Program Director. Honors Options must be approved no later than by the last day of Drop/Add.

Many different types of assessments are used in the Honors Program, including evaluation forms, long-range surveys, and exit interviews.

Examples of Outcome Assessments

1. **Special Admission Requirements:** Entering Freshmen who have combined math and verbal SAT scores of at least 1100 (or ACT scores of 27 in English and 23 in Math) and a high school grade point average of at least a “B” are invited to join the program. Students with lower SAT scores are invited to apply if their grade point averages are higher than 3.0. Transfer or currently enrolled students may enter the program with a cumulative college grade point average of 3.0.
2. **Special Retention Requirements:** Students in the Honors Program must maintain an overall GPA of 3.0 and in their Honors courses.
3. **Special Completion Requirements:** The Certificate in University Honors requires the completion of at least 22 semester hours of Honors course work, including HONS 1990 and HONS 3990 (or approved equivalents). Honors Options (HONS 3330) may be used in lieu of Honors Core courses, but may be invoked no more than three times and may not be used in lieu of HONS 3990. HONS 1990, 2010, and 3990 may be repeated for credit if the topics are different.



HARLEY LANGDALE, JR.
COLLEGE OF BUSINESS ADMINISTRATION

Dr. Kenneth L. Stanley, Dean
201 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, or management, and the Bachelor of Arts with a major in economics. The Master of Business Administration (MBA) degree is available to graduate students.

Mission Statement

The College of Business Administration at Valdosta State University is dedicated to providing high quality education in the region. We strive to excel primarily as a teaching institution offering degree programs that enhance our students' ability to succeed in their professional careers. High quality education also encompasses research and service to the University, the region, and the academic profession.

Undergraduate Program Objectives

1. To provide specialized skills and knowledge in one or more of the functional areas of business;
2. To provide an overall understanding of the regional, national, and global environments within which businesses operate;
3. To develop analytical, critical thinking, and problem-solving skills;
4. To enhance oral and written communication skills;
5. To develop an understanding of technology and the effects of technological change;
6. To develop an understanding of the legal and ethical responsibilities of business people and of the importance of cultural diversity;
7. To develop an understanding of the principles of leadership and to develop skills associated with leadership;
8. To develop an understanding of the role of quality in global competitiveness; and
9. To instill a commitment to learning as a lifelong activity.

ACCREDITATION AND CO-OP OPPORTUNITIES

The programs of the Harley Langdale, Jr. College of Business Administration are accredited by the American Assembly of Collegiate Schools of Business (AACSB). Fewer than one-third of the business programs in the United States have achieved this distinction of quality.

Students majoring in areas within the College of Business Administration 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 Co-op Program. Students are placed, on a competitive basis, in work assignments with major employers in business, industry, and government. Scheduling options include the traditional full-time alternating plan as well as the parallel or part-time program. Interested students should contact the VSU Office of Cooperative Education, telephone (229) 333-7172.

REQUIREMENTS FOR ADMISSION TO THE 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 College of Business Administration.
2. Successful completion of both parts of the Regent's Testing Program (RGTR 0196 and RGTR 0197).
3. A cumulative GPA of at least 2.30.
4. A minimum grade of "C" in all courses in Area F of the junior college core curriculum.

Students majoring in fields outside the College of Business Administration may enroll in 3000- and 4000-level business courses only if: (a) they have completed at least 60 semester hours prior to the current quarter of enrollment, (b) they have completed Area F of the B.B.A. curriculum (ACCT 2101, ACCT 2102, ECON 2105, ECON 2106, BUSA 2000, and either CISM 2201 or CS 1000), and (c) they have met the specific prerequisites for the course as listed in the course description. Exceptions to this policy must be approved by the course instructor and the Dean or Associate Dean of the College of Business Administration. Students not majoring in business are limited to 30 semester hours in 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 Degrees

Core Areas A-E (See VSU Core Curriculum).....	42 hours
Area F Requirements ¹	18 hours
BUSA 2000	1 hour
CISM 2201 or CS 1000	2 or 3 hours
BUSA 2106	3 hours
ECON 2105, ECON 2106	6 hours
ACCT 2101, ACCT 2102	6 hours

¹The grade in each of these courses must be a “C” or better.

Students completing Area F courses in Areas B through E will be required to substitute VSU core curriculum courses as part of their Area F requirements. Students should see their advisor to ensure that appropriate courses are selected in order to satisfy this requirement.

GENERAL BUSINESS ADMINISTRATION (BUSA)

General Business Administration courses are taught by faculty from the departments of Accounting and Finance, Marketing and Economics, and Management. There is no major in General Business Administration within the College of Business Administration.



DEPARTMENT OF ACCOUNTING AND FINANCE

Dr. Peter M. Bergevin, Head
Room 216, 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

Selected Educational Outcomes

1. To educate students in the fundamental areas of accounting—financial and managerial reporting, taxation, systems, and auditing.
2. To instill a commitment to the ethical, legal and societal responsibilities of an accounting professional.
3. To develop the analytical, critical thinking, problem-solving, communication and technological skills in an accounting context.
4. To enhance consensus-building and conflict resolution skills in a multicultural environment.

**Requirements for the Bachelor of Business Administration degree
with a major in Accounting**

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

Area F Requirements ¹ 18 hours

ECON 2105, ECON 2106 6 hours
 ACCT 2101, ACCT 2102 6 hours
 CISM 2201 or CS 1000 2-3 hours
 BUSA 2000 1 hour
 BUSA 2106 3 hours

Accounting Major Curriculum 60 hours

Required Senior College Core ¹ 18 hours
 BUSA 2100, BUSA 4900, ENGL 3010, FIN 3350,
 MGNT 3250, MKTG 3050
 Required Accounting Core ¹ 18 hours
 ACCT 3201, ACCT 3202, ACCT 3400,
 ACCT 4410, ACCT 4500, ACCT 4800
 Accounting Electives¹ (select two) 6 hours
 ACCT 3203, ACCT 3370, ACCT 3900, ACCT 4220,
 ACCT 4400, ACCT 4510
 Accounting and Business Electives ^{1, 2} : 9 hours
 Any three 3000-level or 4000-level business courses
 Non-Business Electives ³ 9 hours

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 CISM 2201 or CS 1000 is not taken in Area F, it is required here.

Total hours required for the degree 120 semester hours

The Department of Accounting and Finance assesses the extent to which the accounting program requirements create the desired outcomes by using a variety of techniques.

Examples of Outcome Assessments

1. Pre-tests and post-tests in the fundamental areas of accounting.
2. An exit case based on legal, ethical and societal responsibilities of an accountant.
3. An exit case based on critical thinking, problem-solving and technological abilities.
4. Student surveys of group skills, leadership and conflict-resolution.

**BACHELOR OF BUSINESS ADMINISTRATION DEGREE
WITH A MAJOR IN FINANCE**

Selected Educational Outcomes

1. To educate students about financial institutions, markets and instruments and the role they play in business and society.
2. To develop the ability to gather, interpret and analyze financial information.
3. To enhance the analytical, critical thinking, problem-solving, communication and technological skills in a finance context.

**Requirements for the Bachelor of Business Administration degree
with a major in Finance**

Core Areas A-E (See VSU Core Curriculum).....	42 hours
Area F Requirements ¹	18 hours
ECON 2105, ECON 2106	6 hours
ACCT 2101, ACCT 2102	6 hours
CISM 2201 or CS 1000	2-3 hours
BUSA 2000	1 hour
BUSA 2106	3 hours
Finance Major Curriculum	60 hours
Required Senior College Core ¹	18 hours
BUSA 2100, BUSA 4900, ENGL 3010, FIN 3350, MGNT 3250, MKTG 3050	
Required Finance Core ¹	12 hours
FIN 3360, FIN 4520, ACCT 3370 and ACCT 4410 or CISM 3450	
Elective Business Courses from the following ¹	15 hours
FIN 4310, FIN 4900, ACCT 4500, ECON 3650, ECON 3750	
Elective Business Courses from the following ¹	9 hours
FIN 4980, FIN 4990, ACCT 3201, ACCT 3202, ECON 3100, ECON 3500, or any course not selected from the previous list	
Business Elective ^{1,2}	3 hours
Non-Business Elective ³	3 hours

Total hours required for the degree 120 semester hours

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 CISM 2201 or CS 1000 is not taken in Area F, it is required here.

The Department of Accounting and Finance assesses the extent to which the finance program requirements create the desired outcomes by using a variety of techniques.

Examples of Outcome Assessments

1. Pre-tests and post-tests of financial institutions, markets and instruments.
2. An exit case on solving unstructured financial problems.
3. An exit case on the application of critical thinking skills and technology.



DEPARTMENT OF MANAGEMENT

Dr. John E. Oliver, Head
Room 206, Pound Hall

The Department of Management offers the Bachelor of Business Administration degree (BBA) with a major in management. The department also offers courses in the Master of Business Administration (MBA) degree program.

The management major is designed to give students the basic knowledge, skills, and values of management that build upon the foundation provided by the University Core Curriculum and that are required for professional careers in management. Moreover, through a series of sequenced courses, the department prepares the student for more advanced study in management. The department's programs adhere to a systemic approach which emphasizes the connections between the individual, organization systems, and the environment. The department's programs stress the importance of critical thinking skills, an appreciation of diverse cultural perspectives, and the application of knowledge to address policy disputes and social issues. The program in management is designed to prepare students for careers in business management.

**BACHELOR OF BUSINESS ADMINISTRATION DEGREE
WITH A MAJOR IN MANAGEMENT**

Selected Educational Outcomes

1. Management majors will demonstrate knowledge of the management process, effective utilization of resources, and the business environment.
2. Management majors will be skilled in recognizing and resolving issues using quantitative and behavioral methods and interpersonal skills.
3. Management majors will value free enterprise, human diversity, ethical and social responsibility, and lifelong learning.

**Requirements for the Bachelor of Business Administration degree
with a major in Management**

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

Area F Requirements¹ 18 hours

ECON 2105, ECON 2106 6 hours
 ACCT 2101, ACCT 2102 6 hours
 CISM 2201 or CS 1000 2-3 hours
 BUSA 2000 1 hour
 BUSA 2106 3 hours

Management Major Curriculum 60 hours

Required¹ 33 hours
 BUSA 2100, BUSA 4900, ENGL 3010, FIN 3350,
 MGNT 3250, MGNT 3300, MGNT 4000,
 MGNT 4640, MGNT 4800, CISM 3450, MKTG 3050
 Management Electives¹ 6 hours
 Any 3000 or 4000 level MGNT
 course not required above
 Business Electives¹
 Any 3000 or 4000 level ACCT, BUSA, ECON, FIN,
 MGNT, or MKTG course not required above 9 hours
 General Electives^{2,3} 6 hours
 Non-Business Electives^{4,5} 6 hours

Total hours required for the degree 120 semester hours

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 CISM 2201 or CS 1000 is not taken in Area F, it is required here.

⁴ If MATH 1261 is not taken in Area D, it is required here.

⁵ If a foreign language is not taken in Area C, it is required here.

The Department of Management assesses the extent to which the management program requirements create the desired outcomes by using a variety of techniques.

Examples of Outcome Assessments

1. Students complete a standardized test of management knowledge in the capstone course in order to assess management knowledge.
2. Student groups analyze a comprehensive management case or participate in a simulation in the capstone course in order to assess group problem solving and interpersonal skills.
3. Students complete England's Personal Value Questionnaire in the capstone course (BUSA 4900) in order to assess managerial values.



DEPARTMENT OF MARKETING AND ECONOMICS

Dr. Ralph C. Allen, Head

Room 222, 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, a B.B.A. degree with a major in economics, and a B.A. degree in economics. The B.A. program is described in the College of Arts and Science section.

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 and Students in Free Enterprise (SIFE).

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

1. Knowledge of marketing and its environments, including ethical frameworks, international markets, and sociocultural forces.
2. Knowledge of buyer behavior and target market selection.
3. Ability to motivate themselves, employees, and customers.
4. Ability to develop and implement a marketing plan.

**Degree Requirements for the Bachelor of Business Administration degree
with a Major in Marketing**

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

Area F Requirements¹ 18 hours

ECON 2105, ECON 2106 6 hours
 ACCT 2101, ACCT 2102 6 hours
 CISM 2201 or CS 1000 2-3 hours
 BUSA 2000 1 hour
 BUSA 2106 3 hours

Marketing Major Curriculum 60 hours

Required¹ 30 hours
 BUSA 2100, BUSA 4900, ENGL 3010,
 FIN 3350, MGNT 3250, MKTG 3050, MKTG 4620,
 MKTG 4650, MKTG 4680, MKTG 4900
 Marketing electives¹ 12 hours
 Any 3000- or 4000-level MKTG courses
 Business electives^{1, 2} 9 hours
 Any 3000- or 4000-level BUSA, MGNT, CISM, ECON,
 MKTG, ACCT or FIN course not required above
 Non-Business Electives³ 9 hours

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 CISM 2201 or CS 1000 is not taken in Area F, and/or MATH 1261 is not taken in Area D, they are required here.

Total hours required for the degree 120 semester hours

The Department of Marketing and Economics assesses to what extent the marketing program requirements create the desired outcomes by using a variety of techniques.

Examples of Outcome Assessments

1. Students must complete a test of conceptual knowledge in marketing in the marketing capstone course.
2. Students must prepare and present a marketing plan in the marketing capstone course.
3. Students must prepare and present a comprehensive business case in the business capstone course.

BACHELOR OF BUSINESS ADMINISTRATION DEGREE WITH A MAJOR IN ECONOMICS

Selected Educational Outcomes

1. Knowledge of the behavior of business in supplying goods and services.
2. Knowledge of the techniques used by business to determine investment decisions.
3. Ability to use economic data to forecast aggregate economic activity.
4. Ability to predict the effects of changes in government policy on business activity.

Requirements for the Bachelor of Business Administration degree with a Major in Economics

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

Area F Requirements¹ 18 hours

ECON 2105, ECON 2106 6 hours

ACCT 2101, ACCT 2102 6 hours

CISM 2201 or CS 1000 2-3 hours

BUSA 2000 1 hour

BUSA 2106 3 hours

Economics Major Curriculum	60 hours
Required	30 hours
BUSA 2100, BUSA 4900, ENGL 3010, FIN 3350, MGNT 3250, MKTG 3050, ECON 3100, ECON 3500, ECON 3600, ECON 4900	
Economics Electives ¹	12 hours
Any 3000 or 4000 level ECON course	
Business Electives ^{1, 2}	9 hours
Any 3000 or 4000 level BUSA, MGNT, CISM, ECON, MKTG, ACCT or FIN course not required above	
Non-Business Electives ³	9 hours

Total hours required for the degree 120 semester hours

- 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 CISM 2201 or CS 1000 is not taken in Area F and/or MATH 1261 is not taken in Area D, they are required here.

The Department of Marketing and Economics assesses to what extent the economics program requirements create the desired outcomes by using a variety of techniques.

Examples of Outcome Assessments

1. Students must complete a test of basic conceptual knowledge in economics in the economics capstone course.
2. Students must prepare and present an economics research paper in the economics capstone course.
3. Students must prepare and present an analysis of a comprehensive business case in the business capstone course.



COLLEGE OF EDUCATION

Dr. Thomas Reed, Acting Dean
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 teacher has changed over these years, so have the educational programs offered by the College of Education. Today's programs focus on developing professionals for schools by incorporating standards from the appropriate accrediting bodies. These standards describe what beginning teachers should know and be able to do upon completion of their studies. Most programs in the College of Education 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 College of Education maintains accreditation with the National Council for Accreditation of Teacher Education, and each individual teacher education program is accredited by the Georgia Professional Standards Commission. In addition, the Sports Medicine Program is accredited by the Commission on Accreditation of Allied Health Education programs, the Communication Disorders program is accredited by the American Speech and Hearing Association, and the graduate program in School Psychology is accredited by the National Association of School Psychologists.

TEACHING DEGREE PROGRAMS IN THE COLLEGE OF EDUCATION

Major/Teaching Field	Level	Major/Teaching Field	Level
Early Childhood Education	P-5	Business Education	7-12
Middle Grades Education	4-8	Music Education	P-12
Secondary Education:	7-12	Health & Physical Education	P-12
English, Mathematics, Biology,		*Special Education	P-12
Chemistry, Earth/Space, Physics,		*Communication Disorders	P-12
History, Political Science		Technical, Trade, and	7-12
Foreign Language Education:	P-12	Industrial Education	
French, Spanish		Art Education	P-12

* Denotes a five-year program. The master's degree is required for teacher certification.

ADMISSION TO THE TEACHER EDUCATION PROGRAM

All undergraduate students seeking a degree from a teaching field program must be admitted to Teacher Education prior to taking senior college (3000 and 4000 level) professional education courses.

The requirements for admission into Teacher Education are:

1. have a major leading to teacher certification.
2. have earned at least 45 semester hours towards an education degree.
3. have achieved at least a 2.5 for all majors except Communication Disorders is 3.25 GPA and Art Education is 3.0. All transfer credits are included in the GPA calculation.
4. have passed both parts of the Regents' Testing Program.
5. have passed the Reading, Writing, and Mathematics portions of the Praxis I Test (PPST or CBT forms), or exempted this requirement with appropriate scores on the SAT, GRE, or ACT. Check with the Dean's office for the exemption scores.
6. A grade of "C" or better in MSED 2000, ENGL 1101, and ENGL 1102.
7. not have a criminal background, a dishonorable discharge from the Armed Services, not have been discharged from any position for unprofessional conduct, or not have any record that indicates behaviors not compatible with those expected of a professional educator in Georgia. Any pending investigations similar to these items must be resolved before admission to Teacher Education.
8. have professional liability insurance.
9. have attended an orientation to Teacher Education meeting.

Students not meeting the criteria are informed of their deficiencies and are not allowed to take 3000 and 4000 level courses until the deficiencies are removed. The Grade Point Average for admission to Teacher Education is calculated using all coursework, including transfer credits and repeated courses. If extenuating circumstances have led to denial of admission to Teacher Education, students may appeal to the Undergraduate Policies Committee. On registration day each semester, the Committee reviews these appeals. Appeal forms are available in the Dean's Office.

Transfer students enrolling in the College of Education without the required GPA will not be allowed to take the upper level courses until they are admitted to Teacher Education. Transfer students will have one semester to complete both the Praxis I and Regents' test requirements if all other admission requirements are met.

ADVISING CENTER

The Advising Center in the College of Education 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 College of Education 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.

Conceptual Framework

The College of Education's Conceptual Framework guides the professional education programs by defining the philosophy, rationale, and research base that support the essential instructional components of degree programs. This conceptual framework consists of ten principles that provides coherence, both across and within, all COE programs for student outcomes, course activities, assessments, and field experiences. Outcomes related to the conceptual framework are listed with the teacher education programs in this catalog and additional expectations are provided in the course syllabi.

RETENTION IN TEACHER EDUCATION PROGRAMS

Education majors are required to earn minimum grades of "C" in all professional education courses and those courses required in the major. Student progress will be monitored through (a) GPA, (b) observations, and (c) faculty and public school teachers' recommendations.

PROFESSIONAL LABORATORY EXPERIENCES

Valdosta State University's teacher preparation program places a strong emphasis upon professional laboratory experiences in public school settings. These experiences are of the types indicated below. With each of the field-based courses, students will be evaluated on their performances in the public school environment. Faculty members responsible for the course will report any concerns to the student's advisor and discuss the concerns with the student and advisor. Repeated concerns or serious singular offenses in any field experiences will jeopardize the students' progress in completing their programs of study.

Opening School Experience

The required Opening School Experience (OSE) is completed in school settings at the beginning of the student's senior year, where the student participates in the pre-planning days for teachers and continues through the first days of classes. The OSE student is paired with a mentor teacher to learn about the organization and planning needed to begin a new school year. The OSE requires sixteen hours of participation during the preplanning days and eight hours in the first two days of classes. Depending on school schedules, the fall semester student teachers should complete the OSE in their student teaching placement. Applications for this experience are available in the Office of the Dean of Education and are due by midterm of the spring term prior to the anticipated Opening School Experience.

Student Teaching

Student teaching is the culminating professional experience and is scheduled during the last term of university enrollment. Students must have maintained the admission GPA required for entry into their respective programs to enroll in student teaching. This is a 2.5 GPA for most programs, 3.25 for COMD, and 3.0 for ARED. All course work must be completed prior to student teaching. Since it is a full-time activity (10 semester hours credit and a two-hour seminar), students are not permitted to take coursework concurrently with student teaching. Applications must be submitted to the Dean's Office for the College of Education within the first two weeks of the term, immediately preceding the anticipated student teaching semester, except that fall semester applicants should submit their applications during the first two weeks of the spring term. Student teaching is not offered in the summer.

All students applying for the student teaching experience must complete a consent form, giving VSU permission to conduct a criminal background check. The consent form and the fee to cover the costs must be included with the student teaching application. The background check will be completed prior to student teachers' being placed in the schools.

GRADUATION AND TEACHER CERTIFICATION REQUIREMENTS

Health and Physical Education

The College of Education requires all majors leading to teacher certification to complete courses in health and physical education. This requirement is met by taking KSPE 2000, two physical education activity courses, and the first aid/CPR course, KSPE 2150.

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 PRAXIS II Subject Assessments and registration applications are available in the office of the Dean of the College of Education. A passing score must be obtained on these tests before the College of Education will recommend students for an initial Georgia certificate. The

Praxis I 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 VSU and at other locations across the state. Students are encouraged to register for their respective tests during the first semester of the senior year. 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, should first check on their eligibility for admission to teacher education. If the student qualifies for Teacher Education, then his/her 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. Admission requirements for certification students include completion of the Praxis I test and having a GPA appropriate to the desired program of study. The GPA is cumulative over all previous coursework and is 2.5 for all programs except Communication Disorders at 3.25 and Art Education at 3.0. Students denied admission into teacher education may appeal their case to the Undergraduate Policies Committee.

Other Degree Programs in the College of Education

Major	Department	Degrees
Administrative Services	Adult and Career Education	B.S.
Sports Medicine/Athletic Training	Kinesiology and Physical Education	B.S.
Exercise Science	Kinesiology and Physical Education	B.S.E.S.
Technical Studies	Adult and Career Education	B.A.S.
Psychology	Psychology and Counseling	B.A., B.S.

Undergraduate Course Designations within the College of Education

ACED	Adult and Career Education
ARED	Art Education
COMD	Communication Disorders
ECED	Early Childhood Education
FLED	Foreign Language Education
KSPE	Exercise Science, Health & Physical Education, Sports Medicine
MGED	Middle Grades Education
MSED	Middle Grades and Secondary Education
MUE	Music Education
PSYC	Psychology, Counseling and Guidance
READ	Reading Education
SEED	Secondary Education
SPEC	Special Education



DEPARTMENT OF ADULT AND CAREER EDUCATION

Dr. Donnie J. McGahee, Head
Room 215, Education Center

The Department of Adult and Career Education offers undergraduate programs of study at the associate's and bachelor's levels. The department offers an Associate of Applied Science program in cooperation with local technical colleges. These students may go on and earn the Bachelor of Applied Science with a major in technical studies. The department also offers the Bachelor of Science in Education degree with majors in business education and in technical, trade and industrial education, as well as a Bachelor of Science degree with a major in administrative services.

The undergraduate programs in the Department of Adult and Career Education are designed to give the student the basic 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 which prepare teachers in the areas of business education; technical, trade, and industrial education; and adult and vocational Education. A second goal of the department is to offer professional programs to prepare industry practitioners with degrees in technical studies 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 the development of the knowledge, dispositions, skills, and ethics necessary to function in a variety of work environments.

The department also offers M.Ed. programs with majors in business education and in adult and vocational education (with options in technical, trade, and industrial education and in training and development). An Ed.S. program with a major in vocational education (with options in business education and in general vocational education) is offered. Additionally, the department offers the Ed.D. program in adult and vocational education. Full information is found in the current *Graduate Catalog*.

BACHELOR OF SCIENCE IN EDUCATION DEGREE WITH A MAJOR IN BUSINESS EDUCATION

Selected Educational Outcomes

1. Students who graduate from teacher preparation programs will demonstrate an acceptable level of content knowledge.
2. Students in teacher preparation programs will demonstrate an acceptable level of teaching competency in their major areas by planning, delivering, and assessing appropriate instruction in a public school setting for an extended period of time during the student teaching experience.

- Students in the Business Education program 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.

Requirements for the B.S.Ed. Degree with a Major in Business Education

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

College of Education Health and Physical Education Requirements. 6 hours

KSPE 2000, KSPE 2150 4 hours

Two KSPE Fitness/Activity Courses 2 hours

Area F Requirements. 18 hours

MSED 2000, ACED 2400, SPEC 2000 9 hours

ACCT 2101, ACED 1100, ECON 1500 9 hours

Major Course Requirements. 60 hours

ACED 2050, ACED 3000, ACED 4070, ACED 4160 12 hours

ACED 4050, ACED 3610, ACED 4400, ACED 4500 12 hours

ACCT 2102, BUSA 2106, MKTG 3050, PSYC 3110 12 hours

ACED 3100, ACED 3400, ACED 3700 9 hours

ACED 4790 10 hours

ACED 4800 2 hours

Elective 3 hours

Total hours required for the degree 120 semester hours

Examples of Outcome Assessments

- Students are required to pass the appropriate Praxis II Exam before they will be recommended for certification. The College of Education will examine the results of the Praxis Exams, by program, to determine the pass/fail rates of its graduates based on state passing scores. The number of times graduates attempt to pass the test and subtest scores will also be examined.
- The student teacher is assessed on professional teaching knowledge and skills related to the ten College of Education Conceptual Framework Principles through direct observation recorded on a standard rating scale by the college supervisor and the public school mentor. Written assignments required by individual programs are also assessed. Students complete a post-student teaching survey designed to identify program strengths and weaknesses and measure the extent to which specific College of Education general outcomes are addressed.
- Students will respond to a question(s) relating to their perceptions about their preparation for teaching a variety of computer/technology applications.

**BACHELOR OF SCIENCE DEGREE WITH A
MAJOR IN ADMINISTRATIVE SERVICES**

Selected Educational Outcomes

1. Students will demonstrate an acceptable level of competency in job skills.
2. Students 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. Students 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.

**Requirements for the B.S. Degree with a
Major in Administrative Services**

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

Area F Requirements **18 hours**

ACED 2400, ACED 1100, ACED 2050 9 hours

ECON 1500, ACCT 2101, BUSA 2106 9 hours

Major Course Requirements **60 hours**

ACCT 2102, ACED 3000, ACED 3400 9 hours

ACED 4050, ACED 4160, ACED 4300 9 hours

ACED 3610, ACED 3700, ACED 4070 9 hours

ACED 3100, MGNT 4000, MKTG 3050 9 hours

MGNT 3250, ACED 4810, PHIL 3150 9 hours

Choose one:

MGNT 3910, COMM 2060, or MKTG 4680 3 hours

Electives 12 hours

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

Examples of Outcome Assessments

1. Students will be assessed on their practicum experience through direct observation on a rating scale by the college supervisor and/or the job-site supervisor. Students and job-site supervisors will complete a post-practicum survey designed to identify program strengths and weaknesses.
2. Students will be assessed on their performance on simulated activities in ACED 4160 (Administrative Office Procedures).
3. Students will respond to a question(s) relating to their perceptions about their preparation for using a variety of computer/technology applications.

B.S.ED. DEGREE WITH A MAJOR IN TECHNICAL, TRADE AND INDUSTRIAL EDUCATION (SECONDARY OPTION)

Selected Educational Outcomes

1. Students will demonstrate an acceptable level of content knowledge.
2. Students will demonstrate an acceptable level of teaching competency in their major areas by planning, delivering, and assessing appropriate instruction in a public school setting for an extended period of time during the student teaching or internship experience.
3. Students will demonstrate career planning skills.

Requirements for the B.S.Ed. Degree with a Major in Technical, Trade and Industrial Education (Secondary Option)

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

Area F Requirements. 18 hours

MSED 2000, SPEC 2000, ACED 2400 9 hours

ACED 2900, ACED 2950, ACED 2960 9 hours

College of Education Health and

Physical Education Requirements. 6 hours

(Required in Secondary Option)

KSPE 2000, KSPE 2150 4 hours

Two KSPE Fitness/Activity Courses 2 hours

Major Course Requirements. 60 hours

PSYC 3110, ACED 4690, ACED 4510 9 hours

ACED 3600, ACED 4700, ACED 4670, ACED 4810 12 hours

ACED 3650, ACED 4560, ACED 3850 9 hours

ACED 3500, ACED 3510, ACED 3520 9 hours

ACED 4780 12 hours

Guided Electives 9 hours

Total hours required for the degree 120 semester hours

Examples of Outcome Assessments

1. Students are required to meet specific industry certification standards or possess licensure in their respective teaching areas.
2. Student teachers/interns are assessed on professional teaching knowledge and skills related to the ten College of Education Conceptual Framework Principles through direct observation recorded on a standard rating scale by the college supervisor and/or the public school mentor. Written assignments are also assessed.
3. Students will be assessed on their ability to develop an occupational description related to their area of specialization.

**B.S.ED. DEGREE WITH A MAJOR IN TECHNICAL,
TRADE AND INDUSTRIAL EDUCATION (POSTSECONDARY OPTION)**

Selected Educational Outcomes

1. Students will demonstrate career planning skills.
2. Students will demonstrate an acceptable level of teaching competency in their major areas by planning, delivering, and assessing appropriate instruction.
3. Students will demonstrate the ability to develop appropriate curriculum/training programs as needed in the work environment.

**Requirements for the B.S.Ed. Degree with a Major in
Technical, Trade and Industrial Education (Postsecondary Option)**

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

Area F Requirements. 18 hours

- MSED 2000, ACED 2400 6 hours
- ACED 2900, ACED 2950, ACED 2960 9 hours
- Elective from Areas A-E 3 hours

Major Course Requirements. 60 hours

- PSYC 3130, ACED 4690, ACED 4510 9 hours
- ACED 3600, ACED 4700, ACED 4670, 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

Examples of Outcome Assessments

1. Students will be assessed on their ability to develop an occupational description related to their area of specialization.
2. Students 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).
3. Students will be assessed on their ability to develop appropriate curriculum/training programs for the work environment as part of the course requirements for ACED 3860 (Program Development in Adult and Continuing Education).

BACHELOR OF APPLIED SCIENCE DEGREE WITH A MAJOR IN TECHNICAL STUDIES

The Bachelor of Applied Science (BAS) degree is designed for students who complete a career or cooperative Associate of Applied Science (AAS) degree from a college or university 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, the students will be granted 36 semester hours of credit by VSU, which will be counted toward the BAS degree requirements.

Selected Educational Outcomes

1. Students will demonstrate an acceptable level of competency in job skills.
2. Students will demonstrate career planning skills.
3. Students will demonstrate knowledge of change management principles in the work environment.

Requirements for the Bachelor of Applied Science Degree with a Major in Technical Studies

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

Area F Requirements **18 hours**

Completion of an approved technical college program which is one calendar year or longer in length.

Major Course Requirements **60 hours**

ACED 2400, ACED 4550, ACED 4810, PSYC 3800 12 hours

SOCI 4200, MGNT 3250, MKTG 3050 9 hours

ACED 3400, ACED 3700, ACED 4300, ACED 4310 12 hours

Guided Electives - Upper Division 9 hours

Supporting Courses 18 hours

Completion of approved technical college program which is one calendar year or longer in length. Combined with Area F for a total of 36 hours credit for technical program.

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

Examples of Outcome Assessments

1. Students will be assessed on their practicum experience through direct observation on a rating scale by the university supervisor and the job-site supervisor. Students and job-site supervisors will complete a post-practicum survey designed to identify program strengths and weaknesses.
2. Students will be assessed on their ability to develop an occupational description directly related to their occupational area of specialization.
3. Students will develop a plan for managing change in the work environment.

JOINT DEGREE PROGRAM WITH TECHNICAL COLLEGES

ASSOCIATE OF APPLIED SCIENCE - JOINT DEGREE

An Associate of Applied Science degree program in selected programs is offered in cooperation with the following technical colleges: Albany Technical College, East Central Technical College, Moultrie Area Technical College, Southwest Georgia Technical College, and Valdosta Technical College. Students enrolled in this program can earn the Associate of Applied Science degree upon successful completion of an approved program at one of the technical colleges and 23 semester hours from the Valdosta State University Core Curriculum.

Students may wish to complete all work at one institution first and then enroll at the other or to enroll concurrently at both institutions. However, all work at both institutions must be completed satisfactorily before VSU will award the Associate of Applied Science degree. Candidates for the A.A.S. degree are required to pass the Regents' Tests in reading and writing and to meet the State Legislative requirement in history and political science. Further information, including a list of the approved technical college programs, may be obtained from the Department of Adult and Career Education.

Selected Educational Outcomes

1. Students will demonstrate an acceptable level of technical competence in their major field.
2. Students will demonstrate the ability to express themselves clearly and logically in writing, and they will demonstrate competence in reading.

University Requirements:

Area A **9 hours**

ENGL 1101, ENGL 1102 6 hours

MATH 1101 or MATH 1111 3 hours

Area D **8 hours**

Science Courses 8 hours

Area E **6 hours**

HIST 2111 or HIST 2112 3 hours

POLS 1101 3 hours

Total Semester Hours **23 hours**

Examples of Outcome Assessments

1. Students are required to complete successfully an approved, technical program from one of the five technical institutes with which VSU has a joint A.A.S. degree agreement.
2. Students are required to complete successfully both the reading and writing portions of the Regents' Exam.

**ASSOCIATE OF APPLIED SCIENCE - DENTAL HYGIENE
(Joint Degree with Valdosta Technical College)**

An Associate of Applied Science degree program with a major in dental hygiene is offered in cooperation with Valdosta Technical College. Students enrolled in this program can earn the Associate of Applied Science degree upon successful completion of the dental hygiene clinical program at Valdosta Technical College and 44 semester hours from Valdosta State University. There is no required sequence for the VSU courses, nor is there a minimum number of VSU courses required to be completed for entry into the dental hygiene clinical program at Valdosta Technical College. However, the amount of VSU coursework completed prior to application to the Valdosta Technical College clinical program will be a factor in the admissions process. Enrollment in the Valdosta Technical College clinical program is limited; therefore, students who complete the VSU coursework are not guaranteed admission into the clinical program at Valdosta Technical College. Students are required to pass the Regents' Exam.

Selected Educational Outcomes

1. Students will demonstrate an acceptable level of technical competence in their major field.
2. Students will demonstrate the ability to express themselves clearly and logically in writing, and they will demonstrate competence in reading.

University Requirements:

Area A	.....	9 hours
	ENGL 1101, ENGL 1102	6 hours
	MATH 1101 or MATH 1111	3 hours
Area C	.....	3 hours
	COMM 1100	3 hours
Area D	.....	20 hours
	BIOL 2651, BIOL 2652, BIOL 2900	12 hours
	CHEM 115IK, CHEM 1152K	8 hours
Area E	.....	12 hours
	PSYC 2500	3 hours
	POLS 1101	3 hours
	HIST 2111 or HIST 2112	3 hours
	SOCI 1101	3 hours
Total Semester Hours	.....	44 hours

Examples of Outcome Assessments

1. Students are required to complete successfully the clinical portion of their Dental Hygiene program at Valdosta Technical College.
2. Students are required to complete successfully both the reading and writing portions of the Regents' Exam.



DEPARTMENT OF EARLY CHILDHOOD AND READING EDUCATION

Dr. Albert S. Gibbs, Acting Head
Room 56, Education Center

The Department of Early Childhood and Reading Education is a multidisciplinary department with programs that lead to a B.S.Ed. degree with a major in early childhood education, a M.Ed. degree with a major in early childhood education (P-3 Option and Content Option), a M.Ed. degree with a major in reading education, and an Ed.S. with a major in early childhood education.

The early childhood education programs 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. The reading education programs prepare individuals who specialize in the areas of reading/language arts. Graduate programs are designed to build upon prior professional preparation and experiences and extend the depth and breath of knowledge of the theoretical base and exemplary practices in early childhood education and reading education.

BACHELOR OF SCIENCE IN EDUCATION DEGREE WITH A MAJOR IN EARLY CHILDHOOD EDUCATION

Selected Educational Outcomes

1. Graduates will demonstrate an acceptable level of content knowledge.
2. 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. Graduates will integrate technology into instruction, assessment, and communication.
4. 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).

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

ACED 2400, MSED 2000, SPEC 2000 9 hours

ENGL 2000, MATH 2160, POLS 2200 9 hours

College of Education Health and Physical Education Requirements. 6 hours

KSPE 2000, KSPE 2150 4 hours

KSPE Fitness/Activity Courses 2 courses

Professional Program Requirements. 60 hours

Professional Semester 1

MATH 3161 3 hours

PSYC 3120 3 hours

ECED 3000, ECED 3400 6 hours

READ 3200 3 hours

ECED 3190 1 hour

Professional Semester 2

SCI 3000 3 hours

MATH 3162 3 hours

KSPE 3330 3 hours

ECED 3300 3 hours

READ 3500 3 hours

ECED 3690 1 hour

Professional Semester 3

MATH 4161 3 hours

READ 4100 3 hours

ECED 4300 3 hours

ECED 4400 3 hours

READ 4200 3 hours

ECED 4690 1 hour

Professional Semester 4

ECED 4720 2 hours

ECED 4790 10 hours

Total hours required for the degree 126 semester hours

Using a variety of techniques, faculty members in the Department of Early Childhood and Reading Education assess the extent to which the program requirements address the desired outcomes. Examples of these assessments for the undergraduate program in early childhood education include the following:

Examples of Outcome Assessments

1. Graduates are required to pass the Early Childhood Education Praxis II Examination before being recommended for certification. Results of the Praxis Examinations will be examined to determine the pass/fail rates of College of Education graduates based on statewide passing scores. The number of times graduates attempt to pass the test and subtest scores will also be examined.
2. Student teachers are assessed on professional teaching knowledge and skills related to the ten College of Education Conceptual Framework Principles through direct observations recorded on standard rating scales by university supervisors and public school mentors. In addition, required written assignments will be assessed. Students teachers complete a post student teaching survey designed to identify program strengths and weaknesses and measure the extent to which specific College of Education outcomes are addressed.
3. Student teachers are assessed through observations by university supervisors and public school mentors and documentation contained in portfolios on their use of technological resources while planning, implementing, and assessing instruction.
4. Students, during practicum and student teaching experiences, are assessed on reflective teaching practices through the use of journals, videotapes, and conferences with university supervisors during practicum and student teaching experiences. It is expected that teaching practices will be maintained, modified, or changed based on information available to students about the impact of practices on pupils, families, and other professional practitioners.



**DEPARTMENT OF KINESIOLOGY AND PHYSICAL
EDUCATION**

Dr. Hemming Atterbom, Head
Room 168, Physical Education Complex

The Department of Kinesiology and Physical Education offers programs that lead to a Bachelor of Science in Education degree with a major in health and physical education, a Bachelor of Science degree with a major in sports medicine/athletic training, a Bachelor of Science in Exercise Science degree, a Master of Education (Option I) degree with T-5 (professional) certification in health and physical education, and a Master of Education (Option II) degree without teacher certification (for those students who choose to concentrate their studies in the areas of exercise science or sports medicine/athletic training.)

Degree programs in the Department of Kinesiology and Physical Education prepare students for professional careers in health and physical education (teacher education), exercise science, and sports medicine/athletic training. The degree programs are designed to build concepts and skills appropriate for specific careers through a series of carefully sequenced courses, field experiences, and internships. These concepts and skills include program planning, computer applications 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 in grades pre-kindergarten through 12th grade (P-12). Upon successful completion of the degree program and posting a passing score on the Praxis II teacher certification exam in the area of health and physical education, students are eligible for the T-4 (professional) teaching certificate from the State of Georgia. Both the undergraduate and graduate programs are approved by the National Council on Accreditation for Teacher Education (NCATE) and the National Association of Sport and Physical Education (NASPE).

The Bachelor of Science in Exercise Science (B.S.E.S.) 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 other related areas. Students interested in further study in these areas are responsible for satisfying specific admission requirements in those programs.

The Bachelor of Science degree with a major in sports medicine/athletic training is a curriculum program accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). Successful completion of the degree program qualifies the student to sit for the National Athletic Trainers Association (NATA) certification exam. An individual posting a passing score on the exam is recognized as a Certified Athletic Trainer, eligible to apply for state licensure and work as an athletic trainer in clinical settings, public schools, professional sports, and colleges and universities. Students in the program receive training under the direct supervision of one of the institution's NATA-certified athletic trainers in the areas of injury assessment, therapeutic exercise and modalities, advanced anatomy, biomechanics, and kinesiology.

BACHELOR OF SCIENCE IN EDUCATION DEGREE WITH A MAJOR IN HEALTH AND PHYSICAL EDUCATION

Selected Educational Outcomes

Students who graduate from the Health and Physical Education Teacher Preparation Program will demonstrate

1. acceptable level of content knowledge.
2. proficiency in a number of individual and team sports, outdoor and recreational activities, rhythmic, and fitness.
3. functional computer literacy.
4. knowledge of motor development, anatomy, physiology, and biomechanics.
5. knowledge of teaching methodologies and curriculum.
6. ability to successfully teach health and physical education to P-12 students and adapt activities for the individual needs of diverse learners.

Various assessment techniques are used in the Health and Physical Education teacher certification program to determine the progress of the student and whether the curriculum is meeting the stated objectives and goals.

Selected Outcome Assessments

To be recommended for certification, students are required to:

1. pass the Health and Physical Education Praxis II Exams.
2. pass skills tests in the required technique courses.
3. carry out assignments requiring the use of computer and the Web.
4. through written exams, oral practicums, and micro-teaching assignments in advanced courses, demonstrate knowledge in the areas of motor development, anatomy and physiology, and biomechanics.

5. develop lesson, unit, and annual plans, evaluate skill and content development, and assess teaching practices.
6. satisfactorily complete all pre-intern field-based experiences and successfully complete the student teaching capstone course, including portfolio.

Requirements for the B.S. Ed. Degree with a Major in Health and Physical Education

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

Area F Requirements **18 hours**

MSED 2000, ACED 2400, SPEC 2000 9 hours

BIOL 2651, BIOL 2652 8 hours

KSPE 1010 1 hour

College of Education Health and

Physical Education Requirements **6 hours**

KSPE 2000 and KSPE 2010 4 hours

KSPE 2020 2 hours

Professional Program Requirements **60 hours**

KSPE 2101, KSPE 3200, KSPE 3301, KSPE 3401 12 hours

KSPE 3411 4 hours

PSYC 3110, KSPE 3420, KSPE 3911 9 hours

KSPE 3450, KSPE 3460, KSPE 3700, KSPE 4710 12 hours

KSPE 2031, KSPE 3141, KSPE 4220 8 hours

Elective 3000-level course 3 hours

KSPE 4800 2 hours

KSPE 4790 10 hours

Total hours required for the degree **126 semester hours**

BACHELOR OF SCIENCE IN EXERCISE SCIENCE (B.S.E.S.) DEGREE

The Bachelor of Science in Exercise Science (B.S.E.S.) 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.S. degree will be able to demonstrate:

1. knowledge in basic functional anatomy, biomechanics, and physiological responses to exercise
2. knowledge of nutrition and body composition as related to exercise performance and health maintenance

3. administrative and leadership skills for exercise programs in a variety of clinical and non-clinical settings
4. knowledge of assessment, evaluation, and education of various populations in clinical and non-clinical settings regarding physical activity and healthful lifestyles.

Various assessment techniques are used in the Exercise Science program to determine the progress of students and whether the curriculum is meeting the stated objectives and goals.

Selected Outcome Assessments

Students who graduate with a B.S.E.S. 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. successfully meet VSU guidelines for academic credit for participating in an internship program.
4. sit for a 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 B.S.E.S. degree program after

- a. completion of 45 semester hours of coursework
- b. satisfactory scores on both sections of the Regents' Testing Program
- c. making a grade of "B" or higher in KSPE 1010 and in KSPE 2110
- d. achieving a minimum GPA of 2.5 in all B.S.E.S. coursework, including Core Areas A-F.

Students who do not meet the admission requirements are allowed to take B.S.E.S. coursework on provisional status and given one academic semester to meet the admission requirements. Failing to meet the admission requirements after one academic semester on provisional status, students may repeat coursework but may not enroll in any 3000- or 4000-level B.S.E.S. courses not already completed.

Retention Requirements

To continue in the Exercise Science program, students must maintain a minimum GPA of 2.5 in all B.S.E.S. coursework, including the A-F core. If the GPA falls below 2.5, students may repeat coursework but may not enroll in any 3000- or 4000-level B.S.E.S. courses not already completed.

Requirements for the Bachelor of Science in Exercise Science degree

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

Exercise Science majors are required to take MATH 1101 or MATH 1111 in Area A. In Area D, Exercise Science 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.

