



Valdosta State University

2005-2006
Graduate Catalog

A Regional University
of the University System of Georgia

June 2005

The Graduate School
Valdosta State University
Valdosta, GA 31698
Telephone 229 333 5694

Academic Calendar 2005-2006

Fall 2005

Registration	Friday, August 12
First Class Day	Monday, August 15
Labor Day Holiday	Monday, September 5
Midterm	Wednesday, October 5
Fall Break Days	Monday-Tuesday, October 17-18
Thanksgiving Holidays	Wednesday-Friday, November 23-25
Last Class Day	Monday, December 5
Exam Preparation Day	Tuesday, December 6
Final Examinations	Wednesday-Friday, December 7-9
Graduation	Saturday, December 10

Spring 2006

Registration	Friday, January 6
First Class Day	Monday, January 9
MLK, Jr. Holiday	Monday, January 16
Midterm	Thursday, March 2
Spring Holidays	Monday-Friday, March 13-17
Last Class Day	Monday, May 1
Exam Preparation Day	Tuesday, May 2
Final Examinations	Wednesday-Friday, May 3-5
Graduation	Saturday, May 6

Summer 2006—Maymester

Registration	Monday, May 8
First Class Day	Tuesday, May 9
Memorial Day Holiday	Monday, May 29
Last Class Day	Tuesday, May 30
Final Examination	Wednesday, May 31

Summer 2006—Sessions II, III, and IV

Registration, Sessions II & III	Thursday-Friday, June 1-2
First Class Day, Sessions II & III	Monday, June 5
Last Class Day, Session III	Monday, June 26
Exam, Session III	Tuesday, June 27
Registration, Session IV	Wednesday, June 28
First Class Day, Session IV	Thursday, June 29
Holidays	Monday-Tuesday, July 3-4
Classes resume	Wednesday, July 5
Last Class Day, Sessions II & IV	Monday, July 24
Exam, Session IV	Tuesday, July 25
Final Exams, Session II	Wednesday-Friday, July 26-28
Graduation	Saturday, July 29

TABLE OF CONTENTS

Academic Calendar	2
Campus Map	4-5
Mission Statement	6-7
Accreditation and Memberships	8
The Graduate School	9
Application Procedures	9
International Student Admissions	11
Admission and Readmission	12
Graduate Student Classifications	12
Enrollment by Undergraduates	13
Academic Standards and Regulations	13
General Requirements for Graduate Degrees	17
Graduate Degree Programs	
College of Arts and Sciences	21
College of Education	47
College of Business Administration	107
College of the Arts	112
College of Nursing	122
Division of Social Work	125
Library and Information Science Program	128
Courses of Instruction	131
Financial Information	222
Fee Schedules	222
Public Safety	227
Student Affairs	228
Equal Opportunity Programs and Special Services	234
Student Records	235
Computing Facilities	237
Financial Aid	239
Auxiliary Services	246
Public Services and Continuing Education	250
University Guidelines and Procedures	251
VSU Administration	255
Graduate Faculty	260
University System of Georgia	274
Index	277

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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, Valdosta State University possesses the core characteristics of a regional university. The core characteristics include:

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

As a regional university in south Georgia, Valdosta State cooperates with other University System institutions to 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/Athletic Training, Speech and Language Pathology, School Psychology, Theatre, Public Administration, Social Work, and Teacher Education, which have a magnet effect beyond the institution's primary setting. In its academic credit programming, VSU will place a priority on developing existing programs that aid the

educational, economic, cultural, and social advancement of its region and new programs in health-related professions and public administration. The programs will continue to be supported by strong preparatory courses and majors in the humanities, sciences, and social studies. VSU also remains committed to pre-professional programs preparing its undergraduate students for medical, legal, technical, and other professional study.

In its service to students, VSU concentrates on those from the region, including a large number of older, 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 that attracts a diversified student body, of which a representative proportion will be minority students.

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

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

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

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

HOW TO USE THIS CATALOG

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

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

ACCREDITATION AND MEMBERSHIPS

Valdosta State University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools [1866 Southern Lane, Decatur, Georgia, 30033-4097; Telephone 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 Public Relations emphasis within the Bachelor of Fine Arts degree with a major in Speech Communications has been awarded Certification in Education for Public Relations by the Public Relations Society of America.

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

The Applied and Clinical Sociology Program is accredited by the Commission on Applied and Clinical Sociology.

Both the bachelor's degree (BSN) and the master's degree (MSN) programs in the College of Nursing are accredited by the Commission on Collegiate Nursing Education [One Dupont Circle, NW, Suite 530, Washington, DC 20036, Phone: 202-887-6791 Fax: -202-887-8476].

The National Council for Accreditation of Teacher Education has accredited all teacher education programs. The Sports Medicine/Athletic Training program is accredited by the Commission on Accreditation of Allied Health Education Programs, and the master's degree program in 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 International—The Association to Advance Collegiate Schools of Business accredits the programs in the Harley Langdale, Jr. College of Business Administration.

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



THE GRADUATE SCHOOL

Dr. Brian U. Adler, Acting Dean

Graduate programs at Valdosta State University are administered by the Graduate School. Graduate coursework is taught by faculty members serving on the Graduate Faculty. The primary purpose is to provide opportunities for dedicated students, who have completed a baccalaureate degree, to pursue the mastery of an area of learning and to develop the qualities of scholarship and academic discipline necessary to provide creative contributions to their chosen field of work or interest.

After having successfully completed a university program on the undergraduate level, as evidenced by the receipt of a baccalaureate degree from an accredited institution, a person may apply to a program in the Graduate School at Valdosta State University. Application packets for admission to the Graduate School may be secured from the graduate office or on-line at <www.valdosta.edu/gradschool>. Prospective students are urged to submit completed application packets as early as possible and by the following dates:

Fall Semester	July 15
Spring Semester	November 15
Summer Session	May 1

The dates listed above are general deadlines. Several programs, including the Master of Arts degree with a major in history, the Master of Social Work program, the Master of Education degree with a major in communication disorders, the Education Specialist degree with a major in instructional technology, and the Doctor of Education (Ed.D.) programs have different deadlines. Applicants should contact the Graduate School for the specific deadlines for these programs.

APPLICATION PROCEDURES

Applicants must include one copy of an official transcript from each institution of higher education previously attended as part of their application. Degree-seeking applicants are also required to provide an official copy of scores on one of the following appropriate examinations:

1. The Graduate Record Examination (GRE) is required for all programs except those in the College of Business and may be used for the Master of Public Administration program. The Miller Analogies Test (MAT) is an acceptable alternative for the M.Ed. and Ed.S. programs, the M.P.A. program, the M.S.W. program, and the M.S. in Marriage and Family Therapy program or Sociology program.
2. The Graduate Management Admission Test (GMAT) is required for the Master of Business Administration degree in the College of Business and may be used for the Master of Public Administration program.

The GRE, GMAT, or MAT scores are considered official when they are sent directly to the Graduate School from the Educational Testing Service (GRE and GMAT) or the Psychological Corporation (MAT). Student copies are not considered official.

Valdosta State University reserves the right to verify or validate all information submitted for consideration for admission into graduate study. Validation may include the submission of additional standardized admission test scores.

Students whose first language is other than English must also present evidence of English language proficiency. Evidence may be presented in either of the following ways:

1. Submit proof of satisfactory completion of ELS Language Centers' Level 109 course;
2. Submit official test scores on the Test of English as a Foreign Language (TOEFL) of 500 or more (173 on the computer-based test). Some programs may require a minimum score of 550 or 600 (213 or 250 on the computer-based test).

Application forms and other information may be obtained from the Graduate School or <<http://www.valdosta.edu/gradschool>>. Applicants who wish to take graduate courses for other than degree-seeking purposes, such as add-on or renewal certification or for personal growth, must submit the completed application forms and one of the following as proof of an undergraduate degree:

1. A copy of a baccalaureate diploma from an accredited or approved institution.
2. A copy of a transcript from an accredited or approved institution indicating that a baccalaureate degree has been completed.
3. A copy of a teaching certificate of a type which requires a baccalaureate degree for its issuance.

Students who are currently admitted as graduate students in good standing at another accredited college or university may be accepted on a transient basis. Transient students must furnish a letter of good standing from their institution in addition to the application.

All applicants must pay a \$20.00 application fee (on-line application fee is \$25.00). The fee is not credited toward the tuition fee when the student is accepted, nor is it refunded in the event that the application is denied or if the applicant does not enroll as a student.

All documents and materials submitted to fulfill the application requirements for entry to a program in the Graduate School at VSU become the property of the University and will not be returned. These materials are kept for one year. Applicants accepted to a program who do not begin taking courses the semester for which they are admitted must submit a new application.

Admission to the Graduate School does not necessarily imply admission to one of the degree-granting programs at the University. Some programs have program-specific requirements which are not listed in the admissions criteria presented here. In general, no students should apply for admission to the Graduate School without first contacting the head of the department in which they intend to do the major portion of their work.

Students who are denied admission into their chosen program may be eligible for other areas and should contact the Graduate School to determine additional options.

INTERNATIONAL STUDENT ADMISSION

Valdosta State welcomes applications from international students. At Valdosta State University, international students are defined as citizens of countries other than the United States who require a visa in order to study in the U.S. To be considered for admission, international students must submit the following materials to the Graduate School, Valdosta State University, Valdosta, GA 31698-0005:

1. A completed Application for Admission to the Graduate School, along with a \$20.00 check or money order in U.S. currency. Application packets are available from the Graduate School Office or on-line at www.valdosta.edu/gradschool/.
2. Official original language and English (translated) copies of college and university transcripts, as records of past academic work, along with copies of academic degrees and certificates that the applicant has received. To be considered official, these transcripts must be submitted directly from the educational institutions to the Graduate School. Official transcripts must be translated and evaluated by an International Educational Evaluation Service before being sent to the Graduate School. Web site links for this service may be obtained through the Graduate School or International Programs. Fees for this service are to be paid by the applicant.
3. If the applicant's first language is other than English, proof of satisfactory completion of ELS Level 109 or official results from the Test of English as a Foreign Language (TOEFL). A minimum score of 523 on the TOEFL (193 on the computer-based test) is required for admission. Some academic departments require a score of 550 or 600 (213 or 250 on the computer-based test).
4. Official results from the Graduate Record Examination, the Graduate Management Admissions Test, or the Miller Analogies Test. See admission requirements for specific programs to determine which test is needed. Information on the administration of these tests is available from U.S. Embassies and from American Cultural Centers.