Area F requirements **18 hours**

ACED 2400 3 hours
BIOL 2651 4 hours
MATH 2620 3 hours
KSPE 2110; KSPE 2150 5 hours
Math or Science Elective 3 hours

College of Education Health and Physical Education requirements **4 hours**

KSPE 2000 2 hours
KSPE 1010 1 hour
KSPE 1000-level Elective 1 hour

Professional Program requirements **60 hours**

KSPE 3010, KSPE 3011, KSPE 3050 9 hours
KSPE 3160 1 hour
KSPE 3200, KSPE 3350, KSPE 3360 8 hours
KSPE 3410, KSPE 3420, KSPE 3430, KSPE 3650 12 hours
KSPE 4050, KSPE 4070, KSPE 4080, KSPE 4090, 12 hours
KSPE 4130, KSPE 4510 6 hours
KSPE 4550 12 hours

Total hours required for the degree **124 semester hours**

BACHELOR OF SCIENCE WITH A MAJOR IN SPORTS MEDICINE/ATHLETIC TRAINING

The Commission on Accreditation of Allied Health Education Programs (CAAHEP), the National Athletic Trainers Association (NATA), and the Joint Review Committee on Athletic Training Educational Programs identify a number of specific educational outcomes necessary for accreditation and the preparation of students to become athletic trainers.

Selected Educational Outcomes

The sports medicine/athletic training students will

1. demonstrate acceptable techniques for the prevention and treatment of athletic injuries.
2. exhibit knowledge in the recognition, evaluation, and immediate care of athletic injuries.

3. demonstrate ability to plan the rehabilitation and reconditioning of individuals with athletic injuries.
4. exhibit the knowledge to be able to perform as a competent athletic trainer and health care administrator.

Various assessment techniques are used in the sports medicine/athletic training program to determine the progress of students and whether the curriculum is meeting the stated objectives and goals.

Selected Outcome Assessments

The sports medicine/athletic training students must

1. demonstrate acceptable levels of skill in athletic training protocols such as taping, treatment modalities, injury assessment, and injury prevention. These skills are assessed by the student's clinical supervisor throughout their senior level course work, as outlined by the National Athletic Trainers Association.
2. through written and oral examinations, be able to recognize and evaluate injuries accurately and describe the necessary steps for immediate care.
3. be able to describe and plan the rehabilitation and reconditioning of individuals with athletic injuries.
4. have an exit interview with the program director to discuss their strengths, weaknesses, and overall ability to perform as an athletic trainer and health care administrator.

Requirements for the B.S. degree with a Major in Sports Medicine/Athletic Training

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

Area F Requirements. 18 hours

BIOL 2651, BIOL 2652 8 hours

ACED 2400, PSYC 2700 6 hours

KSPE 2150, KSPE 2050 4 hours

College of Education Health and Physical Education Requirements. 4 hours

KSPE 2000 2 hours

Two KSPE Fitness/Activity Courses 2 hours

Professional Program Requirements. 60 hours

KSPE 3200, KSPE 3420, KSPE 3430 9 hours

KSPE 4300, KSPE 4350, KSPE 4360, KSPE 4400 12 hours

KSPE 3440, KSPE 3441, KSPE 4440, KSPE 4441 4 hours

KSPE 4250, KSPE 4450, KSPE 4490, KSPE 4650 12 hours

Options * 23 hours

(A) Health and Physical Certification

Teacher Certification Option

KSPE 4410, KSPE 4420 8 hours

PSYC 3110, SPEC 2000, MSED 2000 9 hours

Electives 6 hours

or

- (B) Teacher Certification and Internship Option
 - KSPE 4430 12 hours
 - PSYC 3110, SPEC 2000, MSED 2000 9 hours
 - Electives 2 hours

or

- (C) Internship Option
 - KSPE 4430 12 hours
 - Electives 11 hours

* Other certification options may require additional courses.

Total hours required for the degree 124 semester hours

Admission Requirements

Students may apply to the Sports Medicine/Athletic Training Program during the fall semester of their sophomore year. Admission to the program is limited by the number of available clinical positions. Applicants will be accepted each year according to these criteria:

- a. Overall grade point average of 2.75 or higher
- b. Successful completion of Directed Clinical Observation.
- c. Grade in KSPE 2050
- d. Interview with Sports Medicine/Athletic Training Faculty.

Retention Requirements

Evaluation for retention is performed at the end of each semester of the student’s program.

- 1. Students must maintain a cumulative GPA of 2.75 or higher. Students whose GPA falls below 2.75 will be placed on probation for one semester. During the probation period, students may continue to take sports medicine classes but will NOT be allowed to work in clinical experiences.
- 2. Students will be dismissed for any of the following reasons:
 - a. Cumulative GPA falling below the 2.75 and inability to achieve this requirement after one semester of probation.
 - b. Poor performance in clinical experiences.
 - c. Poor year-end evaluation.



DEPARTMENT OF MIDDLE GRADES AND SECONDARY EDUCATION

Dr. Adele Ducharme, Head
Room 87, Education Building

The Department of Middle Grades and Secondary Education is a multidisciplinary department with undergraduate programs that offer the B. S. Ed. degree with a majors in middle grades education and in secondary education.

The department offers programs with teaching field for grades 4-8, middle grades, in two concentrations selected from language arts, mathematics, science or social studies. Secondary education programs are offered, with teaching fields for grades 7-12 in English, mathematics, biology, chemistry, physics, earth science, history, or political science. 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 to communicating effectively, using the tools of inquiry, developing learning opportunities for all students, integrating technology into instruction and fostering relationships within the larger community.

BACHELOR OF SCIENCE IN EDUCATION DEGREE WITH A MAJOR IN MIDDLE GRADES EDUCATION

Each program in the department has numerous desired outcomes. Examples of these outcomes include the following:

Selected Educational Outcomes

1. Students who graduate from teacher preparation programs will demonstrate an acceptable level of content knowledge in multiple disciplines.
2. Students in teacher preparation programs will demonstrate an acceptable level of teaching competency in their major areas by planning, delivering, and assessing appropriate instruction in a public school setting for an extended period of time during the student teaching experience.
3. The students plan and create culturally responsive instructional opportunities with sensitivity to individual learners.
4. The students establish the integration of technology into instruction, assessment, and communication.

The departmental faculty members assess the desired learner outcomes by using a variety of techniques. Examples of summative assessments in addition to course evaluations include the following:

Examples of Outcome Assessments

1. Students are required to pass the Middle Grades Praxis II Exam before they will be recommended for certification. The College of Education will examine the results of the Praxis Exams, by program, to determine the pass/fail rates of its graduates based on state passing scores.
2. The student teachers are assessed on professional teaching knowledge and skills related to the ten College of Education Conceptual Framework Principles through direct observation recorded on a standard rating scale by the college supervisor and the public school mentor. Written assignments required by the individual program are also assessed.
3. Students in their professional program must submit collection portfolios and teaching portfolios at the end of each senior semester documenting the design and implementation of culturally responsive instructional opportunities for all learners. A rubric will be used to assess the portfolios.
4. Students portfolios are assessed for integration of technology into instruction using a departmental rubric.

Requirements for the B.S. Ed. Degree with a Major in Middle Grades Education

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

Area F Requirements. **18 hours**

MSED 2000, SPEC 2000, ACED 2400 9 hours

Primary Concentration (select one area) 6 hours

Language Arts, Math, Science, or Social Studies
(select from the approved course list for concentration area)

Secondary Concentration 3 hours

Language Arts, Mathematics, Science, Social Studies
(select from the approved course list for concentration area)

College of Education Health and Physical Education Requirements. **6 hours**

KSPE 2000, KSPE 2150 4 hours

Two KSPE Fitness/Activity Courses 2 hours

Program Requirements. **60 hours**

Core Courses 6 hours

PSYC 3110, MGED 3990 6 hours

Primary Content Concentration Area (Select one.) 12 hours

Language Arts, Mathematics, Science, Social Studies

Secondary Content Concentration Area (Select one.) 12 hours

Language Arts, Mathematics, Science, Social Studies

General: MATH 3180, READ 4550 6 hours

Professional Program	24 hours
MGED 3110	2 hours
MGED 4000, MGED 4030, MGED 4050	9 hours
MGED 4620	1 hours
MGED 4790	10 hours
MGED 4800	2 hours

Total hours required for the degree 126 semester hours

BACHELOR OF SCIENCE IN EDUCATION DEGREE WITH A MAJOR IN SECONDARY EDUCATION

Selected Educational Outcomes

1. Students will demonstrate an acceptable level of content knowledge.
2. Students will demonstrate an acceptable level of teaching competency in their major areas by appropriately planning, delivering, and assessing instruction in a public school setting for an extended period of time during the student teaching experience.
3. Students will plan and create culturally responsive instructional opportunities with sensitivity to individual learners.
4. Students will integrate technology into communication, instruction, and assessment.

The department faculty members assess the desired learner outcomes by using a variety of techniques. Examples of summative assessments in addition to course evaluations include the following:

Examples of Outcome Assessments

1. Graduates are required to pass the appropriate Praxis II Exam before they will be recommended for certification.
2. Student teachers are assessed on professional teaching knowledge and skills related to the ten College of Education Conceptual Framework Principles through direct observation recorded on a standard rating scale by college supervisors and public school mentors. Written assignments required by individual programs are also assessed.
3. Students must submit professional teaching portfolios at the end of each field experience documenting the design and implementation of culturally responsive instructional opportunities for all learners.
4. Students must submit professional teaching portfolios to document technology integration. Evidence of electronic communication, the use of instructional software, technology presentations and assessment materials must be included.

All B.S.Ed. degrees with a major in secondary education, regardless of teaching field, have the same required Core Areas A through E and the same Health and Physical Education requirements. Area F and upper division requirements change according to the teaching field.

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

College of Education Health and Physical Education Requirements. 6 hours

KSPE 2000, KSPE 2150 4 hours

Two KSPE Fitness/Activity Courses 2 hours

**Requirements for the B.S.Ed. Degree with a Major in
Secondary Education/English**

Area F Requirements. 18 hours

MSED 2000, ACED 2400, SPEC 2000 9 hours

ENGL 2140 (if taken in area C, ENGL 2110,
2120 or 2130 may be substituted) 3 hours

Two courses chosen from the following: 6 hours

Foreign language and Culture through 2002 or
ART 1100; COMM 2500; HIST 1011, HIST 1012, HIST 1013;
MUSC 1100, PHIL 2020, THEA 1100

Professional Education. 23 hours

PSYC 3110 3 hours

SEED 3000, SEED 3010 4 hours

SEED 4100 3 hours

SEED 4620 1 hour

SEED 4790 10 hours

SEED 4800 2 hours

Area of Concentration. 37 hours

ENGL 3110, 3120, 3210 9 hours

ENGL 3050 1 hours

ENGL 3060 3 hours

ENGL 3080 or ENGL 3090 3 hours

ENGL 4110, 4120, 4130, 4140 or 4150 3 hours

ENGL 4210, 4220, 4230, or 4240 3 hours

One Genre course from the following:

ENGL 4320 - 4350, 4410, 4420 3 hours

LING 4000 or ENGL 4610 3 hours

Two 3-hour 4000 level electives from ENGL, CRWR, JOUR,
or LING (one foreign language literature course numbered
4000 level or above may be substituted) 6 hours

READ 4550 3 hours

Total hours required for the degree 126 semester hours

**Requirements for the B.S.Ed. Degree with a Major in
Secondary Education/Mathematics**

Area F 18 hours

MSED 2000, ACED 2400, SPEC 2000	9 hours
MATH 2262 and MATH 2263	8 hours
MATH from Area D beyond the calculus courses	1 hour

Professional Education 23 hours

PSYC 3110	3 hours
SEED 3000, SEED 3010	4 hours
SEED 4200, SEED 4620	4 hours
SEED 4790	10 hours
SEED 4800	2 hours

Area of Concentration 37 hours

CS 1010 or CS 1301	3 or 4 hours
MATH 2150, MATH 3010, MATH 3040, MATH 3190	12 hours
MATH 3510, MATH 3600, MATH 4081, MATH 4150	12 hours
MATH 4901 or MATH 4910	3 hours
MATH	3 or 4 hours
READ 4550	3 hours

Total hours required for the degree 126 semester hours

**Requirements for the B.S.Ed. Degree with a Major in
Secondary Education/Biology Education**

Area F 18 hours

MSED 2000, ACED 2400, SPEC 2000	9 hours
CHEM 121IK, CHEM 1212K	8 hours
Carry-over from Calculus in Area D	1 hour

Professional Education 23 hours

PSYC 3110	3 hours
SEED 3000, SEED 3010, SEED 4300, SEED 4620	8 hours
SEED 4790	10 hours
SEED 4800	2 hours

Area of Concentration 36 hours

BIOL 2010, BIOL 2230, BIOL 2270, BIOL 3100	16 hours
BIOL 3200, BIOL 3300	8 hours
BIOL 3400 or BIOL 3450	4 hours
BIOL 4830	1 hour
BIOL electives at 3000-4000 level	5 hours
READ 4550	3 hours

Total hours required for the degree 126 semester hours

**Requirements for the B. S. Ed. Degree with a Major in
Secondary Education/Chemistry Education**

Area F	18 hours
MSED 2000, ACED 2400, SPEC 2000	9 hours
PHYS 1111K and PHYS 1112K	8 hours
Carry-over from area D	1 hour

Professional Education	23 hours
PSYC 3110	3 hours
SEED 3000, SEED 3010, SEED 4300, SEED 4260	8 hours
SEED 4790	10 hours
SEED 4800	2 hours

Area of Concentration	37 hours
CHEM 1211K and CHEM 1212K	8 hours
CHEM 2310, CHEM 3401, CHEM 3402	12 hours
CHEM 3601	3 hours
CHEM 3601L	2 hours
CHEM electives at 3000-4000 level	9 hours
READ 4550	3 hours

Total hours required for the degree **126 semester hours**

**Requirements for the B. S. Ed. Degree
with a Major in Secondary Education/Earth and Space Education**

Area F	18 hours
MSED 2000, ACED 2400, SPEC 2000	9 hours
PHYS 2211K and PHYS 2212K	8 hours
Carryover from Calculus in Area D	1 hour

Professional Education	23 hours
PSYC 3110	3 hours
SEED 3000, SEED 3010, SEED 4300, SEED 4620	8 hours
SEED 4790	10 hours
SEED 4800	2 hours

Area of Concentration	37 hours
GEOG 1112K	4 hours
GEOG 1113K or GEOG 1121K	4 hours
GEOG 2010	1 hour
GEOL 1122K	4 hours
ASTR 3101 and ASTR 3102	8 hours
GEOG/GEOL/ASTR electives 3000-4000 level	13 hours
READ 4550	3 hours

Total hours required for the degree **126 semester hours**

**Requirements for the B. S. Ed. Degree with a Major in
Secondary Education/Physics Education**

Area F	18 hours
MSED 2000, ACED 2400, SPEC 2000	9 hours
PHYS 2211K, PHYS 2212K (1-hour carry-over from area D) ..	9 hours
Professional Education	23 hours
PSYC 3110	3 hours
SEED 3000, SEED 3010, SEED 4300, SEED 4620	8 hours
SEED 4790	10 hours
SEED 4800	2 hours
Area of Concentration	37 hours
MATH 2262 and MATH 2263	8 hours
PHYS 2010	1 hour
PHYS 3810, PHYS 4111, PHYS 4112, PHYS 4211	12 hours
PHYS 4411	3 hours
PHYS electives at 3000-4000 level	10 hours
READ 4550	3 hours
Total hours required for the degree	126 semester hours

**Requirements for the B.S.Ed. Degree
with a Major in Secondary Education/History**

Area F	18 hours
MSED 2000, ACED 2400, SPEC 2000	9 hours
Nine hours chosen from the following:	9 hours
GEOG 1101, GEOG 1102, HIST 1011, HIST 1012, HIST 2211, HIST 2212, ANTH 1102, ECON 1500, ECON 2105, SOCI 1101, SOCI 1160	
Professional Education	23 hours
PSYC 3110	3 hours
SEED 3000, SEED 3010, SEED 4400, SEED 4620	8 hours
SEED 4790	10 hours
SEED 4800	2 hours
Area of Concentration	37 hours
HIST 4210, HIST 4205	6 hours
HIST 4240 or HIST 4100	3 hours
HIST 4206 or HIST 4232	3 hours
HIST 4100, HIST 4201, HIST 4202, HIST 4204, HIST 4207, HIST 4208 or HIST 4404	3 hours

HIST 3201, HIST 3202, HIST 3205, HIST 3206, HIST 3207, HIST 3208, or HIST 3209	6 hours
HIST 3303, HIST 3402, HIST 4403, HIST 4500, HIST 4511, HIST 4512, or HIST 4404	6 hours
HIST 3990	1 hour
Social Science electives above 3000	6 hours
READ 4550	3 hours

Total hours required for the degree 126 semester hours

**Requirements for the B. S. Ed. Degree with a Major in
Secondary Education/Political Science**

Area F	18 hours
MSED 2000, ACED 2400, SPEC 2000	9 hours
9 hours chosen from the following	9 hours
GEOG 1101, GEOG 1102, POLS 2101, POLS 2401 POLS 2501, ECON 1500, ECON 2105, SOCI 1101 SOCI 1160, ANTH 1102	

Professional Education	23 hours
PSYC 3110	3 hours
SEED 3000, SEED 3010, SEED 4400, SEED 4620	8 hours
SEED 4790	10 hours
SEED 4800	2 hours

Area of Concentration	37 hours
POLS 3220, POLS 3230, or POLS 3270	3 hours
POLS 4210, POLS 3530 or POLS 3520	3 hours
POLS 3250, POLS 3260, POLS 4200, POLS 4202, or POLS 4260	6 hours
POLS 3210, POLS 3240, POLS 3290, POLS 4650, POLS 4240, POLS 3200	6 hours
POLS 3300, POLS 3400, POLS 4300, POLS 4310, POLS 4360, POLS 4370, POLS 4410, POLS 4420, or POLS 4400	6 hours
POLS 4700	1 hour
Social Science electives above 3000	6 hours
READ 4550	3 hours

Total hours required for the degree 126 semester hours



DEPARTMENT OF PSYCHOLOGY AND COUNSELING

Dr. Robert E. L. Bauer, Head

Psychology and Counseling Office 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 not only an exciting and popular undergraduate major or minor at Valdosta State University and around the country, but it is also one of the most useful. 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, which 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 and the Ed.S. in School Psychology. 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 citizenry 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 psychology a major you must have completed 45 hours of coursework in the Core and earned at least a “C” or better (≥ 2.0 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. Each program in the department has numerous desired outcomes. Examples of these outcomes for the Bachelor of Arts and the Bachelor of Science Degrees include:

Selected Educational Outcomes

1. Students will use the scientific method as a primary basis for engaging in critical thinking and evaluating multiple sources of information.
2. Students will design, run, and analyze descriptive, correlational, and experimental studies, and write research reports using APA style.
3. Students will prepare and present assignments dealing with controversial and ethical issues related to psychological intervention and research.
- 4a. Specific to the B.A. degree: Students who graduate with a B.A. degree with a major in psychology, in addition to the above outcomes, will also demonstrate an understanding of a second language and culture.
- 4b. Specific to the B.S. degree: Students who graduate with a B.S. degree with a major in psychology, in addition to the above outcomes, will also demonstrate proficiency in science and math.

Requirements for the B.A. Degree with a Major in Psychology

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

Area F Requirements **18 hours**

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

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

Area F Requirements **18 hours**

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 (1111 or higher)	3 hours
One natural science or math course (1111 or higher)	3 hours

Upper level requirements are the same for the B.A. and B.S. degrees.

Upper Division Courses Required for the Major. 36 hours

PSYC 3200, PSYC 3500, PSYC 3600, PSYC 3900	12 hours
PSYC 3400 or PSYC 3450	3 hours
Two courses selected from	6 hours
PSYC 3300, PSYC 3700, PSYC 3710, PSYC 3800	
PSYC 4100 or PSYC 4150	3 hours
PSYC 4000 or PSYC 4050	3 hours
One course selected from	3 hours
PSYC 4900 or PSYC 4950 or PSYC 4991-4992-4993	
Two of the following (not taken to fulfill above requirements)	6 hours
PSYC 4000, PSYC 4050, PSYC 4100, PSYC 4150, PSYC 4800, PSYC 4900, PSYC 4950, PSYC 4991-4992-4993.	

Guided Electives. 24 hours

Students, in consultation with their advisor, will take an additional series of courses, possibly a minor, that will further differentiate between the BA and the BS 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

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:

Examples of Outcome Assessments

1. Students will be assessed in classroom and experimental settings through written assignments using the scientific method.
2. Students' research reports will be assessed by individual faculty members using appropriate criteria.
3. Students will be assessed on their ability to present controversial and ethical issues at increasingly advanced levels in multiple courses.
- 4a. Specific to the B.A. degree: Students will also be assessed by performance in Area F language and culture courses.
- 4b. Specific to the B.S. degree: Students will also be assessed by performance in Area F science and math courses.



**DEPARTMENT OF SPECIAL EDUCATION
AND COMMUNICATION DISORDERS**

Dr. Philip Gunter, Head

The Department of Special Education and Communication Disorders is a multidisciplinary department with a program that leads to a B.S. Ed. degree with a major in special education or a major in communication disorders.

The Bachelor of Science in Education degrees with a major in special education or in communication disorders is designed to introduce university students to the fields of special education and speech/language pathology and to allow them to develop skills for intervention with students and clients with disabilities and disorders. In the area of communication disorders, the B.S.Ed. is a pre-professional degree. Pre-professional degrees are also available in the special education options of mild disabilities, mental retardation, deaf education, and interrelated special education/early childhood.

In order to be awarded certification for public school instruction or licensure for practice, students must complete an advanced degree in one of the selected areas.

Each program in the department has numerous desired outcomes. Examples of these outcomes include the following:

Selected Educational Outcomes

1. Students who graduate from teacher preparation programs will demonstrate an acceptable level of content knowledge in multiple disciplines.
2. Students in teacher preparation programs will demonstrate an acceptable level of teaching competency in their major areas by planning for the delivery and assessment of appropriate instruction and therapy in school and clinical settings.
3. Students will plan for culturally responsive instructional opportunities with sensitivity to individual learners.
4. Students will plan for the establishment and integration of technology into instruction, assessment, and communication.

**BACHELOR OF SCIENCE IN EDUCATION DEGREE WITH A
MAJOR IN COMMUNICATION DISORDERS**

Students admitted to the Communication Disorders program must have a 3.25 GPA.

Core Areas A-E (See VSU Core Curriculum)	42 hours
College of Education Health and Physical Education Requirements	6 hours
KSPE 2000, KSPE 2150	4 hours
Two KSPE Fitness/Activity Courses	2 hours
Area F Requirements	18 hours
ACED 2400, MSED 2000, SPEC 2000	9 hours
Language Arts (Selected from any 2000 level course)	3 hours
Math (Selected from any 1000 or 2000 level course)	3 hours
Elective (Any 1000 or 2000 level course as guided by advisor)	3 hours
Professional Education	60 hours
COMD 3010, COMD 3020, COMD 3040	9 hours
COMD 3030	2 hours
COMD 3050	1 hour
COMD 3060, COMD 3070, COMD 3080	9 hours
COMD 4010, COMD 4020, COMD 4040	9 hours
COMD 4050	2 hours
COMD 4060, COMD 4070, COMD 4080, COMD 4090	12 hours
COMD 4100	1 hour
COMD 4110, SPEC 3020, PSYC 3110	9 hours
Elective	6 hours
Total hours required for the degree	126 semester hours

**BACHELOR OF SCIENCE IN EDUCATION DEGREE WITH A
MAJOR IN SPECIAL EDUCATION (MILD DISABILITIES)**

Core Areas A-E (See VSU Core Curriculum)	42 hours
College of Education Health and Physical Education Requirements	6 hours
KSPE 2000, KSPE 2150	4 hours
Two KSPE Fitness/Activity Courses	2 hours
Area F Requirements	18 hours
ACED 2400, MSED 2000, SPEC 2000	9 hours
Language Arts (Selected from any 2000 level course)	3 hours
Math (Selected from any 1000 or 2000 level course)	3 hours
Elective (Any 1000 or 2000 level course as guided by advisor)	3 hours

Professional Education	60 hours
PSYC 3110, SPEC 3020	6 hours
SPEC 3040, SPEC 3160, SPEC 3050	9 hours
COMD 3070, SPEC 3060, SPEC 3070	9 hours
ACED 3650, READ 4530	6 hours
SPEC 4010, SPEC 4020, SPEC 4040	9 hours
SPEC 4060, SPEC 4110	6 hours
SPEC 4140	2 hours
SPEC 4180, SPEC 4080	6 hours
SPEC 4081	1 hour
Electives	6 hours
Total hours required for the degree	126 semester hours

**BACHELOR OF SCIENCE IN EDUCATION DEGREE WITH A
MAJOR IN SPECIAL EDUCATION (MENTAL RETARDATION)**

Core Areas A-E (See VSU Core Curriculum)

42 hours

College of Education Health and Physical Education Requirements

6 hours

 KSPE 2000, KSPE 2150

4 hours

 Two HSPE Fitness/Activity Courses

2 hours

Area F Requirements

18 hours

 ACED 2400, MSED 2000, SPEC 2000

9 hours

 Language Arts (Selected from any 2000 level course)

3 hours

 Math (Selected from any 1000 or 2000 level course)

3 hours

 Elective (Any 1000 or 2000 level course as
 guided by advisor)

3 hours

Professional Education

60 hours

 PSYC 3110, SPEC 3020

6 hours

 SPEC 3040, SPEC 3160, SPEC 3050

9 hours

 COMD 3070, SPEC 3060, SPEC 3070

9 hours

 ACED 3650, READ 4530

6 hours

 SPEC 4010, SPEC 4051, SPEC 4040

9 hours

 SPEC 4070

2 hours

 SPEC 4052

3 hours

 SPEC 4170

2 hours

 SPEC 4080

3 hours

 SPEC 4081

1 hour

 Electives

10 hours

Total hours required for the degree

126 semester hours

BACHELOR OF SCIENCE IN EDUCATION DEGREE WITH A MAJOR IN SPECIAL EDUCATION (DEAF AND HARD OF HEARING)

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

College of Education Health and Physical Education Requirements 6 hours

KSPE 2000, KSPE 2150 4 hours

Two KSPE Fitness/Activity Courses 2 hours

Area F Requirements 18 hours

MSED 2000, SPEC 2000, ACED 2400 9 hours

COMD 2110, COMD 2120 6 hours

Elective* 3 hours

*Students are advised to take PSY 2700 in Core Area E.

Professional Education 60 hours

COMD 3130, COMD 3140, COMD 3150 12 hours

SPEC 3020, SPEC 3040, SPEC 3050 9 hours

PSYC 3110, COMD 3070, READ 4000 9 hours

MATH 3160, READ 4100 6 hours

SPEC 3110, COMD 4090 6 hours

ECED 3300 or MGED 3510 3 hours

MATH 3180, READ 4550, COMD 4320 9 hours

SPEC 3060, SPEC 3120 6 hours

Total hours required for the degree 126 semester hours

BACHELOR OF SCIENCE IN EDUCATION DEGREE WITH A MAJOR IN SPECIAL EDUCATION (INTERRELATED SPECIAL EDUCATION/EARLY CHILDHOOD)

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

College of Education Health and Physical Education Requirements 6 hours

KSPE 2000, KSPE 2150 4 hours

Two KSPE Fitness/Activity Courses 2 hours

Area F Requirements 18 hours

ACED 2400, ENG 2000, MATH 2160 9 hours

MSED 200, SPEC 2000 6 hours

Elective (1000- or 2000-level) 3 hours

Professional Education	60 hours
ECED 3000, PSYC 3120, READ 3200, SPEC 3020	12 hours
SPEC 3040, SEEC 3400, MATH 3161, READ 3500	12 hours
SEEC 3190, SEEC 3690	2 hours
SCI 3000, SEEC 3410	6 hours
SEEC 3300	2 hours
MATH 3162, READ 4200, SPEC 4020, SEEC 4180	12 hours
SEEC 4690, SEEC 4140	2 hours
ECED 4300, MATH 4161, READ 4100, SPEC 4110	12 hours
Total hours required for the degree	126 semester hours

Student outcomes for the Bachelor of Science in Education degree in with majors in special education and in communication disorders are assessed by multiple instruments and methods.

Examples of Outcome Assessments

1. Content knowledge is assessed through objective and narrative written examinations and oral presentations.
2. Planning for the application of content knowledge is assessed with observations by university and public school professionals and private service providers using performance assessments to determine if plans include appropriate College of Education Principles.
3. Students' plans for culturally responsive instruction with sensitivity to individual learners will be evaluated by university personnel to ensure individual needs are met.
4. Students' plans for the establishment and integration of technology into instruction, assessment, and communication will be evaluated through their replications of integration by university personnel who will test the applications and provide feedback to students regarding the satisfaction of the procedure.



COLLEGE OF THE ARTS

Dr. Lanny Milbrandt, Dean
Room 107, Fine Arts Building

The College of the Arts at Valdosta State University includes the Department of Art, the Department of Communication Arts, the Department of Music, and the academic support unit ArtSouth, the outreach arm of the College. This organization of the disciplines of the performing arts, communication arts, and visual arts into one academic unit is unique in the University System of Georgia and 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, 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 telecommunication. Liberal arts programs with majors in arts disciplines are also available in several areas. Minors are offered in art and in speech communication. Degree offerings include the Bachelor of Fine Arts, the Bachelor of Music, the Master of Music Education, and the Master of Art Education 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.

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.



DEPARTMENT OF ART
Mr. A. Blake Pearce, Head
Room 110, Fine Arts Building

The Art Department has four comprehensive undergraduate degree programs, an Art Minor, and a Master of Art Education degree program, which is listed in the Graduate *Catalog*. The 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 that prepare students for a variety of occupations or further educational experiences. The program of the Bachelor of Arts (BA) degree with a major in art allows the student the flexibility of designing a comprehensive liberal arts curriculum that may lead to graduate school or develop into entrepreneurial careers in the visual arts.

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 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. The total number of hours for each course may not exceed 9 hours of credit. Studio courses are scheduled as double period classes, and the purchase of art materials is required. All majors must earn a grade of "C" or better in all foundations (Area F), professional, and major classes. Thirty-nine semester hours must be earned at the 3000-level or above in each degree program. All students, including transfer students, must take ART 1030 3-D Design or pass a safety exam before taking studio courses in the major. The minor in art is designed for students with an interest in art or art history who do not wish to pursue a degree program in one of these areas of inquiry.

Valdosta State University is an accredited institutional member of the National Association of Schools of Art and Design.

**BACHELOR OF FINE ARTS DEGREE WITH A
MAJOR IN ART**

This major leads to the Bachelor of Fine Arts and is a professional degree program, which can prepare the student for a variety of art and art related careers, provide the basis for further in-depth personal research and study, or prepare the student for graduate school. This is a 120-hour degree program.

Selected Educational Outcomes

1. Developing skill in solving problems of form and content in art through analysis and expression;
2. Acquisition of knowledge of historic and contemporary forms of visual art;
3. Acquisition of advanced skill in one or more areas of art production.

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

Core Curriculum Area F **18 hours**

ARTH 1120, ART 1010, ART 1020 9 hours

ART 1011, ART 1030, ART 2030 9 hours

Major Curriculum **60 hours**

ART 3111, ART 3061, ART 3081 9 hours

ART 3071, ART 3091, ART 3041 9 hours

ART 3023, ART 3051, ART 4170 9 hours

ARTH 3121, ARTH 3122 6 hours

Art History (ARTH) Elective 3 hours

Studio Electives 15-24 hours

Art History and Criticism Electives 0-9 hours

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

Examples of Outcomes Assessments

1. Portfolio review
2. Senior exhibition review using a criterion based check sheet
3. Comparisons of transcript audit results with accreditation curriculum requirements
4. Rating scales on senior exhibition, artist's statements, and on a portfolio of art history research papers.

BACHELOR OF FINE ARTS WITH A MAJOR IN ART EDUCATION

This program leads to the Bachelor of Fine Arts with a major in art education and T-4 certification for grades P-12. This degree program recognizes the College of Education's Ten Conceptual Framework Principles and focuses on the Professional Standards for the Preparation of Art Educators as endorsed by the National Art Education Association. Advising for this degree program is to be done in the Art Department. However, admission to the Education Program and arrangements for the Opening School Experience and student teaching are made through the Office of the Dean of the College of Education. Students must meet all requirements established by the College of Education and the College of the Arts as published in this *Catalog*. This is a 134-hour degree program.

Prior to entering the BFA program as an Art Education Major, students have: (1) passed PRAXIS I, (2) passed the Regents' Testing Program Exams, (3) completed a minimum of 45 semester hours of college credit with a cumulative GPA of 3.0 or better, (4) passed MSED 2000, ENGL 1101, and ENGL 1102 with a grade of "C" or better. Students in the BFA Art Education Degree Program must successfully complete the PRAXIS II exam and student teaching in order to be recommended for certification.

The BFA with a major in art education is designed to prepare students to be professional art educators who exhibit the competencies that follow:

Selected National Professional Standards for Art Educators

1. Draw on personal knowledge of art and student learning to enable students to learn to make art while promoting student understanding of how and why works of art are made; and to study, interpret and evaluate works of art.
2. Establish learning environments that are well organized, well designed, caring, challenging and safe places for students to actively learn and create.
3. Create, select and adapt a variety of curricular resources and materials that support students as they learn through and about art.
4. Work with colleagues to improve schools and advance knowledge and practices in their field and work with families to achieve common goals for the education of their children.

Core Curriculum Area A-E (See VSU Core Curriculum) 42 hours

Students are advised to take ART 1100 in Area C

Core Curriculum Area F 18 hours

ART 1020, ARTH 1120, ART 1010, 9 hours

MSED 2000, SPEC 2000, PSYC 2700 9 hours

Teacher Certification Health and Physical Education Requirements, 6 hours

KSPE 2000, KSPE 2150 4 hours

Two KSPE Fitness/Activity Courses 2 hours

Major Curriculum 68 hours

ART 2030, ARED 2010, ART 1011, ART 1030, ART 3111 15 hours

ART 3041, ART 3051, ART 3061 9 hours

ART 3071, ART 3081, ARED 3040 8 hours

ARTH 3121, ARTH 3122 6 hours

Art Studio Electives 9 hours

PSYC 3110, ARED 3010, ARED 3012, ARED 3050 9 hours

ARED 4070 and ARED 4090 12 hours

**Total hours required for the degree 134 semester hours
(including Health and Physical Education Requirements)**

Examples of Outcomes Assessments

1. The Capstone experiences, including successful completion of student teaching, the passing of the PRAXIS II Exam for the Visual Arts, and earning certification upon graduation
2. Demonstration of professional skills and behaviors associated with visual arts and general education
3. Demonstration of proficiency in each of the national standards and core concepts associated with visual art teacher education.

BACHELOR OF FINE ARTS WITH A MAJOR IN INTERIOR DESIGN

This degree curriculum focuses on the standards for professional interior design programs established by both NASAD (National Association of Schools of Art and Design) and FIDER (Foundation for Interior Design Education Research). 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 are taken in sequence, one per semester. Major studios are offered in fall and spring semesters and require a minimum of three years to complete. Students should plan to be advised in the Art Department as soon as they identify an interest in this major. This is a 120-hour degree program. Students will be admitted to the major as Art Department resources and course offerings permit.

Selected Educational Outcomes

1. developing skill in creative and critical thinking and problem-solving in response to visual, technical, aesthetic, and social aspects of inhabited spaces.
2. achieving competence in a number of media and techniques in order to effectively communicate design solutions graphically, in writing and through verbal presentations.
3. gaining an understanding of the history of art and design, including contemporary theories and works.
4. acquiring competence in analysis of information and relationships, evaluating issues and setting priorities as component elements of the process of generating creative design solutions for projects of any scale and complexity.
5. developing a significant sense of the principles, ethics and processes necessary to conceptualize and create interiors which are responsive to the intellect, the senses and the spirit of those who inhabit them and the greater context of the environment which contains them.

Core Curriculum Area A-E (See VSU Core Curriculum)	42 hours
Core Curriculum Area F	18 hours
ARTH 1120, ART 1010, ART 1020	9 hours
ART 1030, ART 1011, ART 2030	9 hours
Major Curriculum	60 hours
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, ARID 4210	
Capstone Courses	9 hours
ARID 4010, ARID 4510, ARID 4610, ARID 4620	
Art History Courses	6 hours
ARTH 3121, ARTH 3122	
Electives: Interior Design & 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.	
Total hours required for the degree	120 semester hours

BACHELOR OF ARTS WITH A MAJOR IN ART

This major leads to the Bachelor of Arts degree. Students must meet all requirements set by the College of Arts and Sciences and the College of the Arts, including a foreign language sequence. Students can take guided electives outside of art to develop a minor in another discipline. This is a 120-hour degree program.

Selected Educational Outcomes

1. Development of skill in solving problems of form and content in art through analysis and expression;
2. Acquisition of knowledge of historic and contemporary forms of visual art;
3. Development of a broad base of knowledge in the visual arts and other areas of personal inquiry.

Core Curriculum Area A-E (See VSU Core Curriculum)	42 hours
Core Curriculum Area F	18 hours
ARTH 1120, ART 1010, ART 1021	9 hours
ART 1030, ART 1011, ART 2030	9 hours

Major Curriculum	60 hours
Major Core Studio Sequence	18 hours
Select three course sequences from	
ART 3111, ART 4112	6 hours
ART 3061, ART 4062	6 hours
ART 3101, ART 4102	6 hours
ART 3081, ART 4082	6 hours
ART 3071, ART 4072	6 hours
ART 3091, ART 3092	6 hours
ART 3041, ART 4042	6 hours
ART 3023, ART 4024	6 hours
ART 3051, ART 4052	6 hours
Foreign Language (three courses in sequence)	9 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
ART 4170 Professional Preparation	3 hours

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

*The degree program must include a minimum of 39 hours at the 3000 or 4000 level.

Examples of Outcomes Assessments

1. Senior exhibition review using a criterion-based check sheet.
2. Rating scales on Senior Exhibition statements and on a portfolio of art history research papers.
3. Comparison of transcript audit results with curriculum accreditation requirements.
4. Review of program make-up (variety of courses) based on the liberal arts degree concept.
5. Portfolio review.

Minor in Art	18 hours
ARTH 1120	3 hours
ARTH and /or ART courses	15 hours
Most ARTH and ART courses have prerequisites;	
12 hours must be at the 3000 or above level.	

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.



DEPARTMENT OF COMMUNICATION ARTS

Dr. Carl Cates, Head
Room 207, Fine Arts Building

The Department of Communication Arts is a multidisciplinary department with programs that lead to a BFA degree with a major in theatre arts with tracks in traditional theatre, technical theatre, production, and dance, a BFA degree with a major in mass media with emphases in radio, television, and media administration, and a BFA degree with a major in speech communication with emphases in organizational communication, public relations, and general speech. The department also offers a minor in speech communication.

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 theatre performance and management, radio and television, public relations, personnel management, public presentation, and dance. Moreover, the department's programs stress the importance of critical thinking skills, an appreciation for diverse cultural perspectives, and the application of knowledge to the specific areas found in the department. The Bachelor of Fine Arts is a professional degree, preparing students for immediate impact in their careers.

Valdosta State University is an accredited institutional member of the National Association of Schools of Theatre.

BACHELOR OF FINE ARTS 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.

**Requirements for the BFA with a Major in
Speech Communication**

Core Curriculum Area A-E (See VSU Core Curriculum) 42 hours

Core Curriculum Area F 18 hours

- Choice of THEA 1100, DANC 1500, or COMM 1100 3 hours
(if COMM 1100 was not taken in Area C it must be taken here)
- COMM 1110, COMM 2100, THEA 1000 9 hours
- MDIA 2000 and ACED 2400 or CS 1000 6 hours

Senior College Curriculum 60 hours

- Senior Core 33 hours
- COMM 3060, COMM 3300, COMM 3500 9 hours
- COMM 4110, COMM 4310 6 hours
- Select One:
- COMM 4120, COMM 4130, COMM 4170 3 hours
- Departmental electives 6 hours
- Guided Electives 9 hours

(Students with an emphasis in Public Relations or
Organizational Communication must take ECON 1500
or ECON 2106 if the course is not taken in Area E.)

- A. General Speech Communication 27 hours
- COMM 3010, COMM 3310, COMM 3330 6 hours
- COMM 3071, COMM 3320, COMM 3410 9 hours
- COMM 4340, COMM 4400 6 hours
- COMM 4120, COMM 4130, or COMM 4170 6 hours

or

- B. Public Relations Emphasis 27 hours
- COMM 3200, COMM 3210, COMM 3220 9 hours
- COMM 4200, COMM 4220, COMM 4240 9 hours
- COMM 4230 3 hours
- MKTG 3050, JOUR 3510 6 hours

or

- C. Organizational Communication Emphasis 27 hours
- COMM 3320, COMM 3400, COMM 3410 9 hours
- COMM 4400, COMM 4410, COMM 4420, 9 hours
- COMM 2060 3 hours
- MKTG 3050, MKTG 3060 6 hours

Total hours required for the degree 120 semester hours

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:

Examples of Outcomes Assessments

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. Organizational Communication: COMM 4420. Students must conduct a communication audit for an area business or non-profit entity, report to the entity on the audit, and write a summary report with an oral presentation given during the course.

Minor in Speech Communication	18 semester hours
COMM 1110 or COMM 2060	3 hours
COMM 2100	3 hours
Choice of four from the following courses,	
of which one must be at senior level:	12 hours
COMM 3060, COMM 3071, COMM 3120, COMM 3300,	
COMM 3320, COMM 3500, COMM 4130, COMM 4110,	
COMM 4120, COMM 4310, COMM 4400	

BACHELOR OF FINE ARTS DEGREE WITH A MAJOR IN THEATRE

Selected Educational Outcomes

1. Students will acquire a cultural and historical perspective appropriate to their emphasis.
2. Students will develop the ability to interact and problem solve with colleagues as group participants and leaders.
3. Students will develop acting, technical, and design skills, based on the career goals of the individual student.
4. Students will acquire knowledge of professional opportunities for employment.

Core Curriculum Areas A-E (See VSU Core Curriculum) **42 hours**
 Theatre and Dance students are advised to take either
 THEA 1100 or DANC 1500 in Area C.

Core Curriculum Area F **18 hours**
 COMM 1100, THEA 1000, MDIA 2000 9 hours
 THEA 1100 or DANC 1500 3 hours
 (whichever course was not taken in Area C)
 THEA 2750, THEA 2800 6 hours

Senior College Curriculum **40 hours**
 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, DANC 1600, DANC 2800 6 hours
 Guided Electives 10 hours

One of the following tracks **20 hours**

A. Performance Track 20 hours
 THEA 1710, THEA 2830 2 hours
 THEA 2110, THEA 3800, THEA 4800 9 hours
 THEA 2840, THEA 3710 4 hours
 THEA 3880 or THEA 3890 3 hours
 COMM 3010 2 hours

or

B. Production Track 20 hours
 THEA 1710, THEA 2830 2 hours
 THEA 2840 2 hours
 THEA 3720 4 hours
 THEA 3760, or 3770, or 3780 3 hours
 THEA 3880 or THEA 3890 3 hours
 THEA 4760, THEA 4770 6 hours

or

c. Dance Track 20 hours
 DANC 1700, DANC 2600, DANC 2700 6 hours
 DANC 3000, DANC 3100 4 hours
 DANC 3200, DANC 3410 6 hours
 DANC 3600 or DANC 3700 2 hours
 DANC 3800 2 hours

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

Examples of Outcomes Assessments

Concluding curricular experiences for the theatre student will include:

1. Participation in professionally oriented theatrical productions.
2. Development of materials geared to individual student's professional career goals or post graduation plans.
3. A capstone portfolio presentation exhibiting advanced technical, design, or performances skills and assessing personal strengths and weaknesses.

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 student's professional career goals for post-graduation plans.

Minor in Theatre Arts	18 hours
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	

Requirements for the BFA with a Major in Mass Media

Core Curriculum Areas A-E (See VSU Core Curriculum)	42 hours
Core Curriculum Area F	18 hours
COMM 1100, COMM 2100, THEA 1000	9 hours
MDIA 2000, MDIA 2050, MDIA 2100	9 hours
Senior College Curriculum	60 hours
Senior Core	34 hours
MDIA 3450, MDIA 4350	6 hours
MDIA 4400, MDIA 4500	6 hours
MDIA 4950	1 hour
Guided Electives	21 hours

A. Television Emphasis	26 hours
MDIA 3120L, MDIA 3150L	7 hours
MDIA 4120L or MDIA 4150L	4 hours
MDIA 4960	5 hours
Communication Arts electives	10 hours

or

B. Radio Emphasis	26 hours
MDIA 2150, MDIA 3050	6 hours
MDIA 3210, MDIA 4250	6 hours
MDIA 4960	5 hours
Communication Arts electives	9 hours

or

C. Media Administration	26 hours
MDIA 3210, MDIA 3250	6 hours
MDIA 4330, MDIA 4550	6 hours
MDIA 4960	2 hours
COMM 3060, COMM 3200, COMM 3400, COMM 3500, or COMM 4220	6 hours
Communication Arts Departmental electives	6 hours

Total hours required for the degree 120 semester hours

Examples of the Outcomes Assessments

Concluding curricular experiences for the emphasis 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, performance or management skills and assessing personal strengths and weaknesses.