5. A completed Certificate of Finances statement guaranteeing that the student will have \$21,698 (for nine months) available for personal and educational expenses. The Certificate of Finances form is available from the Graduate School.

Once these materials are received, the Graduate School 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 immigration form. 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.

Additional information on international student admissions to the Graduate School at Valdosta State University is available from the Center for International Programs, Valdosta State University, Valdosta, GA 31698.

ADMISSION AND READMISSION

Official acceptance or denial is verified by a letter from the Graduate School. Students who are admitted but do not enroll for the semester in which they were admitted must submit another application if they want to attend Graduate School at a later date. Students who were previously enrolled but have not been in attendance within the last three semesters must apply to the Graduate School for readmission.

GRADUATE STUDENT CLASSIFICATIONS AND ADMISSIONS CRITERIA

Valdosta State University offers several admission classifications to graduate students. Students who have met all requirements will be admitted as "regular." Criteria and limitations for this and all other categories are shown below. Applicants for Education Specialist and Doctor of Education programs will be admitted only as "regular" based on standards presented in the College of Education section of this Catalog. Some colleges and departments have criteria that exceed the minimums shown below. Please refer to individual college and department listings to determine specific standards.

Master's Degree Programs

Regular Admission - To be considered for admission as a "regular" graduate student the applicant must have received a bachelor's degree from an accredited or approved college or university with an undergraduate major in, or prerequisites for, the planned graduate field of study, where applicable. The applicant must have a cumulative undergraduate grade-point average of at least 2.5 on a 4.0 scale, calculated on all work attempted in which letter grades were awarded. Verification in the form of an official transcript is required. All master's degree programs require an acceptable GRE, GMAT, or MAT score. In addition, some programs have additional admission criteria; please refer to the departmental listings for all these specific requirements.

Irregular - Applicants who have not submitted all application documents may sometimes be admitted as "irregular." Students in this category will not be admitted to a degree program until they have met all admission requirements. Students may not enroll in more than 9 hours of coursework while in irregular status. Students admitted as irregular are not eligible for financial aid or graduate assistantships.

Probationary Admission — Applicants failing to meet one or more of the requirements for regular admission may be considered for probationary admission under conditions specified at the time of admission by the appropriate department and approved by the Dean of the Graduate School. Students admitted as probationary are eligible for financial aid.

Students admitted on a probationary basis remain in this category for 9 semester hours of work. The grade-point average for these 9 semester hours must be 3.0 or higher, unless different conditions were specified at the time of admission. After completion of the probationary period, students may be reclassified as "regular" students, with the approval of the Dean of the Graduate School and the department concerned.

Transient - Graduate students currently enrolled in good standing at another college or university may register at Valdosta State University.

Non-Degree - Students who hold an undergraduate degree and wish to take graduate or undergraduate courses for add-on certification or personal enrichment without pursuing an advanced degree may be admitted as "non-degree." Students who maintain a cumulative average of "B" or higher in graduate courses taken may later be granted entry to a degree program upon proper application to the Graduate School. A maximum of 9 semester hours may be considered by the appropriate department involved for transfer into a degree-granting program. Students admitted as non-degree are not eligible for financial aid or graduate assistantships.

NOTE: Graduate students must maintain a minimum graduate grade point average of 2.5 to be eligible for financial aid.

ENROLLMENT BY UNDERGRADUATES

A student with senior standing at Valdosta State University, with an overall academic grade-point average of 3.0 or better, may register for graduate courses during the final two semesters of undergraduate work under the following conditions:

1. No more than a total of 9 semester hours may be taken for graduate credit, and not more than 6 semester hours of graduate work may be taken in a given semester.
2. A student registering for one or more graduate courses is limited to the normal graduate academic course load of 12 semester hours per semester.
3. Permission for a student to take graduate courses under this provision is granted only by the Dean of the Graduate School upon recommendation of the student's advisor.
4. Permission must be obtained for each semester in which the student desires to take graduate courses.

ACADEMIC STANDARDS AND REGULATIONS

Grading System

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

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

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

Students may calculate their graduate grade-point average by dividing the number of graduate semester credit hours taken into the total number of quality points earned.

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

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

For graduation, the cumulative graduate grade-point average must be 3.0 or higher on a 4.0 scale. Throughout their program, students' performance must be acceptable on a continuing basis. Students must at all times maintain an overall grade-point average of not less than 2.5. No grade below "C" will be credited toward a graduate degree. Any student acquiring any combination of two grades "D," "F," "WF," or "U" will be dismissed from the Graduate School. Additional requirements have been established for the Master of Business Administration program; the Master of Science programs with majors in Criminal Justice, Marriage and Family Therapy, and Sociology; the Master of Public Administration program. Please refer to the program descriptions in this Catalog.

All grades received for graduate courses taken at Valdosta State University, after admission to the Graduate School, will be used to calculate the graduate cumulative grade-point average. Courses may be retaken, if desired or required, but all graduate grades received will affect this average.

Cumulative grade-point averages are calculated at the close of every semester in which course work is taken. This calculation appears on the permanent record of each student. Students may review this grade record and grade-point average by requesting an unofficial transcript from the Registrar's Office or by viewing their transcript on the

Web at <<http://hpk460.valdosta.edu:8890/>>. Students should log in and follow prompts to "Student Services & Financial Aid" in order to view transcripts. Matters requiring interpretation of a graduate record should normally be referred to the student's advisor or the Graduate School. Undergraduate grades will not be calculated as part of the graduate student's semester or cumulative average.

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

A grade of "IP" indicates that credit has not been given in courses that require a continuation of work beyond the semester for which the students signed up for the course. The use of the symbol is approved for dissertation and thesis hours and project courses. It cannot be substituted for an "I."

Students dropping a course within the time limit noted in the University Calendar, while performing satisfactorily, will receive a grade of "W" (withdrawal from a course, having completed work to that point satisfactorily); otherwise they will be given a grade of "WF" (withdrawal, having not done satisfactory work). The computation of the overall grade-point average treats "WF" and "F" grades identically; both are failing grades. Grades of "W" do not enter into the computation.

Graduate students who wish to appeal a grade must first discuss the issue with their professor. Further appeals are then directed, in order, to their professor's Department Head, College Dean, Dean of the Graduate School, Vice President of Academic Affairs, and President of the University.

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 Office of the Registrar. The instructor may assign a "W" at the time of withdrawal. A withdrawal is not official until received and processed by the Registrar. Before midterm, faculty may disenroll students not attending class by assigning a "W." However, it is ultimately the student's responsibility to make sure he or she is properly withdrawn from classes.

Board of Regents policy does not allow students to withdraw after the midterm date published in the school calendar. Students may petition for an exception to the withdrawal deadline for cases of hardship. Petition forms are available in the Office of the Registrar. The petition will become a permanent part of the student's file. 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 this catalog. The Business and Finance Office will receive a copy of the withdrawal form for refunding if applicable.

MEDICAL WITHDRAWALS FROM THE UNIVERSITY

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

Mental Health Withdrawals

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

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

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

No fee adjustment will be made for withdrawals except as outlined in the Cost and Financial Aid Section of this catalog. The Business and Finance Office will receive a copy of the withdrawal form for refunding if applicable.

AUDITING CLASSES

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

GRADUATE COURSE NUMBERING

At Valdosta State University, courses numbered 1000-4999 are for undergraduate students only. Some courses numbered 3000-3999 are open to graduate students; such courses carry dual numbers, with the graduate version of the course numbered between 5000 and 5999. Similarly, courses numbered 4000-4999 are dual numbered 6000-6999, for graduate credit. Courses numbered 7000-8999 are open to graduate students only. Courses numbered 9000-9999 are open to doctoral students only.

Graduate students should be sure that they are registered for graduate courses. This information appears on the official class roll and on the student's schedule. While a graduate student may be permitted to take an undergraduate course, this course will

not fulfill graduate degree requirements. Only courses numbered 5000 or above are graduate-level courses.

MAXIMUM COURSE LOADS AND OTHER RESTRICTIONS

The normal full load for a graduate student is 9-15 hours of graduate-level work per semester. The maximum course load for a student employed full-time is 9 semester hours per semester. Course loads in excess of these limits may be allowed by permission of the major professor or the department head and the Dean of the Graduate School.

Graduate assistants must register for a minimum of 6 hours per semester. The normal full load for a student with a graduate assistantship is 9 semester hours at the graduate level; however, in special circumstances, with the approval of the major professor and the department head, a graduate assistant may be permitted to take 12 hours.

Graduate students may earn no more than 6 hours credit in Directed Study and/or Independent Study courses to meet the requirements of a degree-granting program. Undergraduate courses will not be calculated when determining a graduate student's full or part-time status. However, these hours will be included in determining a student's maximum load, as stated above.

CROSS-DISCIPLINARY COURSES

Certain courses, because of their scope and focus, are identified by different designations, that is, cross-listed, such as MFTH 5700 / SOCI 5700. Students may decide which designation they wish to register for, depending on their needs, but such a dual-listed or cross-listed course can count only once and cannot be taken a second time for credit under a different designation. Cross-disciplinary courses are clearly identified in the "Courses of Instruction" section as "[Also offered as ...]."

GENERAL REQUIREMENTS FOR GRADUATE DEGREES

Specific requirements for each graduate program offered by the University are presented in the departmental listings of this Catalog. Students should refer to these listings to determine the requirements for degree completion and graduation.

Courses taken more than seven years prior to the semester of degree completion cannot be used to meet graduate degree requirements. Under extenuating circumstances, however, students, with the approval of their advisor, may appeal in writing for a one-time extension of this limitation. A committee, approved by the dean of the appropriate college, will consider the appeal and may recommend to the Dean of the Graduate School that the student be granted an extension of the seven-year limitation. The maximum extension for completion of the program cannot exceed one additional calendar year.

At least fifty percent of the student's course work must be completed in residence at Valdosta State University. No more than 6 semester hours of graduate course work may be accepted by transfer from another institution to Valdosta State University. Credit to a degree program for transferred course work may be obtained by application to the Dean of the Graduate School, with approval by the major professor.

All graduate programs require a Comprehensive Examination or an acceptable substitute. Successful completion of this exam indicates that students have nearly completed their work toward the degree. The Comprehensive Examination may not be taken

until all required course work has been completed, or is in the process of being completed, and the language requirements fulfilled. The Dean of the Graduate School shall be notified upon the student's successful completion of this requirement.

In programs with thesis requirements, a minimum of 30 semester hours of academic course work is required. Of these 30 semester hours, at least 9 semester hours must be in courses numbered 7000 or above with a minimum of 6 hours of thesis. In programs without thesis requirements, a minimum of 30 semester hours of academic course work is required. Of these 30 semester hours, at least 15 semester hours must be in courses numbered 7000 or above. The remainder must be completed in courses numbered 5000 or above.

When a thesis is required, the approved defended thesis must be submitted to the Graduate School not less than 14 days before the scheduled date of graduation. The Supervisory Committee shall certify to the Dean of the Graduate School that the student has successfully defended the thesis at an announced open meeting. Two copies of the thesis (plus others, if required by the department), signed by the major professor, members of the Supervisory Committee, and the Dean of the Graduate School, shall be submitted to the library not less than 5 days before the scheduled date of graduation.

All students must register for thesis credit each semester in which they are actively working on their thesis. The total number of thesis credit hours required for the degree will be determined by the individual departments. Students must be enrolled in the thesis course in the semester in which they graduate. All thesis courses will be graded on a satisfactory/unsatisfactory basis.

General thesis regulations are furnished by the Graduate School. Signature on the thesis by the Dean of the Graduate School indicates final acceptance of the student's thesis and marks the completion of requirements for the master's degree. The Graduate Dean will send a copy of the signature page to the Office of the Registrar to authorize the student's graduation.

Students enrolled in a Doctor of Education (Ed.D.) program must complete a dissertation. All students must register for dissertation credit each semester in which they are actively working on this project. A minimum of 9 semester hours of dissertation credit is required for the degree. Students must be enrolled in the dissertation course in the semester in which they graduate. All dissertation courses must be graded on a satisfactory/unsatisfactory basis.

The approved defended dissertation must be submitted to the Graduate School no fewer than 14 days before the scheduled date of graduation. The Dissertation Committee shall certify to the Dean of the Graduate School that the student has successfully defended the dissertation at an announced open meeting. Two copies of the dissertation (plus others, if required by the department), signed by the Dissertation Chair and members of the Dissertation Committee, the Dean of the College of Education, and the Dean of the Graduate School, shall be submitted to the library no fewer than 5 days before the scheduled date of graduation.

General dissertation requirements are furnished by the Graduate School. Signature on the dissertation by the Dean of the Graduate School indicates final acceptance of the student's dissertation and marks the completion of requirements for the Ed.D. degree. The Graduate Dean will send a copy of the signature page to the Office of the Registrar to authorize the student's graduation.

Students seeking a second master's degree must meet the course requirements established by the head of the department, subject to the approval of the Dean of the Graduate School.

The 62+ PROGRAM FOR GEORGIANS 62 AND OLDER

Georgians 62 years of age and older are eligible to enroll as 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 or the Graduate School.

STUDENT RESPONSIBILITIES

All students accepted to VSU receive an e-mail account through the university. It is the students' responsibility to access this account frequently, as their graduate program and the Graduate School will send important information to that e-mail address. Indeed, the Graduate School will use graduate students' university-given e-mail address as the official site of notifications to them. For information on university e-mail, see <<http://www.valdosta.edu/helpdesk/guides/email/blazenet/findpass/>> for more information.

SCHOLARLY CONDUCT

VSU expects all students to meet high standards of academic conduct, and this expectation is particularly true of graduate students. Graduate students have been through the experience of completing undergraduate degree programs, and they should be familiar with the expected standards of conduct within Academe. Some of the key principles relating to these standards are found in the Thesis and Dissertation Guide at <<http://www.valdosta.edu/gradschool/>>. Students may also consult individual program standards.

APPLICATION FOR GRADUATION

Students must apply for graduation one semester in advance. Students planning to attend graduation should make arrangements with the VSU Bookstore for purchase of cap, gown, and hood. The Registrar's Office should be consulted early in the program (at least one semester before graduation) for procedures and deadlines. 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. A 3.0 cumulative GPA on all graduate courses completed at VSU after acceptance to the Graduate School is required for graduation. All financial obligations to the University must be cleared before an official diploma will be issued.

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, handicap, veteran status, or sexual orientation of the individual. It is the intent of the institution to comply with Title VI of the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX and Section 504 of the Rehabilitation Act of 1973.

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. Telephone 229-333-5463.

ACCESS OFFICE FOR STUDENTS WITH DISABILITIES

The Access Office 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, 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 criteria established by the University System of Georgia Board of Regents. All of the services are provided at no charge. For more information, contact the Access Office, 1115 Nevins Hall. Telephone 229-245-2498 (voice), 229- 219-1348 (TTY).



COLLEGE OF ARTS AND SCIENCES

Dr. Linda Calendrillo

Dean

1036 Biology/Chemistry Building

Dr. James LaPlant, Assistant Dean

TBA, Head, Department of Biology

Dr. James Baxter, Head, Department of Chemistry

Dr. Mark Smith, Head, Department of English

Dr. Paul Riggs, Head, Department of History

Dr. Mylan Redfern, Head, Department of Mathematics and Computer Science

Dr. Victoria Soady, Head, Department of Modern and Classical Languages

Dr. Ari Santos, Acting Head, Department of Philosophy

Dr. Edward Chatelain, Head, Department of Physics, Astronomy, and Geosciences

Dr. James W. Peterson, Head, Department of Political Science

Dr. Chet Ballard, Acting Head, Department of Sociology, Anthropology, and
Criminal Justice

Dr. Patrick Burns, Director, Office of Academic Student Instructional Support

Dr. Viki Soady, Director, Women's Studies Program

Dr. Shirley Hardin, Director, African American Studies Program

Dr. Byron Brown, Acting Director, University Honors Program

The College of Arts and Sciences offers graduate programs that lead to the Master of Arts degree with majors in English and in history, the Master of Science degrees with majors in sociology, in criminal justice, in marriage and family therapy, and in biology, and the Master of Public Administration degree. Courses in anthropology, the natural sciences, foreign languages, mathematics, computer science, and philosophy are available at the graduate level to fulfill electives and requirements for programs across the University.



DEPARTMENT OF BIOLOGY

1036 Biology/Chemistry Building

Degrees

The Department of Biology offers a Master of Science degree with a major in biology. This is a research thesis-based degree. The Biology Department does not offer a non-thesis option.

Description

The Department of Biology at Valdosta State University offers a Master of Science degree with a major in biology for students who wish to continue their study of biological science, biological technologies, and related sub-disciplines. Because there is only a minimal number of specifically required courses in the program, students may, in consultation with their advisors, develop a program of study individually tailored to accommodate their special interests and career goals. Students earning a Master of Science with a major in biology are well prepared for a number of careers and further educational programs. These include doctoral studies, job markets in college and secondary school teaching, as well as numerous biology and biotechnology or medical fields.

The Biology Department of Valdosta State University expects its graduate students to acquire the following: A breadth of knowledge appropriate to a Master's level of competence in the biological sub-disciplines of cell and molecular biology, genetics, organismal biology and evolution and ecology; a knowledge base that will permit students to identify significant biological research questions, develop protocols to solve problems, and properly analyze and resolve research questions through the use of the scientific method. The Biology Department's admission policies, degree offerings, degree options, and course offerings are designed to help all students achieve these goals.

MASTER OF SCIENCE WITH A MAJOR IN BIOLOGY

Departmental Requirements in addition to the University Requirements for Admission, Retention, and Graduation

Special Admission Requirements: To be accepted as a regular graduate student in the Department of Biology, an applicant must have satisfactory Graduate Record Examination (GRE) scores of 1000 on the verbal and quantitative sections of the General Aptitude Test; an undergraduate degree in biology or a related field from an accredited institution (or its equivalent), with a grade point average of 2.8 in the major with an overall grade point average of at least 2.5 (4.0 scale); official transcripts of all college-level courses taken; a one-page Statement of Interest, wherein students describe their interest and reasons for applying to the program; two letters of recommendation; and written acknowledgement from one department faculty member who agrees to serve as the student's major advisor, if the student is accepted.

Applicants may be accepted as probationary graduate students with combined GRE scores of less than 1000 and less than the minimum GPA of 2.8. Such probationary students will remain on probationary status until they have completed 9 semester hours of work with a GPA of 3.0 or better. They may be reclassified as Regular with the approval of the Dean of the Graduate School and the Department of Biology unless different conditions were specified at the time of admission. International students must present a TOEFL score of 500 or better for admission into the M.S. program in Biology.

Special Graduation Requirements: Students are required to design, conduct, write, and defend a formal research thesis in their chosen area of study in order to graduate with the Master of Science degree with a major in biology. Students must maintain an overall GPA of 3.0 in order to graduate. All graduate programs of study will consist of 36 semester hours. Of these 36 semester hours, a graduate student must take six hours of Thesis (BIOL 8999), two hours of Graduate Seminar (BIOL 7900), and two hours of Introduction to Research (BIOL 7000) to earn the Master of Science degree with a major in biology. Students may take up to 6 hours of approved course work outside of biology that the thesis committee deems acceptable and supportive of the program of study (e.g., math, geology, chemistry, physics, education, etc.). Students working in educational fields may take up to 6 hours of courses that involve science education such as ECED 7431, ECED 7432 (Early Childhood Education), MGED 7500, MGED 7520, MGED 8000 (Middle Grades Education), as well as selected courses in Middle Grades and Secondary Education (MSED), Special Education (SPEC), and Psychology (PSYC).