DEPARTMENT OF MUSIC

Dr. Tayloe Harding, Head
Room 259, Fine Arts Building

The Department of Music offers three comprehensive undergraduate degree programs and a Master of Music Education degree, which is 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 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.*

The Department of Music is accredited by the National Association of Schools of Music.

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 musician. Students who are pursuing music degrees at VSU are required to perform in the following principal, or assigned, ensembles for seven or eight semesters depending upon degree program. Students are encouraged to participate, as time permits, in additional chamber and conducted ensembles, although no more than one credit for principal ensemble participation can be earned in any one semester. 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.

Concert Choir (MUSC 3820). Principal ensemble in fall and spring semesters for voice, guitar, and keyboard principals in all undergraduate music degree programs. (In some cases, piano and guitar principals may be assigned by the Department Head to a different principal ensemble from the remainder of the list.)

Orchestra (MUSC 3860). Principal ensemble in fall and spring semesters for 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 music performance majors whose degree option is jazz performance.

Marching Band (MUSC 3880). Principal ensemble in fall semester for wind and percussion principals in Bachelor of Music Education and Bachelor of Arts degree programs.

Wind Ensemble (MUSC 4850) by audition. Principal ensemble in fall semester for all wind and percussion principals in Bachelor of Music Performance degree program except those whose degree option is jazz performance.

Jazz Ensemble (MUSC 3870). Principal ensemble in fall and spring semesters for music performance majors whose degree option is jazz performance.

APPLIED MUSIC: PRIVATE LESSONS

All private music lesson courses are categorized as Major, Principal, or Secondary. Students enrolling in Applied Music are assigned an instructor by the Head of the Music Department, 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 four hours credit per semester for two fifty-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 twenty-minute to thirty-minute performance. During the senior year of study, the student presents a Senior Recital consisting of a performance of forty to sixty minutes. Junior and Senior Recitals must be approved by a faculty committee to be appointed by the Head of the Department of Music. This faculty committee will hear the entire proposed recital at least thirty days in advance of the performance date in a Recital Hearing and will approve or disapprove the public performance of the recital based on the Hearing. If memorization is required, the Hearing 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 two credits per semester for one fifty-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 designated events. During the senior year of study, the student presents a Senior Recital consisting of a twenty-minute to thirty-minute performance. The Senior Recital must be approved by a faculty committee appointed by the Head of the Department. This faculty committee will hear the entire proposed recital at least thirty days in advance of the performance date in a Recital Hearing and will approve or disapprove the public performance of the recital based on this Hearing. If memorization is required, 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 degrees may enroll in Principal Applied level courses. Exceptions must be approved by the Head of the Department.

Secondary Applied:

Students register for one credit hour per semester for one twenty-five minute lesson per week. Requirements will be determined by the instructor. Secondary applied lessons are available to any student regardless of major, depending on the availability of faculty, but Secondary Applied level credits may not be used to satisfy the Major Applied or Principal Applied requirements.

	Secondary One credit	Principal Two credits	Major Four Credits
Piano			
lower div.	1210	1220	1240
upper div.	None	3220	3240
Organ			
lower div.	1310	1320	1340
upper div.	none	3320	3340
Voice			
lower div.	1410	1420	1440
upper div.	none	3420	3440
Brass			
lower div.	1610	1620	1640
upper div.	none	3620	3640
Woodwinds			
lower div.	1910	1920	1940
upper div.	none	3920	3940
Percussion			
lower div.	2310	2320	2340
upper div.	none	4320	4340
Strings			
lower div.	2410	2420	2440
upper div.	none	4420	4440

Principals and majors register for lower division numbers unless they qualify for upper division work. This qualification will normally occur after four semesters 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 134-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.

It leads to the Bachelor of Music with a major in music education degree and NT-4 Certification for grades P-12. Advising of students pursuing this program is done in the Department of Music by departmental faculty. However, admission to the Education program and arrangements for Preschool Field Experience and Student Teaching are made through the Office of the Dean of the College of Education. Students must meet all requirements established by the College of Education and the College of the Arts as published in this Catalog.

Selected Educational Outcomes

1. Acquire foundational perspectives in educational philosophy, psychology, sociology, and history.
2. Develop skills in and functional knowledge of conducting, rehearsing, and wind, string, fretted and percussion instruments and/or voice performance.
3. Develop the ability to apply analytical and historical knowledge to curriculum development, lesson planning, and daily classroom and performance activities.
4. Develop skills in assessment and evaluation strategies.
5. Acquire the ability to teach music at various levels to different age groups and in a variety of classroom and ensemble settings.

Requirements for the Bachelor Of Music 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 1_20 or MUSC 2_20 Principal Applied Music 4 hours
 MSED 2000, PSYC 2700 6 hours

Teacher Certification Health and Physical Education Requirements	6 hours
KSPE 2000, KSPE 2150	4 hours
Two KSPE Fitness/Activity Courses	2 hours
Senior College Curriculum	68 hours
Upper Level Courses in Music	35 hours
MUSC 2011, MUSC 2051	4 hours
MUSC 2012, MUSC 2052	4 hours
MUSC 3850, 3880 and/or 4850 Principal Ensemble	7 hours
MUSC 1_20 or MUSC 2_20 Principal Applied Music	4 hours
MUSC 3_20 or MUSC 4_20 Additional Applied Music	6 hours
MUSC 4451, MUSC 4452	6 hours
MUSC 1131, MUSC 1132	2 hours
MUSC 3650	2 hours
Courses in Professional Education	18 hours
PSYC 3110, SPEC 2000	6 hours
MUE 4790	10 hours
MUE 4800	2 hours
Courses in Music Education	15 hours
Instrumental:	
MUE 2000, MUE 2700, MUE 2710	3 hours
MUE 3750, MUE 3100, MUE 3720	3 hours
MUE 3600	3 hours
MUE 3730, MUE 4700	2 hours
MUE 4600, MUE 4610	4 hours
or	
Choral/General	15 hours
MUE 2000, MUE 2730, MUE 3100	3 hours
MUE 3600	3 hours
MUE 3780, MUSC 4750	2 hours
MUE 4600, MUE 4610	4 hours
MUSC 1101	1 hour
MUSC 1210 or MUSC 1410	2 hours
Total hours required for the degree	134 semester hours

Examples of Outcomes Assessments

1. Cooperating teacher and university supervisor evaluations of student teaching.
2. Admission to junior standing on the principal instrument or voice.
3. A state or national teacher examination.
4. Evaluation of teaching and music competencies by appropriate faculty.

BACHELOR OF MUSIC WITH A MAJOR IN MUSIC PERFORMANCE

This Major leads to the Bachelor of Music with a major in music performance degree and is a professional degree program which 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. This is a 124-hour degree program.

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 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. Acquire knowledge and performing/composing ability of appropriate solo and ensemble literature.
2. Acquire knowledge and practical application ability of appropriate theoretical and aural skills.
3. Acquire experience with the fundamentals of music pedagogy.
4. Develop the ability to apply analytical and historical knowledge of activities related to music performance.

Requirements for the Bachelor Of Music Degree with a Major In Music Performance

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

Students pursuing the Bachelor of Music with a major in music performance should to take MUSC 1100 in AREA C or as an elective in the senior college curriculum.

Core Curriculum Area F **18 hours**

MUSC 1011, MUSC 1012, MUSC 1051,
MUSC 1052, MUSC 2052 9 hours
MUSC 2011, MUSC 2051 4 hours
MUSC 1016 1 hours
MUSC 1/2___ Major/Principal Applied 4 hours

Senior College Curriculum	64 hours
Music Performance Tracks A-F	49 hours
MUSC 2012	3 hours
MUSC 3820, MUSC 3850, MUSC 3860, 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

Music Performance Tracks A-F 15 hours

Performance Track A: Piano

MUSC 3230	2 hours
Guided Music Electives	8 hours
General Electives	5 hours

or

Performance Track B: Organ

MUSC 3230, MUSC 4230	4 hours
Guided Music Electives	6 hours
General Electives	5 hours

or

Performance Track C: Voice

MUSC 1131, MUSC 1132	2 hours
MUSC 1101	1 hour
FREN or GRMN*	6 hours
MUSC 3840	2 hours
Guided Electives	4 hours

* See University Foreign Language Requirements.

or

Performance Track D: Orchestral Instruments

Additional Music Ensembles	3 hours
MUE 3100, MUSC 1131, MUSC 1132	3 hours
Guided Music Electives	9 hours

or

Performance Track E: Guitar

MUE 3100, MUSC 1131, MUSC 1132	3 hours
Guided Music Electives	6 hours
General Electives	6 hours

or

Performance Track F: Jazz

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

or

Music Performance Track G (Composition)	49 hours
MUSC 2012	3 hours
MUSC 3820, MUSC 3850, MUSC 3860, or MUSC 4850	8 hours
MUSC 1_20 or MUSC 2_20 Princ. Applied	4 hours
MUSC 1_10 or 2_10 Secondary Applied	4 hours
MUSC 1131, 1132	2 hours
MUSC 3740 Applied Composition	16 hours
MUSC 4451, MUSC 4452	6 hours
MUSC 3160, MUSC 3650, MUSC 3010	6 hours

Performance Track G: Composition	15 hours
MUSC 3170, MUSC 3171	2 hours
MUSC 3890N	4 hours
MUSC 3150	3 hours
MUSC 3100	1 hour
Music Electives	5 hours

Total hours required for the degree **124 semester hours**

Examples of Outcome Assessments

1. Evaluation of performance/composition skills and competencies by appropriate faculty.
2. Admission to junior standing on the principal instrument or voice.
3. Alumni response in relation to achieving postgraduate career goals.

BACHELOR OF ARTS WITH A MAJOR IN MUSIC

This program leads to the Bachelor of Arts degree with a major in music. 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. This is a 120-hour degree program.

Selected Educational Outcomes

1. Functional knowledge of the elements of musical construction.
2. Conceptual understanding of the literature and historical development of music in Western civilization and of the function of music in world cultures.
3. Demonstrated musical independence through instrumental or vocal solo and ensemble performance.
4. Broad interests in liberal arts or minor studies.

**Requirements for the Bachelor of Arts Degree
with a Major in Music**

Core Curriculum, Areas A-E (See VSU Core Curriculum) **42 hours**
Students pursuing the Bachelor of Arts degree with a major in music should take MUSC 1100 in AREA C.

Core Curriculum Area F **18 hours**
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

Senior College Curriculum **60 hours**
Upper Level Courses in Music 34 hours
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
Other Supporting Courses 26 hours
Foreign Language* 6 hours
Upper Division Electives or Minor 20 hours
(At least six hours must be in a single discipline other than music.)

* See University Foreign Language Requirements.

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

Examples of Outcomes Assessments

1. Examinations in each course of study.
2. Applied assessment of musicianship by faculty during student's Senior Recital.
3. Admission to junior standing on the principal instrument or voice.



COLLEGE OF NURSING

**Dr. MaryAnn Reichenbach, Dean
Room 224, S. Walter Martin Hall**

The College of Nursing offers programs that lead to a Bachelor of Science in Nursing degree (B.S.N.) and a Master of Science in Nursing degree (M.S.N.).

The baccalaureate program in the College of Nursing 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 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 special track 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 pathway.

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. The College of Nursing programs are fully accredited by the National League for Nursing Accrediting Commission. The address of the National League for Nursing Accrediting Commission is 61 Broadway, New York, NY 10006. Telephone 212 363-5555, Ext 153.

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.

B.S. DEGREE WITH A MAJOR IN NURSING

Selected Educational Outcomes

1. Synthesize theoretical, empirical, and experiential knowledge gained from the sciences, humanities, and nursing in competent nursing practice.
2. Utilize critical thinking and effective communication to assist individuals, families, and communities to attain and maintain optimal health.
3. Meet the dynamic, holistic health needs of unique and culturally diverse individuals, families, and communities throughout the life cycle.

Examples of Outcomes Measurements

1. Presentation of a senior paper and achievement on a nationally normed competency examination.
2. Senior project presentation and achievement on a nationally normed competency examination.
3. Measurement will occur throughout the program during clinical evaluation and at the end of the program by achievement on a nationally normed competency examination.

Requirements for the Bachelor of Science in Nursing 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

Nursing Elective 3 hours

MATH 2620 * 0-3 hours

Guided electives selected from 3-9 hours

PSYC 2700, SOCI 1101**, PSYC 2500**

* 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**

Junior Level 1st semester

NURS 3130 3 hours

NURS 3110, NURS 3120 11 hours

2nd semester

NURS 3200, NURS 3200K 4 hours

NURS 3211, NURS 3221 12 hours

Senior Level 1st semester

NURS 4100	3 hours
NURS 4112, NURS 4122	12 hours
2 nd semester	
NURS 4210	6 hours
NURS 4220	3 hours
NURS 4230	6 hours

Total hours required for the degree 120 semester hours

Special Admission Requirements

1. Minimum cumulative GPA of 2.8 in the 60 semester hours of Core Curriculum courses required for the nursing major. (ONLY required core courses will be used to calculate the GPA.)
2. Successful completion of the Regents' Testing Program.
3. Minimum of "C" in each science course (each science course may be repeated one time only)
4. Documentation of current health and accident insurance.

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. Hepatitis B vaccination
 - b. Yearly PPD tuberculin test
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 professionals (American Red Cross or American Health); due the first day of classes.
5. Documentation of current malpractice insurance with minimum coverage of \$1,000,000/\$3,000,000 (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 patient's 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, 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, IVs, 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 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 Bachelor of Science in Nursing 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 3-9 hours
 PSYC 2700, SOCI 1101**, PSYC 2500**

- * 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**

1st semester
 NURS 3120 5 hours
 NURS 3150 3 hours
 NURS 4060 4 hours
 NURS 4400 3 hours

2nd semester
 NURS 4100 3 hours
 NURS 4220 3 hours
 NURS 4230 6 hours
 NURS 4250 3 hours
 Guided Elective 3 hours

Students meeting the requirements of the Georgia R.N. Articulation Agreement may receive a minimum of 27 semester hours of NURS credit to complete the total number of 120 hours required for the B.S. N. degree 27 hours

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



AEROSPACE STUDIES

Lieutenant Colonel Shawn I. Reilly, Director
Barrow Hall

Air Force Reserve Officer Training Course (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 to receive hands-on leadership and management practice each semester during the program. Cadets enrolled in the program represent a broad cross-section of the student body. Enrollment in either the two-year or the four-year program offers each cadet an additional future career option. The 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, the Air Force mission, organization, and operation. A commission as an officer in the United States Air Force is tendered at the time 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 classes deal primarily with the various Air Force organizations and their missions, as well as the history of the Air Force. GMC courses meet two and one-half hours each week: one hour in the classroom and one and one-half hours in Leadership Laboratory. During the junior year, the POC courses emphasize student involvement in learning and practicing leadership and management techniques. The senior year courses deal extensively with the political, economic, and social factors relating to the formulation and implementation of national security policy. Communicative skills are stressed throughout the entire ROTC curriculum. The junior and senior cadets meet for four and one-half hours each week: three hours in the classroom and one and one-half hours in Leadership Laboratory. All cadets wear uniforms to one class per week and to Leadership laboratory.

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, including transfer students and other students unable to participate in the on-campus GMC program. The two-year program requires a five-week field training course prior to entering the POC. Veterans can be awarded full credit for the freshman and sophomore courses and may enter the POC, based on their active military experience. Application for the two-year program and extended field training session should begin by October 1 preceding the fall semester in which the student becomes a junior. Students interested in Air Force ROTC should contact the Aerospace Studies Department to determine eligibility.

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, and the results of an officer aptitude qualification test and physical examination. Schedules for the 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 and have 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 & Navigator Candidates:** Before age 30
 - Scholarship Recipients:** Before age 27 as of June 30 in the eligible year of commissioning. (Before age 29 for prior active duty service personnel with appropriate waiver.)
 - Non-Flying, Non-Scholarship Students:** Before age 30

Placement Credit

Students who completed ROTC courses in essentially military preparatory schools or junior colleges may be given appropriate credit. Students who have taken high school ROTC should contact the Professor of Aerospace Studies for placement. Individuals with prior service may also be given placement credit.

A non-taxable allowance of \$200 per month is paid to POC cadets during two academic years. This sum is in addition to any other scholarship benefits held by students. 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.

Scholarships

Scholarships are available to highly qualified students participating in Air Force ROTC programs. This scholarship consists of up to \$15,000 toward tuition, \$480 toward books, and the monthly allowance of \$200 mentioned above for each scholarship year. Scholarship consideration is predicated on student ability, performance, and potential. Contracted POC students may be eligible for a \$3,450 incentive scholarship provided they are not receiving any other scholarship monies.

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. All POC cadets must demonstrate proficiency or successfully complete a course in mathematical reasoning before commissioning. A college-level credit course in math, statistics, or computer science leading toward a specific skill or demonstrated proficiency as required by each department will fulfill this requirement. Students interested in this program leading to a commission should contact the Professor of Aerospace Studies.

The Minor in Aerospace Studies

The minor in aerospace studies is offered to any student completing the courses 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 U.S. 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.

Requirements:

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

Recommend one elective selected from the following:

HIST 4100, HIST 4404, HIST 4500,
POLS 4410, POLS 4420, POLS 4430

Total semester hours required for the minor **16 semester hours**



Cooperative Education Program

Mr. Donald K. Parks, Director
218 Georgia Avenue

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.

GOALS

The following strategic goals are integral to the mission of the Co-op Program: (1) maximize student development, (2) enhance the employer network, (3) achieve superior unit planning and administration, (4) nurture dynamic partnerships.

DEFINITION OF TERMS

Valdosta State University subscribes to the “Attributes of Cooperative Education Programs (<http://www.co-op.uc.edu/home>),” 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, one of which is not a summer term, separated by at least one semester of full-time enrollment at VSU.

Parallel

Students work 15 to 25 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.

Combination

Students have a combination of full-time and part-time work experiences for the equivalent of two full-time work semesters.

School-to-Career

Valdosta State University is one of a select group of colleges and universities to offer a School-to-Career (STC) Program. The School-to-Career Program consists of partnerships with area high schools to provide work-based learning opportunities.

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.

Students in Free Enterprise (SIFE)

The Office of Cooperative Education works closely with the VSU SIFE team to provide additional opportunities for students to gain business-related experience, to improve public speaking skills, and to compete on an international level. More information can be found at <http://www.valdosta.edu/sife/>

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 and must have completed 30 semester hours of coursework at Valdosta State University.

Accelerated Co-op Entry (ACE)

Students must provide acceptable documentation of completion of an approved high school work-based learning program or complete 12 or more semester hours at VSU with a minimum cumulative grade-point average of 3.0.

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.

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.

Co-op Probation

1. Students will be allowed to continue work for one semester while on academic probation.
2. 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 trainees 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 hours enrolled, just as for other students.

COOP COURSES

Co-op is an academic program and, as such, includes the completion of specific coursework. Each placed student must enroll 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.

Requirements: Certificate of Cooperative Education. 0 hours

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 0 hour

Requirements: Diploma Seal of Advanced Cooperative Education. 6 hours

COOP 1101, COOP 1102, and COOP 1103 (1 hour each)
or COOP 2500 3 hours
COOP 4990. 3 hours

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 and/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 Director of Cooperative Education, and the work place supervisor will assess the career vision statement.
2. The students' work-site supervisor will assess the student's work skills using the employer evaluation form.
3. The Director of Cooperative Education and the Cooperative Education Coordinators will review students' responses to the self-assessment.
4. Students will implement their career development plan and document progress in a written semester report to be presented to faculty, other students, and employers, who will rate the presentation using a criterion-based checklist.

More comprehensive information about the Co-op Program including a current listing of Cooperative Education employers and job listings is housed on the Co-op Office web site at < <http://coop.valdosta.edu> >. The Co-op Office is located at 218 Georgia Avenue. The office telephone number is 229-333-7172.



Office of Academic Student Instructional Support (OASIS)

Dr. Patrick Burns, Director
1119 University Center

LEARNING SUPPORT PROGRAM

The Learning Support Program is intended to serve non-traditional students who are not prepared for Core Curriculum courses and need additional preparation in reading, mathematics, and/or English. These students are required to take Learning Support courses because they did not achieve the System minimum scores on the COMPASS Exam for Learning Support Exemption.

Until Learning Support requirements have been satisfied, students shall not be permitted to take credit courses which require the content or the skills of the prerequisite courses. Students who are required to participate in Learning Support must:

1. exit or exempt Learning Support Reading as a prerequisite for social science, natural science, and physical science courses;
2. exit or exempt Learning Support English and Reading as prerequisites for college-level English;
3. exit or exempt Learning Support mathematics as a prerequisite for mathematics, physics, and chemistry.

During each semester of enrollment, a student must first register for all required Learning Support courses before being allowed to register for other courses. This policy also applies to part-time students. Two exceptions are possible:

1. When two or three Learning Support areas are required and a student is enrolled in at least one Learning Support course, the freshman seminar course or physical education or other activity or performance courses may be taken that semester instead of one of the required Learning Support courses.
2. In the event that a required Learning Support course is not available, a student may enroll in a course for degree credit if the student has met the course prerequisites, subject to the written approval of the Director, Office of Academic Student Instructional Support.

Students with Learning Support requirements who are enrolled in both Learning Support courses and credit courses may not withdraw from the required Learning Support courses with a "W" unless they also withdraw from credit courses.

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 30 in Math, 60 in English, and 74 in Reading.

Students required to enroll in Learning Support are allowed three semesters in which to satisfy all exit requirements, although they may exit at the end of any semester. 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.



Athletic Department

Mr. Herb Reinhard, Athletics Director
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 the development of the institution by fostering a sense of loyalty and community among students, faculty, staff, alumni, and supporters.



Courses of Instruction

Sections of courses are listed in alphabetical order, by the prefix of the academic discipline. 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, **in bold**, 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 lab course that is separate.

ACCT: ACCOUNTING

- 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 3201 Intermediate Accounting I** 3-0-3
Prerequisite: ACCT 2102. 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. 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 3400 Cost Accounting** 3-0-3
Prerequisite: ACCT 2102. A study of product cost determination. Inventory valuation, planning, control, and financial reporting are emphasized in this course.
- ACCT 3370 Financial Statement Analysis** 3-0-3
Prerequisite: FIN 3350. An introduction to financial statement analysis. This course emphasizes the use of publicly disclosed financial information to enhance economic decision making.
- ACCT 3900 Not-For-Profit Accounting** 3-0-3
Prerequisite: ACCT 2102. A study of fund theory and practice. Accounting for governmental entities, educational organizations and other not-for-profit entities are examined.

- ACCT 4220 Advanced Accounting** 3-0-3
Prerequisite: ACCT 3202. Concepts and techniques necessary for the preparation of consolidated financial statements and accounting for partnerships. The course is primarily designed as an intensive study of working papers necessary to integrate the financial information of multiple legal entities into a single set of statements reflecting the single economic entity.
- ACCT 4400 Internal Reporting and Analysis** 3-0-3
Prerequisite: ACCT 3400. 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 and ACCT 3400. An introduction to the use of accounting information systems within an organization. The control and communication of files and databases are studied. Applications requiring the use of spreadsheets, relational databases and general ledger software applications are used in this course.
- ACCT 4500 Individual Income Tax** 3-0-3
Prerequisite: ACCT 2102. 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 4510 Corporate and Partnership Taxation** 3-0-3
Prerequisite: ACCT 4500. An introduction to the tax aspects of corporations and partnerships. This course emphasizes the history, status, and prospects of tax law as it pertains to the corporate and partnership forms of business.
- ACCT 4800 Auditing** 3-0-3
Prerequisite: ACCT 3202 and ACCT 3400. Concepts and techniques required for financial statements and operational audits.
- ACCT 4850 Accounting Internship** 3-0-3
Prerequisite: Faculty approval. The application of academic accounting skills and values in an employment situation. A research project, approved by a faculty member and the employer, is required.
- ACCT 4990 Directed Study in Accounting** 3-0-3
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 2400 Computer Technology for the Workplace** 3-0-3
Introductory, hands-on computer applications for development of workplace skills. Topics include word processing, databases, spreadsheets, communication, and presentation software. Exemption test available.
- ACED 2900 Basic Theory in Vocational 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 2950 Basic Skills in Vocational 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 Vocational 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 3000 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 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 3400 Applied Computer Technology** 3-0-3
Prerequisite: ACED 2400 or consent of instructor. Development of intermediate and advanced skills in the use of word processing, spreadsheets, databases, communications, and presentation software. Emphasis placed on creation of computer projects appropriate to the student’s major.
- ACED 3500 Beginning Vocational 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 Vocational 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 Vocational 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 Vocational Education** 3-0-3
Historical and philosophical development of vocational education. Emphasis on economic and social impact, issues, trends, principles, and objectives of vocational education, and its relationship to other educational programs.

- ACED 3610 Web Design and Multimedia** 3-0-3
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 Vocational Education for Learners with Special Needs** 3-0-3
Provides insight into the identification and characterization of learners with special needs, assessment of their individual needs, and the teaching strategies necessary to meet their identified needs by establishing a positive learning environment. Emphasis is placed on planning programs to develop the potential of special needs learners at the secondary and postsecondary levels.
- ACED 3700 Desktop Publishing** 3-0-3
Prerequisite: ACED 2400 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 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 4000 Production Keyboarding** 3-0-3
Prerequisites: Grade of “C” or better in ACED 3000. Development of high production standards in document processing. Completion of advanced office simulation modules using current word processing software as a basis for reaching acceptable office standards.
- ACED 4050 Office Management** 3-0-3
Fundamentals of organizational behavior and management applied to the administration of the modern office. Topics include techniques of supervision, personnel problems, office productivity, ethics, and current legislation. Use of the case method in solving problems encountered in the office.
- ACED 4070 Office Applications** 3-0-3
Prerequisites: Grade of “C” or better in ACED 2000 or exemption. Focus on three major aspects of office administration—business calculations, machine transcriptions, and records management. Emphasis is 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 4100 Advanced Computer Technology** 3-0-3
Prerequisite: ACED 3400 or consent of the instructor. Development of advanced skills in word processing, spreadsheets, databases, communications, and presentation software. Emphasis placed on customizing software applications to make the computerized workplace more productive.
- ACED 4160 Administrative Office Procedures** 3-0-3
Prerequisites: ACED 3000 and ACED 3400. 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 Business/Vocational Education** 0-0-3
Prerequisite: Senior Standing and major in appropriate specialization; permission of the advisor must be obtained before registration.
- ACED 4310 Practicum in Business/Vocational Education** 0-0-3
Prerequisite: Senior Standing and major in appropriate specialization; permission of the advisor must be obtained before registration.
- ACED 4320 Practicum in Business/Vocational Education** 0-0-3
Prerequisite: Senior Standing and major in appropriate specialization; permission of the advisor must be obtained before registration.
- ACED 4400 Methods and Media for Teaching Accounting and Basic Business Subjects** 3-0-3
Prerequisites: ACCT 2101, BUSA 2106, ECON 1500. Methods, materials, and evaluative procedures for teaching effectively in accounting and in the basic business subjects. Field experiences required.
- ACED 4410 New Vocational Teacher Institute** 6-0-6
 Specifically designed for, and limited to, new secondary vocational teachers participating in a summer New Vocational Teacher Institute. Emphasis is on methods of teaching and vocational curriculum development.
- ACED 4420 Advanced New Vocational Teacher Institute** 3-0-3 to 6-0-6
 Follow-up course for participants in ACED 4410 or for experienced secondary vocational teachers. Emphasis is on foundations of vocational education and/or classroom management strategies.
- ACED 4500 Methods and Media for Teaching Business Skill Subjects** 3-0-3
Prerequisite: 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 Vocational 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 Liability in the Vocational Classroom** 3-0-3
 Investigation of safety in a classroom/laboratory setting, the need for appropriate safety programs, planning a safe environment, and addressing teacher and student liability issues. Emphasis is placed on planning programs that employ accident prevention methodology and foster liability awareness.
- ACED 4600 Directed Study in Business/Vocational 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 4610 Individualizing Instruction in Vocational Education** 3-0-3
 Individualized techniques of instruction in vocational settings, pretesting instruments, preparation of materials, and evaluation of instruction.
- ACED 4670 Techniques of Student Evaluation in Vocational Education** 3-0-3
 Principles and methods of measurement and evaluation in vocational programs, emphasizing the administration, scoring, and interpretation of written and performance tests.

- ACED 4680 Instructional Materials Development in Technical, Trade and Industrial Education** 3-0-3
Principles and procedures for planning and developing both print-based and non-print instructional materials for use in the Technical, Trade and Industrial classroom and laboratory.
- ACED 4690 Methods of Instruction in Technical, Trade, and Industrial 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 4780 Internship in Teaching Vocational Programs** 6 credits
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/Vocational Education** 0-0-10
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 student teaching experience.
- ACED 4810 Workplace Essentials** 3-0-3
Analysis of the workplace skills needed in a rapidly changing technological society. Emphasis on adaptability, creative thinking, group effectiveness, developmental skills, organizational development, and linking outcomes to job performance.
- 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 4900 Special Topics in Business/Vocational Education** 3-0-3
Prerequisite: Consent of the department head. An intensive study of a topic relevant to Business and Vocational Education.

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, **in bold**, is the number of semester hours credit.

AFAM: AFRICAN AMERICAN STUDIES

- AFAM 2020 Race, Class, and Gender** 3-0-3
Also offered as WMST 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 3090 Sub-Saharan Africa** 3-0-3
Also Offered as ANTH 3090. The study of Sub-Saharan Africa from an anthropological perspective, including beliefs, practices, and customs of African societies and how they affect the way people live. Examines the geography, climate, history, economics, and religious and social systems of the continent.
- AFAM 3220 Studies in African American Literature** 3-0-3
Also offered as ENGL 3220. Prerequisite: ENGL 2110, 2120, 2130, or 2140. 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 3320 Studies in African Literature** 3-0-3
Also offered as ENGL 3320. Prerequisite: ENGL 2110, 2120, 2130, or 2140. A study of selected topics in African literature. May be repeated, but only 3 hours may be counted toward distribution requirements for the AFA minor.
- AFAM 4231 African American History to 1865** 3-0-3
Also offered as HIST 4231. The history of the African Americans from their origin in Africa to the end of slavery in the U.S., with emphasis on their economic life and social thought.
- AFAM 4232 African American History Since 1865** 3-0-3
Also offered as HIST 4232. The history of the African American struggle for equality after emancipation, with special focus on the problems of black leadership from Frederick Douglass to the Black Panthers.
- AFAM 4511 Precolonial Africa** 3-0-3
Also offered as HIST 4511. An analysis of the 8000-year-old cultures of the Nile Valley, including Egypt, Nubia, and Kush; West Africa and its contacts with the Middle East and Europe; the East African city-states and their contacts with India.
- AFAM 4512 Modern Africa** 3-0-3
Also offered as HIST 4512. Explores the European colonization of Africa and the African response. The course also examines the emergence of African nationalism and the problems of creating new states.
- AFAM 4700 African American Studies Seminar** 3-0-3
Prerequisite: AFAM 3000 and at least two AFAM 3000 level course electives. An interdisciplinary seminar on selected topics, providing a capstone experience.

ANTH: ANTHROPOLOGY

- ANTH 1102 Introduction to Anthropology** 3-0-3
An introduction to the origins, evolution, and present-day adaptations of the world's peoples. Emphasis on the study of fossils, archaeological remains, and culturally diverse life ways.
- ANTH 1102H Introduction to Anthropology, Honors** 3-0-3
Fundamentals of anthropology, with particular focus on such disciplinary subfields as physical anthropology, archaeology, and cultural anthropology. Emphasis is on the employment of the anthropological perspective, and the application of anthropological concepts and models to contemporary issues and problems.
- ANTH 3010 Physical Anthropology** 3-0-3
Prerequisites: ANTH 1102 or permission of instructor. The study of the biological origins of the human species. An emphasis is placed on human evolution, genetics, primatology, and the interaction between culture and biology.
- ANTH 3020 Culture and Personality** 3-0-3
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** 2-2-3
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 Sub-Saharan Africa** 3-0-3
Also Offered as AFAM 3090. Prerequisite: ANTH 1102 or permission of instructor. The study of Sub-Saharan Africa from an anthropological perspective, including beliefs, practices, and customs of African societies and how they affect the way people live. Examines the geography, climate, history, economics, and religious and social systems of the continent.
- 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 3160 Experimental Archaeology** 1-4-3
Prerequisite: ANTH 1102 or permission of the 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 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 focussed 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:ARTEDUCATION

- ARED 2010 Introduction to Crafts** 0-6-3
Prerequisite: ART 1030 - 3-D Design or permission of the Department Head. An introduction to basic crafts techniques and media including glass, enamel, paper, fiber, and textile.
- 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 3010 Elementary Art Methods, P-5** 1-4-3
 Prerequisites: Art Education major, junior standing, 3.0 GPA and acceptance into the Teacher Education Program. Methods, media, materials, management and preparation for teaching in grade levels P-5. Includes off-campus field experiences. Liability insurance required.
- ARED 3012 Secondary Art Methods, 6-12** 1-4-3
Prerequisite: ARED 3010 or permission of the department head. Teaching methods for the middle and high school art program. The focus is on developing knowledge of and skills with media, materials, processes, and disciplines appropriate for students in grades 6-12. Off-campus field experiences require liability insurance.
- ARED 3030K Creative Problem Solving and Visual Thinking Techniques** 0-6-3
 The study of creative behaviors. Theories of creativity, creative problems solving, blocks to creative behavior, and the relationship between creativity, cognition, and visual thinking are topics. Emphasis on strategies to enable creative behaviors. This is laboratory class and meets 6 hours per week.
- ARED 3040 Art Criticism and Aesthetic Inquiry** 2-0-2
Prerequisite: Art Education major or permission of the department head. The study of the theories and practices of art criticism and aesthetic inquiry associated with art and art education.
- ARED 3050 Curricular and Assessment Models for Art Education (P-12)** 3-0-3
Prerequisite: PSYC 3100. The study of curricular models and contemporary authentic assessment and evaluation approaches commonly associated with public school art education programs, P-12. Theoretical constructs and practical methods will be reviewed.
- 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** 0-0-6
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** 0-30-10
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 2111 Interior Design Studio I** 0-6-3
Prerequisite: ART 1030, ART 1011 and ARTH 1120 or permission of Department Head. Corequisite: must be taken concurrently with ARID 2310. Explorations of spaces of smaller scale and clearly delineated functions and needs. Emphasis on design process methodology and communications of findings and solutions. Graphics emphasize freehand sketching, color, and black and white media. Field trips and site visits are required.

- ARID 2112 Interior Design Studio II** 0-6-3
Prerequisite: ARID 2111. This course extends the studies begun in Studio I into spaces of limited scale but involves more complex considerations of function, aesthetics, needs, and user satisfaction. Continued emphasis on communication of ideas and solutions through varied graphic formats and words. Includes freehand sketching, technical drawing, etc. Site visits and field trips required.
- ARID 2310 Interior Design Graphics and Presentation** 1-2-2
Prerequisite: ART1030, ART 1011. **Corequisite:** ARID 2111 **must be taken concurrently.** Exploration of graphic, written and verbal presentation techniques. Application of principles of layout and composition. Experimentation with media and materials. Emphasis on developing skill in freehand sketching.
- 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. Consideration of larger scale spaces with diverse and complex issues to resolve. Production of working drawings, documentation of design thinking from concept development through final presentation of solution(s). Emphasis on refining design thinking and communication skills. Site visits and fieldtrips required.
- ARID 3211 History of Interiors I** 3-0-3
Prerequisite: ARTH 1120. Introduction to the aesthetic, technical, functional and social issues inherent in the design and use of interiors of selected times and places. A variety of cultures and contexts are examined and compared. Examples of the built environment are presented in detail: site, structure, materials, furnishings, and distinguishing features. Illustrated lectures and collaborative learning. Research, papers, and site visits required. Emphasis on writing and application of design terminology.
- ARID 3212 History of Interiors II** 3-0-3
Prerequisite: ARID 3211. Varied historical times, topics, and locations. Exploration of the role of the interior designer and the design profession in the shaping and use of the built environment. Emphasis on contemporary issues. Research and site visits required. Emphasis on writing.
- ARID 3320 Materials for Interior Design** 0-4-2
Prerequisite: ARED 2112, ARID 2310. Introduction and exploration of the materials and methods used in the fabrication of interior furnishing and spaces. Applications of varied materials and creation of a source notebook/reference. Research and site visits required.
- ARID 3340 Furniture Design** 0-6-3
Prerequisite: ARID 2112, ARID 2310, **successful completion of the shop safety exam.** Introduction to the materials and methods used in the design and fabrication of furnishings. Explores performance, aesthetics, and cost factors, etc. Complete design(s) including initial drawings, working drawings, finished piece at model and/or full scale. Work to be completed under the supervision of shop supervisor/designated personnel only. Charge for materials.
- ARID 3350 Lighting & Building Systems** 0-6-3
Prerequisite: ARID 2112. Introduction to aesthetic and technical considerations of lighting and other building systems required for the comfortable use of interior spaces. Addresses plumbing, HVAC, solar, varied new products and systems from domestic and international sources. Case studies, computations, site visits, and research required.

- ARID 3411 Computers for Interior Design** 0-6-3
Prerequisite: ART 2030. Introduction to computer aided design and drafting (CADD), Varied software and applications for 3D visualization and design communication. Emphasis on gaining skills in the use of the computer as a tool 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
 Relevant topics not included in the official interior design curriculum. Format may vary.
- ARID 4010 Interior Design Internship** 0-0-3
Prerequisite: Junior Standing in Interior Design and ARID 3112. Taken during summer between junior and senior years. Learning through working in the profession. Placement determined through collaborative efforts of student, internship supervisor, and field supervisor. Interviews may be required. Assessment reviews completed by student, internship supervisor, and field supervisor. Requires preparation and meetings prior to and following the internship experience. Written documentation through journal and reports.
- ARID 4111 Interior Design Studio V** 0-6-3
Prerequisite: ARID 4010. Large scale spaces with complex issues to decipher and incorporate into the design process and solutions. Emphasis on refinement of application of design process including creative and critical thinking, research skills, and graphic, written and verbal presentation skills. Team project(s) required. Design and documentation of custom furnishings/casework required. Site visits and field trips required.
- ARID 4112 Interior Design Studio VI** 0-6-3
Prerequisite: ARID 4111. Culmination of studio work. Largest spaces with intricate criteria to explore, document, incorporate into the design process and to communicate through varied media and methods. In depth exploration of selected topic included. Collaborative work, site visits, and field trips required.
- ARID 4210 Historic Interiors/Contemporary Uses** 2-0-2
Prerequisite: ARTH 3122. Introduction to restoration, preservation and adaptive use of interior spaces and structures. Understanding of local, state, federal and international programs, policies, and organizations involved in studying and sustaining the built environment. Explores issues, ethics and economics of selected examples. Case studies, research, and site visits required.
- ARID 4510 Interior Design Portfolio** 1-2-2
Prerequisite: ARID 4111. Coursework includes the development of a package of work which best conveys the range of knowledge and skills attained by the individual student. Includes resume design and production.
- ARID 4610 Professional Practice** 2-0-2
Prerequisite: ARID 3112. Introduction to the profession of interior design: organizations, registration requirements, qualification criteria and testing, ethics, business practices, paperwork, legal issues, etc. Site visits required.
- ARID 4620 Interior Design Seminar** 1-2-2
Prerequisite: ARID 4111. Explores topics and issues related to the profession of interior design. Discussion, research, written and verbal presentations required. Emphasis on collaborative learning.

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. Further development of drawing techniques and methods for a personal and experimental approach. Abstract imagery, non-representational, and representational imagery will be explored.
- 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 3-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 Drawing III** 0-6-3
Prerequisite: ART 1011. Interpreting the human figure through the use of a variety of media and techniques. May be repeated for up to 9 hours of credit.
- 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 1020 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 Photography I** 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 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: ARTH 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 Jewelmaking 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 Watercolor I** 0-6-3
Prerequisite: ART 1010 and ART 1020. The introduction to the technical aspects of aqueous media painting featuring transparent and opaque approaches.
- ART 4024 Drawing IV** 0-6-3
Prerequisite: ART 3023 or permission of the Department Head. An advanced course in drawing with emphasis on personal stylistic development. May be repeated for 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 4072 Photography II** 0-6-3
Prerequisite: ART 3071. An advanced course in black and white photography with emphasis on image manipulation and experimental processes. A 35mm camera with manual controls is required. May be repeated for up to 9 hours of credit.
- 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 Graphic Design IV** 0-6-3
Prerequisite: ART 3092 or ART 4093. An advanced computer graphics course. The student will concentrate on web page design and three-dimensional modeling. May be repeated for up to 9 hours of credit.
- ART 4095 Graphic Design V** 0-6-3
Prerequisite: ART 4094 or permission of Department Head. An advanced computer graphics course which concentrates on the creation of computer animation. May be repeated for 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 Watercolor II** 0-6-3
Prerequisite: ART 3111 or permission of the Department Head. Advanced aqueous media techniques and methods for the development of a personal expressive and/or 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** 0-6-3
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** 3-0-3
Prerequisite: ART 2030 and senior status. A capstone course for the production of a professional quality portfolio, preparation of works for exhibition, learning gallery procedures, planning for and participation in the senior exhibition.
- 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.

ARTH: ART HISTORY

- ARTH 1120 Fundamental Concepts in the Visual Arts** 3-0-3
Restricted to ART and ARE majors and art minor only. Survey of the major artistic achievements of world art from prehistory to the present. Discussion of the visual language of art and methods, techniques, approaches, and disciplines.
- ARTH 3120 Special Topics in Art History** 3-0-3
Prerequisite: ART 1100 or ARTH 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 Survey of Art History I** 3-0-3
Prerequisite: ART 1100 or ARTH 1120. A survey of world art from prehistory through the medieval period
- ARTH 3122 Survey of Art History II** 3-0-3
Prerequisite: ART 1100 or ARTH 1120. A survey of world art from the proto-Renaissance through the modern period.
- ARTH 3123 Special Topics in Art History** 3-0-3
Prerequisite: ART 1100 or ARTH 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: ART 1100 or ARTH 1120. Selected issues from the discipline of art criticism.
- ARTH 4130 Women Artists** 3-0-3
Prerequisite: ART 1100 or ARTH 1120. 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 or ARTH 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: ART 1100 or ARTH 1120. The study of contemporary art movements in the 20th century to the present day.

AS: AEROSPACE STUDIES

- AS 1000 Leadership Laboratory** 0-1.5-0
 The AS 1000 Leadership Laboratory (LLAB) for 1000- and 2000-level students' courses includes a study of Air Force customs and courtesies, drill ceremonies, military commands, and Air Force opportunities. LLAB for 3000- and 4000-level students provides advanced leadership experiences that involve planning, organizing, and executing cadet training activities, as well as preparing and presenting briefings and other oral and written communications.
- AS 1001 Foundations of the U.S. Air Force I** 1-0-1
Co-requisite: 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
Co-requisite: 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 the U.S. Air and Space Power Force I** 1-0-1
Co-requisite: 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 the U.S. Air and Space Power Force II** 1-0-1
Co-requisite: AS 1000. Examines general aspects of the air and space power from a historical perspective. The course covers a time period from the Vietnam War to the global positioning systems of the Persian Gulf War.
- AS 3001 Leadership Studies I** 3-0-3
Co-requisite: 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
Co-requisite: 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
Co-requisite: 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
Co-requisite: 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.

ASTRONOMY

- ASTR 1000 Introduction to the Universe** 3-0-3
Students may not receive academic credit for ASTR 1000 if they receive academic credit for ASTR 1010K or ASTR 1020K. 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 3101-3102 Principles of Astronomy I, II** 3-2, 5-4 each
Corequisite for ASTR 3101: PHYS 2211K. Prerequisites for ASTR 3102: ASTR 3101 and PHYS 2211K, each with a grade of "C" or better. A calculus-based course covering astronomical observations, analysis of celestial motions, and a study of the solar system in ARTR 3101, and covering the physics of the Sun and stars, stellar evolution, galactic structure and the universe in ASTR 3102.
- ASTR 3220 Cosmology** 3-0-3
Prerequisite: ASTR 1020 and PHIL 2010 or consent of the instructor. **Also offered as PHIL 3220.** A scientific and philosophical study of our perception of the universe, including the world views of Ptolemy, Copernicus, and Einstein.
- ASTR 4100 Observational Techniques** 2-2-3
Prerequisite: ASTR 3101. Aspects of instrumental and observational astronomy including the optics of the telescope, spectroscopy, photography, photometry, electronics, CCDs, astrometrical problems, the operation of the observatory, and mathematical methods of data reduction.
- ASTR 4400 Physics of the Solar System** 3-0-3
Prerequisite: ASTR 3101. Celestial mechanics; physical features of the Sun, planets, moons, and other material in the solar system.
- ASTR 4410 Astrophysics** 3-0-3
Prerequisite: ASTR 3101. **Pre- 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** 0-6-3 to 0-12-6
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: ASTR 3101, 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: ASTR 3101, consent of advisor, instructor, and department head. Study in area or subject not normally found in established courses offered by the department; may also allow students to explore in more detail and/or depth an area or subject covered by the department in astronomy; up to a maximum of 6 credit hours.