Students are required to satisfactorily complete competency exams in the above listed general subject areas, course work, and specific interests of research to achieve candidate status for degree and graduation. Exams may consist of written and/or oral questions developed and administered by thesis advisors. Students not successfully passing competency exams may, at the thesis committee's discretion, be re-examined after completion of appropriate remedial work as determined by the advisor's committee.

Selected Educational Outcomes

1. To demonstrate competency in factual content and interpretation of the major biological concept areas of cell and molecular biology, genetics, organismal biology and evolution and ecology.
2. To demonstrate the ability to identify significant biological research questions, develop research protocols, and properly analyze research questions through the use of the scientific method.
3. To produce a systematic and thoroughly researched thesis suitable for publication and appropriate to the thesis sub-discipline.
4. To participate in activities related to the profession.

Thesis

A Master's thesis in biology should be a written work suitable to a relevant, professional sub-discipline of biology demonstrating competent and substantial research coupled with an innovative approach to the subject matter. The thesis will be directed by a faculty member and a committee of two other faculty members (one of whom may be from outside the Department of Biology). Once the thesis has been submitted, students will have an oral defense covering both the thesis and their coursework. Students must complete a minimum of 30 hours of coursework and 6 hours of thesis credit.

Required Courses	4 hours
BIOL 7000 Introduction to Research	2 hours
BIOL 7900 Graduate Seminar	2 hours
Guided Electives	32 hours
Studies Courses (5000-level or above BIOL)	20-26 hours
Electives (5000-level or above)	0-6 hours
BIOL 8999 Thesis	6 hours
Total Required for the Degree	36 semester hours



DEPARTMENT OF ENGLISH

Dr. Mark Smith, Head
Room 207, West Hall

Degrees

The Department of English offers a Master of Arts degree with a major in English. Students have the option of pursuing the M.A. with an emphasis in literature or an M.A. with an emphasis in rhetoric and composition.

Description

The Department of English at Valdosta State University offers a Master of Arts degree with a major in English for students who wish to continue their study of literature, literary criticism, language, rhetoric and composition, and creative writing. Because there is no formal tracking, students may, in consultation with their advisers, individually tailor their programs to accommodate special interests. Students earning a Master of Arts degree with a major in English are well prepared for a number of careers and programs. These include doctoral studies, college and secondary school teaching, business, and other professional endeavors. The English Department of Valdosta State University expects its graduate students to acquire the following:

1. A breadth of knowledge, including general knowledge of major literary periods and movements, general knowledge of useful literary concepts and terminology, and specific knowledge of key works and figures;
2. The ability to produce cogent written works blending knowledge of specific texts, history, and sources with a clearly developed critical point of view; and
3. The ability to discuss their work articulately.

The English Department's admissions policies, degree offerings, degree options, and course offerings are designed to help all students achieve these goals.

Departmental Requirements in addition to the University Requirements for Admission, Retention, and Graduation

Special Admission Requirements: To be accepted as a regular graduate student in the Department of English, an applicant must have the following:

1. an undergraduate GPA of 3.0 on a 4.0 scale. This GPA may be cumulative or in the undergraduate major;
2. a GRE verbal score of 500 or above or a GRE writing assessment number of 4 or above;
3. submission of a three-page essay to the Department of English, detailing (a) career goals and (b) academic interests.

Applicants must include two letters of recommendation and a brief cover letter of application detailing reasons for seeking the master's degree in English at VSU and relevant past experience, including academic awards or recognition.

To be accepted as a probationary student in the Department of English, the student must meet at least two of the three criteria listed above and submit a letter of application.

Special Graduation Requirements: For graduation, students must have a cumulative graduate GPA of 3.0 or higher on a 4.0 scale as well as meet all general requirements for graduate degrees. Besides completing the comprehensive written and oral examinations or the thesis and oral defense, students must receive a grade of B or better in the fourth sequence course of a foreign language or a passing grade in a reading proficiency examination administered by the Department of Modern and Classical Languages. Students entering the literature emphasis without an undergraduate degree in English must complete at least 6 hours in British literature and 6 hours in American literature; for students in the Rhetoric and Composition Emphasis, 3 hours in each. Students in both the Literature Emphasis and the Rhetoric and Composition Emphasis must have the written permission of the department head to enroll in ENGL 8700 more than once. Students seeking the M.A. in English as a second master's degree must satisfy all the requirements for the Master of Arts in English. Students wishing to obtain T-5 certification may do so after the completion of the M.A. program, provided they have a T-4 certificate and complete the professional education courses required for T-5 certification by the State Department of Education.

ESOL CERTIFICATION

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).

MASTER OF ARTS WITH A MAJOR IN ENGLISH- EMPHASIS IN LITERATURE

Selected Educational Outcomes

1. To demonstrate an ability to interpret language and literature in light of key facts, concepts, and contexts.
2. To employ a variety of critical approaches.
3. To produce systematic and thoroughly researched work appropriate to the discipline.
4. To participate in activities related to the profession.

REQUIREMENTS FOR THE M.A. DEGREE
WITH A MAJOR IN ENGLISH—EMPHASIS IN LITERATURE

Thesis Option

A Master’s thesis in English should be a work of 50 or more pages demonstrating competent and substantial research coupled with an innovative approach to the subject matter. The thesis will be directed by a faculty member and a committee of two other faculty members (one of whom must be from a department outside English). Once the thesis has been submitted, students will have an oral defense covering both the thesis and their coursework. Students following this option must complete a minimum of 30 hours of coursework and 6 hours of thesis credit.

Non-Thesis Option—Comprehensive Examination

Students will develop, in consultation with their committee, a reading list in a specialized area. This list should consist of approximately six to eight primary and secondary works, excluding material that students have already studied in their classes. Students will then take a two-hour written examination over this reading list and a follow-up oral examination over that written test and their coursework. These examinations should be taken before or immediately after the final semester. Students following this option must complete 36 hours of coursework.

Required Courses.	18 hours
ENGL 7000 Approaches to Graduate Study	3 hours
ENGL 7010 Approaches to Critical Theory	3 hours
Seminars (8000-level)	12 hours

Guided Electives.	18 hours
Studies Courses (7000-level ENGL)	0-18 hours
Seminars (8000-level ENGL)	0-18 hours
*Graduate Option (ENGL 6000 and/or courses from other departments)	0-9 hours
Thesis Hours (under the thesis option)	6 hours

Total Required for the Degree 36 semester hours

* In order to take advantage of our extensive undergraduate offerings and/or to engage in interdisciplinary study, students will also have the opportunity to exercise a graduate option. Under this option, students will be allowed a maximum of 9 hours of coursework that can be drawn from selected 4000-level courses within the English Department with the prefixes ENGL, LING, CRWR, and JOUR (with the instructor’s permission, graduate students may take the undergraduate course with appropriate adjustments in the course syllabus); only 6 hours of the Graduate Option can be taken as graduate courses outside the English Department.

MASTER OF ARTS WITH A MAJOR IN ENGLISH— EMPHASIS IN RHETORIC AND COMPOSITION

Selected Educational Outcomes

1. To demonstrate an ability to apply theoretical, pedagogical, and historical approaches in the study of composition and rhetoric.
2. To demonstrate an ability to interpret language and literature in light of key facts, concepts, and contexts, employing a variety of critical approaches.
3. To produce systematic and thoroughly researched work appropriate to the discipline.
4. To participate in activities related to the profession.

REQUIREMENTS FOR THE M.A. DEGREE WITH A MAJOR IN ENGLISH— EMPHASIS IN RHETORIC AND COMPOSITION

Thesis Option

A Master's thesis in English should be a work of 50 or more pages demonstrating competent and substantial research coupled with an innovative approach to the subject matter. The thesis will be directed by a faculty member and a committee of two other faculty members (one of whom must be from a department outside English). Once the thesis has been submitted, students will have an oral defense covering both the thesis and their coursework. Students following this option must complete a minimum of thirty hours of coursework and 6 hours of thesis credit.

Non-Thesis Option—Comprehensive Examination

Students will develop, in consultation with their committee, a reading list in a specialized area. This list should consist of approximately six to eight primary and secondary works, excluding material that students have already studied in their classes. Students will then take a two-hour written examination over this reading list and a follow-up oral examination over that written test and their coursework. These examinations should be taken before or immediately after the final semester. Students following this option must complete 36 hours of coursework.

The Rhetoric and Composition Emphasis.	18 hours
Required courses	6 hours
ENGL 7000 Approaches to Graduate Study	3 hours
ENGL 7010 Approaches to Critical Theory	3 hours
Required, if not taken as an undergraduate	0-3 hours
ENGL 4620** Survey of the History of Rhetoric	
Choice of the following	3-6 hours
ENGL 7600 Studies in Rhetoric and Composition	
and/or ENGL 8600 Seminar in Rhetoric and Composition	

Choice of the following 3-6 hours

ENGL 7600 Studies in Rhetoric and Composition

ENGL 8600 Seminar in Rhetoric and Composition

**LING 4000 Elements of Linguistics

**LING 4160 Sociolinguistics

**ENGL 4610 History of the English Language

ENGL 8690 Workshop in Rhetoric and Composition

(ENGL 8690 may be taken twice for credit)

Guided Electives 18 hours

Studies Courses (7000-level ENGL) 0-18 hours

Seminars (8000-level ENGL) 0-18 hours

*Graduate Option (ENGL 6000 and/or 0-9 hours
courses from other departments)

Thesis Hours (under the thesis option) 6 hours

Total Required for the Degree 36 semester hours

- * In order to take advantage of our extensive undergraduate offerings and/or to engage in interdisciplinary study, students will also have the opportunity to exercise a graduate option. Under this option, students will be allowed a maximum of 9 hours of coursework which can be drawn from selected 4000-level courses within the English Department with the prefixes ENGL, LING, CRWR, and JOUR (with the instructor's permission, graduate students may take the undergraduate course with appropriate adjustments in the course syllabus); only 6 hours of the Graduate Option can be taken as graduate courses outside the English Department.
- ** These courses fall under the Graduate Option that allows for only two courses at the 4000 level. Credit for such courses will be listed as ENGL 6000. If taken at the undergraduate level, these courses cannot be taken again for graduate credit.

Outcome Assessments

The English Department assesses the extent to which its program requirements create the desired outcomes by using a variety of techniques. Examples of these assessments (and the related educational outcome) include the following:

1. Students will pass a two-hour written comprehensive examination or prepare a master's thesis.
2. Students will pass either an oral examination or successfully defend a thesis.
3. Students will complete a Graduate Student Exit Questionnaire and an exit interview.



DEPARTMENT OF HISTORY

Dr. Paul Riggs, Head
Room 113, Ashley Hall North

The Department of History offers a graduate program that leads to the Master of Arts degree with a major in history.

The graduate major in the Department of History is designed to provide students with advanced instruction and training, and courses are available in the history of the United States, Europe, Latin America, Africa, and Asia. The program also equips students with the knowledge, skills, and values required for professional careers in history and gives qualified students the foundation for doctoral study in history.

History's scope is extremely broad, and the study of people and their institutions form a particular focus of the discipline. The use of language and the ability to communicate skillfully also are major concerns of history. Thus, advanced study in history prepares students for many different occupations and professions in which such qualities are essential.

Traditionally, teaching has been a career possibility, but, as well, qualified recipients of the Master of Arts with a major in history are prepared to enter doctoral programs, to seek employment in business or government, in museums and libraries, in publishing, journalism, and advertising, or to enter the military, politics, or theology. An advanced degree in history continues to be excellent preparation for business school or law school. Students who are interested in the Master of Arts or who have questions about the vocational possibilities of the major should consult with members of the History Department faculty in Ashley Hall.

MASTER OF ARTS WITH A MAJOR IN HISTORY

Departmental Requirements in addition to the University Requirements for Admission

To be considered for regular admission, an applicant must

1. possess an over-all undergraduate grade-point average of at least 3.0 on a 4.0 scale, calculated on all work attempted in which letter grades were awarded
2. possess an grade-point average of at least 3.0 in all college-level history courses, with no grade below "C" for a history course
3. have at least 15 semester hours of credit, or the equivalent, in college-level history courses.
4. possess minimum scores of 500 on the verbal section and 4 on the analytical writing section of the Graduate Record Examination (GRE). For those applicants whose GRE scores date from up to five years prior to October 2002, a minimum score of 500 on the quantitative or 500 on the analytical sections will be accepted in lieu of the analytical writing requirement.

5. submit (a) an essay on career goals, (b) a formal writing sample, such as a term paper or seminar paper, and (c) two letters of recommendation from persons familiar with the applicant's academic work
6. be recommended for admission by no less than a simple majority of the Department of History's Graduate Studies Committee.

To be considered for probationary admission, an applicant must:

1. possess an over-all undergraduate grade-point average of at least 2.5 on a 4.0 scale, calculated on all work attempted in which letter grades were awarded
2. possess an grade-point average of at least 2.75 in all college-level history courses, with no grade below "C" for a history course
3. have at least 15 semester hours of credit, or the equivalent, in college-level history courses.
4. possess minimum scores of 400 on the verbal section and 3 on the analytical writing section of the Graduate Record Examination (GRE). For those applicants whose GRE scores date from up to five years prior to October 2002, a minimum score of 400 on the quantitative or 400 on the analytical sections will be accepted in lieu of the analytical writing requirement.
5. submit (a) an essay on career goals, (b) a formal writing sample, such as a term paper or seminar paper, and (c) two letters of recommendation from persons familiar with the applicant's academic work
6. be recommended for admission by no less than a two-thirds majority of the Department of History's Graduate Studies Committee. Applicants for probationary admission may, in extraordinary cases, petition the committee for waiver of requirements specific to the department. The committee's decision in such cases must be unanimous for the petition to be approved.

Selected Educational Outcomes

1. Students will demonstrate advanced knowledge of political developments in history.
2. Students will demonstrate advanced knowledge of social developments in history.
3. Students will communicate effectively orally and in writing.
4. Students will demonstrate advanced knowledge of the process of historical research and critical analysis.
5. Students will complete historical research projects that effectively use library resources and computer and information technology.

Outcome Assessments

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

1. The History Department's policy is that all graduate courses require such written work as essays, reviews, and research papers to help determine progress in research and written communication skills, analytical and interpretive skills, and mastery of course content.

2. The comprehensive written and oral examinations to which all students are subject provide a means of ascertaining mastery of historical knowledge as well an indication of the candidate's adequate mastery in oral communication, critical analysis, historical synthesis, and historical interpretation commensurate with that expected of a student seeking a Master of Arts degree.
3. When such information is available, the History Department will use as an assessment tool the results of University-wide data related to the program and to Master of Arts graduates.

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE WITH A MAJOR IN HISTORY

PLANA (thesis program) 33 semester hours required

The thesis option is designed primarily for those students who plan on pursuing a Ph.D. in history upon completion of the M.A. at Valdosta State.

HIST 7000 Seminar in Historical Research	3 hours
HIST Graduate Seminars	15 hours
HIST Graduate courses	6 hours
HIST 7999 Thesis	6 hours
Electives (graduates courses outside of history)	3 hours

PLAN B (non-thesis program) 30 semester hours required

The non-thesis option is designed primarily for students currently employed as secondary education teachers, those seeking an advanced degree in history to teach at the community college level, or those seeking a graduate degree in history for any other personal or professional reason.

HIST 7000 Seminar in Historical Research	3 hours
HIST Graduate Seminars	15 hours
HIST Graduate courses	6 hours
Electives (graduates courses outside of history)	6 hours

Comprehensive Exams and Foreign Language Requirement

1. Regardless of which option students select, they must pass both a comprehensive written and oral examination.
2. Regardless of which option students select, they must pass a reading knowledge examination in a foreign language. A grade of "B" or better in a fourth sequence course in a foreign language may be accepted in lieu of a reading knowledge exam.



DEPARTMENT OF MODERN AND CLASSICAL LANGUAGES

Dr. Victoria Soady, Head
Room 128, West Hall

The Department of Modern and Classical Languages, in conjunction with the Department of Middle Grades and Secondary Education, offers the Master of Education degree with a major in Spanish.

Students entering the program for the Master of Education degree with a major in Spanish have already met initial certification requirements and, consequently, have the necessary foundations in language, culture, literature, and professional education for advanced study. In their graduate work, the foreign language education (FLED) students take 21 hours of guided electives at the graduate level within the content area of Spanish. Following an integrated approach, these courses are designed to promote competencies in the areas of language, literature, and culture at the superior level of proficiency and to provide students with a focused and in-depth program of study. Students take a course dealing with second language acquisition, in order to further their knowledge in the areas of instructional and learning strategies and their application in foreign language teaching, and a core of professional education courses that address ideas, concepts, and trends associated with education and how these relate to educators. Finally, through a professional development seminar, students are required to perform self-assessment, determine areas of skill and knowledge in need of improvement, and design an effective career growth and development plan, as a preliminary step in expanding and modifying their personal teaching strategies.

MASTER OF EDUCATION WITH A MAJOR IN SPANISH

Selected Educational Outcomes

1. Graduates will demonstrate the ability to listen, speak, read, and write at the superior level of proficiency (as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines) in the Spanish language and an in-depth knowledge of Hispanic cultures and representative authors and works of Hispanic literature.
2. Graduates will demonstrate knowledge of and the ability to use innovative approaches to curriculum, instructional methods, resources, and assessment appropriate to the teaching of foreign languages.
3. Graduates will develop and integrate personalized teaching strategies.
4. Graduates will demonstrate an understanding of second-language acquisition and its relation to first-language development and the ability to create meaningful learning opportunities based on this knowledge.

REQUIREMENTS FOR THE M.ED. DEGREE WITH A MAJOR IN SPANISH

Core Curriculum.	9 hours
SEED 7000 Contemporary Issues in Secondary Education	2 hours
PSYC 7010 Learning and Assessment	3 hours
RSCH 7100 Research Methodology in Education	3 hours
LEAD 7210 Ethics and Law	1 hour

Area of Concentration.	27 hours
Content Courses (Guided Electives in Spanish)	21 hours
FLED 7100 Professional Development Seminar I	2 hours
FLED 7500 Theory and Practice in Second Language Acquisition	2 hours
FLED 7800 Professional Development Seminar II	2 hours

This program also requires students to prepare and present a professional portfolio.

Total Required for the Degree 36 semester hours

The Department of Modern and Classical Languages evaluates the level of linguistic proficiency and cultural knowledge achieved by the students in the Master of Education degree program in Spanish by using a variety of assessment measures. The results of the assessment activities are used for continued curriculum development and revision.

Outcomes Assessments

1. Coursework and Comprehensive Examination: The Department of Modern and Classical Languages will assess students' listening reading, and writing proficiency through an examination administered upon the students' entry into the program. These skills will be assessed again upon the students' completion of the program through the Comprehensive Examination. Knowledge of content material related to Hispanic culture, linguistics, and literature will be assessed through a similar procedure. A Simulated Oral Proficiency Interview to assess speaking proficiency will be administered when students enter the program and upon their completion of the program. The corresponding department will evaluate core courses through written examinations, projects, papers, and presentations and through the Comprehensive Examination that is administered upon the students' completion of the program.
2. Student Portfolio: Students are required to maintain a professional portfolio containing goal statements, sample papers, research projects, course work, reflective self-assessment, and other specified items to be monitored as the students progress through the program. The portfolio will be submitted for partial fulfillment of the requirements for the M.Ed. degree in Spanish.