BIOLOGY

- BIOL 1010 Introduction to Biology: The Evolution and Diversity of Life** 3-0-3
Co-requisite: BIOL 1020L. 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
Co-requisite: BIOL 1010. A laboratory course to accompany Biology 1010 emphasizing the diversity of life.
- BIOL 1030 Introduction to Biology: Organismal Biology** 3-0-3
Co-requisite: BIOL 1040L. 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
Co-requisite: BIOL 1030. 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 1060 Introduction to Marine Biology** 3-0-3
A non-technical study of marine and estuarine habitats emphasizing habitat types and biological community diversity. Topics of study will include, but are not limited to: organismal adaptations to a marine environment, bio-diversity and taxonomy of major groups of marine organisms, ecosystem types and characteristics and oceanic scale processes. Some voluntary overnight, weekend field trips with emphasis on collecting coastal fauna and study of Georgia coastal habitats.
- BIOL 1070 Microbes and Humans** 3-0-3
The study of microbes and humans with an emphasis upon infectious diseases and the role of microbes in food production, bioengineering, and industrial processes.
- 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 1090 Genetics and Human Affairs

3-0-3

Genetics and its human implications, past, present and future. A review of the basic patterns of inheritance using human traits. Emphasis will be given to calculation of recurrence risks by pedigree analysis, the human chromosome aberrations, the molecular aspects of inborn errors of metabolism, the human genome project, recombinant DNA technology and its application to gene therapy. Extensive use of computer technology and auto-tutorials will be made in the course.

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 2010 Introductory Biology for Majors

3-3-4

Introduction to biology for biology majors. Emphasis on basic concepts providing a foundation for advanced courses in biology. Concepts covered include the scientific method and experimental design, cellular structure and function, metabolism, reproduction, the nature of the gene and its action, and the mechanisms of evolution.

BIOL 2230 General Botany

3-3-4

Prerequisite: BIOL 1010/1020L and 1030/1040L, or BIOL 2010, or the consent of the instructor. Survey of the plant kingdom with greatest emphasis on structure and function of angiosperms.

BIOL 2270 General Zoology

3-3-4

Prerequisite: BIOL 1010/1020L and 1030/1040L, or BIOL 2010, or the 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 the following: cardiovascular, lymphatic, respiratory, digestive, excretory, and reproductive systems, plus development.

BIOL 2900 Microbiology in Health and Disease

3-3-4

Prerequisite: 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: MATH 1113, BIOL 2230 and BIOL 2270. 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
Prerequisite: BIOL 2010 and CHEM 1212K. **Recommended:** CHEM 3402. Survey of microbiology covering eubacteria, archaeobacteria, protozoa, fungi, algae, and viruses. Includes fundamental techniques, microbial physiology and genetics, biotechnology, medical applications, and applied microbiology. Two 1.5 hour laboratory periods per week.
- BIOL 3200 Genetics** 3-3-4
Prerequisite: MATH 1113, BIOL 2230, BIOL 2270. A survey of modern genetics including: Mendelian and molecular genetics, as well as selected topics in population and quantitative genetics and genetic engineering. Laboratory will emphasize genetic analysis using live *Drosophila* and computer simulated crosses, chi-square analysis of progeny data, and application of these principles to laboratory analysis of genetic variation at the DNA level.
- BIOL 3300 Ecology** 3-3-4
Prerequisite: BIOL 2230, BIOL 2270, CHEM 1212K 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 3400 Plant Physiology** 3-3-4
Prerequisite: BIOL 2230, CHEM 1211K. 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 Vertebrate Physiology** 3-3-4
Prerequisite: BIOL 2270, CHEM 1212K or permission of instructor. Study of general physiological processes of vertebrates; emphasis at organ and organ system levels.
- BIOL 3500 Mycology** 3-3-4
Prerequisite: BIOL 2230, **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
Prerequisite: BIOL 2230. 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.

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, **in bold**, is the number of semester hours credit.

- BIOL 3600 Local Flora** 3-3-4
Prerequisite: BIOL 2230. 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 3650 Taxonomy of Seed Plants** 3-3-4
Prerequisite: BIOL 2230. A survey of the principles of plant taxonomy that includes identification, nomenclature, evolution, and classification of seed-bearing plants. A systematic survey of plant families will be used with emphasis on local representatives.
- BIOL 3800 Invertebrate Zoology** 3-3-4
Prerequisite: BIOL 2270. A study of the morphology, phylogeny, and ecology of invertebrates.
- BIOL 3840 Entomology** 3-3-4
Prerequisite: BIOL 2270. Introduction to the study of insect biology including ecology, behavior, and taxonomy. Laboratory includes field observation, sampling and identification of local fauna.
- BIOL 3870 Parasitology** 3-3-4
Prerequisite: BIOL 2270. 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
Prerequisite: BIOL 2270. 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
Prerequisite: BIOL 2270. 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
Prerequisite: BIOL 2270. 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 3980 Mammalogy** 3-3-4
Prerequisite: BIOL 2270. 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 2230, BIOL 2270 or equivalent. 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
Prerequisite: BIOL 2230, BIOL 2270 or equivalent. Selected topics in the biological sciences. May be repeated if the topic is different. This course includes a laboratory.
- BIOL 4100 Morphology of Land Plants** 3-3-4
Prerequisite: BIOL 2230. 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
Prerequisite: BIOL 2230. 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
Prerequisite: BIOL 2270 or approval of instructor. Anatomical and phylogenetic survey of representative vertebrate animals.
- BIOL 4350 Vertebrate Embryology** 3-3-4
Prerequisite: BIOL 2270. A study of the fertilization process and embryology of selected vertebrates with the greatest emphasis placed on chick development.
- BIOL 4400 Vertebrate Histology** 3-4-4
Prerequisite: 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 4500 Cell Biology** 3-3-4
Prerequisite: CHEM3601L. 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 3100 or consent of instructor. 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 4550 Immunology** 3-3-4
Prerequisite: 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 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
Prerequisite: 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
Prerequisite: BIOL 2270. 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
Prerequisite: BIOL 3300. A study of the physical, chemical, and biological aspects of fresh waters.
- BIOL 4830 Laboratory Practicum I** 0-3-1
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

0-6-2

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

0-12-4

Graded “Satisfactory” or “Unsatisfactory.” Open to students who qualify for internship programs in the biological sciences. Credit hours granted are agreed on cooperatively by the Biology Department and the internship supervisor, 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. 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

0-12-4

Prerequisite: completion of all required upper-division biology courses with distinctly superior academic records and the consent of the instructor. Limited to selected students with approval of instructor and Department Head. A specific problem to include supervised investigation and a report in format of biological journals.

BUSA: BUSINESSADMINISTRATION**BUSA 2000 Introduction to Business Administration**

1-0-1

Course is available to declared business (BA) majors only. An introduction to business administration. Topics include the environment, culture, and operation of business organizations; careers available in business; individual differences and their effects on career development; business communication technologies including electronic mail and internet; and assessment of individual and organizational outcomes. Satisfactory or Unsatisfactory completion will result in a grade of **S** or **U** respectively.

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 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** 3-0-3
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, and FIN 3350. 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 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 1211K Principles of Chemistry I** 3-3-4
Prerequisite or Corequisite: MATH 1111 or 1113. 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. Chemical nomenclature, the gaseous state, properties of solutions and reaction kinetics are discussed.
- CHEM 1212K Principles of Chemistry II** 3-3-4
Prerequisites: MATH 1111 or 1113 and CHEM 1211K with a grade of C or better. 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. Chemical equilibrium, oxidation-reduction and acid-base chemistry, electrochemistry, chemical thermodynamics and the descriptive chemistry of selected elements and their compounds are discussed.

- 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 1212K 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 2320 Introduction to Environmental Monitoring** 1-6-3
Prerequisite: CHEM 1211K An introduction to spectroscopic, chromatographic, thermal, gravimetric, and electrochemical determinations in various chemical systems of environmental significance. Environmental cycles and environmental degradation will be discussed in the lecture and the methods used to monitor chemical and physical characteristics will be implemented in laboratory sessions.
- CHEM 3401 Organic Chemistry I** 3-4-4
Prerequisite: CHEM 1212K 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 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 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
Prerequisite: CHEM 3801. 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 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.

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, **in bold**, is the number of semester hours credit.

CISM: COMPUTER INFORMATION SYSTEMS MANAGEMENT

- CISM 2201 Fundamentals of Computer Applications** 2-0-2
The fundamentals of how microcomputers and local area networks are used in business. Topics include both hardware and software, with an emphasis on application software. Packages include word-processing, presentation software, internet, spreadsheets, and electronic mail.
- CISM 3450 Management Information Systems** 3-0-3
Prerequisites: CISM 2201 and MGNT 3250. Information processing, meaning and role of information systems, information systems procedures, business functions of computers, introduction to systems analysis and design, files and databases, office automation, data communication, behavioral and organizational implications, selection of hardware and software.

COMD: COMMUNICATION DISORDERS

- COMD 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.
- COMD 2120 American Sign Language II** 3-0-3
Prerequisite: COMD 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.
- COMD 3010 Introduction to Communication Disorders** 3-0-3
Prerequisites: Admission to Teacher Education and Communication Disorders Program. An introduction to communication disorders. Terminology, etiology and management procedures required in the practice of Speech-Language Pathology are emphasized. Public school observation/participation is required.
- COMD 3020 Introduction to Audiology** 3-0-3
An introduction to basic auditory tests and related psychophysical procedures. Emphasis is placed on audiometric measurement and interpretation.
- COMD 3030 Anatomy & Physiology of the Hearing Mechanism** 2-0-2
The study of the anatomy and physiology of the hearing mechanism.
- COMD 3040 Applied Phonetics** 3-0-3
Co-requisite: COMD 3050. 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.
- COMD 3050 Phonetics Lab** 0-2-1
Co-requisite: COMD 3040. A supervised laboratory application of IPA transcription skills.
- COMD 3060 Anatomy & Physiology of the Speech Mechanism** 3-0-3
Prerequisite: COMD 3010. The study of anatomy and physiology of the head, neck and trunk relevant to speech production.

- COMD 3070 Normal Language Acquisition** 3-0-3
 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.
- COMD 3080 Introduction to Neurology in Communication Disorders** 3-0-3
Prerequisites: COMD 3010. **Co-requisite:** COMD 3060. An introduction to the anatomy and physiology of the nervous system as it relates to speech and language functions.
- COMD 3090 Professional Practices in Communication Disorders** 2-0-2
Prerequisites: COMD 3010, COMD 3040, COMD 3050. An introduction to the process, practices, roles, responsibilities and working site opportunities for the speech-language pathologist.
- COMD 3130 American Sign Language III** 3-2-4
Prerequisite: COMD 2120. 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.
- COMD 3140 American Sign Language IV** 3-2-4
Prerequisite: COMD 3130. 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.
- COMD 3150 Audiological Considerations for Teachers** 4-0-4
 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.
- COMD 4010 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.
- COMD 4020 Speech Science** 3-0-3
Prerequisites: COMD 3030, COMD 3060, COMD 3080. **Co-requisite:** COMD 4030. 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.
- COMD 4030 Speech Science Laboratory** 0-2-1
Co-requisite: COMD 4020. A laboratory application of the research and scientific tools commonly used in speech science.
- COMD 4040 Introduction to Articulation Disorders** 3-0-3
Prerequisites: COMD 3040, COMD 3050, COMD 3070. **Co-requisite:** COMD 4050, SPEC 4020. 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.
- COMD 4050 Observation** 0-4-2
Prerequisites: COMD 3040, COMD 3070. **Corequisite:** SPEC 4020. 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.

- COMD 4060 Introduction to Oro-Facial/Laryngeal Disorders** 3-0-3
Prerequisites: COMD 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.
- COMD 4070 Introduction to Fluency Disorders** 3-0-3
Prerequisite: COMD 4040. Provides basic information on the characteristics and nature of stuttering and causal theories.
- COMD 4080 Introduction to and Analysis of Language Disorders** 3-0-3
Prerequisites: COMD 3070, COMD 4040. An initial study of the identification of varying types of language disorders. Emphasis is placed on language sampling procedures and analysis.
- COMD 4090 Speech & Language for the Hearing Impaired** 3-0-3
Prerequisites: COMD 3020, COMD 3030, COMD 3070. Application of speech and language therapy principles to the management of hearing impaired children (infants through school age).
- COMD 4100 Seminar in Central Auditory Disorders** 1-0-1
Prerequisites: COMD 3020, COMD 3030, COMD 3080. Special attention will be given to the contribution of the auditory component in disorders of attention and academic learning. The focus is on learning factors of school age children.
- COMD 4110 Diagnostics in Communication Disorders** 3-0-3
Prerequisites: COMD 3010, COMD 3040, COMD 3050, and COMD 4040. An in-depth study of the evaluation and assessment processes for communication disorders. Content encompasses appraisal planning, interviewing, ecological observation, instrumentation, informal and standardized procedures appropriate for determination of eligibility and program planning
- COMD 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/or depth an area or subject covered by the department in communication disorders.
- COMD 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.

COMM: COMMUNICATIONARTS

- COMM 1100 Human Communication** 3-0-3
 A broad approach to oral communication skills including intrapersonal, interpersonal, small group, 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 2060 Business and Professional Speech** 3-0-3
 Dyadic, small group, and public communication in situations found in business and professional settings.
- 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 2500 Fundamentals of Intercultural Communication	3-0-3
A study of how culture shapes language and the impact of language differences on communication between persons with different cultural backgrounds.	
COMM 3010 Oral Interpretation	2-0-2
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.	
COMM 3060 Persuasion	3-0-3
Prerequisites: COMM 1110 and COMM 2100. Theories of persuasion.	
COMM 3071 Argumentation and Debate	3-0-3
Prerequisite: COMM 1110. Theory and application of argumentation.	
COMM 3072 Debate Lab	0-4-2
Pre- or Co-requisite: COMM 3071. Research and practice on current national debate topics. May be repeated.	
COMM 3090 Public Speaking Lab	0-2-1
Prerequisite: COMM 1110. Research and practice in individual presentations.	
COMM 3200 Contemporary Public Relations	3-0-3
Prerequisites: COMM 1110 and COMM 2100. The first course in public relations, dealing with concepts of communicating with various publics.	
COMM 3210 Public Relations Applications	1-4-3
Prerequisite: COMM 2100 and ACED 2400 or CS 1000. An introduction to computer applications in the practice of public relations including page layout and creating web pages.	
COMM 3220 Public Relations Writing	3-0-3
Prerequisite: COMM 3200. 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	0-2-1
Prerequisites: COMM 3200 and COMM 3210. Skill building in Public Relations techniques. May be repeated.	
COMM 3300 Interpersonal Communication	3-0-3
Prerequisites: COMM 1110 and COMM 2100. The study of communication skills in interpersonal relationships.	
COMM 3310 Listening	2-0-2
Prerequisites: COMM 3300. Study of and skill development in different types of listening.	
COMM 3320 Nonverbal Communication	3-0-3
Prerequisites: COMM 3300. Study of types and functions of nonverbal communication.	
COMM 3330 Interviewing	2-0-2
Prerequisites: COMM 3300. 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 3300. 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 3600 Directed Study in Communication Arts	<u>1-0-1</u> to <u>3-0-3</u>
Individual instruction for enrichment of advanced majors in their areas of specialization.	
COMM 4110 Contemporary Communication Theory	3-0-3
Prerequisites: COMM 3300 or 3071. Communication theory with an emphasis on social bases and social variables.	

- COMM 4120 Classical Theories of Communication** 3-0-3
Prerequisite: **COMM 3300.** Survey of communication theory from classical time to Edwin Black.
- 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.
- COMM 4170 Theories of Public Communication** 3-0-3
Prerequisite: **COMM 2100.** Study of rhetorical theory with an emphasis on significant speakers and speeches in the United States. Includes the social origins of the speeches, the nature of the issues discussed, and the consequences of the speaker’s activities.
- COMM 4200 Public Relations Techniques** 3-0-3
Prerequisites: **COMM 3200 and COMM 3220.** The theory and practice of public relations.
- COMM 4220 Communication and the Consumer** 3-0-3
Prerequisites: **COMM 3200.** Theory and practice of consumer-directed communication.
- COMM 4230 PR Plans and Campaigns** 3-0-3
Prerequisites: **COMM 4200.** The development of public relations plans for organizations and campaigns for special programs within those organizations.
- COMM 4240 Advanced Public Relations Practices** 3-0-3
Prerequisites: **COMM 3220, COMM 3210, and JOUR 3510 and Senior standing.** Legal and ethical aspects of professional public relations practice.
- COMM 4310 Small Group Communication** 3-0-3
Prerequisite: **COMM 1100 and COMM 2100.** The theory and practice of small group communication.
- COMM 4340 Advanced Interpersonal Communication** 3-0-3
Prerequisite: **COMM 3300.** The science and art of communication in close relationships.
- COMM 4400 Organizational Presentation** 3-0-3
Prerequisite: **COMM 1110 and presentational software competency.** 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.
- COMM 4410 Communication Research Methods** 3-0-3
Prerequisite: **COMM 3400.** The study of research methods used to investigate communication. This course will focus on the implementation, analysis, and interpretation of measures used to examine communication phenomena within organizations including communication audits, network analysis, and content analysis.
- COMM 4420 Advanced Organizational Communication** 3-0-3
Prerequisites: **COMM 3400, COMM 3300, and COMM 4410.** Communication processes and characteristics in formal organizations. Alternative theoretical perspectives and research methods to analyze communication in organizational settings.
- COMM 4600 Special Topics in Speech Communication** 1-0-1 to 3-0-3
The study of specific genres of public communication, e.g. black rhetoric, social protest, political campaign communication, pulpit speaking, public relations communication, etc. May be repeated for credit if different topics are discussed.
- COMM 4610 Portfolio and Résumé Presentation** 1-0-1
Prerequisite: **senior standing.** Assembly and presentation of a portfolio and resume acceptable for professional use in the student’s area of emphasis.
- COMM 4670 Internship** 3-0-3 to 9-0-9
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 student’s professionalism.

COMM 4700 Film as Public Discourse

3-0-3

History of film and its place in the public sphere, its role in public persuasion, and the study of film theorists.

COOP: COOPERATIVE EDUCATION**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 Co-op Faculty Coordinator 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 2300 Judicial Process** 3-0-3
Prerequisite: CRJU 1100 or permission of the instructor. A study of the jurisdiction, policies, and procedures of courts in the administration of criminal justice.
- CRJU 3300 Criminal Law** 3-0-3
Prerequisite: CRJU 1100. 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. A study of the nature and function of the law with relation to the criminal process 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.

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, **in bold**, is the number of semester hours credit.

- 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. 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. 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 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 an emphasis on violent offenders, sexual deviants, the anti-social personality, and the criminally insane.
- CRJU 4510 Correctional Therapies** 3-0-3
Prerequisite: CRJU 4500 or permission of the instructor. A study of major rehabilitation therapies used by correctional treatment practitioners who work with offenders and their families to help offenders establish socially acceptable and productive lifestyles.
- 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 4720 Juvenile Justice** 3-0-3
Prerequisite: CRJU 1100 or permission of the instructor. An analysis of the juvenile justice system and related processes. Major emphasis will be placed upon the socio-historical development of the Juvenile Justice System, the impact of Supreme Court decision, and the current controversial issues surrounding the Juvenile Justice System.

- CRJU 4800 Seminar in Criminal Justice** 3-0-3
Prerequisites: CRJU 3300, CRJU 3310, CRJU 3401, CRJU 3402, CRJU 3600, and CRJU 3700. 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** 0-18-6 to 0-36-12
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 judgements to discover the integration between theory and practice.

CRWR: CREATIVE WRITING

- CRWR 3400 Introduction to Creative Writing** 3-0-3
Also offered as ENGL 3400. Prerequisite: ENGL 2110, 2120, 2130, or 2140. 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.
- CRWR 3420 Introduction to Creative Non-Fiction** 3-0-3
Also offered as ENGL 3420. Prerequisite: ENGL 3400 or CRWR 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.
- CRWR 3440 Poetry Writing** 3-0-3
Also offered as ENGL 3440. Prerequisite: ENGL 3400 or CRWR 3400. A study of poetic technique beyond the fundamentals introduced in ENGL/CRWR 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.
- CRWR 3460 Fiction Writing** 3-0-3
Also offered as ENGL 3460. Prerequisite: ENGL 3400 or CRWR 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.
- CRWR 4410 Studies in Prosody and Poetic Form** 3-0-3
Also offered as ENGL 4410. Prerequisite or corequisite: ENGL 3060. A study of the historical and formal developments of poetry. The course will emphasize twentieth-century American poetry, covering principal schools and understanding their relationships.
- CRWR 4420 Studies in Narratology** 3-0-3
Also offered as ENGL 4420. Prerequisite or corequisite: ENGL 3060. A study of the international history of narrative forms, storytelling methods, and varieties of representation. Students will study the various conventions and strategies which inform fables, fairy tales, parables, folktales, and the longer works which evolved from them.

- CRWR 4440 Advanced Poetry Writing** 3-0-3
Prerequisite: CRWR 3440. 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.
- CRWR 4460 Advanced Fiction Writing** 3-0-3
Prerequisite: CRWR 3460. 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.

CS: COMPUTERSCIENCE

- 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, email, 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. *A student may not receive credit for both CS 1000 and CS 1010.*
- 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. *A student may not receive credit for both CS 1000 and CS 1010.*
- CS 1301 Principles of Programming I** 4-0-4
Prerequisite: MATH 1101 or MATH 1111, and CS 1010 or equivalent. 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.
- 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 1335 Elementary COBOL Programming** 3-0-3
 An introduction to elementary computer programming concepts. Emphasis is on techniques of problem analysis and the development of algorithms and programs. Syntax of the COBOL programming language. The course does not presume previous programming experience.
- CS 1338 Elementary FORTRAN Programming** 3-0-3
 An introduction to elementary computer programming concepts. Emphasis is on techniques of problem analysis and the development of algorithms and programs. Syntax of the FORTRAN programming language. The course does not presume previous programming experience.
- CS 2010 Survey of Computer Information Systems** 3-0-3
Prerequisite: CS 1010 and CS 1301 with a grade of "C" or better. A general introduction to software engineering, database applications, and networking concepts, as well as an overview of other aspects of computer information systems.
- CS 2620 Discrete Structures I** 3-0-3
Prerequisite: MATH 2261. 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 3101 Computer Organization** 3-0-3
Prerequisite: CS 1302. 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. 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 and Web Programming** 3-0-3
Prerequisite: CS 1302. The class emphasizes tools that are available in the UNIX environment including: find, grep, sed, awk, shell programming, HTML, Perl, file security, and Web programming.
- CS 3320 Introduction to Visual BASIC** 3-0-3
Prerequisite: CS 1302. An introduction to the fundamentals of the Visual BASIC programming system, basic concepts and methods of object-oriented programming, application-building techniques, Active X controls, wizards, and report generators.
- CS 3330 The Ada Programming Language** 3-0-3
Prerequisite: CS 1302. Modern programming concepts and techniques using Ada. Program units: subprograms, packages, tasks; data types, statements, and atomic language features; blocks; generics; standard packages and I/O; exception handling.
- CS 3335 The C Programming Language** 3-0-3
Prerequisite: CS 1302. 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 3410 Data Structures** 3-0-3
Prerequisite: CS 1302. 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. Sequential and parallel algorithms for solving a variety of different problems; paradigms for algorithms; algorithm analysis; NP-complete problems.
- CS 4121 Data Communications and Networks I** 3-0-3
Prerequisites: CS 3101 and CS 3410. 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. A continuation of CS 4121 in which advanced topics in data communication and networking are studied
- CS 4123 Project in Data Communications and Networks** 3-0-3
Prerequisite: CS 4122. Students will work together in teams on a major data communications/networking project. Data communications and networking principles, tools, and techniques are stressed.
- CS 4125 Applied Computer Networks** 3-0-3
Prerequisite: CS 3410. An in-depth study of computer networks including fundamental concepts, design, hardware components, data transmission within the framework of the OSI reference model, transmission protocols, network architectures, administration and support, problem detection and resolution, and principles of Local Area and Wide Area Networks. The subject matter is presented as a case study of a network operating system.

- CS 4321 Software Engineering I** 3-0-3
Prerequisite: CS 3410. Early stages of the software-development process, with emphasis upon analysis and specification. Also, life-cycle definition, software project management, the computer as a system component, and object-oriented approaches. CASE tools will be used as appropriate.
- CS 4322 Software Engineering II** 3-0-3
Prerequisite: CS 4321. The later stages of the software-development process with emphasis upon design, implementation, verification/ validation, and maintenance. Also, human factors, object-oriented techniques, reliability, and quality-assurance issues.
- CS 4323 Project in Software Engineering** 3-0-3
Prerequisite: CS 4322. Students will work together in teams on a major software development project. Software engineering principles, tools, and techniques are stressed.
- CS 4330 Theory of Programming Languages** 3-0-3
Prerequisite: CS 3410 or consent of instructor. Formal description of programming languages, standard and advanced features of modern programming languages, complexity.
- CS 4335 Principles of Compiler Design** 3-0-3
Prerequisites: CS 3102 and CS 3410. Introduction to programming language structure, lexical analysis, syntax analysis, code generation, and optimization. A large programming project will be required.
- CS 4340 Systems Programming** 3-0-3
Prerequisite: CS 3410. 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. 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 4350 Applied Operating Systems Concepts** 3-0-3
Prerequisite: CS 3410. A thorough study of an extant operating system which includes the hardware interface; system structure; implementation details with particular attention to the specific details of multitasking, file system management, memory management, security, and client/server relationships; system installation and administration are also included.
- CS 4500 Foundations of Computer Science** 3-0-3
Prerequisites: CS 2620 and CS 3410. Concepts pertaining to regular expressions, finite state machines, regular languages, regular grammars, non regular languages, decidability, context-free grammars, and Turing machines.
- CS 4721 Database Design I** 3-0-3
Prerequisite: CS 3410. 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. 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 4723 Project in Database Design** 3-0-3
Prerequisite: CS 4722. Students will work together in teams on a major database development project. Database development principles, tools, and techniques are stressed.

- CS 4820 Artificial Intelligence** 3-0-3
Prerequisites: CS 2620 and CS 3410. Definition of artificial intelligence, Common Lisp, logic programming, search techniques, knowledge representation including schemas and scripts, ART-enterprise as an expert system, and principles of expert systems.
- CS 4825 Neural Networks** 3-0-3
Prerequisites: MATH 2150 and MATH 2262. Concepts pertaining to neural networks including: definition of neural intelligence, basic neural computational models, learning: supervised and unsupervised, knowledge bases neural networks, back-propagation neural networks, radial basis neural networks.
- CS 4830 Computer Graphics** 3-0-3
Prerequisites: CS 3410 and MATH 2150. A survey of graphics systems and graphics programming. Topics include output primitives, transformations and viewing, modeling, user interfaces, and interactive methods. Both 2-D and 3-D concepts are discussed.
- CS 4900 Senior Seminar** 3-0-3
Prerequisites: CS 3101, CS 3410, and senior standing. A capstone experience intended primarily for computing majors that combines societal, ethical, and legal implications and trends of computing with the development of research and communication skills for the profession. Topics include societal effects of computing, ethics in the field, legal issues, professional literature and organizations, current industrial, social, legal, governmental, and technical developments, research methodology, and career opportunities. Involves extensive reading and writing (both technical and non-technical), as well as library research, prepared group discussions, and oral presentations.
- CS 4950 Directed Study in Computer Science** Variable Credit
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** Variable Credit
Prerequisite: Consent of instructor. Topics to be assigned. May be taken more than once if topics are different.

DANC: DANCE

- DANC 1500 Introduction to Dance** 3-0-3
 A general survey and appreciation of dance as an art form, an introduction to dance history and a critical evaluation of dance.
- DANC 1600 Ballet I** 1-2-2
 Basic techniques and theories of classical ballet. Emphasizes body placement, awareness, strength, stretch, and terminology. May be repeated for credit.
- DANC 1700 Modern Dance I** 1-2-2
 Basic modern dance techniques and theories. May be repeated for credit.
- DANC 1900 Tap Dance I** 1-2-2
 Basic skills in tap dancing. May be repeated for credit.
- DANC 2600 Ballet II** 1-2-2
Prerequisite: DANC 1600 or approval of department head. A continuation of Ballet I (DANC 1600). May be repeated for credit.
- DANC 2700 Modern Dance II** 1-2-2
Prerequisite: DANC 1700 or approval of department head. A continuation of Modern I (DANC 2600). May be repeated for credit.
- DANC 2800 Jazz Dance I** 1-2-2
 Basic jazz dance techniques and theories. May be repeated for credit.

- DANC 2900 Tap Dance II** 1-2-2
Prerequisite: DANC 1900. A continuation of Tap Dance I (DANC 1900). May be repeated for credit.
- DANC 2910 Social Dance** 0-2-1
 Introduction to history, terms, positions and movements. Psychomotor instruction in social dance forms from the turn of the century to the present.
- DANC 2920 Dance Improvisation** 0-2-1
 An introduction to dance improvisation. Movement studies will be based on modern dance techniques and theories.
- DANC 3000 Dance Composition** 1-2-2
Prerequisite: DANC 1600 or DANC 1700 or approval of department head. The study of the tools of dance composition, creating individual and group studies, and solving dance composition problems.
- DANC 3100 Choreography** 1-2-2
Prerequisite: DANC 3000 or approval of department head. An application of the fundamentals of dance composition to choreographic projects. Emphasis will also be placed on exploring, analyzing, and experimenting with problems in dance performance and production.
- DANC 3200 Dance Ensemble** 0-4-1
Prerequisite: Audition by instructor. A select ensemble emphasizing group and solo performance. May be repeated for credit.
- DANC 3300 Special Topics in Dance** 0-4-2
Prerequisite: Approval of department head. Practicum based on the dance and movement requirements of specific stage performances produced by the University. Students in the course will perform choreographic works or movement studies. May be repeated for credit.
- DANC 3400 Rhythmic and Recreational Dance** 1-2-2
 History and methods of teaching ballroom and square dancing.
- DANC 3410 Dance History** 3-0-3
 A broad survey of dance history with emphasizes on the impact of dance on society from primitive times to the present.
- DANC 3500 Teaching Dance Technique** 1-2-2
 Methodology in teaching dance techniques and theories within the context of modern dance for young adults. Includes instruction in and application of dance lesson planning.
- DANC 3600 Ballet III** 1-2-2
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** 1-2-2
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** 1-2-2
Prerequisite: DANC 2800 or approval of department head. A continuation of Jazz Dance I. May be repeated for credit.
- DANC 4000 Pointe and Variation** 1-2-2
Prerequisite: DANC 3600 or approval of department head. The study of pointe technique, the teaching of specific classical ballet variations and partnering skills for both the male and female dancer. May be repeated for credit.

ECED: EARLY CHILDHOOD EDUCATION

- ECED 3000 Integrating and Applying Technology into the ECE Curriculum** 3-0-3
Prerequisite: ACED 2400. **Corequisite:** ECED 3190. Explores the intergration 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 intergrated technology learning activities, which include Georgia's QCC Standards.
- ECED 3190 Practicum I: Classroom Management & Environmental Design Pre-K** 1-3-1
Prerequisite: Admission to Teacher Education. **Corequisites:** ECED 3000, ECED 3400, READ 3200. Supervised classroom experience in selected pre-kindergarten and kindergarten classrooms. Students work under the supervision of mentor teachers and unvestriety supervisors. Emphasis will be on principles of classroom management and the arranged environment.
- ECED 3300 Teaching Mathematics and Science to Young Children** 3-0-3
Prerequisites: MATH 3161. **Corequisites:** ECED 3690. Recent developments in curriculum and methods of instruction of contemporary school mathematics and science programs in grades P-5. Students will become acquainted with manipulatives, technology, and other resources essential to prospective teachers of young children.
- ECED 3400 Planning For Instruction and Classroom Management** 3-0-3
Corequisite: ECED 3190. 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 Practicum II: Classroom Management & Environmental Design K-3** 1-3-1
Prerequisites: ECED 3000, ECED 3400, PSYC 3120, READ 3200. **Co-requisites:** ECED 3300, MATH 3000, SCI 3000. Supervised classroom experience in selected kindergarten through third grade classrooms. Students work under the supervision of mentor teachers and university supervisors. Emphasis will be on principles of classroom management and the arranged environment.
- ECED 4000 Teaching Language Arts & Social Studies to Young Children** 4-0-4
Pre-requisites: ECED 3300, ECED 3690, MATH 3000, SCI 3000. **Co-requisites:** ECED 4690, ENGL 4000, READ 4000, READ 4100, GEOG 3410. Recent developments in curriculum and methods of instruction of contemporary language arts and social studies programs in grades P-5.
- ECED 4300 Teaching Language Arts in Early Childhood Education** 3-0-3
Prerequisites: ECED 3000, ECED 3400, READ 3200. **Corequisite:** ECED 4690. 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 Science Methods in Early Childhood** 3-0-3
Prerequisites: ECED 3000, ECED 3400, READ 3200. **Corequisites:** ECED 4690. Recent developments in curriculum and methods of instruction for the teaching of social sciences in grades P-5
- ECED 4690 Practicum in Early Childhood Education II** 0-3-1
Prerequisites: ECED 3690. **Corequisites:** ECED 4300, ECED 4400, READ 4200. Supervised classroom experience in selected third-grade through fifth-grade classrooms. Students work under the supervision of mentor teachers and university supervisors. Emphasis will be on principles of classroom management and the arranged environment.

ECED 4720 Collaboration With Family, School, and Community

Agencies to Support the Education of Young Children

2-0-2

Prerequisite: All professional courses must be completed with a grade of C or better and GPA requirement must be met. **Corequisite:** ECED 4790. Examination of nature, extent, and significance of involving families in the education of young children. Interrelationships of home, school, and community agencies are examined in light of various programs, methods, and techniques of parenting education. Leadership skills emphasized in the areas of training, supporting, and guiding teaching assistants within the context of a developmentally appropriate classroom environment.

ECED 4790 Student Teaching & Reflective Seminar in ECE

1-10-10

Prerequisites: All professional courses must be completed with a grade of C or better and GPA requirement must be met. **Corequisite:** ECED 4720. Guided professional experience in a primary grade (P-5) as a capstone/culminating activity of the Early Childhood Education Program. Student teachers practice teaching and managing a classroom under the supervision of a full-time master teacher and university supervisor in an off-campus setting. The experience includes observations, participation, teaching, and other activities which make a direct contribution to an achievement of basic concepts, skills, and principles in the teaching-learning process. The seminar is a reflection of educational practices and refinement of concepts emanating from the student teaching experience.

ECED 4800 Student Teaching Seminar in Early Childhood Education

2-0-2

Prerequisites: All professional courses must be completed with a grade of C or better and GPA requirement must be met. **Co-requisite:** ECED 4790. Reflection of educational practices and refinement of concepts emanating from student teaching experience.

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, **in bold**, is the number of semester hours credit.

ECON: ECONOMICS

- ECON 1500 Survey of Economics** 3-0-3
A survey of basic economic concepts with applications to public policy issues.
- ECON 1900H Honors Economics** 3-0-3
Seminar-oriented approach to basic economic concepts with applications to policy issues. A research project on public policy 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 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 3100 Managerial Economics** 3-0-3
Prerequisites: ECON 2106 and either BUSA 2100 or MATH 2620. 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 3200 Industrial Organization** 3-0-3
Prerequisites: ECON 2105 and ECON 2106. A study of market structures, including perfect and monopolistic competition, monopoly, and oligopoly. Pricing behavior of firms, economics of information and advertising, and anti-trust laws and policies will be analyzed.
- ECON 3300 Economic History of the United States** 3-0-3
Prerequisite: ECON 1500 or ECON 2105. Economic interpretation of United States history and study of economic problems in historical perspective.
- ECON 3400 Public Finance and Fiscal Policy** 3-0-3
Prerequisite: ECON 2106. 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 3500 Business Cycle Analysis** 3-0-3
Prerequisites: ECON 2105 and either BUSA 2100 or MATH 2620. Investigation of the application of techniques used by business and government to analyze and forecast business cycle conditions. Special emphasis on regional analysis.
- ECON 3600 International Economics** 3-0-3
Prerequisite: ECON 2105 and ECON 2106. 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 3640 International Macroeconomics** 3-0-3
Prerequisite: ECON 3500 or ECON 3600. 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 3650 Multinational Corporate Finance** 3-0-3
Prerequisite: FIN 3350 or ECON 3750. 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.

- ECON 3710 Regional Economics** 3-0-3
Prerequisite: **ECON 2106.** Analysis of the factors that influence the spatial location of economic activity and regional economic performance (special emphasis on the Southern Region).
- 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 3770 Real Estate Economics** 3-0-3
Prerequisites: **ECON 3750 or FIN 3350.** Study of the theories, tools and techniques needed to understand urban real estate markets. Examines real estate markets from both micro and macro perspectives.
- ECON 3800 Environmental Economics** 3-0-3
Prerequisite: **ECON 2106 or consent of instructor.** 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
Prerequisite: **ECON 2106 or consent of instructor.** 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 3860 Labor Economics and Labor Relations** 3-0-3
Prerequisite: **ECON 2106.** 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 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 4900 Economic Research** 3-0-3
Prerequisites: **ECON 3100, ECON 3500, and senior standing.** Study of methods and techniques of economic research. Topics include hypothesis development, modeling, data sources, analytical methods, and presentation techniques. A research paper is required.
- ECON 4990 Directed Study in Economics** 3-0-3
Prerequisites: **ECON 3100 and ECON 3500.** 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.

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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 2000 Writing for Teachers

3-0-3

Prerequisites: Grade of "C" or better in ENGL 1101 and 1102. A writing-intensive course focusing on the analysis and production of discourse in various genres. Required for ECE and MGE majors.

ENGL 2110 World Literature I: The Ancient World

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 classical period. This course presents myths, epics, dramas, and prose works from the Hebrew, Greek, Roman, and other traditions that laid the foundation for modern intellectual thought. Selections from such writers as Homer, Sophocles, and Plato and such works as the Bible and the Koran will be presented in their historical and cultural contexts.

ENGL 2110H Honors World Literature I: The Ancient World

3-0-3

Prerequisite: ENGL 1102 or 1102H. An in-depth study of selected works of literature and their cultural backgrounds from the beginning of writing to the end of the classical period. This course, multicultural and comparative in focus, presents myths, epics, dramas, and prose works from western and non-western traditions that laid the foundation for modern intellectual thought.

ENGL 2120 World Literature II: The Age of Discovery

3-0-3

Prerequisite: ENGL 1102 or 1102H. A study of selected works of literature and their cultural backgrounds from the fourteenth into the seventeenth century. This course includes introductions to the Medieval and Renaissance frames of mind and puts works such as those by Dante, Chaucer, Machiavelli, Shakespeare, and Milton in the context of modern intellectual issues.

- ENGL 2120H Honors World Literature II: The Age of Discovery** 3-0-3
Prerequisite: ENGL 1102 or 1102H. A study of selected works of literature and their cultural backgrounds from the Middle Ages into the seventeenth century. This course includes introductions to the Medieval and Renaissance frames of mind of western Europe as well as adding multicultural aspects. Trends in the development of modern thought are emphasized, with a focus on intellectual history.
- ENGL 2130 World Literature III: The Development of Modern Thought** 3-0-3
Prerequisite: ENGL 1102 or 1102H. A study of selected works of literature and their cultural backgrounds from the seventeenth century to the present. This course includes introductions to the Enlightenment, Romantic, Victorian, Modern, and Contemporary periods. Selected works from writers such as Moliere, Pope, Rousseau, Wordsworth, Keats, the Brownings, Eliot, and Faulkner will be presented, emphasizing major trends in the development of modern thought.
- ENGL 2130H Honors World Literature III: The Development of Modern Thought** 3-0-3
Prerequisite: ENGL 1102 or 1102H. An in-depth study of selected works of literature and their cultural backgrounds from the seventeenth century to the present. This course includes introductions to the major concepts and themes represented in trans-national and trans-generic literary texts from periods such as the Enlightenment, Romantic, Victorian, Modern, and Contemporary. Special emphasis on multicultural and comparative aspects of the literature and on large, overarching themes and concepts.
- ENGL 2140 World Literature IV: The Genres of World Literature** 3-0-3
Prerequisite: ENGL 1102 or 1102H. A study of literary forms of cultural expression. This course will cover works written in a broad range of cultures and periods and will include introductions to major genres of world literature such as epic, drama, prose fiction, and film. Selected works by figures such as Homer, Shakespeare, Ibsen, Austen, and Kurosawa will be presented, emphasizing the connections between form, function, and culture.
- 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** 3-0-3
Prerequisite: ENGL 1102 or 1102H. An advanced writing course focusing on the elements of effective writing, particularly as they apply to the sciences, industry, and other technology-oriented fields.
- 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 2110 or 2110H, 2120 or 2120H, 2130 or 2130H, or 2140. 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 2140. An introduction to the methods of research and the role and function of literary criticism in the context of literary studies.

- ENGL 3080 Grammar and Editing** 3-0-3
Also offered as JOUR 3080. Prerequisite: ENGL 2110 or 2110H, 2120 or 2120H, 2130 or 2130H, or 2140. An intensive review of grammar and usage as well as an introduction to the purposes, practices, and techniques of editing standard English. The grammar section of the course will cover such topics as parts of speech and their uses, sentence elements and their effective uses, agreement, punctuation, and parallelism. Students will also be taught fundamental approaches to editing and the practical application of editing techniques.
- ENGL 3090 Advanced Composition** 3-0-3
Prerequisite: ENGL 2110 or 2110H, 2120 or 2120H, 2130 or 2130H, or 2140. A study of various rhetorical strategies with regular writing assignments emphasizing logical organization of thought and effective composition. The course will develop sound grammatical and compositional skills to a level clearly superior to that of ENGL 1102.
- ENGL 3110 British Literature I** 3-0-3
Prerequisite: ENGL 2140. A survey of the historical and formal development of British literature through the mid-eighteenth 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 2140. A survey of the historical and formal development of British and post-Colonial literature from the late eighteenth 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 2140. A survey of the historical and formal development of American literature. Emphasis on major writers and movements as well as on terms relevant to the study of American literature.
- ENGL 3220 Studies in African American Literature** 3-0-3
Also offered as AFAM 3220. Prerequisite: ENGL 2110 or 2110H, 2120 or 2120H, 2130 or 2130H, or 2140. 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 3300 Special Studies in Literature** 3-0-3
Prerequisite: ENGL 2110 or 2110H, 2120 or 2120H, 2130 or 2130H, or 2140. Studies of selected topics in literature.
- ENGL 3310 Studies in the Bible as Literature** 3-0-3
Prerequisite: ENGL 2110 or 2110H, 2120 or 2120H, 2130 or 2130H, or 2140. A study of the literature of the Bible and the influence of the Bible on British and American literature.
- ENGL 3320 Studies in African Literature** 3-0-3
Also offered as AFAM 3320. Prerequisite: ENGL 2110 or 2110H, 2120 or 2120H, 2130 or 2130H, or 2140. 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 3350 Classical Mythology** 3-0-3
Prerequisite: ENGL 2110 or 2110H, 2120 or 2120H, 2130 or 2130H, or 2140. A study of the major mythological traditions of the Classical Greek and Roman cultures. Emphasis is placed on the influence of mythology on English and American literature.
- ENGL 3400 Introduction to Creative Writing** 3-0-3
Also offered as CRWR 3400. Prerequisites: ENGL 2110 or 2110H, 2120 or 2120H, 2130 or 2130H, or 2140. An introduction to the stylistic conventions and techniques of poetry and prose. The course also emphasizes techniques of literary invention and offers a brief exposure to the analysis and critique of peer texts.

- ENGL 3420 Introduction to Creative Non-Fiction** 3-0-3
Also offered as CRWR 3420. Prerequisite: ENGL 3400 or CRWR 3400.
 An introduction to non-fiction writing which employs a variety of literary techniques common in literary journalism and fiction writing. Students will read model texts and further develop workshop and revision techniques in order to produce a carefully revised piece of their own non-fiction.
- ENGL 3440 Poetry Writing** 3-0-3
Also offered as CRWR 3440. Prerequisite: ENGL 3400 or CRWR 3400. A study of poetic technique beyond the fundamentals introduced in ENGL/CRWR 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.
- ENGL 3460 Fiction Writing** 3-0-3
Also offered as CRWR 3460. Prerequisite: ENGL 3400 or CRWR 3400. A craft-oriented course devoted to the genre of the modern short story. Students will study classic stories by writers such as Chekhov, Maupassant, O'Connor, and more recent award-winning writers as well as undertaking exercises in technique and producing at least two stories of their own.
- ENGL 3600 Introduction to Professional Writing** 1-0-1
Prerequisite or co-requisite: ENGL 3060 or 3080, depending upon major track. An introduction to careers in professional writing as well as to the required skills, applicable technology, and related professional concerns.
- ENGL 4110 Studies in British Literature to 1500** 3-0-3
Prerequisite or Co-requisite: 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 Co-requisite: 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 Co-requisite: ENGL 3060. A study of British literature of the Restoration and eighteenth century, focusing on major works, figures (three or more), and/or themes.
- ENGL 4140 Studies in Nineteenth-Century British Literature** 3-0-3
Prerequisite or Co-requisite: ENGL 3060. A study of British literature of the nineteenth century, focusing on major works, figures (three or more), and/or themes.
- ENGL 4150 Studies in Twentieth-Century British Literature** 3-0-3
Prerequisite or Co-requisite: ENGL 3060. A study of British and Post-Colonial literature of the twentieth century, focusing on major works, figures (three or more), and/or themes.
- ENGL 4210 Studies in American Literature to 1800** 3-0-3
Prerequisite or Co-requisite: 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.
- ENGL 4220 Studies in American Literature 1800-1865** 3-0-3
Prerequisite or Co-requisite: ENGL 3060. A study of the literature of America from 1800 to 1865, focusing on major works, figures (three or more), and/or themes.
- ENGL 4230 Studies in American Literature 1865-1914** 3-0-3
Prerequisite or Co-requisite: ENGL 3060. A study of literature of America from 1865 to 1914, focusing major works, figures (three or more), and/or themes.
- ENGL 4240 Studies in American Literature after 1914** 3-0-3
Prerequisite or Co-requisite: ENGL 3060. A study of literature of America after 1914, focusing on major works, figures (three or more), and/or themes.
- ENGL 4300 Special Topics** 3-0-3
Prerequisite or Co-requisite: ENGL 3060. Studies of literature focusing on selected topics.