ENDORSEMENT IN ENGLISH AS A SECOND LANGUAGE

This endorsement is intended for certified teachers whose students in grades P-12 are non-native speakers of English. The applicant must possess a professional certificate at the bachelors or higher certification level in a teaching field, or in the service field of school counselor (provided that a teaching field prerequisite has been established) or speech and language pathology

Requirements for the Endorsement in English as a Second Language

ENGL 6000 Graduate Option: Intro. to Linguistics	3 hours
ENGL 6000 Graduate Option: Sociolinguistics	3 hours
FLED 6800 Methods and Materials for Teaching ESOL	3 hours

Total Required for the Endorsement 9 hours

MASTER OF PUBLIC ADMINISTRATION
Dr. James W. Peterson, Head, Department of Political Science
Room 244, West Hall

Dr. Nolan Argyle, Coordinator of the MPA Program
Room 101, West Hall

The Master of Public Administration (MPA) Degree is designed to prepare students for productive and rewarding careers in public service. The format of the program accommodates students currently employed in the public sector as well as students seeking entry-level positions. The MPA Program is designed to complement any undergraduate program of study. Applications for admission will be accepted from any qualified candidates regardless of their undergraduate degree.

Students pursuing the MPA degree in residence at one of Valdosta State University's centers must complete 36 semester hours of coursework including 12 hours of required core courses, 12 hours of guided electives, and 12 hours in a concentration area approved by the MPA Coordinator. The 12-hour core includes PADM 7210 and PADM 7900, which must be taken by students during their final semester of coursework. These courses serve as the exit requirement for the MPA program.

The MPA degree, City Manager Track is offered exclusively via the Internet. Candidates for this track must be currently employed in a governmental (including military) or non-governmental organization or have appropriate work experience in such an organization. Candidates with private-sector experience who are interested in a career in the public or non- governmental sectors may be considered.

Departmental Requirements in addition to University Requirements for Admission

A student desiring to work in the College of Arts and Sciences on the M.P.A. degree must present a score of 450 on the Graduate Management Admission Test (GMAT), or a minimum score of 375 on the Miller Analogy Test (MAT), or a combined score of 800 or more on the verbal and either the quantitative or analytical section, or a score of 400 on the verbal and 3.5 or more on the analytical writing sections of the General Test of the Graduate Record Examination (GRE).

A student must also submit a résumé, a career goal statement, and three letters of recommendation.

Special Retention Policy

A 3.00 cumulative grade point average is required for graduation. No grade below "C" will be credited toward the Master of Public Administration degree. Students will be dismissed from the MPA program if they accumulate three or more academic deficiency points. A grade of "C" (while it will be credited toward the MPA degree) equals one deficiency point. A grade of "D," "WF," or "F" (none of which will be credited toward the MPA degree) equals two deficiency points.

REQUIREMENTS FOR THE M.P.A. DEGREE

(Including On-line City Management Track)

Core (Required) Courses.	24 hours
PADM 7300 Foundations Seminar in PA*	3 hours
PADM 7060 Quantitative Methods for PA	3 hours
PADM 7090 Policy Analysis	3 hours
PADM 7000 Human Resource Management	3 hours
PADM 7110 Information Management	3 hours
PADM 7140 Governmental Budgeting and Finance	3 hours
PADM 7170 Organizational Behavior	3 hours
PADM 7900 Capstone Seminar in PA**	2 hours
PADM 7210 Internship in PA**	1 hour
(* Must be taken during first semester)	
(**Co-requisite courses; must be taken during the final semester)	
Concentration Area.	12 hours
(All courses for a concentration must be approved by advisor.)	
Total Required for the Degree	36 semester hours


Selected Educational Outcomes

Upon successful completion of the MPA program students will:

1. Gain a comprehensive understanding of the basic technical skills needed to succeed in public or not-for-profit management.
2. Develop a broad outlook and an understanding of ethical factors required of program managers and administrators in public or not-for-profit agencies operating in a multicultural context.
3. Strengthen oral and written communication skills.
4. Gain familiarity with up-to-date information management systems.

Outcome Assessments

1. The comprehensive understanding of basic technical skills essential for successful public or not-for-profit management will be demonstrated by successful completion course work and PADM 7900.
2. Students will demonstrate an understanding of ethical management in a multicultural context through course papers, portfolio assessment and employer surveys.
3. Students will demonstrate effective communication skills through written and oral presentations in program course work.
4. Students will demonstrate familiarity with up-to-date information management systems through course examinations, portfolio analysis, exit and alumni questionnaires and employer surveys.



DEPARTMENT OF SOCIOLOGY,
ANTHROPOLOGY, AND CRIMINAL JUSTICE
Dr. Chet Ballard, Acting Head
Room 1120, University Center

The Department of Sociology, Anthropology, and Criminal Justice offers three Master of Science degrees, one with a major in criminal justice (MSCJ) having both a thesis and non-thesis option, one with a major in sociology (MS SOC) having concentrations in applied sociology and thesis, and one with a major in marriage and family therapy (MSMFT). The Applied and Clinical Sociology Graduate Program has been reviewed for accreditation by the Commission on Applied and Clinical Sociology.

MASTER OF SCIENCE WITH A MAJOR IN CRIMINAL JUSTICE

Departmental Requirements in Addition to the University
Requirements of Admission, Retention, and Graduation

Special Admission Requirements

In addition to the requirements of the Valdosta State University Graduate School, applicants for regular admission into the MSCJ degree program must also have a minimum 2.75 grade point average on all undergraduate work for which grades were assigned. A minimum combined score of 800 on the verbal and quantitative sections of the Graduate Record Examination (GRE) is also required. This combined GRE score must include a minimum of 400 points earned on the verbal section of the exam. In addition, a GRE writing assessment score of 3.5 is required. For those students who took the GRE prior to October 2002, the required score for admission is 800 as a combination of any two of the three sections.

Applicants must submit two letters of recommendation from undergraduate professors and a two-page essay relating the reasons why they wish to pursue graduate study in criminal justice at Valdosta State University and summarizing their career goals, relevant past experience, academic awards, and recognition of achievements. In addition, admission to the MSCJ program requires completion of one undergraduate course in basic statistics and one course in research methodology. Students may apply for a waiver of these requirements and demonstrate proficiency by passing an examination.

Students who have not completed these requirements or who do not receive a waiver must complete a statistics course and a research methods course without graduate credit before formal admission to the criminal justice graduate program. Students who do not have an undergraduate degree in criminal justice may be required to audit undergraduate criminal law and criminological theory courses before enrolling in graduate level work in these areas, as determined by the Criminal Justice Graduate Admissions Committee.

Probationary Admission

Applicants who have achieved the minimum GRE scores (see Special Admission Requirements) but who do not have the minimum 2.75 undergraduate grade point average may be admitted on a probationary basis. The requirement for probationary admission are that applicants must: (1) have a minimum 2.50 undergraduate grade point average, (2) have at least three years of post-undergraduate degree experience working in a criminal justice or other social service agency, and (3) be able to pass a probationary admission essay examination. The examination will be held in the departmental offices and will be graded by the Criminal Justice Graduate Admissions Committee. Probationary admission applicants may also be asked to provide a resume and related references. All other probationary admission requirements and standards set by the Valdosta State University Graduate School must also be met.

Special Retention Policy

A 3.00 cumulative grade point average (GPA) is required for graduation. No grade below "C" will be credited toward the MSCJ degree. Students must receive a grade of "B" or better in all core courses. Students will be dismissed from the MSCJ program if they accumulate three or more academic deficiency points. A grade of "C" in any core course will not be counted toward the MSCJ degree and equals one deficiency point. A grade of "C" in any non-core course will be credited toward the MSCJ degree but also equals one deficiency point. A grade of "D" or "U" will not be credited toward the MSCJ degree and equals two deficiency points. A grade of "F" or "WF" (neither of which will be credited toward the MSCJ degree) equals three deficiency points.

Readmission After Dismissal for Academic Deficiencies

After a minimum of three semesters, a student may apply for readmission. Readmission is not guaranteed. The student must also retake only those courses with deficiencies until the number of deficiency points is fewer than or equal to two. The student cannot take a class more than three times or apply for readmission more than twice.

Special Graduation Requirements

MSCJ students are required to complete satisfactorily the core requirements and electives as outlined in the degree plan below. All students in the MSCJ program must also successfully complete a comprehensive examination requirement as required by the Graduate School. Students who successfully complete the thesis option will be seen as having completed this requirement. Students electing the non-thesis option will satisfy this requirement by successfully completing CRJU 7990, during which an Area Paper in the field will be written, in accordance with established guidelines. A full description of the Area Paper is available from the departmental office.

Selected Educational Outcomes

Students completing requirements for the Master of Science degree with a major in criminal justice should demonstrate a mastery of the following:

1. an understanding of major criminological theories, their strengths and weaknesses, their role in explaining crime and delinquency, and their role in informing public policy;
2. a familiarity with the structure and function of systems of criminal justice in the United States and in other countries;
3. the use and application of scientific research methods to the study of crime as well as to solving crimes;
4. the integration of criminal justice theory and research findings with criminal justice practice;
5. an understanding of the development of contemporary criminal justice issues in modern societies and how such issues may be informed by systematic research and analysis.

REQUIREMENTS FOR THE M. S. WITH A MAJOR IN CRIMINAL JUSTICE

Required Core.	15 hours
CRJU 7000, CRJU 7370	6 hours
CRJU 7411, CRJU 7413	6 hours
CRJU 7600	3 hours
Criminal Justice Electives.	15 hours
CRJU 7010 Advanced Comparative CJ Systems	3 hours
CRJU 7100 Seminar in Law Enforcement	3 hours
CRJU 7300 Seminar in Criminal Law and Procedure	3 hours
CRJU 7350 Seminar in Forensic Investigation	3 hours
CRJU 7500 Adv. Criminal Behavior and Personality	3 hours
CRJU 7510 Advanced Correctional Therapies	3 hours
CRJU 7610 Seminar in Gang, Group, and	3 hours
CRJU 7620 Seminar in Criminal Victimization	3 hours
CRJU 7630 Advanced Crime Prevention	3 hours
CRJU 7700 Selected Topics	3 to 6 hours
CRJU 7710 Seminar in Juvenile Justice	3 hours
CRJU 7720 The Media and Criminal Justice	3 hours
CRJU 7730 Great Works in Criminal Justice	3 hours
CRJU 7900 Independent Study	1-6 hours
CRJU 7990 Area Paper	3 hours
CRJU 7999 Thesis (for students taking the thesis option) ...	6 hours
Guided Electives (selected by student with approval of advisor).	6 hours
Total Required for the Degree	36 semester hours

Outcome Assessments

Educational outcomes for the Master of Science degree with a major in criminal justice will be assessed in the following ways:

1. the use of systematic analysis of student examinations and research papers from courses;
2. periodic uses of surveys of students or alumni from the program;
3. the use of comprehensive examinations for students and an analysis of their performance;
4. to the extent possible, baseline data from other comparable programs in the university will be compared to data based on students in the program;
5. program faculty will meet regularly to assess courses and student performance;
6. program faculty will review all theses and area papers written in a given assessment period and evaluate related student performance.