- ENGL 4310 Studies in Major Writers** 3-0-3
Prerequisite or Co-requisite: ENGL 3060. A study of the interrelationship of the life and works of one or at most two major figures in literature.
- ENGL 4320 Studies in Poetry** 3-0-3
Prerequisite or Co-requisite: ENGL 3060. A study of the historical and formal development of poetry.
- ENGL 4330 Studies in Prose** 3-0-3
Prerequisite or Co-requisite: ENGL 3060. A study of the historical and formal development of prose (fiction and/or non-fiction).
- ENGL 4340 Studies in Drama** 3-0-3
Prerequisite or Co-requisite: ENGL 3060. A study of the historical and formal development of drama.
- ENGL 4350 Studies in Criticism/Theory** 3-0-3
Prerequisite or Co-requisite: ENGL 3060. A study of literary theory and criticism since Plato, with special emphasis on contemporary theories.
- ENGL 4410 Studies in Prosody and Poetic Form** 3-0-3
Also offered as CRWR 4410. Prerequisite or Co-requisite: ENGL 3060. A study of the theoretical and formal development of prosody and poetic form. The course will emphasize twentieth century poetic developments, covering principal schools and understanding their relationships.
- ENGL 4420 Studies in Narratology** 3-0-3
Also offered as CRWR 4420. Prerequisite or Co-requisite: ENGL 3060. An international study of the history of narrative forms, storytelling methods, and varieties of representation. The course will emphasize the various conventions and strategies which inform fables, folktales, parables, and the longer works which evolved from them.
- ENGL 4500 Document Design** 3-0-3
Also offered as JOUR 4500. Prerequisite or corequisite: JOUR 3510, ENGL 3060, or ENGL/JOUR 3080, or permission of instructor. A study of theory of layout and design, including editorial decision making, photo editing, and production technology for print and on-line media.
- ENGL 4520 Literary Journalism** 3-0-3
Also offered as JOUR 4520. Prerequisite or corequisite: JOUR 3510, ENGL 3060, or ENGL/JOUR 3080, 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.
- ENGL 4600 Issues in Professional Writing** 3-0-3
Prerequisite or corequisite: ENGL 3060 or 3080, depending upon major track. An advanced writing course examining the application of selected professional writing strategies and principles to contexts in which key rhetorical issues arise. These issues include argument, audience, collaboration, ethics, ethos, purpose, and style.
- ENGL 4610 History of the English Language** 3-0-3
Prerequisite or corequisite: ENGL 3060 or ENGL 3080. 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 or 3080, depending upon major program. A study of rhetorical theory and its major figures from the classical period to the present.
- ENGL 4630 Writing Technologies** 3-0-3
Prerequisite or corequisite: ENGL 3060 or 3080, depending upon major track. A study of the technologies applicable to professional writing such as desktop publishing, on-line documentation, hypertext, and Internet resources.

- ENGL 4700 Directed Study** 1-0-1 to 3-0-3
Prerequisite or corequisite: ENGL 3060 or 3080, depending upon major track. 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** 3-0-3 to 12-0-12
Prerequisite or corequisite: ENGL 3060 or 3080, depending upon major track. 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. **Graded “Satisfactory” or “Unsatisfactory.”**
- ENGL 4900 Senior Seminar** 3-0-3
Prerequisite or corequisite: senior standing and ENGL 3060 or 3080, depending upon major track. 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 (CRWR),
 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 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 1010, 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 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.

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, **in bold**, is the number of semester hours credit.

- 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, PHYS2212. **Corequisite:** MATH 3340. Introduction to the basic concepts of DC and AC circuit theory and analysis.

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.

FIN: FINANCE

- FIN 2380 Personal Finance** 3-0-3
 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. 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 3760 Financial Institution Management** 3-0-3
Prerequisites: ECON 3750 or FIN 3350. 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 4310 Problems in Financial Management** 3-0-3
Prerequisite: FIN 3360. 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, capital structure management, and financing.
- FIN 4520 Investments** 3-0-3
Prerequisite: FIN 3350. 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 4900 Current Issues in Finance** 3-0-3
Prerequisite: FIN 3360 or FIN 3370. A survey of selected finance topics. The underlying theory and practical implications of these topics to the business world are examined.
- FIN 4980 Finance Internship** 3-0-3
Prerequisite: Faculty approval. The application of academic finance skills and values in an employment situation. A research project, approved by a faculty member and the employer, is required.
- FIN 4990 Directed Study in Finance** 3-0-3
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 4500 Curriculum and Methods of Foreign Languages** 3-0-3
Prerequisite: Senior standing. **Co-requisite:** FLED 4510. Methods of teaching foreign languages at both the elementary- school and secondary-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
Co-requisite: FLED 4500. Implementation and assessment of appropriate classroom activities and lessons in collaboration with a secondary teacher and university faculty.
- FLED 4600 Methods and Materials for Teaching ESOL** 3-0-3
Prerequisites: LING 4000 and LING 4160. Methods of teaching English at both the elementary- school and secondary-school levels to students whose first language is not 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 4780 Internship in Foreign Language Education** 6-0-6
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** 0-0-10
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 Professional Development Seminar** 2-0-2
Prerequisite: Senior Standing. **Corequisite:** FLED 4790. The capstone experience requiring student teachers to reflect upon their teaching experiences through interactions with peers, secondary education professionals and other educators in their content area. The preparation and presentation of a portfolio reflecting their student teaching experience is required.

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 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 & 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 & 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 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 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 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 3410 Francophone Literature** 3-0-3
Prerequisite or co-requisite: FREN 3301 or consent of instructor. Selected works of twentieth-century Francophone writers from the French-speaking community outside of France, especially the Caribbean, Africa, and Quebec.
- 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 3500 French Civilization and Francophone Culture** 3-0-3
Prerequisite: FREN 2002 or consent of instructor. French civilization and Francophone culture from the origins to the present, with emphasis on French history and the relationships among language, contemporary life patterns, traditions, and institutions to include the government and education system. Political and economic geography will also be included.
- FREN 3610 Women Writers of Seventeenth-Century France** 3-0-3
Prerequisite: FREN 3400 or consent of instructor. Selected literary works of major women writers of seventeenth-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 eighteenth 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 nineteenth 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 4400 French Phonetics and Advanced Conversation** 3-0-3
Prerequisite: FREN 3302 or consent of instructor. Study of phonetic principles and their applications.
- FREN 4410 French Composition and Advanced Grammar** 3-0-3
Prerequisite: FREN 3400 or consent of instructor. Advanced study of grammar, practical composition, and refinement of written expression.
- FREN 4420 French Translation: English to French** 3-0-3
Prerequisite: FREN 4410 or consent of instructor. Translation techniques from English to French, including idiomatic expressions and extensive practice in written French.
- FREN 4650 French Literature of the Twentieth Century** 3-0-3
Prerequisite: FREN 3622 or consent of instructor. Selected major literary works of France, from 1901 to the present.
- 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 4970 Study Abroad Practicum** 1-0-1
Prerequisite: FREN 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 French classes, elementary, middle or high school classes, or community organizations. The course is a requirement for all French 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.
- FREN 4980 Community Practicum** 1-0-1
Prerequisite: FREN 4400, FREN 4410 or consent of instructor. 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.
- 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 4100 General Studies Seminar** 3-0-3
Prerequisite: Approval of the General Studies Coordinator. A seminar incorporating selected topics to include primary field of study, ethical issues, and selected topics of interest providing a capstone experience.
- 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** 0-0-3 to 0-0-15
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 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 multi-culturalism 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**. Students may not receive academic credit for **GEOG/GEOL 1110** if they receive academic credit for **GEOG 1113** or **GEOL 1121**. 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 2010 Tools of Environmental Geography** 0-2-1
An introduction to research techniques for the incoming Environmental Geography major. Includes laboratory safety, research methods, exploration of resources (library and Internet), and an outline of the discipline.
- GEOG 3050 Introduction to Computer Cartography and Geographic Information Systems.** 2-2-3
Prerequisites: GEOG 1113 or GEOL 1121. An introduction to computer-based map production and spatial data processing. Lectures and laboratory exercises cover data gathering, manipulation, analysis, and display, with an emphasis on cartographic principles such as symbolization, generalization, titling and labeling.
- GEOG 3051 Geographic Information Systems and Remote Sensing** 2-2-3
Prerequisites: CS 1000, MATH 2620, GEOG 3050. Survey of GIS hardware and software, spatially referenced database management and querying. The latter part of the course will integrate multispectral satellite imagery into GIS, with an emphasis on data processing and interpretation. Laboratory exercises supplement lecture topics.
- 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 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 3150 Meteorology and Climatology** 3-0-3
Prerequisites: GEOG 1112 and 1113, MATH 1113. 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 An Introduction to Hydrology** 3-2-4
Also listed as GEOL 3210 Prerequisites: GEOL 1121 or GEOG 1112 and GEOG 1113. 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 3300 An Introduction to Process Geomorphology** 3-2-4
Also listed as GEOL3300. Prerequisite: GEOL 1121, or GEOG 1112 and GEOG 1113. An introduction to process geomorphology examining landforms and their formative processes. Topics include weathering and slope, fluvial (river), coastal, aeolian (wind), glacial and periglacial processes. This course makes use of some mathematical equations.
- GEOG 3310 Physiography of North America** 3-0-3
Prerequisites: GEOL 1121, or GEOG 1112 and 1113, 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
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 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, land-use decision making, economic development, growth management and the role of non-government organizations.

- GEOG 3610 Economic Geography** 3-0-3
Prerequisites: GEOG 1102, or GEOG 1112 and 1113, 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 Introduction to Soil Science** 2-2-3
Also listed as GEOL 3710. Prerequisites: GEOG 1112K and GEOG 1113K. Examines the nature, formation, properties, and distribution of soil, stressing analysis and use of soils for proper urban, agricultural, and environmental purposes.
- GEOG 3810 Introduction to Biogeography** 3-0-3
Prerequisites: GEOG 1112, GEOG 1113, and BIOL 2010, or consent of the instructor. An overview of spatial and temporal patterns in the distributions of plant and animal species across the Earth's surface. Topics covered include ecosystem dynamics, biodiversity, competition and predation, interpreting past life, effects of climate change, and effects of community disturbances.
- GEOG 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 4800 Internship in Environmental Geography** 0-6-3 to 0-12-6
Prerequisite: consent of instructor and department head. Graded "Satisfactory" or "Unsatisfactory." A supervised, practical experience using physical geography skills in an appropriate organization. Provides the student with an opportunity to apply skills learned during pursuit of environmental geography degree to real world situations.
- GEOG 4850 Capstone in Environmental Geography** 3-0-3
Prerequisite: consent of instructor. Discussion of the scholarly use of materials in various aspects of physical geography, training for effective data collection and analysis, and practice in effective presentation in both written and oral form.
- 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.

GEOL: GEOLOGY

- GEOL 1110 Our Hazardous Environment** 3-0-3
Also offered as GEOG 1110. Students may not receive academic credit for GEOG/GEOL 1110 if they receive academic credit for GEOG 1113 or GEOL 1121. 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
Pre- 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
Pre- or co-requisite: 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 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 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** 2-3-3
Prerequisites: Sophomore standing, GEOL 1121K and GEOL 1122K, and consent of instructor. An introduction to mineral and rock identification, and the study of the genesis, occurrence, and uses of common minerals and rocks. Laboratory consists of identification of common rocks and minerals.
- GEOL 3101 Mineralogy** 3-3-4
Prerequisites: GEOL 1121K and CHEM 1151K-1152K, 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** 3-3-4
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 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 1121 or GEOG 1112 and GEOG 1113. 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 south-eastern 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 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 An Introduction to Process Geomorphology** 3-2-4
Also listed as GEOG 3300. Prerequisite: **GEOL 1121, or GEOG 1112 and GEOG 1113.** An introduction to process geomorphology examining landforms and their formative processes. Topics include weathering and slope, fluvial (river), coastal, aeolian (wind), glacial and periglacial processes. This course makes use of some mathematical equations.
- GEOL 3410 Structural Geology** 2-2-3
Prerequisites: **GEOL 1121K and GEOL 1122K; MAT 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** 2-4-4
Prerequisites: **Sophomore standing, GEOL 1121K 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 and CHEM 1151K, or consent of the instructor.** 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. Specific 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 3710 Introduction to Soil Science** 2-2-3
Also listed as GEOG 3710. Prerequisites: **GEOG 1112K and GEOG 1113K.** Examines the nature, formation, properties, and distribution of soil, stressing analysis and use of soils for proper urban, agricultural, and environmental purposes.
- GEOL 4110 Principles of Stratigraphy** 3-0-3
Prerequisites: **GEOL 1121K and GEOL 1122K. Corequisite:** **GEOL 3410.** The interrelationships of stratigraphy, sedimentation, and paleogeography; methods in stratigraphy and correlation.
- 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 & 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.

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, **in bold**, is the number of semester hours credit.

- 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 & 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 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.

HIST: HISTORY

- HIST 1011 History of Civilization I** 3-0-3
Survey of the development of major world civilizations from antiquity through the fourteenth 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 fourteenth 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 fifteenth through the eighteenth 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 fifteenth through the eighteenth 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 nineteenth and twentieth 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 nineteenth and twentieth 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 3010 Women in Ancient Greece and Rome** 3-0-3
Also offered as WMST 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 WMST 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 3050/3060/3070/3080/3090 Special Topics in History** 3-0-3 each
Selected themes of historical and contemporary interest.

- 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 fourteenth, fifteenth, and sixteenth centuries.
- HIST 3205 Europe in the Age of Louis XIV, 1648-1750** 3-0-3
A study of major trends in European history from the Peace of Westphalia to the Enlightenment. Cultural, social, and political achievements of European countries will be stressed.
- HIST 3206 Revolutionary Europe, 1750-1815** 3-0-3
A study of major developments in Europe from the Enlightenment through the defeat of Napoleon. The impact of the French Revolution on Europe will be emphasized.
- HIST 3207 Europe, 1815-1914** 3-0-3
A survey of the leading developments of the period in Europe, including social and nationalistic trends. Emphasis is placed on factors leading to World War I.
- HIST 3208 Europe, 1914-1945** 3-0-3
A survey of the lost generation living in a society broken and disillusioned by World War I.
- HIST 3209 Europe Since 1945** 3-0-3
A study of European domestic and international affairs since 1945 with emphasis upon the major states.
- HIST 3301 England to 1603** 3-0-3
The English people from early times to the advent of the Stuarts with emphasis on the growth of political, social, economic, and cultural institutions.
- HIST 3302 England Since 1603** 3-0-3
England and Great Britain in the period of the seventeenth through the twentieth centuries, emphasis being given to social, economic, and imperial development.
- HIST 3303 English Constitutional History** 3-0-3
A study of the development of English judicial and governmental institutions from the Anglo-Saxon period to the present.
- HIST 3401 Czarist Russia to 1917** 3-0-3
Russian history from the founding of the nation until the Revolutions of 1917 and the fall of the Romanov Dynasty.
- HIST 3402 The Soviet Union and Afterward** 3-0-3
A study of Russia's history as part of the Soviet Union, 1917-1989, and following the Soviet Union's breakup.
- HIST 3500 German History, 1700-1945** 3-0-3
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 3990 History Teaching Tutorial** 0-2-1
Prerequisites: Completion of HIST 1011, 1012, 1013, 2111, or 2112; 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 history survey course. May be taken twice 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 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 4106 Socialism and Anarchism, 1815-1933** 3-0-3
 A comparative study of the socialist and anarchist movements in Europe and the United States from the end of the Napoleonic era to the beginning of the era of World War II. A major focus of this course will be how these movements were transmitted to the U.S. by European immigrants. Also examined is how these movements attempted to offer an alternative to capitalism and the problems brought on by industrialization, revolution, and global conflict.
- HIST 4201 Colonial America to 1789** 3-0-3
 A study of English, French, and Hispanic cultures in America to 1789. Included are the American Revolution, the creation of the United States, and the establishment of a permanent government under the United States Constitution.
- HIST 4202 United States, 1789-1850** 3-0-3
 A study of United States history from the Washington administration through the Compromise of 1850, focusing on political, cultural, social, and economic developments.
- HIST 4203 United States, 1850-1877** 3-0-3
 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.
- HIST 4204 United States, 1877-1921** 3-0-3
 A study of United States history from the end of Reconstruction to the end of the Wilson administration. Emphasizes diplomatic, ethnic, cultural, political, and social developments.
- HIST 4205 United States, 1921-1945** 3-0-3
 A study of United States history from the end of World War I to the end of World War II. Focuses on the "Roaring '20s," the Great Depression, and U.S. involvement in World War II.
- HIST 4206 United States Since 1945** 3-0-3
 A study of United States history since World War II with emphasis on political, cultural, social, and economic developments and the nation's foreign relations.
- HIST 4207 United States Diplomacy to 1921** 3-0-3
 A study of United States foreign relations from the Revolutionary period through 1921.
- HIST 4208 United States Diplomacy since 1921** 3-0-3
 A study of United States foreign relations since 1921

- HIST 4210 History of Georgia** 3-0-3
A comprehensive survey of Georgia's development from the occupation by the earliest Indians to the present. Satisfies the Georgia History legislative requirement.
- HIST 4220 Local History** 3-0-3
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.
- HIST 4221 The Old South** 3-0-3
A detailed study of the social, economic, cultural, and intellectual life of the colonial and antebellum South, with consideration of the influence of slavery.
- HIST 4222 The New South** 3-0-3
A history of the South since the Civil War, with special attention to political, social, economic, and cultural developments, as well as the problems of southern blacks after emancipation.
- HIST 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 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 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 will focus 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 WMST 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 WMST 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 WMST 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 WMST 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 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
 Political, military, and social developments of Spain's borderlands from Virginia to California, 1513-1821.
- HIST 4304 The Caribbean** 3-0-3
 Political, economic, social, and cultural developments of the major Caribbean countries, 1492 to the present.
- 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's war in Vietnam (1965-1973), the fall of Saigon, domestic opposition to the war within the U.S.A., and postwar legacies of the conflict.
- HIST 4500 History of the Middle East** 3-0-3
 Overview of the political, religious, and cultural history of present-day Egypt, Sudan, Ethiopia, Israel, Lebanon, Syria, Iran, Turkey, Saudi Arabia, and the states of the Arabian peninsula from the birth of Mohammed to the present. Particular attention is paid to the beliefs, structure, and influence of religious groups, particularly Muslims.
- 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.
- 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: 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 Program. A seminar, usually with an interdisciplinary focus, designed for students entering the Honors Program. Covers acculturation into the Honors Program, along with exposure to methods of inquiry, modeling behavior, and resources of the university community.
- HONS 2010 Honors Colloquium** 2-0-2
Co-requisite: 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 Director. 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 Program. An interdisciplinary seminar on a selected topic. May be repeated for credit if topics are different.
- HONS 4000 Honors Independent Study** 1-0-1 to 3-0-3
Prerequisite: HONS 1990 and approval of the Honors Director.
- HONS 4990 Honors Senior Project** 2-0-2
Prerequisite: HONS 1990, 2010, and twenty hours in the Honors Program. Development, assembly, and presentation of an extended research project or portfolio geared along interdisciplinary lines.

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 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 Seminar in International Studies** 3-0-3
 An examination of selected international issues and problems from the perspectives of students' major disciplines, providing experience in the multi-disciplinary analysis of international problems and fostering a sensitivity to the interrelatedness of global issues and concerns.

INTP: INTERPRETING

- INTP 3010 Topics for Educational Interpreters** 3-0-3
Prerequisite: COMD 2120. An overview of the field of interpreting. This course examines the role of the educational interpreter and provides an in-depth analysis and application of the Code of Ethics. Settings and situations that emphasize the role of the interpreter within the academic environment are examined.
- INTP 4010 Consecutive English/American Sign Language Interpreting** 3-0-3
Prerequisites: COMD 3140, INTP 3010, and SPEC 3140. 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: COMD 3140, INTP 3010, and SPEC 3140. 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: COMD 3140, INTP 3010, and SPEC 3140. 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** 1-4-3
Prerequisites: COMD 3140, INTP 3010, and SPEC 3140. Provides advanced students with 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 I** 3-0-3
Prerequisites: 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 English/American Sign Language Interpreting II** 3-0-3
Prerequisites: 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 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 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.

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 socio-cultural 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 Newsletter Seminar 1-0-1

A practicum for students involved in the production of newsletters. Content, editing, and production (traditional and electronic) will be addressed. May be repeated for credit.

JOUR 3080 Grammar and Editing 3-0-3

Also offered as ENGL 3080. Prerequisite: ENGL 2110 or 2110H, 2120 or 2120H, 2130 or 2130H, or 2140. An intensive review of grammar and usage as well as an introduction to the purposes, practices, and techniques of editing standard English. The grammar section of the course will cover such topics as parts of speech and their uses, sentence elements and their effective uses, agreement, punctuation, and parallelism. Students will also be taught fundamental approaches to editing and the practical application of 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 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
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 and black and white photographic techniques. This course will provide students with the fundamental and practical skills needed to photograph news events for newspapers and magazines.
- JOUR 4500 Document Design** 3-0-3
Also offered as ENGL 4500. Prerequisite: JOUR 3510, ENGL 3060, JOUR/ENGL 3080, or permission of instructor. A study of the theory of layout and design, including editorial decision-making, photo editing, and production technology for print and on-line media.
- JOUR 4510 Feature Writing** 3-0-3
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
Also offered as ENGL 4520. Prerequisite: JOUR 3510, ENGL 3060, JOUR/ENGL 3080, 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 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 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
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. **Graded "Satisfactory" or "Unsatisfactory."**

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, **in bold**, is the number of semester hours credit.

KSPE: KINESIOLOGY AND PHYSICAL EDUCATION

- KSPE 1000 Fitness and Exercise Concepts** 0-2-1
An introduction to the principals and concepts of physical fitness and wellness in order to promote healthy lifestyles. Students will have their fitness level tested and will be able to develop their own personal fitness program.
- KSPE 1010 Physical Fitness** 0-2-1
Exercise sessions in the Exercise Science 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 & 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 1040 Slimnastics** 0-2-1
Following an initial evaluation students will design a personal training program suited to their individual needs. Attention is given to the principles of proper weight management and good nutrition.
- 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 1101 Intermediate Badminton	0-2-1
A continuation of KSPE 1100 designed for those who wish to improve their skill level in the game of badminton. Attention is given to developing more advanced levels of game play.	
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.	
KSPE 1121 Intermediate Golf	0-2-1
Provides instruction in all facets of the game of golf. Students work at mastering the basic skills by practicing various kinds of shots. A fee may be required.	
KSPE 1150 Bowling	0-2-1
Instruction is directed to the history, terms, scoring and techniques of bowling. Fee may be required.	
KSPE 1160 Archery	1-1-1
A beginning course emphasizing the skills of shooting a bow and arrow for participation in target archery. Students will master the basic skills and safety procedures used in shooting.	
KSPE 1170 Karate	0-2-1
An introduction to the basics of Shorin-Ji Kempo Karate. Successful completion of the course requirements leads to yellow belt certification.	
KSPE 1180 Backpacking	0-2-1
An introductory course involving fundamental survival skills and extended stays in wilderness areas. Consideration will be given to an appreciation for minimum ecological impact upon the land. A fee may be required.	
KSPE 1190 Canoeing	0-2-1
An introductory course on navigational and canoeing fundamentals. Topics include basic canoeing maneuvers and considerations for overnight excursions. A fee may be required.	
KSPE 1200 Orienteering	0-2-1
A sporting activity combining cross-country running with map reading and navigation using a compass. Students attempt to finish a predetermined course finding the proper checkpoints in as little time as possible.	
KSPE 1240 Beginning Swimming	0-2-1
Red Cross instruction to equip the individual with the basic water safety skills and knowledge in order to make him or her reasonably safe while in, on or near the water. Designed for the non-swimmer.	
KSPE 1241 Intermediate Swimming	0-2-1
Prerequisite: Must be able to swim in deep water. A continuation of KSPE 1240 designed to introduce a wide variety of swimming skills.	
KSPE 1250 Scuba Diving	1-2-1
A beginning course in the skills of scuba diving. Students will learn and practice those scuba skills while working towards NAUI diver certification. A fee is required.	
KSPE 1260 Fitness Swimming	0-2-1
Prerequisite: Permission of Instructor. Principles and practices of distance and interval conditioning workouts.	
KSPE 1270 Volleyball	0-2-1
A beginning course designed to teach the fundamental skills, strategies and team concepts of volleyball. Attention will be given to the mastery of the basic skills.	

- KSPE 1271 Intermediate Volleyball** 0-2-1
A continuation of KSPE 1270 for those who wish to improve their skills of volleyball. Attention is given to the offensive and defensive strategies and formations used by competitive teams.
- KSPE 1290 Soccer** 0-2-1
An introductory course designed to present the fundamental skills, strategies, and team concepts of soccer. Attention is given to the skills of dribbling, passing, shooting, trapping, heading and tackling.
- KSPE 1300 Basketball** 0-2-1
An introductory course designed to present the fundamental skills, strategies, and team concepts of basketball. Attention is given to the improvement of the student's existing skill level.
- KSPE 1330 Field Hockey** 0-2-1
An introductory course designed to present the fundamental skills, strategies and team concepts of field hockey.
- KSPE 1360 Table Tennis** 0-2-1
A beginning course in the fundamental skills and strategies of table tennis.
- KSPE 1370 Self-Defense** 0-2-1
Instruction focuses on the techniques and strategies used for self-protection in a variety of situations.
- KSPE 1380 Special Topics: Physical Activity** 0-2-1
Course designed to allow participation in special physical education activities not offered in the regular curriculum. May be repeated.
- KSPE 1390 Varsity Athletics** 0-2-1
Prerequisite: Member of a VSU Varsity Athletics Team. Development of skills, techniques and strategies of athletic performance through participation in the intercollegiate varsity athletic program. May be taken once during any academic year, and may be repeated for credit. Does not meet physical education activity requirement for education majors.
- KSPE 2000 Health and Wellness for Life** 2-0-2
A course of study investigating the major health problems in modern society, with emphasis on methods of understanding and developing lifestyle changes for longer and healthier life. Information on topics such as alcohol, drugs, stress management, nutrition, sexually transmitted diseases, pregnancy and parenthood, cigarette and tobacco use, cancer, and cardiovascular diseases will be discussed.
- KSPE 2010 Individual Activities I** 0-2-2
Instructional techniques of tennis, golf, track and field. Directed toward prospective Health and Physical Education instructors and designed to develop psychomotor skills in tennis, golf, and track and field. Additionally, this course serves to introduce students to instructional methodology. Designed for Health and Physical Education majors only.
- KSPE 2020 Team and Outdoor Activities** 1-2-2
Instructional techniques in team activities (e.g., soccer, speedball, volleyball) and outdoor activities (e.g., archery, swimming, orienteering). Directed toward prospective Health and Physical Education instructors and designed to develop psychomotor skill. Additionally, this course serves to expose students to cognitive and affective concepts and instructional methodologies involving these activities. Designed for Health/Physical Education Majors Only.
- KSPE 2031 Secondary Rhythms and Recreational Activities** 1-2-2
Instructional techniques involving rhythmic activities specifically designed for upper level middle grad and secondary students. A compilation of recreational activities pertinent to public school physical education programs will be presented. Designed for health and physical education majors only.

- KSPE 2050 Introduction to Sports Medicine** 2-2-3
An introduction to sports medicine, this course provides basic information concerning the required competencies for NATA (National Athletic Trainers Association) certification in athletic training.
- 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 2101 Foundations & Technology in Health and Physical Education** 2-2-3
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 discipline-specific software, web research, e-mail, portfolio creation, and web page construction. Designed for health and physical education majors only.
- KSPE 2110 Exercise Science as a Profession** 2-2-3
The exercise science profession, including historical perspectives, its role in health promotion and disease prevention, career opportunities, and future outlook. Common physical fitness and health-related assessments are introduced. A minimum number of clock hours is required in various exercise science environments.
- 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.
- 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 2900H Honors Health and Wellness for Life** 2-0-2
A flexible course of study investigating the major health problems facing the United States population in our changing technological society. Taught in a discussion and project-oriented environment.
- KSPE 3000 Health Education for Early and Middle School Teachers** 3-0-3
Prerequisite: KSPE 2000. A study of the three areas of the school health program (services, environment and instruction) designed to meet the needs of the classroom teacher. Special attention is given to meeting cognitive and affective objectives in regard to health instruction.
- KSPE 3010 Exercise Testing and Prescription** 3-0-3
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.
- KSPE 3011 Exercise Testing and Prescription for Chronic Diseases and Disabilities** 3-0-3
Prerequisite: Grade of "C" or higher in KSPE 3010. A continuation of KSPE 3010, with emphasis common chronic diseases and disabilities. The American College of Sports Medicine exercise guidelines are emphasized.

- KSPE 3050 Care and Prevention of Exercise-Related Injuries** 2-2-3
Prerequisite: Grade of C or higher in KSPE 3430. Designed to provide the exercise science major with the basic knowledge, skills, and abilities required for prevention, treatment, and rehabilitation of injuries related to physical activity.
- KSPE 3141 First Aid/CPR and Care and Prevention of Athletic Injuries** 2-2-3
 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
 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
 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 KSPE Methods for Early Childhood and Middle School Teachers** 3-0-3
 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 3340 Physical Education for Early and Middle School Teachers** 3-0-3
 A study of the growth and developmental patterns of children. Teaching methods used to fulfill psychomotor, cognitive, and affective objectives and activities appropriate for development and grade level are studied.
- KSPE 3350 Stress Management** 2-0-2
 A study of the impact of stress on emotional and physical health. Emphasis is on sources of stress, assessment of stress, and techniques of managing stress. Included are teaching skills and strategies to enhance the delivery of stress management education in a variety of practice settings including schools, worksites, and the community.
- KSPE 3360 Chronic Disease Epidemiology** 3-0-3
Prerequisite: Grade 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.
- KSPE 3370 Public Health Education** 3-0-3
 An introduction to aspects of public health including identification and discussion of contemporary and controversial health issues and the agencies which address these concerns.

- KSPE 3401 Instructional Planning and Evaluation** 3-0-3
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 3410 Biomechanics** 2-2-3
Prerequisite: Grade of “C” or higher in KSPE 3430. A concentrated study of the dynamics and mechanical analysis of human movement.
- KSPE 3411 Human Movement Applications** 3-2-4
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 An understanding of how the body, from a functional standpoint, responds, adjusts, and adapts to exercise. Topics include bioenergetics, neuro-muscular concepts, cardiorespiratory considerations, physical training, and environmental concerns involving physical activity, athletic performance, and health-related fitness.
- KSPE 3430 Kinesiology** 2-2-3
Prerequisite: 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 principals as they apply to sport skills and fitness activities are emphasized.
- KSPE 3440 - Athletic Training Clinical Proficiencies I** 0-2-1
Prerequisite: KSPE 2050. A study of manipulative and motor skills required to perform athletic training techniques in clinical settings. Techniques reflect those presented in lecture courses.
- KSPE 3441 - Athletic Training Clinical Proficiencies II** 0-2-1
Prerequisite: KSPE 3440. A study of manipulative and motor skills required to perform athletic training techniques in clinical settings. Techniques reflect those presented in lecture courses.
- KSPE 3450 Comprehensive Health Education** 3-0-3
Investigation of the major models and health content areas applicable to the delivery of health education in the public school setting. Information pertaining to elementary, middle, and secondary level students. Topics such as health-related historical developments, health screening protocols, control of communicable diseases, preventive health services, safety, body systems, dental health, consumer health, alcohol, drugs, cigarette and tobacco use, cancer, cardiovascular disease prevention, physical activity and physical fitness, and others are discussed. Designed for health and physical education majors only.
- KSPE 3460 Health Education Methods and Materials** 3-0-3
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 3650 Instruction and Supervision of Resistance and Flexibility Training Program** 2-2-3
Prerequisite: Grade C or higher in KSPE 3430. 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.

- KSPE 3700 Elementary Physical Education Methods and Content** 3-0-3
 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 3910 Principles and Methods of Adapted Physical Education** 1-2-2
 Designed to introduce students to instruction in physical education provided for individuals with special needs. Topics pertaining to significant legislation, various special needs population characteristics, planning and assessment are presented. Field experience exposures are required.
- KSPE 3911 Diversity in Sport and Physical Education** 3-0-3
 Introduction to physical education and sport for exceptional children and diverse populations. Overview of litigation and the passage of various federal laws pertaining to human diversity in physical education and sport, including diverse cultures, race ethnicity, sexual identity, religious diversity, socio-economics, physical differences, learning differences, intellectual diversity, health differences, communication diversity, behavior differences, sensory diversity, and family diversity. Psychological and sociological forces affecting participants or physical activity and the developmental individual approach to instruction.
- KSPE 4010 Planning and Evaluating Health Promotion Programs** 3-0-3
Prerequisite: KSPE 3360. Lecture, discussion and individual student project presentations are combined to illustrate the major processes involved for effective planning, implementation and evaluation of health behavior interventions. A planning model, applicable to a variety of practice settings and health problems, is utilized throughout the course.
- KSPE 4050 Administration and Management of Health Promotion and Exercise Programs** 3-0-3
Prerequisite: Senior status and/or instructor permission. Application of basic management and administrative principles to health promotion and exercise programs.
- KSPE 4070 Exercise Cardiopulmonary Physiology** 3-0-3
Prerequisite: Grade C or higher in KSPE 3420. A concentrated study in the exercise physiology of the healthy and diseased cardiopulmonary system. Emphasis on cardiopulmonary adaptations to acute and chronic exercise, and on normal versus abnormal conditions and their effects on exercise testing and training.
- KSPE 4080 Exercise Electrocardiography** 3-0-3
Prerequisite: Grade of C or higher in KSPE 3010. 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.
- KSPE 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.
- KSPE 4130 Exercise Cardiopulmonary Rehabilitation** 3-0-3
Prerequisite: Grade of "C" or higher in KSPE 4070. 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.

- KSPE 4220 Management of Physical Education Programs** 3-0-3
 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.
- KSPE 4250 Organization and Administration Strategies in Athletic Training** 3-0-3
Prerequisite: **KSPE 2050.** 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.
- KSPE 4300 Foundations of Injury Prevention and Care** 2-2-3
Prerequisite: **KSPE 2050 or consent of instructor.** Provides the student with knowledge concerning sports injury prevention, treatment and taping skills. Emphasis is placed on protocols common in the athletic training profession.
- KSPE 4350 Evaluation and Assessment of Athletic Injuries to the Lower Extremities** 2-2-3
Prerequisite: **KSPE 4300 or consent of instructor.** Advanced principles addressing athletic injuries that commonly occur to the lower extremity with regard to evaluation protocol and tests.
- KSPE 4360 Evaluation and Assessment of Athletic Injuries to the Upper Extremities** 2-2-3
Prerequisite: **KSPE 4350 or consent of instructor.** Advanced principles addressing athletic injuries that commonly occur to the upper extremity with regard to evaluation protocol and tests.
- KSPE 4400 Therapeutic Modalities & Rehabilitation in Sports Medicine** 2-2-3
Prerequisite: **KSPE 4360 or consent of instructor.** An introduction to basic rehabilitation principles in the sports medicine profession in addition to the use of therapeutic modalities available in this process.
- KSPE 4410 Athletic Training Practicum** 0-0-4
Prerequisite: **KSPE 4400.**
- KSPE 4420 Athletic Training Internship** 0-0-4
Prerequisite: **KSPE 4400.**
- KSPE 4430 Athletic Training Field Experience** 0-0-12
Prerequisite: **Approval of Program Director.**
- KSPE 4440 - Athletic Training Clinical Proficiencies III** 0-2-1
Prerequisite: **KSPE 3441.** A study of manipulative and motor skills required to perform athletic training techniques in clinical settings. Techniques reflect those presented in lecture courses.
- KSPE 4441 - Athletic Training Clinical Proficiencies IV** 0-2-1
Prerequisite: **KSPE 4440.** A study of manipulative and motor skills required to perform athletic training techniques in clinical settings. Techniques reflect those presented in lecture courses.
- KSPE 4450 Sport Related Illnesses and Conditions** 3-0-3
Prerequisite: **KSPE 4360.** Investigating signs, symptoms and treatments of illnesses and conditions common to athletes but not addressed in previous sports medicine courses.
- KSPE 4490 Rehabilitation Techniques in Sports Medicine** 3-0-3
Prerequisite: **KSPE 4400.** 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.

- KSPE 4510 Exercise Science Practicum** 0-6-3
Prerequisites: Admission and retention to Exercise Science must be satisfactory before registration. Student must also have current CPR, ACSM liability insurance, and graduation check list returned from the Registrar.
- KSPE 4550 Exercise Science Internship** 0-0-12
Prerequisite: All requirements for the B.S. in Exercise Science degree, except KSPE 4550. Student must also have current CPR and ACSM liability insurance.
- KSPE 4570 Directed Study in Health** 1-0-1 to 3-0-3
Prerequisite: Approval of Instructor and Department Head. Development and in-depth study of an approved topic of interest related to the field of health, health education, exercise science, or sports medicine.
- 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 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.
- KSPE 4710 Middle Grade and Secondary Physical Education Methods and Content** 3-0-3
 Designed to provide the student with information related to instruction in physical education methodologies and content for middle grade and secondary public school students. Significant field experience exposures are required in the public schools.
- 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 course requirements.
- KSPE 4800 Professional Practice Seminar** 2-0-2
Prerequisite: Completion of all course work and a 2.5 GPA. **Co-requisite:** KSPE 4790. Reflection of educational practices and refinement of concepts emanating from student teaching experience.

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 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 3240 Civil and Criminal Procedure** 3-0-3
Prerequisite: LEAS 1100. The study of the methods used to litigate civil and criminal cases in both state and federal court. The preparation of documents necessary to move cases through the courts will be emphasized, as well as the role of the paralegal in litigation.
- 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 covered include the conveyancing of real property, title search methods and landlord-tenant issues.
- LEAS 4250 Trial Advocacy** 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 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 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.

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, **in bold**, is the number of semester hours credit.

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 Elements of Linguistics** 3-0-3
Prerequisite or co-requisite: ENGL 2110 or 210H, 2120 or 2120H, 2130 or 2130H, or 2140. A study of applied linguistics which examines the nature, structure, and diversity of language, including the phonological, syntactic, and semantic patterns of English in contrast to features of other selected languages. The course may be part of the 9-hour sequence for those seeking an English to Speakers of Other Languages (ESOL) endorsement to a Georgia state teaching certificate.
- LING 4160 Sociolinguistics** 3-0-3
Prerequisite or Co-requisite: LING 4000. A study of the nature of language and the relationships between language and culture. Emphasis on cultural and social factors affecting language. The course may be part of the 9-hour sequence for those seeking an English to Speakers of Other Languages (ESOL) endorsement to a Georgia state teaching certificate.

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** 3-0-3
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 or equivalent. Circular, trigonometric, and inverse functions, mathematical induction, the binomial theorem, and complex numbers.
- MATH 1113 Precalculus** 3-0-3
Prerequisite: Either MATH 1112 or both a Mathematics SAT score greater than 549 and a strong background in high school mathematics including the equivalent of MATH 1112. 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: Either MATH 1112 or both a mathematics SAT score greater than 549 and a strong background in high school mathematics including the equivalent of MATH 1112 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 1111 or MATH 1101. Topics include limits, continuity, differentiation of functions of one variable, and applications.
- MATH 1262 Survey of Calculus II** 3-0-3
Prerequisite: MATH 1261. 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 2150 Introduction to Linear Algebra** 3-0-3
Prerequisite: MATH 2261 or consent of instructor. 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** 2-2-3
Prerequisite: MATH 1101 or MATH 1111. An inquiry-based, problem-centered treatment of mathematics, including the general content areas of probability, statistics, geometry, and algebra. A weekly laboratory component is a required part of the course. Designed for ECED, MGED, and SPEC majors.
- MATH 2261 Analytic Geometry and Calculus I** 4-0-4
Prerequisite: MATH 1112 or preferably MATH 1113. Introduction to limits, derivatives, integration, fundamental theorem of calculus, and applications.
- MATH 2262 Analytic Geometry and Calculus II** 4-0-4
Prerequisite: MATH 2261. 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. 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 1111 or MATH 1101. 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 2261. A study of the development of mathematics from primitive times to the twentieth century; including numeral systems, arithmetical methods, origins of algebra, geometry, trigonometry, analytic geometry, calculus; and selected topics from modern mathematics.

- MATH 3040 Set Theory** 3-0-3
Prerequisite: MATH 2262. Propositional and predicate logic; mathematical induction. Logic and structure of sets as related to mathematical proof. Relations, and cardinality.
- MATH 3080 Algebraic Structures** 3-0-3
Prerequisite: MATH 3040. An examination of the structural foundations of the secondary school algebra curriculum. Topics include rings, integral domains, groups (including groups of transformations) and polynomials. Emphasis on development of students' deductive reasoning and proof techniques.
- MATH 3140 Mathematics for Special Education Teachers** 3-0-3
Prerequisite: MATH 1111. Fundamental mathematical concepts beginning with prenumber notions and then extending to number concepts, numeration systems, and computational algorithms for whole and rational numbers; geometry and measurement, and the role of technology in mathematics instruction.
- MATH 3160 Mathematics for Early Childhood Teachers** 3-0-3
Prerequisite: MATH 1111. A study of concepts and processes underlying the elementary school mathematics curriculum (K-4). Topics include numeration, number systems, estimation, computational algorithms, informal geometry, and measurement.
- MATH 3161 Mathematics for Early Childhood Teachers I** 2-2-3
Prerequisite: Grade of "C" or higher in either MATH 1101 or MATH 1111. An in-depth study of the concepts and processes underlying the P-5 school mathematics curriculum with special emphasis on numeration, number systems, estimation, and computational algorithms. Problem solving and historical context serve as unifying strands.
- MATH 3162 Mathematics for Early Childhood Teachers II** 2-2-3
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** 2-2-3
Prerequisite: MATH 1111. 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 & Geometry for Teachers** 2-2-3
Prerequisite: Grade of "C" or higher in either MATH 1111 or MATH 1113. 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 or consent of instructor. 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. 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 2261. Descriptive statistics, probability distributions for discrete and continuous random variables, statistical inference, one way analysis of variance, and regression analysis.

- MATH 3900 Mathematical Theory of Interest** 3-0-3
Prerequisite: MATH 2262. A treatment of the mathematical theory and the practical applications of the various measures of interest. Included in the topics to be covered are simple and compound interest, continuous annuities, varying annuities, amortization, sinking funds, bonds, valuation of securities.
- MATH 4081 Modern Algebra I** 3-0-3
Prerequisite: MATH 4150 or MATH 3040 or consent of instructor. Topics from groups, rings, and fields. Subgroups, cyclic groups, permutation groups, normal subgroups, homomorphisms, Cayley's and Lagrange's Theorems, factor groups, abelian groups, direct products. Introduction to rings and fields.
- MATH 4082 Modern Algebra H** 3-0-3
Prerequisite: MATH 4081. 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. 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 2262. Elementary properties of integers including divisibility, unique factorization, progressions and prime numbers. Linear congruences and residue classes, complete and reduced residue systems, Chinese Remainder Theorem, quadratic residues, law of quadratic reciprocity, Theorems of Fermat and Wilson, Fibonacci and perfect numbers, sums of squares, elementary theory of continued fractions.
- MATH 4150 Linear Algebra** 3-0-3
Prerequisites: *Either* MATH 2150 and MATH 3040 *or* consent of instructor. 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 3161 or MATH 3180. An in-depth study of concepts and processes underlying the P-8 school mathematics curriculum with special emphasis on informal and formal mathematical reasoning. Problem solving and historical context serve as unifying strands. The analysis and remediation of student errors manifested in the application of conceptual and procedural mathematical knowledge will also be addressed.
- MATH 4260 Mathematical Analysis** 3-0-3
Prerequisites: MATH 3040 *or* consent of instructor *or* MATH 2263 with a grade of "A" or "B." A study of the principles of mathematical analysis; point set topology in Euclidean and metric spaces, numerical sequences and series, continuity, differentiation, integration, sequences and series of functions.
- MATH 4300 Functions of a Complex Variable** 3-0-3
Prerequisite: MATH 2263. Introductory study of the algebraic and geometric properties of the complex number system and functions of a complex variable. Limits, continuity, and differentiation of complex functions. Analytic functions and the Cauchy-Riemann conditions. Integration of complex functions; Cauchy-Goursat theorem; Cauchy integral formula; the theorems of Morera and Liouville. Taylor and Laurent series expansions. Residues and poles with applications to integration. Conformal mappings.
- MATH 4540 Topology** 3-0-3
Prerequisite: MATH 3040. 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 either MATH 2620 or MATH 3600. 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. Introduction to statistical inference, sufficient statistic, estimation theory, theory of statistical tests, and inferences about normal models.
- MATH 4630 Topics in Applied Statistics** 3-0-3
Prerequisite: MATH 3600 or consent of instructor. Topics in applied statistics will be selected from quality control, sampling theory, nonparametric statistics, experimental design, or regression analysis.
- MATH 4651 Numerical Analysis I** 3-0-3
Prerequisites: MATH 2262 and either CS 1301 or CS 1338. 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. 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. 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 (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 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** Variable credit
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** Variable credit
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 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. 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 utilized for radio and television production.
- MDIA 2100 Introduction to Broadcast Writing** 3-0-3
Prerequisites: MDIA 2000 and MDIA 2050 or approval of department head. 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 2150 Radio Studio Production** 2-2-3
Prerequisites: MDIA 2050 and MDIA 2100 or approval of department head. Application of the basic skills acquired in MDIA 2050. Building upon those skills, this course introduces more advanced production techniques and applications. Topics include editing and the incorporation of music, sound effects, and voice to produce effective commercial and public service announcements. Station formats, live on-air production techniques, plus news, sports, and remote production are also addressed.
- MDIA 3050 Broadcast Performance and Announcing** 3-0-3
Prerequisites: Major status, MDIA 2050, MDIA 2150, and THEA 1000 or approval of department head. Application of the fundamentals of voice and articulation for effective on-air performance on both radio and television. Topics include vocal techniques and delivery styles, appearance for on-camera performance in television, audience perceptions, station sound and image, and limited voice characterizations for “voice-over” media. Required of all performance/ management track majors.
- MDIA 3120 L Television Studio Production I** 2-4-4
Prerequisites: MDIA 2050 and MDIA 2100 or approval of department head. 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. Pre-production, production, and post-production as they apply to television studio programs will also be addressed. Required of all production track majors.
- MDIA 3150 Electronic Field Production I** 2-2-3
Prerequisites: MDIA 2050 and MDIA 2100 or approval of department head. 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. The student must have a fundamental understanding of production operations before enrollment. Required of all production track majors.

- MDIA 3210 Broadcast Audience Analysis and Research** 3-0-3
Prerequisites: Major status, MDIA 2100, or approval of department head. The study of broadcast audience research as generated by Arbitron, Nielsen and regional audience research companies. Topics include ratings terms and calculations, music research studies, and focus group research. Demographic and psychographic analysis of audiences for radio and television programming, sound research practices and principles, and research design are also addressed. Students will be expected to have completed their mathematics competency in the University core and must possess college level math skills. Required of all performance/management track majors.
- MDIA 3250 Broadcast Media Sales and Sales Management** 3-0-3
Prerequisites: Major status and MDIA 3210 or approval of department head. An introduction to the fundamentals of broadcast time sales, promotion planning, and sales office management. Topics include rate structures and rate cards, proposal and presentation development and delivery, and effective client advertising plans and promotions. Effective commercial copy writing, time and client management, cooperative advertising programs, sales forecasting and projections are also addressed.
- MDIA 3350 Introduction to Techniques of Videography** 3-0-3
Prerequisites: Major status and MDIA 3120L and MDIA 3150 or approval of department head. The study and application of advanced camera techniques as applied to electronic field production. Topics include camera composition, filters, lighting perspectives, and styles.. The student should have strong basic video camera operation skills and basic editing competency.
- MDIA 3400 Broadcast Script Writing** 3-0-3
Prerequisites: MDIA 2100 or approval of department head. 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 Regulation and Ethics** 3-0-3
Prerequisites: Major status, completion of lower division major core, or approval of department head. A comprehensive overview of the regulatory practices of the FCC, the FTC, and landmark Court cases affecting the First Amendment, broadcast regulation and libel. Major ethical perspectives will be discussed and analyzed to help the student form a foundation for decision making within an ethical framework. Required of all telecommunications majors.
- MDIA 3950 Directed Study** 1-0-1 to 3-0-3
Prerequisite: Major status and approval of advisor, instructor, and department head. Individualized study in an area or subject not normally found in established courses offered by the department, may also allow the student to explore in more detail a topic which is normally covered by the department.
- MDIA 4030 Selected Topics in Mediated Communication** 1-0-1 to 3-0-3
Prerequisites: MDIA 2050 and MDIA 2100 or approval of department head. Intensive study of a topic relevant to broadcast media. The introduction of alternative approaches to the study of media themes, applications, trends and media issues. Provides an opportunity to explore other topics outside the prescribed curriculum of Telecommunications. Offerings will reflect current issues relevant to those students interested in a specific area of interest.

- MDIA 4120L Television Studio Production II** 2-4-4
Prerequisite: MDIA 3120L and MDIA 3150 or approval of department head. Advanced television production focusing on the hands-on application of skills acquired from prior courses in television for the construction of television programs. Students are expected to enter with a working knowledge of the television studio as the course is rigorous and labor intensive, and the programs produced by the student are expected to be of broadcast quality. Optionally required of all production track majors.
- MDIA 4150L Electronic Field Production II** 2-4-4
Prerequisite: MDIA 3120L and MDIA 3150 or approval of department head. Advanced field production involving field shoots, remote shoots, and editing. Advancing technologies in the area of post-production editing will be introduced and students will be responsible for development of script ideas, scheduling, and project completions on time scales. The class is labor intensive. Optionally required of all production track majors.
- MDIA 4240L Television Directing and Producing** 2-4-4
Prerequisite: MDIA 3120L and MDIA 3150 or approval of department head. Advanced television production allowing for the free flow of development and construction of television programming. The student can either produce programming specifically via the studio or by way of field/post-production. Requires thoughtful articulation of project proposals which must be submitted to the instructor within the first five class meetings. Required of all production track majors.
- MDIA 4250 Broadcast Radio Programming** 3-0-3
Prerequisites: Major status, MDIA 3210, MDIA 3450, or approval of department head. A comprehensive overview of radio station programming practices. Topics include station formats from early “top 40” to the current, basic principles of music format selection, personality development, promotion, and the growth of “narrowcasting.” Required of all performance/management track majors.
- MDIA 4330 Broadcast Management and System Operations** 3-0-3
Prerequisites: Major status, MDIA 3210, MDIA 3450, or approval of department head. Completion of MDIA 3250 is recommended. The study of the practices and principles involved in television and radio station and cable system management and operations. Topics include development and administration of budgets, station focus and community image, inventory control and pricing, regulatory concerns, and ethical practices. Scheduling, personnel conflicts and resolutions, and technology advances are also addressed. Required of all performance/management track majors.
- MDIA 4350 Broadcasting and Culture** 3-0-3
Prerequisites: Major status and completion of either the performance or production track. A critical examination of the broadcast media with emphasis on the connections between 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 effect the society of whose culture it is a part. In conjunction with MDIA 4400 and MDIA 4950, this course serves as a co-capstone for the student’s study in this major.
- MDIA 4400 Media Criticism** 3-0-3
Prerequisites: Major status and completion of either the performance or production track. An introduction to the theoretical and practical study of the critical examination of media. Includes describing, interpreting, and judging mediated messages utilizing critical methods. Will make personal the variety of approaches to media criticism and how they can be applied creatively to reconsider assumptions which undergird perceptions of broadcast radio and television. In conjunction with MDIA 4350 and MDIA 4950, this course serves as a co-capstone for the student’s study in this major.

- MDIA 4500 World Wide Web and Mass Communications** 3-0-3
Prerequisites: Must be proficient in word processing and have a basic knowledge of computers. The World Wide Web from a mass communication perspective and the Web's impact on traditional media.
- MDIA 4550 Electronic Media and Internet Advertising** 3-0-3
 An introduction to radio, television, and Internet advertising.
- MDIA 4950 Senior Seminar** 1-0-1
Prerequisites: Senior status with no more than 7 hours of required course work remaining in the telecommunication emphasis (excluding MDIA 4950). 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 interview.
- MDIA 4960 Performance and Production Workshop** 0-2-1 to 0-4-2
Prerequisites: Prior to the first enrollment in MDIA 4960, students will be expected to have completed both MDIA 2000 and MDIA 2050. Student participation in the production of programming for WVVS, the student-owned campus radio station, WWET, the local Georgia Public Radio station, and VSU-TV 12, the University programmed cable access channel. Students will be expected to successfully complete a total of five (5) performance workshops with a grade of "C" or better.
- MDIA 4970 Internship** 3-0-3 to 9-0-9
Prerequisite: Major and senior status; approval of faculty internship director. The placement of students in apprentice and intern positions in professional environments including radio and television stations and other telecommunication industry organizations in order to enlarge the student's professionalism. May only be taken during the student's final two semesters. (Grading is on a satisfactory/unsatisfactory scale.)

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, **in bold**, is the number of semester hours credit.

MGED: MIDDLE GRADES EDUCATION

- MGED 3000 Special Topics in Middle Grades Education** 1-0-1 to 3-0-3
Prerequisite: Admission to teacher education. Studies of selected topics in middle grades education.
- MGED 3110 Intergrating Technology in Middle Grades Education** 2-0-2
Prerequisite: Admission to MGED professional program. Focuses on advancing a learner's systematic, progressive migration to a student-centered, technology-empowered classroom. Central theme is intergrating 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 Writing in the Content Areas for Middle Grades** 3-0-3
Designed for majors to acquire instructional strategies for including writing in all content areas of middle grades curriculum.
- MGED 3310 Methods of Teaching Geography in Middle Grades** 3-0-3
Covers methods and materials used in teaching geography. Concepts include land and water forms, relief features, direction and distance, social data, economic information, political information, scientific information, and human factors.
- MGED 3410 Teaching Geometry and Measurement in Middle Grades** 3-0-3
Methods and materials for instruction in informal geometry and measurement. Teaching techniques applied to both solid and planar geometry.
- MGED 3420 Teaching of Probability and Statistics in Middle Grades** 3-0-3
Experimentally-based activities of teaching probability and statistics in grades 4-8. Data collection, organization, graphical presentation and interpretation. Methods and materials for teaching probability with an emphasis on application.
- MGED 3450 Applications of New Technology in Teaching Middle Grades Mathematics** 3-0-3
Integration of technology across mathematics curriculum 4- 8. Utilization of all aspects of computer technology and software, calculators, and graphing calculators.
- MGED 3460 Teaching Problem Solving in Middle Grades Mathematics** 3-0-3
Problem solving as an overriding goal of mathematics instruction. Development of repertoire of strategies in pupils for solving non-routine problems. Techniques for promoting alternative solutions and methods of attack.
- MGED 3510 Life Science for Middle Grades Education** 3-0-3
Basic life science concepts necessary for middle grades science teacher, presented in context of middle grades curriculum. Includes appropriate activities and projects for reconceptualizing the middle level life science instruction.
- MGED 3990 Development and Education of the Middle Grades Student, Part 1** 3-0-3
Prerequisites: ACED 2400 and admission to Teacher Education. Nature and needs of middle grades students and how cultural forces, family, community, and school, impact their development and education. Field Experience required.
- MGED 4000 Development and Education of the Middle Grades Student, Part 2** 3-0-3
Prerequisite: 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
Prerequisite: 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
Prerequisite: 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 4600 Practicum in Middle Grades Education** 0-0-3
Prerequisites: Admission to teacher education and hired on a provisional certificate.
- MGED 4620 Apprenticeship in Middle Grades Teaching** 0-0-1
Prerequisite: Admission to the MGED professional program.
- MGED 4790 Student Teaching in the Middle Grades** 0-0-10
Prerequisites: Completion of all course work and a 2.5 GPA.
- MGED 4800 Professional Practices Seminar** 2-0-2
Prerequisites: Completion of all course work and a 2.5 GPA. **Corequisite:** MGED 4790. Reflection of educational practices and refinement of concepts emanating from student teaching experience
- MGED 4900 Directed Study in Middle Grades Education** 1-0-1 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 Organizational Behavior And Management** 3-0-3
Prerequisite: Completion of Area F of the Curriculum for Business Administration. Behavioral science fundamentals and management applications emphasizing individual and group behavior. Topics include perception, attitude, personality, motivation, leadership, group dynamics, interpersonal communication, job design, learning theory, decision making, conflict, power, organizational politics, organizational culture, and organizational theory, as well as management process concepts like planning and control.
- MGNT 3300 Production And Operations Management** 3-0-3
Prerequisite: BUSA 2100 or MATH 2620, and **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 3910 Small Business Management/Entrepreneurship** 3-0-3
Corequisite: MGNT 3250. Analysis of simulated and actual business opportunities. The relationship of the entrepreneur to the formation and growth of the enterprise is studied in its economic and social environment.

- MGNT 3920 Family Business Management** 3-0-3
Corequisite: MGNT 3250. Management issues and techniques for the family-owned and/or managed enterprise. Topics include stages of development of family business, planning for transitions in ownership and management, human relations issues, conflict resolution, and opportunity identification and exploitation.
- MGNT 4000 Human Resource Management** 3-0-3
Corequisite: MGNT 3250. The recruitment, selection, training, development, utilization, and maintenance of human resources by organizations. Topics also include labor-management relations and the legal environment.
- MGNT 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 labor-management relations and employee benefit plans are studied in depth.
- MGNT 4020 Compensation Management** 3-0-3
Prerequisite: MGNT 4000. Compensation fundamentals, practices, and problems. Topics include job analysis, wage and salary level determinants, wage and salary structures, job evaluation, merit and incentive systems, fringe benefits, and control.
- MGNT 4200 Management Skills Development** 3-0-3
Corequisite: MGNT 3250. Practical application of management as a set of skills. Through experiential learning, case analysis, readings, and interaction with practitioners, students apply concepts of organizational behavior and management theory to actual business situations. Skills are developed in the following areas: Motivation, communication, conflict management, group dynamics, power and politics, job design, decision making, leadership, organizational design, stress management, and social responsibility.
- 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
Corequisite: MGNT 3250. 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 Total Quality Management** 3-0-3
Corequisite: MGNT 3250. Application of total quality management concepts in improving organizations. An introduction to why and how businesses use TQM, and TQM's prime goal: complete customer satisfaction at the lowest cost level. Topics also include the tools and procedures for continuously improving processes, the team approach for applying TQM, actions used to introduce and implement TQM, institutionalization of TQM in organizational processes, and the transfer of TQM skills and procedures to suppliers and customers.

- MGNT 4800 International Management** 3-0-3
Corequisite: MGNT 3250. The management of organizations in a global business environment. Topics include the effects of socio-cultural, economic, geographic, legal, political, and technological differences on management and organizational behavior including staffing, interpersonal communication, negotiation, leadership, and organizational effectiveness.
- MGNT 4950 Directed Study in Management** 1-0-1 to 3-0-3
 Directed research, readings or project in management. The proper form must be submitted to the Dean of the College of Business Administration at least two weeks prior to the beginning of the semester. May be taken more than once for up to 3 hours if topics are different.
- MGNT 4990 Special Topics in Management** 1-0-1 to 3-0-3
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.

MKTG: MARKETING

- MKTG 3050 Introduction to Marketing** 3-0-3
Prerequisites: Non-Business Majors: ECON 1500 or ECON 2106; Business Majors: Completion of Area F for Business Administration. 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 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 4000 Principles of Promotion** 3-0-3
Prerequisite: MKTG 3050. Organization, basic principles, economic, legal, and social aspects of promotion and testing promotional effectiveness.
- MKTG 4020 Retailing** 3-0-3
Prerequisite: MKTG 3050. Fundamentals and principles employed in the analysis and evaluation of the retail intermediary.
- MKTG 4060 Sales Management** 3-0-3
Prerequisite: MKTG 3050. Basic principles in recruiting, supervising, training, managing, motivating, evaluating, and compensating salespeople and sales forces.
- MKTG 4620 Buyer Behavior** 3-0-3
Prerequisite: MKTG 3050. Motives, attitudes and expectations of consumers and purchasing agents that contribute to the understanding of the marketing process.
- MKTG 4650 Marketing Research** 3-0-3
Prerequisites: 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.
- MKTG 4670 Marketing Channels** 3-0-3
Prerequisite: 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.
- MKTG 4680 International Marketing** 3-0-3
Prerequisite: 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.

- MKTG 4740 Industrial Marketing** 3-0-3
Prerequisite: MKTG 3050. Examination of the complex process involving buyers and sellers of industrial products and services. Topics include market and product planning, pricing, financing, managing the sales force, and legal aspects of industrial 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 4760 Direct Marketing** 3-0-3
Prerequisites: MKTG 3050. A study of the principles and techniques used to reach the purchasing decision maker at the place of the decision. Topics include direct mail, telemarketing, the use of 800 numbers, list management, and measurement of outcomes.
- MKTG 4770 Internet Marketing** 3-0-3
Prerequisites: MKTG 3050. Introduces students to the world of the internet marketing. Students learn to create their own web pages, develop web marketing skills, and evaluate the four P's of marketing (product, place, promotion, and price) strategies in the context of web marketing.
- MKTG 4800 Cases in Marketing** 3-0-3
Prerequisites: MKTG 4620 and MKTG 4650 and senior standing. An integrative study of marketing based on the case method. Students will examine marketing situations in the context of the entire business and its environment in order to develop activities to support corporate goals.
- MKTG 4810 Contemporary Marketing** 3-0-3
Prerequisite: MKTG 3050. Study of a specific, current topic or 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 4620, MKTG 4650 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 4990 Directed Study in Marketing** 3-0-3
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 2000 Survey of Educational Concepts** 3-0-3
 An introduction to the concepts, practices, and issues of the teaching profession and the public schools.

MUE: MUSIC EDUCATION

- MUE 2000 Introduction to Music Education** 1-0-1
 An introduction to issues, practices, and philosophy of teaching music as a profession.
- MUE 2640 Music for Teachers** 3-0-3
 Principles and materials of music for children. Not open to music majors.

MUE 2700 Brass Methods	0-2-1
Techniques of performance and methods of teaching brass instruments. Music or Music Education majors only.	
MUE 2710 Woodwind Methods	0-2-1
Techniques of performance and methods of teaching woodwind instruments. Music or Music Education majors only.	
MUE 2730 Percussion and Woodwind Methods	0-2-1
Techniques of performance and methods of teaching percussion and woodwind instruments. Music or Music Education majors only.	
MUE 3100 Arranging for School Band, Chorus, and Orchestra	1-0-1
Prerequisites: MUSC 2012 and MUSC 2052. Basic techniques of scoring for school choral and instrumental groups.	
MUE 3600 General Music Curriculum	3-0-3
Admission to Teacher Education in Music required. Materials and methods of general music instruction in schools, K-12, including 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.	
MUE 3720 String Methods	0-2-1
Techniques of performance and methods of teaching string instruments. Music or Music Education majors only.	
MUE 3730 Percussion Methods	0-2-1
Techniques of performance and methods of teaching percussion instruments in heterogeneous groups. Music or Music Education majors only.	
MUE 3740 Rhythm Section Methods	0-2-1
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.	
MUE 3750 Vocal Methods	0-2-1
Techniques of performance and methods of teaching vocal music. Music or Music Education majors only.	
MUE 3780 String and Brass Methods	0-2-1
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
Prerequisites: MUSC 3650 and MUE 3600. 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.	
MUE 4610 Instrumental Curriculum and Techniques	2-1-2
Prerequisites: MUSC 3650 and MUE 3600. 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.	
MUE 4700 Marching Band Techniques	2-0-2
Marching fundamentals, drill routines, arranging, organizing, and producing a High school marching band. Includes the use computer-assisted design techniques.	
MUE 4760 Jazz Pedagogy	2-0-2
The study of jazz methods and jazz materials, including lab teaching experience.	
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. Co-requisite MUE 4800.	

MUE 4800 Seminar for Student Teaching**2-0-2**

Prerequisites: Student Teaching registration. **Co-requisite:** MUE 4790. Discussion of issues and problems related to student teaching.

MUSC: MUSIC**MUSC 1011 Music Theory I****3-0-3**

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**

Prerequisite: MUS 1011. The second course of a four-semester sequence. An introductory study of the harmonic, structural, melodic, and rhythmic elements of tonal music through composition and analysis.

MUSC 1016 An Introduction to Computer Applications in Music**0-1-1**

This course is designed as an introduction to the use of computer applications in music.

MUSC 1051 Music Theory Lab I**0-1-1**

The first course of a four-semester sequence. A laboratory course for MUS 1011 designed to develop skills in sightsinging, rhythmic reading, and in melodic, harmonic, and rhythmic dictation and identification.

MUSC 1052 Music Theory Lab II**0-1-1**

Prerequisite: MUS 1051. The second course of a four-semester sequence. A Laboratory course for MUS 1012 designed to develop skills in sightsinging, rhythmic reading, and in melodic, harmonic, and rhythmic dictation and identification.

MUSC 1100 Music Appreciation**3-0-3**

Introduction to music history and literature.

MUSC 1101 Diction For Singers I**1-0-1**

The first course of a two-semester sequence. Study of pronunciation and phonetics of Italian, Latin, Spanish, French, and English as applied to solo and ensemble singing.

MUSC 1102 Diction for Singers II**1-0-1**

The second course of a two-semester sequence. Study of pronunciation and phonetics of English and German.

MUSC 1110 Music Appreciation: World Music**3-0-3**

A survey of music from world cultures. Prior musical training is not required.

MUSC 1120 Music Appreciation: American Popular Music**3-0-3**

Survey of a broad range of American Popular music from 1840 to the present. Characteristic aspects of rhythm, melody, instrumentation, and other technical factors are studied. The relationship with and influence of other musical traditions and cultures is examined.

MUSC 1131 Functional Piano I**1-0-1**

The first course of a two-semester sequence. Designed to develop basic keyboard skills essential to music study. Music or Music Education Majors only.

MUSC 1132 Functional Piano II**1-0-1**

Prerequisite: MUSC 1131. The second course of a two course sequence. Designed to develop basic keyboard skills essential to music study. Music or Music Education Majors only or permission of instructor.

MUSC 1171 Theoretical Foundations of Jazz Improvisation I**0-2-1**

Prerequisite: Permission of the instructor. The first course of a four-semester sequence. Designed to develop skills in jazz improvisation.

MUSC 1172 Theoretical Foundations of Jazz Improvisation II**0-2-1**

Prerequisite: Permission of the instructor. The second course of a four-semester sequence. Designed to develop skills in jazz improvisation.

MUSC 2011 Music Theory III	3-0-3
Prerequisite: MUSC 1012. The third course of a four-semester sequence. An advanced study of the harmonic, structural, melodic, and rhythmic elements of tonal music through composition and analysis.	
MUSC 2012 Music Theory IV	3-0-3
Prerequisite: MUSC 2011. The fourth course of a four-semester sequence. An advanced study of the harmonic, structural, melodic, and rhythmic elements of tonal music through composition and analysis.	
MUSC 2051 Music Theory Lab III	0-1-1
Prerequisite: MUSC 1052. The third course in a four-semester sequence. A laboratory course for MUSC 2011 designed to develop skills in sightsinging, rhythmic reading, and in melodic, harmonic, and rhythmic dictation and identification.	
MUSC 2052 Music Theory Lab IV	0-1-1
Prerequisite: MUSC 2051. The fourth course in a four-semester sequence. A laboratory course for MUSC 2012 designed to develop skills in sightsinging, rhythmic reading, and in melodic, harmonic, and rhythmic dictation and identification.	
MUSC 2171 Theoretical Foundations of Jazz Improvisation III	0-2-1
Prerequisite: MUSC 1172 or permission of the instructor. The third course of a four-semester sequence. Designed to develop advanced skills in jazz improvisation.	
MUSC 2172 Theoretical Foundations of Jazz Improvisation IV	0-2-1
Prerequisite: MUSC 2171 or permission of the instructor. The fourth course of a four-semester sequence. Designed to develop advanced skills in jazz improvisation.	
MUSC 2400 Introduction to Music	3-0-3
Introduction to the music history and literature of western civilization.	
MUSC 2450 Introduction to World Music	3-0-3
This course is a survey of music from world cultures, including the study of music from a variety of sources, including western and non-western sources. Prior musical training is not required.	
MUSC 3010 Music Analysis	2-0-2
Prerequisites: MUSC 2012 and 2052 or permission of the instructor. The application of analytic techniques to the study of musical scores.	
MUSC 3110 Jazz Arranging	2-0-2
Prerequisites: MUSC 2012 and 1171. Study of basic techniques of scoring for vocal and instrumental ensembles of jazz-oriented styles.	
MUSC 3150 Counterpoint	3-0-3
Prerequisite: MUSC 2012. Analysis and writing of modal and tonal counterpoint.	
MUSC 3160 Intermediate Computer Applications in Music	2-0-2
Prerequisites: 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).	
MUSC 3170 Music Composition I	1-0-1
Prerequisite: MUSC1012 or permission of the instructor. Foundations in music composition employing both traditional and contemporary techniques.	
MUSC 3171 Music Composition II	0-2-1
Prerequisite: MUSC3170 or permission of the instructor. Application of materials in music composition employing both traditional and contemporary techniques.	
MUSC 3230 Accompanying	1-0-1
Study and performance of piano accompaniments in vocal and instrumental literature with an emphasis on techniques and style. May be repeated for credit.	

- MUSC 3430 History of Jazz** 2-0-2
A comprehensive study of the development of jazz and ragtime from its origins through the present day. Emphasis on evaluation of stylistic trends and techniques. Open to both music and non-music majors.
- MUSC 3440 African American Music History** 3-0-3
A chronological study of African American music-making from the 17th century through the 20th century.
- MUSC 3500 Band Literature** 1-0-1
Prerequisite: MUSC 1100. Study of styles and eras of band literature appropriate to a variety of ensembles.
- MUSC 3510 Choral Literature** 1-0-1
Prerequisite: MUSC 1100. Study of styles and eras of choral literature appropriate to a variety of ensembles.
- MUSC 3520 Symphonic Literature** 1-0-1
Prerequisite: MUSC 1100. Study of styles and eras of symphonic literature appropriate to a variety of ensembles.
- MUSC 3530 Woodwind Ensemble Literature** 1-0-1
Prerequisite: MUSC 1100. Study of styles and eras of woodwind ensemble literature appropriate to a variety of ensembles.
- MUSC 3540 Solo Woodwind Literature** 1-0-1
Prerequisite: MUSC 1100. Study of styles and eras of solo woodwind literature.
- MUSC 3650 Conducting** 2-0-2
Prerequisites: MUSC 2012 and 2052 or permission of the instructor. Techniques of choral and instrumental conducting.
- MUSC 3740 Private Composition** 3-2-4
Individual study in the field of music composition and demonstration of compositional achievement in the form of performed works. May be repeated for credit.
- MUSC 3810 Chamber Singers** 0-2-1
A select ensemble emphasizing choral and vocal chamber music repertoire. Participation by audition only.
- MUSC 3820 Concert Choir** 0-3-1
Principal ensemble for voice 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.
- MUSC 3830 The Spotlighters** 0-2-1
A select choral ensemble emphasizing popular, jazz, blues, and show tune repertoire. Participation by audition only.
- MUSC 3840 Opera and Musical Theatre** 0-2-1
Music drama production and ensemble work. Preparation of scenes and full-scale productions.
- MUSC 3850 Concert Band** 0-3-1
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.
- MUSC 3860 Orchestra** 0-3-1
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 by permission of the instructor.
- MUSC 3870 Jazz Ensemble** 0-3-1
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.

MUSC 3880 Marching Band	0-3-1
Performs at all home football games and various exhibitions. Auditions required for danceline, color guard, and majorette. Fall semester only.	
MUSC 3890 Instrumental Ensembles	0-2-1
Study and performance of repertoire for a variety of combinations of instruments. Open by permission of instructor.	
MUSC 3960 Opera Seminar	1-0-1
Study and analysis of scenes from opera and operetta. May be repeated for credit.	
MUSC 4100 Form and Analysis	2-0-2
Prerequisite: MUSC 2012. Harmonic and structural analysis of basic musical forms.	
MUSC 4151 Keyboard Harmony I	0-1-1
Prerequisites: MUSC 2012 and MUSC 2052. First course of a two semester sequence. Basic theory at the keyboard, score-reading, improvisation, figured bass realization.	
MUSC 4152 Keyboard Harmony II	0-1-1
Prerequisites: MUSC 2012 and MUSC 2052. Second course of a two semester sequence. Basic theory at the keyboard, score-reading, improvisation, figured bass realization.	
MUSC 4230 Church Service Playing	2-0-2
Training in service playing, emphasizing liturgies, hymn playing, improvisation, and adaptation of accompaniments to the organ.	
MUSC 4451 History of Music to 1750	3-0-3
Prerequisite: MUSC 1100 or permission of the instructor. History of music through the Baroque Era.	
MUSC 4452 History of Music since 1750	3-0-3
Prerequisite: MUSC 1100 or permission of the instructor. History of music from the classical era to the present.	
MUSC 4480 Folk and Ethnic Music in the United States	2-0-2
An introduction to the social, cultural, and stylistic features of selected folk and ethnic music in the United States, focusing on historical development and contemporary significance. Open to students of all majors with Junior or above standing.	
MUSC 4511 Song Literature I	3-0-3
First course of a two-semester sequence. A survey of art song literature from the Renaissance through the German Lieder School spanning the nineteenth century and the first half of the twentieth century.	
MUSC 4512 Song Literature II	3-0-3
Second course of a two-semester sequence. A survey course in art song literature from the nineteenth and twentieth-century French, Spanish, English, and American song schools.	
MUSC 4541 Piano Literature I	1-0-1
Survey course in piano literature. The keyboard instruments and literature of the Renaissance, Baroque, and Classical eras.	
MUSC 4542 Piano Literature II	1-0-1
Survey course in piano literature. The piano literature of the Romantic period and representative repertory of the last one hundred years.	
MUSC 4571 Organ Literature I	1-0-1
The study of organ literature and organ design from the origins of the instrument to the time of J.S. Bach.	
MUSC 4572 Organ Literature II	1-0-1
The study of organ literature and organ design from the time of J. S. Bach to the present.	
MUSC 4600 Special Topics in Music	1-3-0-1-3
An elective music course for the study of special topics. May be repeated for credit if different topics are studied.	

- MUSC 4710 Organ Pedagogy** **1-0-1**
 Study of methods and materials or organ teaching with lab teaching experience. Required of all organ majors and organ principals.
- MUSC 4721 Piano Pedagogy I** **1-0-1**
 Study of various contemporary teaching methods and materials, with practice teaching under faculty supervision.
- MUSC 4722 Piano Pedagogy II** **1-0-1**
 Study of collections of elementary literature including J.S. Bach's notebooks, Schumann's *Kinderszenen*, and Bartok's *Mikrokosmos*; practice teaching.
- MUSC 4750 Vocal Pedagogy** **1-0-1**
 Fundamental principles of teaching techniques essential to private studio and class voice work.
- MUSC 4790 Church Music Internship** **3-0-3**
 In-service experience for the organ major, working regularly in a church under the supervision of its music director.
- MUSC 4850 Wind Ensemble** **0-3-1**
 Principle ensemble for all music majors whose principal performing medium in 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 4880 University Community Band** **0-3-1**
 Study and performance of standard band literature. Open to VSU students and members of the community.
- MUSC 4890 Vocal Chamber Ensemble** **0-1-1**
 Ensemble performance in musicals, opera, and other such events in conjunction with the departments of music and theater.
- MUSC 4900 Directed Study in Music** **0-1-3**
 Directed reading and independent study on an approved project. By permission of Department Head and instructor.

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, **in bold**, is the number of semester hours credit.

NURS: NURSING

- 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 3050 Field Study in Transcultural Care** 0-2-1 to 0-16-8
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** 1-0-1 to 5-0-5
Prerequisite: Permission of faculty. An intensive study of an aspect of nursing care.
- NURS 3110 Basic Concepts of Holistic Nursing Care** 3-6-6
Prerequisites: Successful completion of the core and admission to the nursing major. Serves as a foundation for utilization of basic concepts, skills, and techniques of nursing practice. Emphasizes health history and assessment, nursing problem solving, cognitive and psychomotor skills, and safety of client and health care provider.
- NURS 3120 Community as Client** 3-4-5
Prerequisites: Successful completion of the core. Focus is on the community as client. Establishes a foundation of the global organizational structure of community. Emphasizes promotion and maintenance of optimal health throughout the life cycle. Laboratory experiences provide the opportunity to practice health promotion in a variety of settings. Open to non-nursing majors with permission
- NURS 3130 Self and Others** 3-0-3
Prerequisites: Admission to the nursing major. Focuses on concepts related to communication and relationships in nursing. The growth and development of self for healthy professional behavior is emphasized as an essential component of therapeutic client and nursing interactions. Stress, adaptation, crisis, and resolution are introduced and related to health and illness.
- 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 3200 Pharmacology** 3-0-3
Co-requisites: NURS 3211, NURS 3221. Focuses on the concepts of pharmacology, classification of drugs and the common actions, therapeutic benefits, side effects, and patient implications associated with each classification.
- NURS 3200K Applied Pharmacology and Medication Administration** 0-2-1
A laboratory course with emphasis on cognitive and psychomotor aspects of medication calculation and administration. Individual responses to medications and issues related to drug control and drug abuse are emphasized. Legal and ethical issues surrounding this nursing activity will be addressed. Must be taken concurrently with Pharmacology unless an R.N. student.

- NURS 3211 Health Promotion of Adults** 3-6-6
 Prerequisites: NURS 3100, NURS 3110, NURS 3120, NURS 3130. Pre- or co-requisite: NURS 3200. Focuses on health promotion for culturally diverse clients and families experiencing various states of health. Emphasis is on holistic nursing care of clients to promote and maintain health. Nursing management of the perioperative client will be addressed. Clinical experiences provide opportunities to practice health promotion of adults in a variety of settings.
- NURS 3221 Health Promotion of Growing Families** 3-6-6
Prerequisites: NURS 3110, NURS 3120, NURS 3130. **Pre- or co-requisite:** NURS 3200. Focuses on health promotion behaviors for holistic development of growing families. Childbearing, childbirth, differentiation of care requirements from infancy through adolescence, common childhood health problems, growth and development as nursing concerns, and issues of family development are presented within a multi cultural context. Clinical experiences focus on delivery of nursing care to promote holistic and healthy family growth and development within the community.
- 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** 3-2-4
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** 1-0-1 to 5-0-5
Prerequisites: 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** 0-2-1
Corequisite: NURS 4090. Clinical Application of NURS 4090 content.
- NURS 4100 Research in Nursing** 3-0-3
Prerequisites: Successful completion of NURS 3200, NURS 3200K, NURS 3211, 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 4112 Health Restoration of Adults** 3-6-6
Prerequisite: NURS 3211. 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 4122 Health Restoration of Growing Families** 3-6-6
Prerequisite: 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 4210 Health Restoration of Holistic Self** 3-6-6
Prerequisite: 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** 0-6-3
Prerequisite: 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 4230 Nursing Leadership** 3-6-6
Prerequisite: 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** 2-2-3
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: Completion of Anatomy and Physiology. An introduction to the essential dietary nutrients and their metabolic functions in the body. Students will explore the biochemical and physiological responses to inadequate and excessive nutrients in culturally diverse populations throughout the lifespan. Emphasis is on applying nutrition science to food choices that are important for health promotion.
- NUTR 3900 Culture, Food, and Health** 3-0-3
 An examination of different cultural/ethnic/religious groups around the world and within the U.S., their food choices, nutritional practices, and beliefs related to health. This course focuses on cultural perspectives as well as traditional and contemporary food habits among different peoples.
- NUTR 3910 Botanical and Complementary Healing Practices** 3-0-3
 Introductory exploration of botanical and alternative healing practices. This course focuses on herbal and dietary measures used by different cultures to attain balance and wholeness as well as other healing techniques that address the body-mind-spirit connection.

NUTR 4000 Advanced Nutritional Therapy

3-0-3

Prerequisite: NUTR 3100 or PERS 2430. Explores physiological responses at the cellular level to inadequate and excessive nutrients in culturally diverse clients throughout the lifespan. The course incorporates advanced nutritional assessment. Emphasis is on providing nutritional support and dietary modifications for primary, secondary, and tertiary prevention, consistent with the cultural milieu.

PERS: PERSPECTIVE COURSES

The Valdosta State University Core Curriculum requires two Perspective 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 2130 Bioethics

2-0-2

Investigations of key ethical issues confronting concerned citizens. Major areas covered include reproductive choices, decisions about death, the health care provider-patient relationship, human and animal experimentation, and public policy decisions.

PERS 2140 Human Rights

2-0-2

An examination of the evolving concept of human rights and efforts to promote human rights throughout the world. The development of a global human rights regime is examined, as is the human rights situation in different countries and regions of the world. Contrasting cultural and ideological views of human rights are discussed. The development and current status of human rights in the United States and south Georgia are examined.

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.

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 Flagg.

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.

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 between literature, music, and history during the first 23 years of the Cold War era. Students will gain an understanding of how counter-cultural movements helped shape contemporary society.

PERS 2314 Maps as Political and Cultural Documents 2-0-2
An examination of maps as documents that reflect the social and political agendas of the cultures that produce them. Through readings on the history and uses of cartography as well as through examination of historic and contemporary maps from cultures around the world, students will learn that maps must be read as texts with a cultural bias.

PERS 2320 Cultural Representation in the Press 2-0-2
An examination of the cultural diversity of international, national, and regional press systems. Emphasis will be placed upon the examination of key roles the press plays in the establishment and promotion of various cultural identities. Press history and communication theory are major components of the course.

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 Development of the French, English, and American Theaters** 2-0-2
 A perspective on aspects of human expression through a chronological overview of theatrical arts in France, England, and the United States. Emphasis is given to origins, historical development, national characteristics, influences, and trends of the theatrical arts in these three countries. Works by southern playwrights and/or depictions of the South are included.
- 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 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.

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 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.

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 2520 Women and the Press

2-0-2

An examination of the historical, political, and social factors which have affected the participation, or lack thereof, of women in the mass media internationally, nationally, and regionally. Special emphasis will be placed on media's contributions to the creation of the various stereotypes of women in societies and to their effects on major women's movements.

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 2540 The Myth of Southern Womanhood** 2-0-2
An examination of the ideal Southern woman, as portrayed in regional myth, literature, and film. Students will also examine the myth from a broader perspective: how the Southern woman compares to other images of women throughout the world.
- PERS 2550 Race, Ethnic Conflict, and Nationalism** 2-0-2
An examination of the relationship of race, ethnic conflict, and nationalism. The course includes study of cases from different countries and regions of the world. Special attention is given to the issues of race, ethnic conflict, and nationalism in the U.S. South.
- 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.

Area 6 - Perspectives on Cross-Cultural Understanding and Expression

- 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 2620 Literature and History of the Vietnam War** 2-0-2
An examination of the involvement of the United States in Vietnam from 1945 to today. Through readings in history and literature, students will learn about major social, cultural, historical, and regional developments in these years. An understanding of Vietnam culture will also be a part of this course.
- PERS 2630 Racism in Retreat** 2-0-2
An interdisciplinary exploration of racial prejudice, bigotry, and hatred. Themes will include history of race relations in America (examined through regional and global perspectives), institutional racism, and the need for toleration and equality. This course will consist of an intensive off-campus retreat over two weekends in the term. Following an individual meeting with faculty, students will engage in selected readings and assignments and participate in discussions, exercises and activities, before, during, and after the retreat as they confront the faces of racism.
- 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.

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, **in bold**, is the number of semester hours credit.

- 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 2660 Culture, Context, and Communication** 2-0-2
 Dimensions of culture and how these dimensions serve as barriers or bridges to communication and understanding. American values and cultural norms—especially those of the region and the South generally—as well as foreign perceptions of these values and norms, are used as a frame of reference in analyzing specific incidents of cultural misunderstanding and value conflicts. Particular emphasis is placed on contrasting American (and specifically Southern) culture with lesser known cultures of the non-Western world.
- 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 2675 Japanese Music and Culture** 2-0-2
 An exploration of a variety of topics related to the study of Japanese music and culture.
- 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.

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 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.

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 is on the practical application of basic principles to the analyses of ethical, political, and legal arguments and theories.
- 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.
- 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 restrictions on land use, the use of cost-benefit analysis, 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
Also offered as ASTR 3220. 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.
- 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 3310 World Religions** 3-0-3
Also offered as REL 3310. A study of World Religions which situates the major religious traditions in their historical and cultural contexts. In a quest to identify both the rich diversity among these traditions and their commonalities, the Great Tradition of sacred texts and doctrines and the Little Traditions as it pertains to ritual and praxis are explored.
- PHIL 3390 Concepts of God** 3-0-3
Also offered as REL 3390. An examination of a range of differing interpretations of the concept “God”, undertaken primarily from the standpoint of philosophical inquiry regarding a predominantly religious theme.
- PHIL 3400 Existentialism** 3-0-3
Also offered as REL 3400. The study of some of the principal existentialist thinkers such as Sartre, Heidegger, Buber, and Jaspers.
- PHIL 3410 Philosophy of Human Nature** 3-0-3
Also offered as REL 3410. An introduction to some major concepts of human nature that have influenced Western thought from the time of early Judaism, Plato, and Early Christianity. This course includes the contributions of later political theorists, scientists, social scientists, philosophers and theologians.
- PHIL 3430 American Philosophy** 3-0-3
 A study of American philosophical thought.
- 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 affirmative action, abortion, euthanasia, capital punishment, free speech and privacy.
- PHIL 4220 Ethics and Public Administration** 3-0-3
Also offered as POLS 4720. A study of ethical issues in public administration, with special emphasis on developing analytical skills in ethical decision-making in the public sector, highlighting the role of ethics and professional responsibility in public service, and identifying situations involving professional malfeasance such as conflict of interest.
- PHIL 4800 Special Topics in Philosophy** 1-0-1 to 3-0-3
 A study of selected topics in philosophy.
- 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.
- PHIL 4900 Special Topics in Ethics** 1-0-1 to 3-0-3
 A study of selected topics in theoretical and applied ethics.
- 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.
- 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 with a grade of C or better, 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 - 1112K Introductory Physics I, II** 3-3-4 each
Pre- or co-requisite for PHYS 1111K: MATH 1113. **Prerequisite for PHYS 1112K:** PHYS 1111 with a grade of "C" or better. An introductory course which will include material from mechanics, thermodynamics, and waves in PHYS 1111K, and electromagnetism, optics, and modern physics in PHYS 1112K. Elementary algebra and trigonometry will be used. Three lecture hours, one two-hour laboratory per week, and one one-hour recitation session per week.
- PHYS 2010 Tools of Physics** 0-2-1
An introduction to research techniques for the incoming Physics major. Includes laboratory safety, research methods, exploration of resources (library and Internet), and an outline of the discipline.
- PHYS 2211K - 2212K Principles of Physics I, II** 3-3-4 each
Pre- or corequisite for PHYS 2211K: MATH 2261. **Pre- or corequisite for PHYS 2212K:** MATH 2262. **Prerequisite for PHYS 2212K:** PHYS 2211 with a grade of "C" or better. An introductory course which will include material from mechanics, thermodynamics, and waves in PHYS 2211K, and electromagnetism, optics, and modern physics in PHYS 2212K. Elementary differential and integral calculus will be used in PHYS 2211K, and elementary differential and integral calculus will be used in PHYS 2212K. Three lecture hours, one two-hour laboratory, and one one-hour recitation session per week.
- 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** 2-2-3
Prerequisites: PHYS 2212K, MATH 2263, MATH 3340. An intermediate level course with emphasis on physical optics. Topics include interference, polarization, dispersion, absorption, resonance and quantum effects. 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 and MATH 2263. Topics include formulation of equations describing physical systems and the use of computers to solve them, computer simulations of physical systems, the use of computers to acquire and analyze data, and graphical methods of displaying data.
- PHYS 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 4111-4112 Theoretical Mechanics I, II** 3-0-3 each
Prerequisite: MATH 2263 and PHYS 2211K. Topics include Newtonian mechanics, conservation laws, Lagrange's equations, and relativity.
- PHYS 4211-4212 Electromagnetism I, II** 3-0-3 each
Prerequisite for PHYS 4211: PHYS 2212K, MATH 2263. **Prerequisite for PHYS 4212:** PHYS 4211. Topics include electrostatics, magnetostatics, time varying electric and magnetic fields, Maxwell's equations, and propagation of electromagnetic waves.
- PHYS 4310 Statistical Physics** 3-0-3
Prerequisite: MATH 2263, PHYS 2211K. A study of kinetic theory and statistical mechanics with a brief treatment of classical thermodynamics.
- PHYS 4411-4412 Modern Physics, I, II** 3-0-3 each
Co-requisite for PHYS 4411: PHYS 4111; **Prerequisite for PHYS 4412:** PHYS 4411. An introduction to twentieth-century physics with the emphasis on quantum mechanics and its applications to atomic and nuclear structure, and to solid state physics. Both wave and matrix formalisms are developed, along with their experimental implications.
- PHYS 4501-4502 Capstone Seminar I, II** 1-0-1 or 2-0-2
Prerequisite: Senior standing. A study of current developments in the fields of physics. Written and oral presentations will be required of all students.
- 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.