MASTER OF SCIENCE WITH A MAJOR IN SOCIOLOGY

Departmental Requirements in addition to the University Requirements for Admission, Retention, and Graduation

To be considered for admission to the M. S. degree program in sociology, students must meet the admission requirements of the Graduate School and present a minimum combined score of 800 on the verbal and quantitative sections of the Graduate Record Examination (GRE) or a minimum score of 389 on the Miller Analogies Test (MAT). In addition, applicants must submit a copy of a sample of written work submitted for credit in an upper division or graduate level course in Sociology or their current major field. Also, two letters of recommendation written by faculty members who have taught the candidate in an academic class must be submitted. An undergraduate degree in sociology is not mandatory. However, students without an undergraduate degree in sociology must enroll in and successfully complete SOCI 5000 (Proseminar: The Discipline of Sociology) prior to admission into the degree program. Should an applicant desire to apply for a waiver of this last requirement, a completed Application for Waiver should be submitted.

The writing sample, letters of recommendation, and the Application for Waiver for SOCI 5000 (if being submitted) should all be sent to the Coordinator of M.S. degree program in sociology in the Department of Sociology, Anthropology, and Criminal Justice no later than one month prior to the opening of the semester for which admission is being sought.

Special Retention Policy

A 3.00 cumulative grade point average (GPA) is required for graduation. No grade below "C" will be credited toward the M.S. degree with a major in sociology. Students will be dismissed from the M.S. program if they accumulate three or more academic

deficiency points. A grade of “C” (while it will be credited toward the M.S. degree) equals one deficiency point. A grade of “D” (which will not be credited toward the M.S. degree) equals two deficiency points. A grade of “F” or “WF” (neither of which will be credited toward the M.S. degree) equals three deficiency points.

Readmission After Dismissal for Academic Deficiencies

A student must apply for readmission. Readmission is not guaranteed. A student must wait a minimum of two semesters before applying for readmission. If readmitted, the student must retake only courses that have deficiencies until the number of deficiency points is fewer than or equal to two. A student cannot take a class more than three times or apply for readmission more than twice.

Special Graduation Requirements

To receive a Master of Science degree with a major in sociology, students must complete the core requirements, complete a concentration option as outlined below, pass a written comprehensive examination, and complete the application of knowledge requirement, which includes either a sociological practice or a thesis.

Selected Educational Outcomes

Students completing the program for the Master of Science degree with a major in sociology should demonstrate a mastery of the following:

1. an understanding of sociological perspectives and their applications and uses, including basic concepts and their theoretical interrelationships.
2. the ability to identify, define, and use basic research methods and analytical techniques in the gathering and/or application of scientific data.
3. competence in the use of basic library research techniques as well as on-line data resources.
4. an understanding of the role of diversity and its impact on social and individual life.
5. a highly developed sense of ethics in research and professional practice.
6. effective communication skills and their application in a variety of professional roles.

REQUIREMENTS FOR THE M. S. DEGREE WITH A MAJOR IN SOCIOLOGY

Core Courses	15 hours
SOCI 7011 Sociology in Applied Settings	3 hours
SOCI 7012 Sociological Theory	3 hours
SOCI 7021 Statistical Applications in Sociology	3 hours
SOCI 7022 Research Methods	3 hours
SOCI 7050 Class, Gender, and Ethnic Issues in Applied Settings	3 hours

Concentrations (Students will select one area of concentration.) 15-18 hours

- 1. Applied Sociology 15 hours
 - SOCI 7800 6 hours
 - Elective courses 9 hours
 Students may select from any SOCI prefix course numbered SOCI 5000-8000 except for SOCI 5000, SOCI 7800, and SOCI 7999.

Students who select the Applied Sociology Concentration may elect to complete the Thesis Option by taking these additional courses:

- SOCI 6300 Classical Theory (3 hours) and
- SOCI 7999 Thesis (6 hours)

OR

- 2. Thesis Option 18 hours
 - SOCI 6300 Classical Theory 3 hours
 Students select from any SOCI prefix course numbered SOCI 5000-8000 except for SOCI 5000 and SOCI 7800 9 hours
 - SOCI 7999 Thesis 6 hours

Successful completion of the Graduate Comprehensive Examination

Total Required for the Degree 30-33 semester hours

Outcome Assessments

Educational outcomes for the Master of Science degree with a major in sociology will be assessed by multiple techniques including the following:

- 1. Program faculty will meet regularly to plan and to assess student and program outcomes.
- 2. The Sociological Practice/Thesis courses will provide opportunities to assess writing and oral presentation skills.
- 3. The Comprehensive Examinations will provide a means of assessing outcomes of the program.
- 4. Graduate exit surveys will be given to all students successfully completing the program.
- 5. When available, university-wide data pertaining to the program and its graduates will be used for assessment and improvement.

MASTER OF SCIENCE DEGREE WITH A MAJOR IN MARRIAGE AND FAMILY THERAPY

Marriage and Family Therapy addresses the interpersonal and social context of mental health and emotional problems. To qualify students to practice MFTH, the curriculum for the master's degree program with a major in marriage and family therapy focuses on the knowledge and skills necessary to assess and intervene in the interactions among people. It prepares students to use an active, positive approach to therapy that will help individuals and their families build on their strengths, improve communication, and develop solutions to their problems.

The Master of Science degree with a major in marriage and family therapy prepares students for licensure as Marriage and Family Therapists in Georgia and for clinical membership in the American Association for Marriage and Family Therapy (AAMFT). The curriculum, developed to meet national standards, links theory and practice throughout training. A twelve-month clinical practicum is required. Students receive at least 500 hours of direct client contact and 100 hours of AAMFT approved supervision. Practicum experience is provided at the on-site Marriage and Family Therapy Training Clinic and through community placements. Course work includes some assignments and activities that encourage self-exploration and personal growth.

Department requirements in addition to University
Requirements for Admission, Retention, and Graduation

Special Admissions Requirements

Application to the Marriage and Family Therapy Master's degree program requires:

1. Previous course work in human development, family dynamics, social and behavioral sciences, and statistics. Students lacking these prerequisites will be required to complete these deficiencies in addition to the required coursework.
2. Undergraduate grade point average of 2.5 (minimum)
3. GRE score of 400 verbal or 3.5 on the Writing Assessment or a minimum score of 393 on the Miller Analogies Test. For GRE test scores prior to October 1, 2002: 800 (when the verbal score is combined with the higher of the quantitative or analytical scores).
4. Three letters of reference specifically addressing qualifications for Marriage and Family Therapy
5. An essay describing yourself and your professional goals.
6. Personal qualities such as a high degree of self-awareness, emotional maturity and stability, openness to a variety of perspectives, and respect for a diverse clientele. Prospective students will be screened for these requirements in personal interviews during the admissions process.
7. Related work or volunteer experience is recommended.

Enrollment is limited. Deadline for applications is March 1 of each year. Applications received after March 1 will be considered on a space-available basis. Classes start in August. Academic credit will not be given for life experience or previous work experience.

Special Retention Requirements

Students are screened for personal and academic readiness prior to enrollment in the clinical practica. Students must demonstrate professionally appropriate behavior and may be terminated for non-academic reasons.

Special Graduation Requirements

Curriculum includes 42 semester hours of classroom instruction and 18 semester hours of supervised practice. Students must pass a comprehensive exam when most course work has been completed. Students must complete 60 semester hours with a "B" average or higher. No grade below "C" will be credited toward the M.S. degree program in Marriage and Family Therapy. Students will be dismissed from the program if they accumulate four or more academic deficiency points. A grade of "C" (while it will be credited toward the M.S. degree) equals one deficiency point. A grade of "D" (which will not be credited toward the M.S. degree) equals two deficiency points. A grade of "F" or "WF" (neither of which will be credited toward the M.S. degree) equals three deficiency points.

Readmission After Dismissal for Academic Deficiencies

A student must apply for readmission. Readmission is not guaranteed. A student must wait a minimum of two semesters before applying for readmission. If readmitted, the student must retake only courses with deficiencies until the number of deficiency points is fewer than or equal to two. A student cannot take a class more than twice or apply for readmission more than once.

Selected Educational Outcomes

Students completing the Marriage and Family Therapy Master of Sciences degree program will demonstrate mastery in the following:

1. Assuming the profession role and identity of a marriage and family therapist.
2. Applying a systems/relational understanding to the assessment and treatment of mental health and emotional problems.
3. Considering the relevance of ethnicity, race, gender, socioeconomic status, and culture when developing treatment plans.
4. Applying the various theoretical models of marriage and family therapy to practice.
5. Demonstrating clinical competency in the practice of MFTH.
6. Practice according to the American Association for Marriage and Family Therapy's (AAMFT) ethical code.

Examples of Outcome Assessments

1. Faculty assessment of student performance in all courses includes requiring students to demonstrate their ability to integrate course content and make case application. Written case applications are stressed.