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 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 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 contributions to our democracy. After an examination of the decline of political parties in the twentieth century, this course explores the ascendance of interest groups and the mass media. Topics of particular interest include the explosion of political action committees, the rise of issue networks, media bias and the influence of the media on political learning.
- POLS 3230 American Political Parties and Elections** 3-0-3
 A study of the development of American political party systems with special emphasis on contemporary electoral activities of political parties.
- 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 3250 Introduction to Law in Anglo-American Society** 3-0-3
 An examination of the historical roots of the Anglo-American legal system. The course also examines the relationship between law and society, law and values, and between wealth and the legal order.
- POLS 3260 Jurisprudence: Theories of Law and Legal Thought** 3-0-3
 An examination of major legal schools of thought. The course looks at positive law, natural law, ideas of justice, and the concept of natural rights.
- 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 Women and Politics** 3-0-3
 A review of the attitudes toward and participation by women in the political arena. The course focuses on the political factors that have encouraged or deterred women in politics in the American political system as well as in additional selected political systems.
- 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 Research Paper** 3-0-3
Prerequisite: POLS 3100. The capstone course for political science majors. This course provides students with the tools to design a research project, and execute that project by gathering data, analyzing those data, and presenting their findings in a formal paper. POLS 4100 is taught in an electronic classroom using appropriate software packages. POLS 4900 may be taken as a substitute or in addition.
- POLS 4200 American Constitutional Law I** 3-0-3
A comprehensive study of constitutional law emphasizing leading constitutional cases with respect to separation of powers, federalism, rights and liberties, and the role of law enforcement in relation to civil and criminal law.
- POLS 4202 American Constitutional Law II** 3-0-3
A comprehensive study of constitutional law, emphasizing leading cases with respect to civil liberties. Special attention will be given to the due process clauses and the rights of the accused.
- POLS 4203 American Constitutional Law III** 3-0-3
A comprehensive study of constitutional law, emphasizing leading decisions with respect to the First Amendment and the Supreme Court's policy role.
- 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 4230 Legal Research** 3-0-3
A concentration on developing the research skills necessary for a knowledge, appreciation, and ability to function effectively within the legal system.

- 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** 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 4260 Women, Minorities, and Law** 3-0-3
 An exploration of the roles of women and ethnic and racial minorities in the American legal system. The course also examines the legal standing of women and minorities.
- 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 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 4320 Latin American Politics** 3-0-3
 A study of the politics and governments of the nation-states of Central and South America. The course focuses on key political institutions and issues in major Latin American countries.
- POLS 4330 African Politics** 3-0-3
 A study of the domestic and international politics of Africa from the pre-colonial period to the present day.
- POLS 4340 Comparative Political Leadership** 3-0-3
 An application of theories of political leadership in a comparative framework. There will be considerations of conditions leading to effective as well as to failed leadership. Course material will include case studies of individual leaders as well as of key leadership bodies.
- POLS 4350 Politics in Developing Nations** 3-0-3
 The study of political institutions, processes and behavior within a comparative perspective.
- POLS 4360 Politics of Post-Communism** 3-0-3
 An examination of the political dynamics of Eurasia. Comparisons of emergent political systems in East Central Europe, Russia, and the newly independent nations formed out of the old Soviet Union will constitute the central focus. A secondary emphasis will be study of the regional and international orientations of these nation-states.
- 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 decisionmaking 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** 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 ultimate goal of the course is to prepare students to represent accurately a member of the UN in regional and national competition.
- POLS 4450 Government Organization and Administrative Theory** 3-0-3
 A systematic analysis of the 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 4630 Techniques and Processes of Public Management** 3-0-3
 An exploration of public management within the structure and context of a democratic government. The course examines the strengths and weaknesses of public management processes such as the National Performance Review, traditional public management techniques, and applied theories to assess change in Georgia laws. It also addresses public management, leadership, decision-making, analytical models, budgeting, and selected public issues.
- 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 4660 State Executive Politics and Management** 3-0-3
 An examination of governors and other state and local officials, including both elected and appointed executives. The interactions of these officials with the legislative and executive branches of government will be studied. The political nature of these interactions will receive emphasis, including the governor's partisan dealings with the state legislature.
- 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 4720 Ethics and Public Administration** 3-0-3
Also offered as PHIL 4220. A study of ethical issues in public administration, with special emphasis upon developing analytical skills in ethical decision-making in the public sector, highlighting the role of ethics and professional responsibility in public service, and identifying situations involving professional malfeasance such as conflict of interest.
- POLS 4820 Special Topics in U. S. Government and Politics** 3-0-3
- POLS 4830 Special Topics in Comparative Politics** 3-0-3
- POLS 4840 Special Topics in International Politics** 3-0-3
- POLS 4850 Special Topics in Political Theory** 3-0-3
- POLS 4860 Special Topics in Public Administration** 3-0-3
- POLS 4900 Internship in Political Science** 3-0-3 to 9-0-9
 Supervised study in a structured governmental or political environment. Open to any student, regardless of major, meeting stated requirements in any of the available Internship Programs: Governor's, Georgia Legislative, U.S. Senate, U. S. House of Representatives, etc. The number of credit hours granted is dependent upon the particular program, academic work, requirements, and nature of participation. May be substituted for POLS 4100 as the capstone course for political science majors.

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 growth and development across the lifespan, with emphasis on normal growth and milestones achieved in the physical, cognitive, social, and emotional systems. Educational, personal, and familial contexts that influence life satisfaction, mental and physical health are highlighted.
- 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: CIED 2000 or HSPE 2100, PSYC 2700, and acceptance to Teacher Education or approval of instructor. Application of psychological principles, theories, and methodologies to issues of teaching and learning in schools. (Successful completion of 20 hours of field experience is required.)
- PSYC 3120 Psychoeducational Aspects of Early Childhood** 3-0-3
Prerequisite: CIED 2000 or HSPE 2100, PSYC 2700, and acceptance to Teacher Education or approval of instructor. Application of psychological principles, theories, and methodologies to issues of physical, cognitive, affective, and social development of the young child in school settings, especially ages three through eight. (Successful completion of 20 hours of field experience required.)
- PSYC 3130 Educational Psychology for Teachers of Adults** 3-0-3
Prerequisite: Acceptance to the TTIE degree program in the College of Education or approval of instructor. Application of psychological principles, theories, and methodologies to issues of teaching and learning for adults. This course does not substitute for PSYC 3110 or PSYC 3120 in meeting teacher education degree requirements.
- PSYC 3200 Child Psychology** 3-0-3
Prerequisite: PSYC 2500. A clinical-research approach to understanding the psychological and developmental problems which emerge in the period from conception through adolescence. From a topical perspective, there is focus on pathological conditions which contribute to adjustment, learning and health problems.
- PSYC 3210 Adolescent and Young Adult Psychology** 3-0-3
Prerequisite: PSYC 2500. The course focuses on normative development from pubescence through young adulthood. Emphasis is placed on theory, research, and implications of achievements of this period, such as establishment of identity and independence, and how family, peers, schools, media and community may impact development. Topics include the implications of risk factors to developmental outcomes of individuals of these ages.
- PSYC 3220 Adult Psychology and Gerontology** 3-0-3
Prerequisite: PSYC 2500. The course focuses on development from early adulthood through late old age for changes in biological, cognitive, social, and personality domains. Emphasis is placed on normative aging processes and issues in successful aging. Topics include issues in marriage, career, parenting, retirement, physical and mental health, and transitioning into new roles.
- 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.
- PSYC 3500 Statistical Methods in Psychology** 3-0-3
Prerequisite: PSYC 2500 and a grade of "C" or better in MATH 1111 or higher MATH course. Univariate and bivariate statistical methods for research in the behavioral sciences.
- PSYC 3600 Experimental Psychology** 3-0-3
Prerequisite: PSYC 3500 with grade of "C" or better. An introduction to scientific/experimental research methods used in the study of behavior.

- PSYC 3700 Rehabilitation Psychology** 3-0-3
Prerequisite: PSYC 2500. The course focuses on biological, personality, cognitive, and social effects of disabilities on adult development. Emphasis is placed on sensory and motor disabilities and the roles played by vocational rehabilitation programs, independent living initiatives, and the community integration movement on rehabilitation. Implications of theory, research, and program implementation on rehabilitation outcomes will be made.
- PSYC 3710 Social Psychology** 3-0-3
Prerequisite: PSYC 2500. The study of how one's thoughts, feelings, and behaviors are influenced by others. Theoretical and practical applications are discussed.
- PSYC 3800 Industrial/Organizational Psychology** 3-0-3
Prerequisite: PSYC 2500. Theory and application of psychological principles to industrial and organizational settings.
- PSYC 3900 Tests and Measurements** 3-0-3
Prerequisite: PSYC 3500. Principles, techniques, and theory underlying construction and use of tests for educational and psychological measurement.
- PSYC 4000 Cognitive Psychology** 3-0-3
Prerequisite: PSYC 3600. A survey of the cognitive processes, including topics on attention, memory, language, imagery, problem solving, intelligence, and neurocognition. Data collection required.
- PSYC 4050 Psychology of Learning** 3-0-3
Prerequisite: PSYC 3600 with grade of "C" or better. An introduction to the basic principles of human and animal learning, memory, and problem solving.
- PSYC 4100 Physiological Psychology** 3-0-3
Prerequisite: PSYC 3600. An introduction to the structure and function of the human nervous system and its relation to behavior.
- PSYC 4150 Sensation and Perception** 3-0-3
Prerequisite: PSYC 3600. An overview of the physiology of the senses and how sensory information is integrated so perception can occur. Laboratory experiments included.
- PSYC 4300 Behavior Analysis II** 3-0-3
Prerequisite: PSYC 3300 and PSYC 3600. The concepts, methods, and procedures of behavior analysis are examined in terms of how they are used in typical populations and problems in clinical, educational, home, business/industrial and other settings. A field placement behavior modification intervention is required of all students.
- PSYC 4500 Special Topics in Psychology** 1-0-1 to 3-0-3
Prerequisite: PSYC 2500 and approval of instructor. Issues of topical importance in psychology are explored. May be repeated for a maximum of 6 hours credit.
- PSYC 4800 Introduction to Clinical Practices** 3-0-3
Prerequisite: Senior Standing, PSYC 3400, and 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.
- PSYC 4850 Directed Study in Psychology** 3-0-3
Prerequisite: 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
Prerequisites: 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 & the Fine Arts in the Teaching of Reading** 3-0-3
Corequisite: **ECED 3190**. 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
Prerequisite: **ECED 3400**, **READ 3200**. **Corequisite:** **ECED 3690**. 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**. **Corequisite:** **ECED 4690**. 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**. **Corequisite:** **ECED 4690**. 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.

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, **in bold**, is the number of semester hours credit.

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.

REL: RELIGIOUS STUDIES

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 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 3370 Religious Thought 3-0-3

An examination of major theological/religious themes derived from both the Western and Eastern traditions. Information regarding the focus for a given quarter will be available through the religion faculty of the Department of Philosophy.

REL 3390 Concepts of God 3-0-3

Also offered as PHIL 3390. An examination of a range of differing interpretations of the concept "God", undertaken primarily from the standpoint of philosophical inquiry regarding a predominately religious theme.

REL 3400 Existentialism 3-0-3

Also offered as PHIL 3400. The study of some of the principal existentialist thinkers such as Sartre, Heidegger, Buber, and Jaspers.

REL 3410 Philosophy of Human Nature 3-0-3

Also offered as PHIL 3410. An introduction to some major concepts of human nature that have influenced Western thought from the time of early Judaism, Plato, and Early Christianity. This course includes the contributions of later political theorists, scientists, social scientists, philosophers and theologians.

REL 3500 History of Christianity 3-0-3

An introduction to significant figures in Christianity, which traces dominant themes and movements that have influenced Christian institutions and traditions over the centuries.

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 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. Reflects interests and concern of faculty and students by addressing particular subjects that relate the nexus of religion and human experience.
- 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.

RGTE: REGENTS' TESTING PROGRAM

RGTE and RGTR courses: See the Learning Support section at the end of the list of course offerings.

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
 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.

SCI: SCIENCE FOR EDUCATION MAJORS

- SCI 3000 Science for Early Childhood Education Teachers** 2-2-3
Co-requisites: ECED 3300, ECED 3690, MATH 3160. 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.
- SCI 3101 Matter and Energy for Middle Grades Education** 3-2-4
Pre- or Corequisite: MATH 3180. 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.
- SCI 3102 Earth and Space Science for Middle Grades Education** 3-2-4
Prerequisite: SCI 3101. 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.
- SCI 3103 Natural History for Middle School Teachers** 3-2-4
Prerequisite: BIOL 1030, BIOL 1040, SCI 3102, or consent of the instructor. Survey primarily of the biota of south Georgia and associated biological processes. Using the biota of south Georgia as a model, students will study basic ecological principles, population structure and dynamics, life history patterns, and reproductive strategies and behaviors common to living systems. Special topics covered in the course include the biology of rare and endangered species and the importance of biological resources to human society.

SEEC: SPECIAL EDUCATION/EARLYCHILDHOOD

- SEEC 3190 Early Childhood Inclusive Practicum: Prekindergarten - Kindergarten** 0-4-1
Prerequisites: Admission to Teacher Education and SPEC 2000. **Co-requisites:** ECED 3000, PSYC 3120, READ 3200, SPEC 3020, SPEC 3040. Supervised classroom experiences in inclusive prekindergarten-kindergarten classrooms. Students work under the supervision of mentor teachers and university supervisors for a minimum of four hours per week. Emphasis is on including students with disabilities in the general education classroom environment.
- SEEC 3300 Teaching Concepts and Context to All Young Children** 2-0-2
Prerequisite: SEEC 3690. **Co-requisite:** SEEC 4690. Fundamentals of teaching across all content and subject matter will be explored, including models of teaching.
- SEEC 3400 Classroom Management in Inclusive Early Childhood Education** 3-0-3
Prerequisite: Admission to Teacher Education. **Co-requisite:** SEEC 3690. Fundamentals of creating an elementary classroom environment that is conducive to learning. The course will focus on individual and group management strategies which facilitate inclusion of students with disabilities in elementary classrooms.

- SEEC 3410 Individual and Group Planning and Curriculum in Early Childhood** 3-0-3
Prerequisite: Admission to Teacher Education. **Co-requisite:** SEEC 3690. Fundamentals of planning for instruction of individuals and groups will be explored, including lesson/unit design. Collaborative development of the Individual Education Plan will also be addressed.
- SEEC 3690 Early Childhood Inclusive Practicum: Grades K-3** 0-4-1
Prerequisite: SEEC 3190. **Co-requisites:** READ 3500, SCI 3000, SEEC 3400, SEEC 3410. 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.
- SEEC 4140 Practicum in Mild Disabilities** 0-4-1
Prerequisite: SPEC 2000. **Co-requisite:** SPEC 4110. Supervised classroom experiences in a school setting where individuals with mild disabilities are receiving services. Students will work under the supervision of mentor teachers and university supervisors for a minimum of four hours per week. Emphasis will be on providing direct instruction to students with mild disabilities and application of content of SPEC 4110 with students of school age.
- SEEC 4180 Language Development and Disability** 3-0-3
The study of the foundation and sequence of language and communication development, characteristics of language and communication disorders and differences, and selected intervention strategies for children birth through age eight.
- SEEC 4690 Early Childhood Inclusive Practicum: Grades 3-5** 0-4-1
Prerequisite: SEEC 3690. **Co-requisites:** SEEC 3300, READ 4200, SPEC 4200, SEEC 4180. Supervised classroom experiences in inclusive third through fifth 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 3000 Issues and Trends In Secondary Education** 3-0-3
Prerequisite: Admission to Teacher Education. An advanced study of contemporary practices and problems in middle secondary education with an emphasis placed on philosophy, multiculturalism, reflective practices, and management of time, resources, and students. Successful completion of a 20-hour middle school field experience is required.
- SEED 3010 Intergrating Technology in Secondary Education** 0-2-1
Prerequisite: BVED 2400. Focuses on advancing a learner's systematic, progressive migration to a student-centered, technology-empowered classroom. Central theme is intergrating technology into the curriculum.
- SEED 3100 Approaches To Learning For Secondary English Education** 3-0-3
Prerequisite: PSYC 3110. A study of research that focuses on how students learn English.
- SEED 3110 Classroom Laboratory I - English** 1-0-1
Participation in a secondary classroom in collaboration with a secondary teacher and university faculty.
- SEED 3200 Approaches To Learning For Secondary Mathematics Education** 3-0-3
Prerequisite: PSYC 3110. A study of research that focuses on how students learn mathematics.

SEED 3210 Classroom Laboratory I - Mathematics	1-0-1
Participation in a secondary classroom in collaboration with a secondary teacher and university faculty.	
SEED 3310 Classroom Laboratory I - Science	1-0-1
Participation in a secondary classroom in collaboration with a secondary teacher and university faculty.	
SEED 3410 Classroom Laboratory I - Social Studies	1-0-1
Participation in a secondary classroom in collaboration with a secondary teacher and university faculty.	
SEED 4100 Curriculum and Methods For Teaching Secondary English	3-0-3
Prerequisite: ITED 3000, SEED 3110; Corequisite: SEED 4620. 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. Also includes the study of adolescent literature as part of the secondary curriculum.	
SEED 4200 Curriculum and Methods For Teaching Secondary Mathematics	3-0-3
Prerequisite: ITED 3000, SEED 3210; Corequisite: SEED 4620. 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. Also includes examination and evaluation of the National Council of Teachers of Mathematics Standards.	
SEED 4300 Curriculum and Methods For Teaching Secondary Science	3-0-3
Prerequisite: ITED 3000, SEED 3310; Corequisite: SEED 4620. 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.	
SEED 4400 Curriculum And Methods For Teaching Secondary Social Studies	3-0-3
Prerequisite: ITED 3000, SEED 3410; Corequisite: SEED 4620. 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.	
SEED 4620 Classroom Practicum	0-2-1
Corequisite: SEED 4100 or SEED 4200 or SEED 4300 or SEED 4400 . Implementation and assessment of appropriate classroom activities and lessons in collaboration with a secondary teacher and university faculty.	
SEED 4780 Internship In Secondary Education	6-0-6
Prerequisite: Completion of coursework and consent of department.	
SEED 4790 Student Teaching	10-0-10
Prerequisite: Completion of coursework and consent of department. Co-requisite: SEED 4800.	
SEED 4800 Professional Practices Seminar	2-0-2
Co-requisite: SEED 4790.	
SEED 4900 Special Topics in Secondary Education	<u>1-0-1</u> to <u>3-0-3</u>

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
Prerequisites: ANTH 1102, SOCI 1101, and 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
Prerequisites: SOCI 1101 or SOCI 1160 or permission of instructor. An introduction to the sociology of race and ethnic relations. A study of systems of social inequalities based upon race and ethnic divisions in society. Case studies including African-American and international ethnic conflicts are explored.
- SOCI 3090 Mass Media and Popular Culture** 3-0-3
Prerequisites: SOCI 1101 or SOCI 1160 or permission of instructor. A sociological analysis of the impact of mass media and popular culture on individuals and groups in such areas as violence, consumerism, political participation, social deviation, and interpersonal communication.
- SOCI 3150 Sociology of Religion** 3-0-3
Prerequisites: SOCI 1101 or SOCI 1160 or permission of instructor. The study of religion as one of the basic institutions in society. The course will cover the functions of religion within society; problems and conflicts within religion, such as racism and sexism; and how religion is expressed by persons in a variety of groups and cultures.
- SOCI 3190 Clinical Sociology** 3-0-3
Prerequisites: SOCI 1101 or SOCI 1160 or permission of instructor. Introduces students to the skills needed for direct work with clients, such as effective engagement, active listening, interviewing, assessment and goal setting, and ethical concerns. Focus is placed on the whole person and the sociological model of assessment.
- SOCI 3200 Applied Sociology** 3-0-3
Prerequisites: SOCI 1101 or SOCI 1160 or permission of instructor. An analysis of the approaches and techniques used by sociologists and human service workers in applied/clinical settings. Emphasis on sociological principles and their application in the diagnosis and treatment of individuals and groups. Applied/clinical sociology as a profession as well as ethical issues will also be addressed.

- SOCI 3300 Environmental Sociology** 3-0-3
Prerequisites: **SOCI 1101 or SOCI 1160 or permission of instructor.** Examines the institutional, cultural, and individual factors implicated in the rise of modern environmental problems. Topics will include the cultural and historical roots of environmental disruptions, the environmental movement, the emergence of environmental sociology, energy issues, socio-economic development, environmental equity and social inequality, population growth, and sustainable development.
- SOCI 3350 Social Deviance** 3-0-3
Prerequisites: **SOCI 1101 or SOCI 1160 or permission of instructor.** A study of the nature and dimension of deviance in society, with special emphasis on the problems of definition, identification, explanation, and social reaction. Specific forms of deviance, including the construction of deviant identities and deviant careers, will be discussed.
- SOCI 3500 Sociological Theory** 3-0-3
Prerequisites: **SOCI 3000.** 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
Prerequisites: **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
Prerequisites: **SOCI 1101 or SOCI 1160 or permission of instructor.** The study and analysis of the spectacle, business, and power of sport in society. Coursework examines both the socially integrative and disintegrative aspects of sport as an institution. Includes international analyses and multicultural examples.
- SOCI 3690 Sociology of Domestic Violence** 3-0-3
Prerequisites: **SOCI 1101 or SOCI 1160 or permission of instructor.** A sociological analysis of domestic violence. Areas covered include the nature and scope of the problem; an exploration of victim/perpetrator dynamics; the intersections of gender, race, class and domestic violence; and societal responses to this problem. Both historical and cross-cultural material will be examined.
- SOCI 3710 Social Psychology** 3-0-3
Prerequisites: **SOCI 1101 or SOCI 1160 or permission of instructor.** A sociological analysis of the relationship between social situational influences and individual behavior. Survey of social psychological theories as they relate to social perception, attitudes and behaviors, group productivity, prejudice, and socialization.
- SOCI 3750 Medical Sociology** 3-0-3
Prerequisites: **SOCI 1101 or SOCI 1160 or permission of instructor.** An analysis of the social processes affecting conditions of health and disease and the cluster of social relationships and organizations that comprise the institution of medicine. Emphasis on social and cultural factors which influence definitions of health and illness, causes, preventions, and treatments, cross cultural comparisons, stress, delivery of health care, and health care professionals.

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, **in bold**, is the number of semester hours credit.

- 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 4100 Family Sociology** 3-0-3
Prerequisites: SOCI 1101 or SOCI 1160 or permission of instructor. An analysis of the institution of family in contemporary society. Emphasis is on understanding the historical development of current family systems; a sociological analysis of family dynamics; the interaction between family and other institutions; the connection between family and systems of social class, race, and gender; and current family problems and issues.
- SOCI 4200 Organizations and Work** 3-0-3
Prerequisites: SOCI 1101 or SOCI 1160 or permission of instructor. Sociological study of the nature of work within formal and informal organizations. Course includes a study of the relationship between occupations and careers, the social organization of work in bureaucracy, Voluntary organizations, theory and concepts associated with the study of organizations, and individual strategies for career entry.
- SOCI 4540 Internship in Sociology** 3-0-3 to 9-0-9
Prerequisites: Permission of advisor and Internship Coordinator. **Must be taken concurrently with SOCI 4990 - Senior Capstone.** 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. Graded on satisfactory/unsatisfactory basis.
- 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
Prerequisites: SOCI 3190, SOCI 3200. Involves the application of knowledge gained in SOCI 3190 and SOCI 3200 to specific topics within sociological practice. These will include but are not limited to the following: Social Gerontology, Child Welfare, Mental Health, Community Development, and Nonprofit Organizations. Must be taken twice with different topics.
- SOCI 4900 Special Topics in Sociology** 1-0-1 to 3-0-3
Prerequisites: SOCI 1101 or SOCI 1160 or permission of instructor. Topics vary. Designed to provide an intensive study in a current topic relevant to sociology. May be repeated for credit.
- SOCI 4980 Directed Topics in Sociology** 1-0-1 to 3-0-3
Prerequisites: SOCI 1101 or SOCI 1160 or permission of instructor. Study in an area or subject not normally found in established courses offered by the department; may also allow the student to explore in more detail a topic which is normally covered by the department. May be repeated for credit

SOCI 4990 Senior Capstone

3-0-3

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 2002H Honors Intermediate Spanish Language and Hispanic Cultures** 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. Students will view and discuss films from various Spanish-speaking countries; they will read and discuss current issues from Internet news sources (newspapers and magazines from different countries) as well as literary selections representative of the Hispanic cultures, including the Hispanic population of the United States; they will also participate in discussions on a variety of topics with guest speakers from various Hispanic cultures.
- SPAN 2010 Intermediate Grammar** 3-0-3
Prerequisite or corequisite: SPAN 2001. 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 and in foreign language education/Spanish.
- 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 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** 3-0-3
Prerequisite: SPAN 3010 or consent of the instructor. Intensive approach to spoken Spanish based on contemporary themes.
- SPAN 4110 Spanish Phonetics and Phonology** 3-0-3
Prerequisite: 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 labelled American Spanish (Mexico, Central America, and the South American highlands); however, important dialectal variations, such as those found in Caribbean and peninsular Spanish, will also be presented.
- SPAN 4210 Survey of Contemporary Hispanic Theater** 3-0-3
Prerequisite: SPAN 3200 or consent of the instructor. Critical consideration of the major canonical and non-canonical dramatic works in Spain and Latin America from the 1930's to the present. Readings include, from among others, the works of García Lorca, Arlt, Buero Vallejo, Usigli, Villarutia, Marqués, Gambaro, Berman, and Pedrero. Some study of the genre of theater and dramatic movements, such as Theater of the Absurd, will also be included.
- SPAN 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 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 twentieth-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 twentieth 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 4300 Hispanic Caribbean Literature** 3-0-3
Prerequisite: SPAN 3160 or consent of the instructor. Study of the identity of the Hispanic Caribbean, drawing from literary texts of Puerto Rico, the Dominican Republic, and Cuba, in order to develop a greater understanding of the history, economics, sociology, culture, and literature of the region.

- SPAN 4400 Chicano and U.S. Latino Writers** 3-0-3
Prerequisite: SPAN 3160 or consent of the instructor. Study of selected works written by Chicano and U.S. Latino authors that are representative of the bicultural/bilingual culture for which they speak. Emphasis is placed on literary and cultural studies with some study and application of literary criticism.
- SPAN 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
Prerequisite: SPAN 3010 and SPAN 3200 or consent of the instructor. Study in an area or topic of Spanish language or Hispanic literature, civilization, or culture not normally found in established courses offered by the department. Students may also study more extensively an area or topic covered by the departmental curriculum. May be repeated up to a maximum of 3 hours if topics are different.
- SPAN 4970 Study Abroad Practicum** 1-0-1
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
Prerequisite: SPAN 2002 or consent of the instructor. Supervised volunteer interpreting/ translating activities in community schools, service or law enforcement agencies, or business firms. Students will learn basic interpreting/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.
- 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 2000 Serving Students with Diverse Needs** 3-0-3
 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
Prerequisites: Admission to Teacher Education and SPEC 2000. 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 3030 Collaboration in Schools/Families/Communities** 2-0-2
Prerequisites: SPEC 2000. Consultation, collaboration, and communication with other professionals providing services to individuals with disabilities. Strategies that facilitate the development of interactive teams, such as effective communication skills, problem solving strategies, co-teaching, and role definition and release will be explored as they relate to providing quality educational services for individuals with disabilities.
- SPEC 3040 Legal and Ethical Issues for Special Educators** 3-0-3
Prerequisite: Admission to Teacher Education and SPEC 2000. A study of the legal and ethical aspects of special education and services for individuals with disabilities. Topics will include an overview of the U.S. legal system; discrimination, constitutional, statutory, regulatory issues; and case law related to special education.
- SPEC 3050 Educational Evaluation of Students with Diverse Needs** 3-0-3
Prerequisites: SPEC 2000, 3020, 3030, 3040. A study of the process of gathering information regarding individuals' strengths and needs for educational decision making purposes. Emphasis is placed on assessment strategies necessary for determining and monitoring curricular implementation.
- SPEC 3060 Preparing Families and Students for Transitioning** 3-0-3
Prerequisites: SPEC 2000, 3020, 3030. An introductory study of the concept of transition as a life long process with emphasis on how schools can best prepare youth with disabilities for the transition from school to adult life. Content topics include: research and legislation related to transition, theoretical perspectives and conceptual models, quality of life, family issues, person-centered planning, self-determination, and major approaches for providing services and supports.
- SPEC 3070 Principles of Effective Instruction** 3-0-3
Prerequisite: SPEC 2000 and SPEC 3020. Study of the general behavioral principles of effective instruction based on models of Direct Instruction and the effective schools literature.
- SPEC 3110 Orientation to Deafness** 3-0-3
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.
- SPEC 3120 Psychosocial Aspects of Deafness** 3-0-3
An introduction to the study of deafness and how it impacts on both the psychological and social development of the individual. The focus of this class is toward a general understanding of deafness as a psychosocial variable that is influential in shaping the life experiences and functioning of individuals who are deaf and/or hard of hearing. Further study of the significance of deafness by examining interactions between and among those who are and those who are not deaf.
- SPEC 3130 Overview of Language Learning in Deaf Children** 3-0-3
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.

- SPEC 3140 Linguistics of American Sign Language** 3-0-3
Prerequisite: COMD 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.
- SPEC 3160 Curriculum Planning for Students with Disabilities** 3-0-3
 A study of the philosophic and practical basis of curriculum design for individuals who require intermittent, limited, extensive or pervasive supports throughout the life cycle. The curricular approach focuses on identifying and determining the skills necessary for individuals with disabilities to function successfully in a variety of environments. Curricular planning that incorporates student access to the general education curriculum is embedded in this course.
- SPEC 4000 Individualized/Independent Study** 1-0-1 to 3-0-3
 Study directed by faculty designed to meet identified, individual needs of students.
- SPEC 4010 Individuals with Mental Retardation** 3-0-3
 A study of the historical and legal treatment, identification, classification, and unique characteristics of individuals with mental retardation.
- SPEC 4020 Nature and Characteristics of Children and Youth with Mild Disabilities** 3-0-3
Prerequisite: SPEC 2000 and satisfactory completion of the Junior College Core Curriculum. A study of the historical and legal treatment, identification, classification and unique characteristics of individuals who require intermittent and limited supports throughout the life cycle.
- SPEC 4030 Curricular Planning for Individuals with Severe Disabilities** 3-0-3
Prerequisite: SPEC 2000 and satisfactory completion of the Junior College Core Curriculum. A study of the philosophic and practical basis of curriculum design for individuals who require extensive and/or pervasive supports throughout the life cycle. This curricular approach results in a meaningful and functional curriculum and supportive learning environments.
- SPEC 4040 Technological Support for Individuals with Disabilities** 3-0-3
Prerequisite: BVED 2400. Uses of the computer hardware and software as they relate to the individualized education program and needs of individuals who require intermittent and/or limited supports.
- SPEC 4051 Systematic Instruction I** 3-0-3
Prerequisites: SPEC 2000 and satisfactory completion of the Junior College Core Curriculum. A study of procedures necessary to carefully plan and sequence instruction for individuals with mental retardation who require limited, extensive, or pervasive supports throughout the life cycle. Focus is placed on selecting and planning for use of effective intervention strategies and planning the use of appropriate materials.
- SPEC 4052 Systematic Instruction II** 3-0-3
Prerequisite: SPEC 2000 and SPEC 4051. A continuation of SPEC 4051 with an emphasis on delivering and evaluating planned instruction for individuals with mental retardation who require limited, extensive, or pervasive supports throughout the life cycle.
- SPEC 4060 Application of Applied Behavior Analysis Principles to Ecological Management** 2-2-3
Prerequisite: SPEC 2000 and satisfactory completion of Junior SPEC or COMD curriculum. An in depth study of the application of applied behavior analysis with an emphasis on application across a variety of learning environments with individuals who have disabilities.

- SPEC 4070 Systematic Instruction Teaching Lab I** 0-4-2
Prerequisites: SPEC 2000. **Co-requisite:** SPEC 4051. University supervised placement of students in programs for individuals requiring limited, extensive, or pervasive supports throughout the life cycle. Students will apply content acquired in SPEC 4150, and will plan instruction for these individuals.
- SPEC 4080 Teaching Academic and Social Skills to Students with Disabilities** 3-0-3
 A study of research-based instructional strategies for enhancing the ability of students with mild disabilities to acquire, retain, and demonstrate competence across academic and social content areas as addressed in the general school curriculum in Georgia.
- SPEC 4081 Instructional Practicum** 0-2-1
Corequisite: SPEC 4080. Application of direct instructional strategies in a university supervised placement to students with mild disabilities (learning, behavior, and/or intellectual disabilities).
- SPEC 4090 Teaching Social/Community Living Skills** 2-0-2
Prerequisites: SPEC 2000. **Co-requisite:** SPEC 4010. A study of effective methodologies that result in positive increases in social behaviors and community living of students with disabilities. Focus is on defining, assessing, effective teaching, and generalization of social and community living skills.
- SPEC 4100 Teaching Augmentative/Alternative Communication** 2-0-2
Prerequisites: SPEC 2000, 4010, and 4050 The study of functional and efficient augmentative alternative communication systems for individuals with disabilities. The assessment and implementations of low and high technology methods in various settings with communication partners will be emphasized.
- SPEC 4110 Methods and Materials for Children and Youth with Mild Disabilities** 3-0-3
Prerequisite: SPEC 2000, 4020 and 4060. **Co-requisite:** SPEC 4140. A study of the application of research validated practices in the areas of educational placement, instructional and transitional planning, data management and materials utilization for students of school age who require intermittent and limited supports beyond those provided by regular education.
- SPEC 4130 Physical Management Procedures for Individuals with Severe Disabilities** 2-0-2
Prerequisite: SPEC 2000 and 4010. A study of physical management procedures necessary for individuals with significant physical disabilities. Emphasis is placed on techniques of handling, positioning, and feeding of these persons.
- SPEC 4140 Clinical Teaching** 0-2-1
Prerequisite: SPEC 2000. **Co-requisite:** SPEC 4110. A university supervised experience for the application of the content of SPEC 4110 with students of school age. The university student will be placed by the department for a minimum of four hours per week in a school setting where individuals with mild disabilities are receiving services.
- SPEC 4160 Curricular Planning for Transitional Effect** 2-0-2
Prerequisite: SPEC 2000 and SPEC 4020. A study of the philosophic and practical basis of curriculum design for individuals who require intermittent and/or limited supports throughout the life cycle. The curricular approach focuses on identifying and determining the skills necessary for individuals with mild disabilities to transition into environments that are typical for individuals without disabilities.

- SPEC 4170 Systematic Instruction Teaching Lab II**
(Teaching Individuals with Severe Disabilities) 0-4-2
Prerequisites: SPEC 2000. **Co-requisite:** SPEC 4052. University supervised placement of students in programs for individuals requiring limited, intermittent, extensive, or pervasive supports throughout the life cycle. Students will apply content acquired in SPEC 4052 and will plan or deliver and evaluate instruction for these individuals.
- SPEC 4180 Language Disabilities and Learning** 2-2-3
Prerequisite: SPEC 2000 and SPEC 4020. The study of the oral and written language, the relationship to learning, and the impact of language learning disabilities for school age children.

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 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
 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** 3-0-3
 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** 2-0-2
 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.
- THEA 2840 Stage Management** 2-0-2
 An introduction to the principles and practices of stage management; an investigation into the role of the stage manager in theatre production.
- THEA 3090 VSU Interpreters** 0-2-1
 Performance-based activities in Oral Interpretation emphasizing group performance; choral and solo readings. Membership open to all VSU undergraduate students. May be repeated for credit.

- THEA 3100 Directed Study** 3-0-3 to 9-0-9
Individual instruction for enrichment of advanced majors in their areas of specialization.
- THEA 3700 Play Analysis for Production** 3-0-3
An overview of the major genres of dramatic literature with an emphasis on the impact of critical evaluation on the work of the director, the actor, and the designer.
- THEA 3710 Theatre Performance** 0-2-1
Application of performance techniques in approved VSU theatrical productions. Selection by audition or approval of the instructor. May be repeated for credit.
- THEA 3720 Theatre Production** 0-2-1
Directed experience in technical theatre. Students will participate in the building of scenery or costumes for theatre productions. Course may be repeated for credit.
- THEA 3740 Theatre Management** 3-0-3
An investigation of current approaches to theatrical production including budget preparation, financial management, audience engineering, and promotional techniques used in American commercial, nonprofit professional, educational, and community theatres.
- THEA 3750 Costume History** 3-0-3
A survey of costume from ancient Greek to modern times, with emphasis on historically significant theatrical periods.
- THEA 3760 Lighting Design** 3-0-3
A study of lighting design for its use in theatrical productions, including the use of color, composition, and instrumentation. Emphasis is placed on design being an element in the overall design concept for a production.
- THEA 3770 Costume Design** 3-0-3
Prerequisite: THEA 3750. An introduction to the principles and elements of design and their relation to stage costume. The student will learn how to communicate design choices both visually and verbally.
- THEA 3780 Scene Design** 3-0-3
Prerequisite: THEA 2750. An understanding of the role of the scenic designer through an exploration of design principles, art media, and skills necessary for communicating ideas and solutions with theatre artisans.
- THEA 3800 Scene Study** 3-0-3
Prerequisite: THEA 2800 or approval of department head. The advanced study of scene analysis, rehearsal techniques and audition preparation using material primarily from the Modern Theatre repertory with application of the study in performance situations.
- THEA 3880 Theatre History I** 3-0-3
Prerequisite: Completion of Area F or approval of department head. 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.
- THEA 3890 Theatre History II** 3-0-3
Prerequisite: Completion of Area F or approval of department head. 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.
- THEA 3950 Fundamentals of Play Directing** 3-0-3
The study of the role of the director in theatrical production, including practical application of theories in classroom exercises.
- THEA 4010 Advanced Oral Interpretation** 3-0-3
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 4030 Special Topics in Theatre** 1-0-1 to 3-0-3
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 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 Resume Presentation** 2-0-2
Prerequisite: Senior Standing with a major in Theatre. Assembly and presentation of a portfolio and resume for professional use. The course is designed to assist the graduating student in preparation of materials needed for job placement or graduate school admission.
- THEA 4800 Period Styles of Acting** 3-0-3
Prerequisites: THEA 2800. The study of pre-modern acting styles and application of the styles in a series of class scene performances.
- THEA 4810 Musical Theatre Technique** 3-0-3
Prerequisite: THEA 2800 or approval of department head. 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 4970 Internship in Theatre** 0-6-3 or 0-12-6 or 0-18-9
Prerequisite: Senior Standing. The placement of students in apprentice and intern positions in professional environments.
- THEA 4980 Theatre Tour** 3-0-3
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 Freshman Seminar I** 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 Freshman Seminar II** 2-0-2
Prerequisite: VSU 1101. **Open only to students in their first 45 hours in residence at VSU.** Continuation of Freshman Seminar I with emphasis on empowering students to make responsible choices in college and in life. 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.

WOMEN'S STUDIES

- WMST 2010 Women in the Humanities** 3-0-3
Interdisciplinary approach to Women in the Humanities, it will explore representations of women and aesthetic works by women. Diversity is a central concern of this course. An understanding of how racism, classism, and ethnocentrism affect people will be incorporated into each component of the course.
- WMST 2020 Race, Class, and Gender** 3-0-3
Also offered as African American Studies 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.
- WMST 3000 Introduction to Women's 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.
- WMST 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.
- WMST 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.
- WMST 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.
- WMST 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.
- WMST 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
- WMST 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.
- WMST 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.

- WMST 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.
- WMST 4400 Women's Studies Seminar** 3-0-3
Prerequisite: **WMST 3000** and at least two **WMST 3000-level course electives**. Capstone to the Women's Studies Minor. It serves to integrate the student's knowledge acquired from various disciplinary perspectives. Through discussion, papers, and oral presentations, students will explore the way in which Women's studies may apply to their own disciplines.
- WMST 4500 Directed Study** 3-0-3
Prerequisite: **WMST 3000** and permission of the **Director**. An interdisciplinary study designed in consultation with one or more instructors and/or departments participating in Women's Studies.

Additional Courses: Learning Support

- ENGL 0099 Developmental English** 4-0-4
 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.
- MATH 0097 Developmental Math** 4-0-4
 Basic algebra skills for students with insufficient preparation.
- MATH 0099 Developmental Math** 4-0-4
Prerequisite: **MATH 0097**. A continuation of developmental algebra skills for students who successfully completed MATH 0097.
- READ 0099 Developmental Reading** 4-0-4
 Basic reading skills for students who have not demonstrated a level of reading ability sufficient for college work.
- RGTE 0197 Regents' Test: Essay** 0-0-0
- RGTE 0199 Regents' Test Preparation - Essay** 2-0-2
 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' Test.
- RGTR 0196 Regents' Test: Reading** 0-0-0
- RGTR 0198 Regents' Test Preparation - Reading** 2-2-3
 Reading comprehension and vocabulary designed primarily for students who have not completed the Regents' Test requirement by the prescribed time.

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, **in bold**, is the number of semester hours credit.



PUBLIC SERVICES AND CONTINUING EDUCATION

Mr. Philip D. Allen, Interim Director
903 North Patterson Street

The Office 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 which are presented on the main campus as well as other sites located throughout south Georgia. There are five major divisions in Public Services: Continuing Education, Off-Campus Credit Programs, Distance Education, Satellite Services, and the Evening Program.

The Continuing Education Division oversees professional development programs, leisure-type programs, and children's programs.

The Off-Campus Credit Division is responsible for assessing needs, requesting courses, and carrying out administrative duties involved with credit courses taught at off-campus sites.

The Distance Education Division is responsible for administrative duties involved with classes taught through two-way distance education technology. VSU is part of the Georgia Statewide Academic and Medical System (GSAMS), which is comprised of approximately 400 two-way distance learning sites throughout the state.

The Division of Satellite Services is responsible for producing and transmitting programs via satellite with the VSU satellite uplink. VSU is one of three educational agencies in the state, along with Georgia Public Television and the University of Georgia, with satellite uplink capabilities.

The Evening Program Division aids students who are seeking degrees by attending classes on campus in the evening. Most of these students work during the day.

Public Services programs at Valdosta State are designed to aid residents of south Georgia in continuing their education and to assist adults in resolving problems encountered in their communities. The personnel in Public Services desire to learn of the needs and interests of area residents which can be met best by the university. Efforts are made to identify resources located in the institution and the community to develop educational programs and services to meet adult needs and interests.

OFF-CAMPUS CREDIT PROGRAM

The Office of Public Services administers Valdosta State University's off-campus programs. Each semester, courses are offered in Douglas, Thomasville, Tifton, Waycross, Bainbridge, and other areas as the need arises. In addition, selected undergraduate programs are offered at Moody Air Force Base, Marine Corps Logistics Base in Albany,

and the Naval Submarine Base, Kings Bay. By offering its courses at convenient off-campus locations, Valdosta State assists students in pursuing a college degree, allows teachers to meet certification/recertification requirements, and offers students a means of enhancing their personal and professional development.

For information and assistance regarding Valdosta State University's off-campus programs, contact the Office of Public Services, Off-Campus Programs, located in the Regional Center for Continuing Education (229-245-3842). Information concerning programs offered at the Moody Air Force Base and the Albany Marine Corps Base may be obtained by calling the Valdosta State University office at Moody, (229-257-4163). Information concerning programs offered at the Naval Submarine Base, Kings Bay may be obtained by calling the VSU office at Kings Bay (912-673-8524).

DISTANCE EDUCATION

The Distance Education Program offers a variety of courses to off-campus locations using the advanced technology of two-way, interactive video. As part of the GSAMS network, VSU operates six classrooms on campus, four at community colleges (ABAC, Bainbridge, South Georgia, and Waycross), one at Kings Bay Submarine Base and one at Moody Air Force Base. For information concerning classes available through this technology, call 229-245-3842.

SATELLITE SERVICES

Through Satellite Services, VSU produces and transmits programs to satellite downlinks located in the state of Georgia and beyond Georgia's boundaries. This unit works very closely with Georgia Public Television to produce programs for the citizens of the state.

CONTINUING EDUCATION NON-CREDIT COURSES

Varied continuing education programs are offered for persons in Valdosta and surrounding communities. The Professional Development Institute presents seminars and courses for persons in professions, business, and industry. Some courses are developed especially to meet the relicensing or recertification requirements of specific professional groups. Other Continuing Education activities include Learning in Retirement, Children's Programs (including SCOPE, Kamp Kids, Fine Arts Academy, and swimming lessons), and Leisure Classes.

CONTINUING EDUCATION UNIT (CEU) RECORDING AND REPORTING

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." The Office of Public Services administers the implementation of CEU procedures for the University. A permanent record of each participant's CEU credits is maintained, with transcripts available upon request.

EVENING PROGRAM

Valdosta State University Evening Program assists adults in meeting their post-secondary educational needs and is designed specifically for adults who have never attended college or who have interrupted their education because of other commitments. Each semester, Valdosta State University offers a wide variety of evening credit courses leading to a degree. Students may take advantage of 19 different degree choices. Most of the courses are scheduled to begin at 6:30 p.m. and 8:30 p.m., on Mondays and Wednesdays, and on Tuesdays and Thursdays.

Each applicant for the program is counseled by the Assistant Director of Public Services, who is responsible for the Evening Program. All degree programs are administered as integral parts of the University. Admission procedures are the same as those for regular, full-time day students. To register for classes, students must be admitted to the University. Former students who have not been in attendance within the last year and who were in good academic standing at the time of withdrawal are admitted after application to the Director of Admissions for readmission through the Evening Program. Students who have never attended Valdosta State University must apply for admission. For assistance, call 229-245-3842.

COMMUNITY SERVICES

The physical and human resources of the University are available to assist groups in developing education-related programs and in working on the resolution of community problems. Under certain conditions, facilities of the University may be used by civic organizations for programs. University personnel are available as resource persons, consultants, public speakers, or group leaders to serve on community-oriented projects. Inquiries for community service assistance should be directed to the Director of Public Services.

EDUCATIONAL INSTITUTES AND WORKSHOPS

During the year, and particularly in summer months, educational institutes and workshops are organized by University personnel. Institutes and workshops are oriented toward the working adult as a means of providing up-to-date information and techniques in specific areas of endeavor. University personnel welcome suggestions for possible institutes and workshops.

EDUCATIONAL PROJECTS

The resources of the University are available to assist any public school system in south-central Georgia in identifying and resolving problems of the school system or in developing and conducting special studies. The University, through its well qualified faculty and administrators, is interested in working with public schools in the continuing process of improving the quality of education.

INSTITUTIONS OF THE UNIVERSITY SYSTEM OF GEORGIA

h—On-Campus Student Housing Facilities

Degrees Awarded; A—Associate; B—Bachelor's; J—Juris Doctor;

M—Master's; S—Specialist in Education; D—Doctorate

UNIVERSITIES

University of Georgia	h, B, J, M, S, D	Athens 30602
Georgia State University	A, B, M, S, D	Atlanta 30303
Georgia Institute of Technology	h, B, M, D	Atlanta 30332
Medical College of Georgia	h, A, B, M, D	Augusta 30912

REGIONAL UNIVERSITIES

Georgia Southern University	h, A, B, M, S, D	Statesboro 30460
Valdosta State University	h, A, B, M, S, D	Valdosta 31698

FOUR-YEAR INSTITUTIONS

Albany State University	h, B, M, S	Albany 31705
Armstrong Atlantic State University	h, A, B, M	Savannah 31406
Augusta State University	A, B, M, S	Augusta 30910
Clayton College & State University	h, A, B	Morrow 30260
Columbus State University	A, B, M	Columbus 31993
Dalton State College	A, B	Dalton 30720
Fort Valley State University	h, A, B, M	Fort Valley 31030
Georgia College & State University	h, A, B, M, S	Milledgeville 31061
Georgia Southwestern State University	h, A, B, M	Americus 31709
Kennesaw State University	A, B, M	Marietta 30061
Macon State College	A, B	Macon 31297
North Georgia College & State University	h, A, B, M	Dahlonega 30597
Savannah State University	h, A, B, M, S	Savannah 31404
Southern Polytechnic State University	h, A, B	Marietta 30060
State University of West Georgia	h, A, B, M, S	Carrollton 30118

TWO-YEAR COLLEGES

Abraham Baldwin College	h, A	Tifton 31793
Atlanta Metropolitan College	A	Atlanta 30310
Bainbridge College	A	Bainbridge 31717
Coastal Georgia Community College	A	Brunswick 31523
Darton College	A	Albany 31707
Dekalb College	A	Decatur 30034
East Georgia College	A	Swainsboro 30401
Floyd College	A	Rome 30161
Georgia Perimeter College	A	Clarkeston 30021
Gainesville College	A	Gainesville 30503
Gordon College	h, A	Barnesville 30204
Middle Georgia College	h, A	Cochran 31013
South Georgia College	h, A	Douglas 31533
Waycross College	A	Waycross 31501

UNIVERSITY SYSTEM OF GEORGIA
244 Washington Street, S.W., Atlanta, GA 30334
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 William W. Bennett, Jr., B.S., C.I.A., C.P.A. Internal Auditor

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 for Academic Affairs
 C. Tracy Harrington, B.A., M.A., Ph.D. Director, Center for International
 Programs
 Lee Bradley, A. B., M.A. Editor, VSU Catalogs

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 College of Business Administration
 Thomas Reed, III, B.S., M.Ed., Ph.D. Acting Dean, College of Education
 Lannie Milbrandt, B.S., M.S., Ph.D. Dean, College of the Arts
 Mary Ann Reichenbach, B.S., M.S., Ph.D. Dean, College of Nursing
 Ernestine Clark, B.S., M.Ed., Ed.S., Ed.D. Dean, Graduate School
 To be named Director, Division of Social Work

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Katharine E. Johnson, B.S., M.S.L.S.	Serials Cataloging Librarian
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Susan Thomas, B.A., M.L.S.	Reference Librarian
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Steven A. Scheuler, B.A., M.A., M.L.S.	Reference Librarian

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Karen M. Shepard, B.G.S.	Associate Registrar
Patrick McElwain, B.A.	Assistant Registrar
Bobbie O'Hara, B.S.Ed.	Assistant Registrar

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Beverley Richardson-Blake, B.S.Ed., M.Ed., Ed.D.	Assistant Director, Equal Opportunity Programs and Multicultural Affairs; Director, PREP Program
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Kimberly Godden, B.A., M.S.	Acting Coordinator of Special Services Program
Rebecca Bennett, B.S.Ed.	Administrative Coordinator
Chiquita Washington, B.S.	Assistant Director, PREP Program

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Angela Culbreath, B.B.A.	VSU Foundation Accounting/Advancement Services
Karen Johnson	Director of Computer Services and Database Management
Charles E. Harmon, B.A.	Director of University Relations
J. Jeffery Grant, B.F.A.	Manager of Publications

INFORMATION TECHNOLOGY

Thomas Archibald, B.S., M.B.A.	Assistant to the President for Information Technology
Lawrence S. Leonard, B.S.	Director, Financial Computer Systems
Jay Delaney	Assistant Director, Microcomputing/Network Services
Phillip M. Strickland, B.S., M.Ed.	Director, Management Information Systems
Paul Worth, B.S.	Network Coordinator
Michael Johns, B.S.	Systems Programmer/DBA
Lisa Baldwin, B. S.	Senior Programmer
Joseph A. Newton, III, B. A.	Webmaster/System Programmer

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Jill Jernigan, B.F.A.	Assistant Director of Admissions

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Suzanne Ewing, B. A.	Assistant Director, Continuing Education
Kathie Gardner, B. S.	Assistant Director, Off-Campus Programs
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Bill Muntz, B.S., M. P. A.	Production Manager, Satellite Services
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Julie Halter, B. A.	Program Coordinator

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Laura Cantrell, B.S., M.S.	Coordinator, Orientation and Leadership Programs
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Wanda DeWeese, B.S.	Financial Aid Counselor and Scholarship Coordinator
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Rachel Sheppard, B.S., M.S.	Residence Hall Director
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Robert Mullener, B.M., M.M.E.	Residence Hall Director
Courtney Wood, B.A.	Residence Hall Director
Chris Boden, B.B.A., M.A.	Residence Hall Director
Sage Archer, B.B.A., M.P.A.	Facilities Coordinator, University Center
Jeanne Spencer, B.S.	Welcome Center Coordinator
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Ann Lacey, B.S.	Assistant Director for Student Activities
Gerald Williams, B.S., M.P.A.	Program Advisor
Richard Hammond, B.S., M.S.	Director of Interamurals and Recreation
Alan d' Aquilla, B.A., M.A.	Assistant Director of Intermurals
Donald Hartig, M.D.	Staff Physician

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Traycee Martin, B.B.A., C.P.A.	Director, Financial Services
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Gerard Kwilecki, B.B.A., M.P.A.	Bursar
Debbie Parkhill, B.A., M.P.A.	Billing Officer, Student Accounts
Margaret Powers, B.B.A., B.G.S.	Loan Collection Officer
Jennifer Gay, B.B.A.	Grants and Contracts
Diane Beard, B.B.A., C.P.A.	Special Projects/Compliance
Bob Green, B.B.A.	Accounting Manager
L. Inman Grimsley, B. S.	Director of Personnel
Jack Edgar, B.A.	Assistant Director of Personnel
Robert Kellner, B.S., M.Ed., M.P.A.	Director of Auxiliary Services

Tommye Miller, B.A., M.A., M.Ed. Manager, University Stores
 William J. Filtz, B.S., M.B.A. Director of Business Services
 David Surrency Manager, Printing Services and Records
 Buzzy Wynne, B. A. Director, Warehouse
 Scott Doner, B.S.C.J., M.S.C.J. Director of Public Safety
 Robert C. Bell, B.B.A., M.B.A. Director of Plant Operations
 Monty Griffin, B.A. Grounds Maintenance Superintendent

ATHLETICS

Herb Reinhard, B.A., M.A. Director of Athletics
 Steve Roberts, B.A. Sports Information Director
 Bill England, B.A. Director of Athletic Development
 Lynne Sourwine-Capece, B.S. Director of Athletic Advancement
 Russ Hoff, B.S., M.S. Director of Sports Medicine
 Michael Doscher, B.S., M.S. Strength & Conditioning Coordinator

Coaches:

Chris Boden, B.S., M.A. Assistant Football Coach
 Shawn Bostick, B.S. Assistant Football Coach
 TBA Head Volleyball Coach
 David Dean, B.B.A. Assistant Football Coach
 Miles Hannan, A.S., B.S., J.D. Head Golf Coach
 John Hansen, B.B.A., M.Ed. Head Tennis Coach
 Chris Hatcher, B.S. Head Football Coach
 Kiley Hill, B.S., M.Ed. Head Women’s Basketball Coach
 Shannon Jernigan, B.S., M.Ed. Assistant Baseball Coach
 Will Muschamp, B.A., M.A. Assistant Football Coach
 Todd Sheppard, B.A., M.Ed. Assistant Men’s Basketball Coach
 Kirby Smart, B.B.A. Assistant Football Coach
 Tommy J. Thomas, B.S., M.S.T. Baseball Head Coach
 Jim Yarbrough, B.S., M.A.E. Head Men’s Basketball Coach

THE FACULTY

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. An asterisk * indicates Graduate Faculty.

- ADAMS, GLORIA ANN.** **Assistant Professor of Adult and Career Education**
B.S.Ed., M.Ed., Ed.S., Valdosta State University; 1995.
- *ADLER, BRIAN U.** **Professor of English and Director
of the University Honors Program**
B.A., University of South Carolina; M.A. University of Georgia; Ph.D., University
of Tennessee; 1994; 1999.
- *ALDINGER, ROBERT THOMAS.** **Professor of Political Science**
B.A., Michigan State University; M.P.A., University of Oklahoma; D.P.A.,
University of Georgia; 1988; 2001.
- *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.
- *ALLEN, RALPH C.** **Professor of Marketing and Economics
and Head of Department**
B.S., Emory University; M.S., Ph.D., Georgia State University; 1982; 1992.
- *ALLY, HARRY P.** **Professor of Art**
B.F.A., Texas Christian University; M.F.A., North Texas State University; 1985;
1994.
- *ANDERSON, PATRICIA.** **Professor of Adult and Career Education**
B.B.A., University of Pennsylvania; M.Ed., Ed.D., Temple University; 1988; 1999.
- ANDREW, DIANNE.** **Assistant Professor of Special Education
and Communication Disorders**
B.S.Ed., M.S.T., University of Wisconsin; 1982; 1986.
- ANDREWS, ALICE E.** **Assistant Professor of Special Education
and Communication Disorders**
B.S.E., M.A., Northeast Missouri State University; 1989; 1993.
- *ANDREWS, SHIRLEY P.** **Assistant Professor of Middle
Grades and Secondary Education**
B.S., M. Ed. Mississippi State University; Ed.D., Valdosta State University; 1999.
- *ANDREWS, STANLEY C.** **Associate Professor of Kinesiology
and Physical Education**
B.S., M.Ed., Mississippi State University; Ed.D., University of Mississippi, 1991.
- *ARGYLE, NOLAN J.** **Professor of Political Science and
Dean of Faculty, Kings Bay Center**
B.S., Weber State College; M.A., University of Utah; Ph.D., Johns Hopkins
University; 1989; 1994.
- *ATTERBOM, HEMMINGA.** **Professor of Kinesiology and Physical
Education and Head of Department**
B.S., Swedish Sports College; M.S., University of New Mexico; Ph.D., University
of Oregon; 1998.

- *BACKES, CHARLES E. Associate Professor of Adult and Career Education**
B.S., M.S., Ph.D. Louisiana State University; 1993; 1997.
- BACKES, LORA S. Assistant Professor of Special Education
and Communication Disorders**
B.S., Louisiana State University; M.Ed. Southeastern Louisiana University, 1994;
1998.
- *BADURA, CATHERINE O. Associate Professor of History**
B.A., Tift College; M.A., Auburn University; Ph.D., Michigan State University;
1997; 2001.
- *BALLARD, CHESTER C. Professor of Sociology, Anthropology,
and Criminal Justice**
B.S., Cumberland College; M.A., Western Kentucky University; Ph.D., Texas A&M
University; 1985; 1994.
- BAMFO, NAPOLEON A. Associate Professor of Political Science**
B.A., University of Cape Coast; M.P.A., University of South Alabama; Ph.D.,
University of Georgia; 1993; 2001.
- BARBAS, JOHN T. Professor of Chemistry**
B.S., Bob Jones University; Ph.D., University of Georgia; 1982; 1991.
- BAKER, DEBRA F. Instructor in Nursing**
B.S.N., M.S.N., Valdosta State University; 1998.
- BARNAS, FRANK Assistant Professor of Communication Arts**
B.J. University of Missouri; M.F.A. University of Texas; 1997.
- *BARNBAUM, CECILIAS. Assistant Professor of Physics,
Astronomy, and Geosciences**
B.A., Immaculate Heart College; M.S., Ph.D., University of California at Los Angeles;
1998.
- *BARNETT, CAROLANN Assistant Professor of Special Education
and Communication Disorders**
B.A., University of Florida; M.Ed., University of Louisville; Ph.D., University of
Illinois; 1997.
- BARNETT, HOLLIS R. Professor of Art**
B.A., M.A., University of Arkansas at Little Rock; M.F.A., Memphis State University;
1985; 1995.
- *BARNETTE, RONALD LEE. Professor of Philosophy and Head of Department**
B.A., California State University at Long Beach; Ph.D., University of California at
Irvine; 1972; 1979.
- BARR, ROBERT E. Associate Professor of Music**
B.A., Valdosta State College; M.F.A., University of Georgia; 1974; 1998.
- BARRETTA, ROSIE Associate Professor of Kinesiology
and Physical Education**
B.S., James Madison University; M.A., Michigan State University; Ph.D., University
of New Mexico; 1999.
- BARTHOLOMEW, SARAH B. Assistant Professor of Political Science**
B.A., Valdosta State College; J.D., Mercer University; LL.M. University of Georgia;
1994.

- *BASS, JO ANN F.** Associate Professor of Early Childhood and Reading Education
B.A., University of Tennessee; M.Ed., Ed.S., Ed.D., University of Georgia; 1997.
- *BASS, RANDALL V.** Associate Professor of Educational Leadership
B.S., Middle Tennessee State University; M.S., Ed.D., University of Georgia; 1997.
- *BAUER, ROBERT E. L.** Professor of Psychology and Counseling and Head of Department
B.A., University of South Florida; Ph.D., University of Tennessee; 1988.
- *BAUN, MICHAEL J.** Professor of of Political Science
B.A., M.A., University of Georgia; Ph.D., University of Virginia; 1996; 2001.
- BAXTER, JAMES T.** Professor of Chemistry
B.S., Valdosta State College; M.S., Ph.D., Georgia Institute of Technology; 1973; 1998.
- BEADLE, CHARLES F., JR.** Professor of Communication Arts
B.S., M.A., Ph.D., University of Texas at Austin; 1986; 1991.
- BECHLER, DAVID L.** Professor of Biology and Head of Department
B.A., Indiana University; M.S. Northeast Louisiana University; Ph.D., Saint Louis University; 1995.
- BELL, LYNN R.** Associate Professor of Nursing
B.S.N., Wagner College; M.S.N., Ph.D., University of Nebraska; 1993.
- *BERCKMAN, KATHERINE L.** Associate Professor of Nursing
B.S.N., Florida State University; M.S.N., D.N.S., Indiana University; 1993.
- *BERGEVIN, PETER M.** Professor of Accounting and Finance and Head of Department
B.S., Salem State College; M.S., Ph.D., Arizona State University; 1995.
- BERGSTROM, BRADLEY J.** Professor of Biology
B.S., M.S., University of Illinois at Urbana; Ph.D., University of Kansas. 1987; 1997.
- BEZONA, PATRICIA.** Assistant Professor of Instructional Support
B.S., Florida State University, M.S., University of Florida; 1983; 1988.
- *BLACKMORE, MARK S.** Associate Professor of Biology
B.S., Michigan State University; M.S., Auburn University; Ph.D., University of Utah; 1996; 2000
- BLAKE, BOBBY** Assistant Professor of Music and Assistant Dean, College of the Arts
B.S., Knoxville College; M.M., Ph.D., Michigan State University; 1991.
- BLAKEMAN, DAVIDA.** Associate Professor of Communication Arts
B.A., University of Kentucky; M.A., University of Central Oklahoma; 1987.
- *BOGYO, DENNIS A.** Professor of Biology
B.A., Earlham College; Ph.D., University of Buffalo; 1983; 1992.
- *BOYD, DAVID W.** Professor of Mathematics and Computer Science
B.S., Bob Jones University; M.S., Ph.D., Virginia Polytechnic Institute and State University; 1985; 1997.
- BRANNON, GEORGE W.** Assistant Professor of Instructional Support
B.A., M.A., Valdosta State College; 1971; 1979.

- *BRASHER, JOE H. Director of Bands and Associate Professor of Music**
B.M.E., M.M.Ed., University of Southern Mississippi; D.M.A., University of Kansas; 1998.
- BRIGHT, BURTON K. Instructor in Political Science**
B.S., American University; M.B.A., University of Missouri-Columbia; 1993.
- *BRIHL, DEBORAH S. Associate Professor of Psychology and Counseling**
B.A., Juniata College; M.A., Ph.D., State University of New York; 1994; 1999.
- *BROOKS, DEBORAH L. Professor of Art**
B.S., University of North Carolina-Greensboro; M.S., University of North Carolina-Greensboro; 1998.
- *BROOKS, J. MICHAEL Professor of Sociology, Anthropology,
and Criminal Justice and Head of Department**
B.A., M.A., Texas Tech University; Ph.D., Ohio State University; 1997.
- *BROVEY, ANDREW J. Associate Professor of Curriculum
and Instructional Technology**
B.A., B.S., Bloomsburg State College; MS, Ed.D., Lehigh University; 1996; 2000.
- *BROWN, BYRON K. Professor of English**
B.A., M.A., Valdosta State College; Ph.D., University of Florida; 1984; 1994.
- *BRUNER, DARLENE Y. Assistant Professor of Educational Leadership**
B.S., Florida State University; M.A., Ed.D., University of South Florida; 1998.
- *BUEHRER, DAVID J. Professor of English**
B.A., Bowling Green State University; M.A., Ph.D., University of Delaware, 1991; 2001.
- BUCHANAN, WILLIAM K. Assistant Professor of Accounting and Finance**
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- BURNS, PATRICK C. Associate Professor and Director of Academic
Student Instructional Support**
B.S., M.S., Washington State University; Ed.D., Northern Arizona University; 1998.
- *BYRD, MELANIE SUE. Associate Professor of History**
B.A., M.A., University of Akron; M.L.S., Kent State University, Ph.D., Florida State University, 1993; 1997.
- CACHAN, MANUEL. Associate Professor of Modern
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- *CAMPBELL, CHARLES R. Professor of Special Education
and Communication Disorders**
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- *CAMPBELL, JONATHAN L. Assistant Professor of English**
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- *CAMPBELL, PATTI C. Professor of Special Education
and Communication Disorders**
B.S., Oklahoma State University; M.Ed., Ed.D., University of Southern Mississippi; 1994; 1999.

- *CAPECE, MICHAEL** Associate Professor of Sociology,
Anthropology, and Criminal Justice
 B.A., Walsh College; M.A., University of Akron; Ph.D., University of Florida;
 1996; 2001.
- CAPELES, MERVIN R.** Assistant Professor of Modern
and Classical Languages
 B.A., University of Puerto Rico; M.A., Ph.D., State University of New York; 1999.
- CARNEVALE, THOMASA.** Professor of Mathematics and Computer
Science and Head of Department
 B.S., Saint Francis College; M.S.T., Fordham University; D.A., Idaho State
 University; 1999.
- CARSON, LILA J.** Assistant Professor of Special Education
and Communication Disorders
 B.S., M.S., Eastern New Mexico University; 1995; 2001.
- *CARTER, B. LaGARY.** Associate Professor of Kinesiology
and Physical Education
 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.
- *CASTER, A. BRUCE.** Associate Professor of Accounting and Finance
 B.A., Swarthmore College; M.Acc., Ph.D., University of Georgia; 1985; 1991.
- CATES, CARLM.** Associate Professor of Communication Arts
and Head of Department
 B.A., M.A., Abilene Christian University; Ph.D., Florida State University; 1993;
 1998.
- CHAKRABARTY, SUBHRA.** Assistant Professor of
Marketing and Economics
 B. Pharm., Jadavpur University; M.B.A., Northeast Louisiana University; D.B.A.,
 Louisiana Tech University; 1999.
- *CHAMBERLIN, LINDA L.** Associate Professor of Biology
 B.A., Clarion University of Pennsylvania; M.A., Texas Tech University; Ph.D.,
 State University of New York at Buffalo; 1994.
- CHAPMAN, JULIE M.** Instructor in Library Science and Reference Librarian
 B.A., University of Wisconsin; M.S., University of Illinois at Urbana-Champaign;
 1998.
- *CHATELAIN, EDUARDE.** Associate Professor of Physics,
Astronomy, and Geosciences
 B.S., M.S., Utah State University; Ph.D., University of Iowa; 1987; 2001.
- *CHILDS, STEPHEN MURRAY** Professor of Sociology, Anthropology,
and Criminal Justice
 B.A., State University of New York at Potsdam; M.A., Ph.D., State University of
 New York at Albany; 1978; 1992.

- *CLARK, ERNESTINE H.** **Dean of Graduate Studies and
Professor of Educational Leadership**
B.S., M.Ed., Valdosta State College; Ed.S., Georgia State University; Ed.D., Auburn
University; 1981; 1992.
- CLOSSON, SUSAN E.** **Assistant Professor of Nursing**
B.S.N., M.S.N., Valdosta State College; 1991; 1994.
- COFFEE, JANICE M.** **Assistant Professor of Instructional Support**
B.S., Florida State University; M.Ed., Ed.S., Valdosta State College; 1982; 1987.
- CONNER, CHARLES L.** **Instructor in Kinesiology and Physical Education**
B.S., Valdosta State University; M.A., Furman University; 2000.
- CONSOLINI, M. THERESE.** **Assistant Professor of Special Education
and Communication Disorders**
B.S., M.S., University of Southern Mississippi; 1985; 1988.
- COONS, CHRISTINA B.** **Assistant Professor of Communication Arts**
B.S., James Madison University; M.A., Ohio University; 1998.
- *CORBIN, LYNNA.** **Professor of Music**
B.M.E., Otterbein College, M.A., Ph.D., Ohio State University; 1996; 2001.
- CORBITT, MARY K.** **Professor of Mathematics and Computer Science**
A.B., Woman's College of Georgia; M.Ed., Valdosta State College; Ed.D., University
of Georgia; 1990; 1995.
- *COX, CAROLYN A.** **Associate Professor of Adult and Career Education**
B.S., Georgia Southern College; M.Ed., Valdosta State College; Ed.S., Georgia
Southern College; Ed.D., University of Georgia; 1984; 1997.
- CRAWFORD, SHERRIDAJ.** **Associate Professor of Library Science
and Automated Systems Coordinator**
B.S., M.L.S., Emporia State University; 1987; 1995.
- CROWE, MICHAEL R.** **Assistant Professor of Educational Leadership
and Director of Institutional Research**
B.A., M.S., Purdue University; Ph.D., University of Minnesota; 1988; 1990.
- *CROWLEY, JOHN G.** **Associate Professor of History**
B.A., M.A., M.Ed., Valdosta State College; Ph.D., Florida State University; 1994;
1999.
- *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 Reading Education**
B.A. Mount Mary College; M.Ed. Xavier University; Ed.D. Ball State University;
1998.
- *DALTON, LESLIE W.** **Professor of Special Education
and Communication Disorders**
B.S., University of Virginia; M.S., Ph.D., Florida State University; 1994.
- DASINGER, SHERYL B.** **Assistant Professor of Early Childhood
and Reading Education**
B.S., M.S. Troy State University; 1997.

- DAVIS, DEBORAH S.** **Assistant Professor of Library Science and Reference Librarian**
 B. A., M.A.T., University of Georgia; M.L.S., University of Maryland at College Park; 1994; 1997.
- *DAVIS, THOMAS L.** **Assistant Professor of Educational Leadership**
 B.S.Ed., Troy State University; M.Ed., Ed.D., Auburn University; 1998.
- DAVIS, JOYCE M.** **Associate Professor of Art**
 B.F.A., University of Georgia; M.A., University of North Carolina; Ph.D., University of Georgia; 1992.
- *DEAVOURS, GEORGE M.** **Professor of Special Education and Communication Disorders**
 B.A., Valdosta State College; M.A., New Mexico State University; Ph.D., University of Southern Mississippi; 1975; 1987.
- DELK, SANDRA J.** **Assistant Professor of Nursing**
 B.S.N., M.S.N., Valdosta State University; 2000.
- DERRICK, MILDRED ELIZABETH** **Professor of Chemistry**
 A.B., East Carolina University; M.S., Ph.D., Emory University; 1976; 1978.
- DEVERY, RAYMOND F.** **Instructor in Marketing and Economics and Vice President for Institutional Advancement**
 B.A., Illinois Wesleyan University; M.A., Montclair State College; D.D. (Hon.) Centenary College; 1994.
- *DIXEY, BRENDA P.** **Associate Professor of Early Childhood and Reading Education**
 B.S., Southern College of the Assemblies of God; M.S., University of North Florida; Ph.D., Purdue University; 1997.
- DIXON, DANNY R.** **Assistant Professor of Social Work**
 B.S., Georgia Southern University; M.S.W., Ph.D., University of Georgia; 2000.
- DODD, M. IRENE** **Professor of Art**
 A.B., Duke University; M.F.A., University of Georgia; 1967; 1981.
- DOSCHER, MICHAEL W.** **Instructor in Kinesiology and Physical Education**
 B.S., Springfield College; M.S., Mississippi State University; 1997.
- *DUCHARME, FRANCES ADELE.** **Professor of Middle Grades and Secondary Education and Head of Department**
 B.S., M.Ed., Ed.D., Louisiana State University; 1991.
- DUCKWORTH, MARION G.** **Assistant Professor of Instructional Support**
 B.S., Knoxville College; M.Ed., Valdosta State College; 1976; 1982.
- EASON, CHRISTOPHER J.** **Assistant Professor of Mathematics and Computer Science**
 B.S., Valdosta State University; M.S., University of South Carolina; 1996.
- *EASTMAN, JACQUELINE K.** **Associate Professor of Marketing and Economics**
 B.A., Ohio State University; Ph.D., Florida State University; 1993; 1997.
- EAVES, MICHAEL H.** **Associate Professor of Communication Arts**
 B.A., University of Alabama; M.A., University of Georgia; Ph.D., Florida State University; 1993; 1998.

- EBRON, DONNA S.** **Assistant Professor of Nursing**
 B.S.N., Capital University; M.S.N., Valdosta State University; 1994; 1997.
- EDWARDS, CLYDE L.** **Associate Professor of Art**
 B.F.A., Georgia Southwestern College; M.F.A., University of Cincinnati; 1994; 1999.
- EISCHEID, SUSAN** **Associate Professor of Music**
 B.M., Pennsylvania State University; M.M., Philadelphia University School of the Arts; D.M.A., University of Cincinnati; 1994; 1999.
- *ELDER, JOHN F.** **Associate Professor of Biology**
 B.S., M.S. Ph.D., Virginia Polytechnic University; 1996; 2000.
- ELDER, LINDA BENNETT** **Associate Professor of Philosophy**
 B.A., M.A., Ph.D., Florida State University; 1994; 1998.
- ELLIS, IRIS** **Instructor in Adult and Career Education**
 B.B.A., M.Ed., Valdosta State University; 2000.
- *ELZA, JANE L.** **Professor of Political Science**
 B.S., M.A., Ph.D., University of Tennessee; 1974; 1995.
- ENLOE, TANYAS.** **Assistant Professor of Special Education
 and Communication Disorders**
 B.A., Harding University; M.S., University of Mississippi; 1994.
- ETLING, LAURENCE W.** **Assistant Professor of Communication Arts**
 B.A., University of Saskatchewan; M.A., University of North Dakota; Ph.D., University of Georgia; 1999
- *FADIL, PAULA.** **Associate Professor of Management**
 B. A., University of Florida; M.B.A., Florida International University; 1998; 1999.
- *FARES, MARYAZAR** **Associate Professor of Physics,
 Astronomy, and Geosciences**
 B.S., M.S., Ph.D., Tennessee Technological University; 1993; 2000.
- FARES, SAID C.** **Assistant Professor of Mathematics and Computer Science**
 B.S., University of Technology, Baghdad; M.S., DePaul University; 1985.
- *FARWELL, DOUGLAS G.** **Associate Professor of Music**
 B.M., North Carolina School of the Arts; M.M., New York University; D.M.A., University of Illinois; 1995; 2000.
- *FENSTER, MARK** **Assistant Professor of Educational Leadership**
 B.A., State University of New York; M.A., Ph.D., Northwestern University; 2000.
- FIKE, DARRELL** **Assistant Professor of English**
 B.A., M.A., University of Memphis; Ph.D. Florida State University; 1999.
- FINNEY, ROBERT Z.** **Assistant Professor of Marketing and Economics**
 B.S., Auburn University; M.B.A., University of Mississippi; Ph.D., University of Alabama; 2001.
- *FLAHERTY, FRANCISA.** **Professor of Physics, Astronomy, and Geosciences**
 B.S., Manhattan College; M.S., St. Johns University; Ph.D., Fordham University; 1985; 1999.
- FLOWERS, DeLANE** **Assistant Professor of Nursing**
 B.S.N., Medical College of Georgia; M.S.N., Georgia State University; 1994.
- *FREDENBERGER, WILLIAM B.** **Professor of Management**
 B.S., The Citadel; M.B.A., Valdosta State College; Ph.D., University of Georgia; 1991; 1998.

- FROST, GUY V.** **Instructor in Library Science and Reference Librarian**
 B.M.E., M.M.E., Valdosta State University; M.L.S., Ed.S., Florida State University;
 1998.
- FRY, BETTY L.** **Associate Professor of Educational Leadership**
 B.S., Florida State University; M.S. Florida Atlantic University; Ed.D., Ph.D.,
 University of South Florida; 1999.
- FUTCH, JOAN W.** **Assistant Professor of Nursing**
 B.S.N., Armstrong State College; M.S.N., Medical College of Georgia; 1993.
- GARBER, MICHELE UTECH.** **Assistant Professor of Kinesiology
 and Physical Education**
 B.S., University of Wisconsin in Madison; M.S., Eastern Kentucky University,
 1990; 1995.
- GASTON, JOHN C.** **Professor of Communication Arts**
 B.A., M.Ed., Wichita State University; Ph.D., University of Colorado; 1992.
- GAUMOND, GEORGE R.** **Professor of Library Science and University Librarian**
 B.A., University of South Carolina; M.S., University of Illinois; Ph.D., University
 of North Carolina; 1989; 1994.
- *GERBER, BRIAN L.** **Associate Professor of Middle
 Grades and Secondary Education**
 B.S.(2), M.A., Kent State University; Ph.D., University of Oklahoma; 1996; 2000.
- *GIBBS, ALBERT S.** **Professor of Early Childhood and Reading
 Education and Head of Department**
 B.S., M.S., Central Connecticut State University; Ed.S., University of Connecticut;
 Ph.D., Georgia State University; 1994; 2000.
- GIBSON, DAVID R.** **Associate Professor of Mathematics
 and Computer Science**
 B.S., Clemson University; M.S., Ph.D., Georgia Institute of Technology; 1994; 1999.
- *GIDDINGS, MARTHA M.** **Associate Professor of Social Work**
 B.A., Louisiana State University; M.S.W., Ph.D., University of Georgia; 1995; 2000.
- GILBOY, RICHARD P.** **Assistant Professor; Director of King's 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.
- *GLEN, CAROL M.** **Associate Professor of Political Science**
 B.A., University of Strathclyde; M.A., Florida State University; Ph.D., Florence
 State University; 1997; 2001.
- *GODDARD, RUSSELL H.** **Associate Professor of Biology**
 B.S., University of Massachusetts; M.S., University of South Florida; Ph.D.,
 University of Texas; 1994; 1998.
- GODDEN, KIMBERLY.** **Assistant Professor of Instructional Support**
 B.A., M.S. University of Rhode Island; 1996.
- *GOEL, SUDHIR K.** **Professor of Mathematics and Computer Science**
 B.Sc., M.Sc., Delhi University; Ph.D., Bowling Green State Univ. 1987; 1992.

- GOODE, ELIZABETHA.** Associate Professor of Music
B.M., University of Tennessee at Knoxville; M.M., M.M.A., D.M.A., Yale University; 1995; 2000.
- GOSNELL, DONNAL.** Assistant Professor of Chemistry
B.S., Pennsylvania State University; M.S., Ph.D., University of California at San Diego; 1995.
- *GRAVETT, SHARON L.** Professor of English and Acting Department Head
A.B., Davidson College; M.A., Ph.D., Duke University; 1989; 1999.
- GREEN, RONNIE B.** Assistant Professor of Educational Leadership
B.S., M.S., University of Southern Mississippi; Ph.D., Waldon University; 2000.
- GRIFFIN, MARYALICE.** Assistant Professor of Adult and Career Education
B.S.S.A., M.Ed., University of North Carolina at Greensboro; Ed.S., University of Georgia; 1967.
- *GRIFFIN, MICHAEL R.** Associate Professor of Kinesiology
and Physical Education
B.S.Ed., Georgia Southern College; M.S., University of Tennessee; Ph.D., Florida State University; 1988; 1992.
- GROTGEN, JOHN F.** Assistant Director of the Counseling Center and
Assistant Professor of Psychology and Counseling
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- *GUNTER, PHILIP L.** Professor of Special Education and
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- *GUPTA, SANJAY** Assistant Professor of Accounting and Finance
B. Com., Calcutta University; M.B.A., Georgia Southern University; Ph.D., University of Central Florida; 1997; 1997.
- GUTHRIE, DUKE** Assistant Professor of Communication Arts
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- *HAND, CARL M.** Associate Professor of Sociology,
Anthropology, and Criminal Justice
B.A., Belmont Abbey College; M.A., Ph.D., University of Tennessee at Knoxville; 1994.
- HANNIBAL, RUTH R.** Assistant Professor of Special Education
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INDEX

A	
Abbreviations,	
Course Designations	93
Absence Regulations	77
Academic Advising	74
Academic Affairs	61
Academic Classification	74
Academic Load	74
Academic Probation	82-83
Academic Programs	87
Academic Renewal Policy	80
Academic Structure	91
Academic Suspension	82-83
Accounting and Finance Dept.	173
Accounting Courses	257
Accreditation and Memberships	7
Administration, Officers of VSU	408
Administrative Services Major	189
Admissions	15
of Beginning Freshmen	16
of International Students	20
of Transfer Students	18
of Transient Students	19
Admission Form	445
Adult and Career Education Dept.	187
Adult and Career Education Courses	258
Advanced Placement	67
Advising	61, 74
Aerospace Studies (AFROTC)	65, 248
Aerospace Studies Courses	272
African American Studies Courses	263
African American Studies	167
Alcohol and Drug Education	39
Allied Health Preparation	120
Alumni Association	12
Anthropology Courses	264
Anthropology Degree	160
Apartments	32
Applications for Admission	15, 445
Art Appreciation Courses	269
Art Courses	269
Art Department	222
Art Education Courses	265
Art Education Major	223
Art History Courses	271
Art Major	226
Art Studio Courses	269
Arts and Sciences, College of	94
Degree Programs	95-98
Arts, College of The	221-242
Associate of Applied Science Degree	193
Associate of Arts Degree	97
Astronomy Courses	273
Astronomy Major	149
Astronomy Minor	154
Athletic Training Degree Program	203
Athletics Department	256, 412
Auditing Classes	78
Auxiliary Services	31
B	
Bachelor of Arts Degree,	
Requirements	98
Bachelor of General Studies	
Degree, Requirements	98
Bachelor of Science Degree	98
Biology Courses	274
Biology Department	99
Biology-Education Program	209
Board and Room	32-33
Bookstore	33
Buildings on Campus	8-11
Business Administration, College of	170
Admission to	171
Courses in	279
Business Education Major	187
C	
Calendar	2
Campus Map	end sheets
Campus Ministries	36
Cancellation of Registration for Cause	30
Career Planning and Placement	38
Change in Major Program	76
Check Cashing Service	29
Returned Checks	29
Chemistry Courses	280
Chemistry Department	102
Chemistry Education program	185
Class Attendance	77
Classification of Students	74
Clery Act	21
Clubs	35
College Level Exam Program (CLEP)	69
College Preparatory Curriculum	17
College Work-Study Program	49
Communication Arts Courses	285
Communication Arts Department	228
Community College Program	27

Communication Disorders Courses	283
Communication Disorders	
Department	See Special Ed
Community Services	405
Computer Facilities	11
Computer Information Systems Major	130
Computer Information	
Systems Management Courses	283
Computer Science/Math Department	125
Computer Science Courses	292
Computer Science Degree Program	127
Continuing Education	403
Cooperative Education Program	37, 251
Cooperative Education Courses	288
Core Curriculum, VSU	87
Correspondence Work	84
Costs	22-24
Counseling Center	38
Course Designation Abbreviations	93
Course Numbering System	80
Course Substitutions and Waivers	77
Courses of Instruction	257
Creative Writing Courses	291
Creative Writing Track	116
Credit by Examination	66
Criminal Justice Courses	289
Criminal Justice Major	163
Cross-Disciplinary Courses	80

D

Dance Courses	295
Dance Track	231
Dean's List	81
Degrees and Major Programs	91
Degree Programs, College of	
Arts and Sciences	95
Degree Requirements	97
Dental Hygiene	120, 194
Dining Hall	33
Disability Services	13
Diploma Replacement	85
Discrimination	13
Disruptive Behavior	44
Distance Learning	404
Dormitories	See Housing
Drug and Alcohol Education	361
Drugs, Policy Statement	43
Dual Degree Programs,	
Engineering	62, 107, 113

E

Early Admissions	18
Early Childhood and Reading	
Education Department	195
Early Childhood Education Courses	297
Earth and Space Education	210
Economics, BA Program	105
Economics, BBA Program	180
Economics Courses	299
Economics and Marketing Dept.	178
Education, College of	182-220
Engineering Transfer Program	107-114
Engineering Courses	306
English Courses	301
English as a Second Language Courses	307
English Department	115
English Education Program	208
English Language Proficiency	66
Enrollment at Other Institutions	86
Entrance Requirements	17
Environmental Geography Major	150
Environmental Geography Minor	154
Equal Opportunity Programs	13
Ethics, Minor in	146
Evening Program	405
Examinations, Final	78
Exemption Tests	67
Exercise Science Major	200
Extension Work	84

F

Facilities of the University	8
Faculty	413
Family Ed. Rights & Privacy Act	45
Fee Payment	24
Fee Refund	26
Fees	22-24
Final Examinations	78
Finance and Accounting Department	173
Finance Courses	307
Finance Major	175
Financial Aid	47
Academic Requirements	59
Food Services	33
Foreign Languages	
Department	See Modern
Foreign Language Education Courses	308
Foreign Language Requirement	72
Foreign Students	20, 63-65
French Courses	309
French Major	136

French-Education Major	139
French Minor	143
Freshman Orientation Courses	400

G

General Information	7
General Studies Degree Program Requirements	119
General Studies Courses	311
Geography Courses	312
Geology Courses	314
Geology Minor	154
German Courses	317
German Minor	143
Glossary of Terms	14
Grade Appeals and Changes	79
Grading System	78
Graduation Requirements	65
Graduation Fees	24
Graduation with Honors	81
Grants for Students	47

H

Health and PE Major	199
Health Center/Services	34, 41
Health Education Requirement	73
Health Fields, Preparation	120
History Courses	319
History Department	121
History Education Major	211
History of the University	6
Honors at Graduation	81
Honors Courses	324
Honors Program	81, 168
Housing	31, 41
Housing Fees	32

I

I.D. Cards	34
Infirmary	34, 41
Inoculations Required	34, 41
In-state Classification	27
Instructional Support (OASIS)	255
Interior Design Courses	266
Interior Design Major	225
International/Intercultural Studies	123
International/Intercultural Courses	324
International Programs	63, 123
International Students, Admission of	20

Internship Guidelines	67
Interpretation Courses	325
Intramurals	36

J

Japanese Courses	326
Joint Enrollment	18
Journalism Courses	327
Journalism Track	116
Judicial Affairs	41

K

KARMA	39
Key Replacement Fee	24
Kinesiology and Physical Education Department	198
Courses	329

L

Language Requirement	72
Late Registration Fee	24, 75
Latin Courses	337
Law School, Preparation for	62, 96
Learning Support Courses (OASIS)	402
Legal Assistant Studies Courses	338
Legal Assistant Studies Major	155, 158
Legal Assistant Studies Minor	159
Legislative Requirements	73
Library	9
Library Science Courses	340
Linguistics Courses	340
Loans	48

M

Main Campus Buildings	8
Major, Change in	76
Management Courses	350
Management Department	176
Map of the Campus	end sheets
Marketing and Economics Department	178
Marketing Courses	352
Mass Media Courses	345
Mass Media Major	232
Mathematics and Computer Science Department	125
Mathematics Courses	340
Mathematics Education Major	209
Maximum Hours Per Semester	74
Meal Plans	33

Religious Studies Minor	146
Requirements for Degree, Arts & Sciences	98
Residence Halls	41
Residence Hall Fees	32
Resident (In-State) Classification	27
Respiratory Therapy	120
Returned Check Fee	24
Returned Checks	29
Room and Board	32-33
ROTC, Air Force	248
Russian Courses	384

S

Scholarships	49-58
Science for Education Courses	385
Second Bachelor's Degree	63
Secondary Education Courses	386
Secondary Education Majors	207-212
Seminary Preparation	63
SEOG Grants	47
Sexual Harrassment	13
Sociology, Anthropology, Criminal Justice Department	160
Sociology Courses	388
Spanish Courses	391
Spanish Education Major	141
Spanish Major	137
Spanish Minor	143
Special Education/Early Childhood Courses	385
Special Education and Communication Disorders Department	216
Special Education Courses	394
Special Services Program	13
Speech Communication Major	228
Sports Medicine Major	202
Stages of Progress Required	83
Student Affairs	35
Student Assistant Program	49
Student Dissent	43
Student Financial Aid	47
Student I.D. Cards	34
Student Instructional Support	255
Student Loans	48
Student Publications	36
Student Records	84
Student Teaching	185

Study Abroad Opportunities	64
Substitutions and Waivers	77
Superior Achievement Recognition	81
Suspension, Academic	82-83

T

Table of Contents	3
Teacher Certification Requirements	185
Teacher Education	183
Technical Institute Joint Program	193
Technical Studies, B.A.S. Degree	131, 192
Technical, Trade, and Industrial Education Degree	190-191
Testing Center	39
Theatre Courses	398
Theatre Degree Program	230
Theological School, Preparation	63
Transcript Fees	24
Transcript Policy	85
Transfer Credit	18-19, 86
Transfer Students, Admission	18-19
Transient Students	19, 86
Transient Students, Admission	19
Transportation and Parking Office	34
Tuition	22-24

U

University Center	9, 35
University Development	12
University Honors Program	81, 168
University Relations Office	12
University System of Georgia	406-408
University Union	9, 35

V

Veterans Affairs	40
VSU I Card	34

W

Waivers and Substitutions	77
Withdrawal Medical Withdrawal	76
Withdrawal Policy	75
Withdrawal, Refund Policy	26
Women's Studies Courses	401
Women's Studies Minor	165
Work by Correspondence	84
Work by Extension	84
Work-Study Program	49