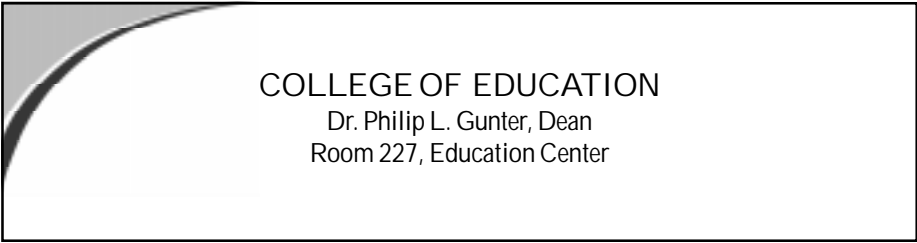
2. The comprehensive exam taken by students prior to graduation evaluates the students' ability to integrate and apply information from the training program as a whole. It also measures effectiveness of the program in teaching essential concepts.
3. Practicum supervisors will evaluate the clinical performance of each student. Community practicum site directors will also complete a form evaluating their impressions of the training program.
4. The ability of graduates to pass the national MFTH exam and obtain licensure is another measure of outcome.

Required Course Work

Area I: Theoretical Foundations.	5 hours
MFTH 7101: Family Systems Theories*	3 hours
MFTH 7103: Advanced Theories Seminars	2 hours
*Additional Theoretical Foundations included in MFTH 6800	
Area II: Clinical Practice.	15 hours
MFTH 7102: Interventions in MFTH	3 hours
MFTH 7400: Psychopathology & Pharmacology	3 hours
MFTH 7601: Treatment Issues in Family Therapy	3 hours
MFTH 7602: Couples & Sex Therapy	3 hours
MFTH 7700: Assessment in MFTH	3 hours
Area III: Individual Development & Family Relations.	9 hours
MFTH 6700: Family Sociology	3 hours
MFTH 7500: Development in the Family System	3 hours
MFTH 7050: Class, Gender, & Ethnic Issues	3 hours
Areas IV: Professional identity & Ethics.	5 hours
MFTH 6800: Orientation to MFTH	3 hours
MFTH 7350: Legal Issues in MFTH	1 hour
MFTH 7880: Professional Seminar	1 hour
Area V: Research.	3 hours
MFTH 7200: Research in MFTH	3 hours
Area VI: Electives.	minimum of 5 hours
MFTH 7900: Thesis	6 hours
SOC1 7021: Statistics	3 hours
MFTH 7510: Human Sexuality & Gender	3 hours
MFTH 7550: Family Stress & Crisis	3 hours
MFTH 7650: Special Topics in MFTH	1 hour each
Other approved courses	
Area VII: Supervised Clinical Practice.	18 hours
(1 year, minimum 500 hours direct client contact)	
MFTH 7600: Practicum in MFTH	18 hours

Total Required for the Degree minimum of 60 semester hours

The degree requires a minimum of two years to complete and requires summer study. Three-year and four-year plans are also available.



COLLEGE OF EDUCATION

Dr. Phillip L. Gunter, Dean
Room 227, Education Center

Dr. Brian L. Gerber, Associate Dean

Dr. Mary Willis, Acting Head, Department of Adult and Career Education

Dr. Catherine Price, Head, Department of Curriculum and Instructional Technology

Dr. Julia M. Reffel, Head, Department of Early Childhood and Reading Education

TBA, Head, Department of Educational Leadership

Dr. Hemming Atterbom, Head, Department of Kinesiology and Physical Education

Dr. Frances A. Ducharme, Head, Department of Middle Grades and
Secondary Education

Dr. Robert E. L. Bauer, Head, Department of Psychology and Counseling

Dr. Karla Hull, Head, Department of Special Education and
Communication Disorders

The College of Education proudly maintains a commitment to providing an education for future professionals in South Georgia. Acting as a learning community, the College of Education strives to meet the needs and aspirations of the population it serves.

MISSION

The College of Education provides quality graduate instruction in its comprehensive degree programs at the master's, specialist's, and doctoral levels. In addition to a primary focus on expanding the skills of teachers and other professionals, faculty members of the College of Education also maintain a commitment to engaging in the scholarly pursuits of research and service for the advancement and sharing of knowledge. Faculty members, administrators, and staff of the College of Education envision an educational system in which students fully participate and take responsibility for their own learning process, where interdisciplinary and interinstitutional collaboration is the norm, and where technology is fully integrated into the learning process. The college also seeks to create an environment that promotes the full development of human potential, supports the conviction that all individuals are capable of learning, and prepares professionals to meet the needs of all learners.

VISION

An agreed-upon vision provides focus and direction for the members of an organization. The College of Education dedicates its resources and expertise to:

Preparing Professionals Through Standards-Based Practice Conceptual Framework

Conceptual Frameworks guide professional education programs by defining the philosophy, rationale, and research base that support the essential instructional components of degree programs. The conceptual framework provides coherence in student outcomes, course activities, assessments, and internship or practicum experiences. Advanced degrees designed for practicing teachers have adapted the following standards developed by the National Board for Professional Teaching Standards (NBPTS). Graduate programs in the College of Education designed for professionals outside of teaching have developed Conceptual Frameworks based on appropriate professional standards.

Conceptual Framework Principles for Graduate Teacher Education Programs (Adapted from NBPTS)

1. Graduates are committed to students and their learning.
2. Graduates know the subjects they teach and how to teach those subjects to students.
3. Graduates are responsible for managing and monitoring student learning.
4. Graduates think systematically about their practice and learn from experience.
5. Graduates are members of learning communities.

ACCREDITATION AND CERTIFICATION

The College of Education maintains accreditation with the National Council for Accreditation of Teacher Education (NCATE), and each of its individual teacher preparation programs is accredited by the Georgia Professional Standards Commission (PSC). Specific questions concerning teacher certification should be directed to the appropriate department. In addition, the Sports Medicine Program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), the Speech and Language Program is accredited by the American Speech-Language-Hearing Association (ASHA), and the graduate program in School Psychology is accredited by the National Association of School Psychologists (NASP).

DIVERSITY

The College of Education recognizes the need for taking proactive steps to enhance multicultural and global perspectives and promote diversity. In addition to supporting multicultural perspectives throughout educational programs, the College of Education actively seeks a diverse student and faculty population.

ADVISING

For initial guidance, new graduate students in the College of Education should consult with the head of the department in which they plan to pursue a degree. Each student will be assigned an advisor in the appropriate area of study. The student and advisor will collaborate in designing the program to meet the individual needs of the student within the guidelines of the approved program of study. Students are expected to initiate contact with their advisors at least once per semester to ensure that all program requirements are being met.

STUDENT RESPONSIBILITIES

Graduate students are expected to become familiar with the rules and requirements of the College of Education and to assume full responsibility for the regulations concerning their programs of study. In addition, students are expected to attend all classes regularly and abide by the student code of conduct published in the Valdosta State University Student Handbook.

GRADUATE DEGREE PROGRAMS

The College of Education offers three levels of graduate degree programs: the Master of Education degree, the Education Specialist degree, and the Doctor of Education degree. Course descriptions and programs of study leading to these degrees are listed by department.

College of Education Requirements in addition to University Requirements for Admission

1. Admission to graduate programs in the College of Education is granted by the Graduate School, in consultation with the department concerned. Students are urged to contact the department in which the major portion of the work will be taken before making formal application for admission.
2. Formal applications are obtained from, and must be submitted directly to, the Graduate School for initial evaluation.
3. The Graduate School will contact the department head for the department in which the student wishes to pursue graduate work to obtain approval for the student's entry into a graduate program within that department.
4. Students who are admitted to a graduate program will be notified by the Graduate School of their acceptance.
5. Students who are denied admission to a graduate program will be notified by the Graduate School and apprised of the procedure to follow if they wish to appeal the denial.

MASTER OF EDUCATION (M.Ed.) DEGREE PROGRAMS

The Master of Education degree is designed to enhance and extend the knowledge and skills of students beyond the undergraduate level. The core courses at the master's level develop the students' ability to use and apply research skills, become familiar with current issues and trends in their field, and review material related to legal issues and ethics. The degrees offered are as follows:

Department of Adult and Career Education

M.Ed. Business Education

M.Ed. Adult and Career Education

(Technical, Trade and Industrial Education Option)

(Training & Development Option)

Department of Curriculum and Instructional Technology

M.Ed. Instructional Technology

(Library/Media Technology Option) (Technology Applications Option)

Department of Early Childhood and Reading Education

M.Ed. Early Childhood Education

(P-3 Option) (Content Option)

M.Ed. Reading Education

Department of Educational Leadership

M.Ed. Educational Leadership

Department of Kinesiology and Physical Education

M.Ed. Health and Physical Education

Department of Middle Grades and Secondary Education

M.Ed. Middle Grades Education

M.Ed. Secondary Education

Department of Psychology and Counseling

M.Ed. School Counseling

M.S. Clinical/Counseling Psychology

M.S. Psychology Industrial/Organizational Psychology

Department of Special Education and Communication Disorders

M.Ed. Communication Disorders

M.Ed. Special Education

Deaf and Hard-of-Hearing

Early Intervention

Interrelated Special Education/Early Childhood

Mental Retardation

Mild Disabilities

College of Education Requirements in addition to
University Requirements for Admission (M.Ed)

1. The applicant must hold an undergraduate degree from a regionally accredited college or university with, in all applicable cases, an undergraduate major in, or prerequisites for, the planned graduate field of study.

2. A student will not be admitted with an undergraduate grade point average of less than 2.5 on all previous undergraduate work attempted.
3. A student will not be admitted with a Graduate Record Examination (GRE) score of less than 750 (verbal portion plus either quantitative or analytical portion) or a Miller Analogies Test (MAT) raw score of less than 375. The score on the verbal portion of the GRE may not be less than 350.
4. Students in any program which provides initial certification at the master's level must complete the appropriate "2999" course during the first semester of their enrollment.

The following point system will be used to determine admission status:

MAT	or	GRE		GPA	
405+	or	950+	= 35 points	3.5+	= 35 points
396-404	or	900-949	= 30 points	3.25-3.49	= 30 points
391-395	or	850-899	= 25 points	3.00-3.24	= 25 points
386-390	or	800-849	= 20 points	2.75-2.99	= 20 points
375-385	or	750-799	= 15 points	2.50-2.74	= 15 points
Subtotal			_____	Subtotal	_____
TOTAL		_____			

Recommendation Guidelines for Admission

- 40+ points = Regular Admission
- 30-39 = Probationary Admission
- below 30 = Non-acceptance

College of Education Requirements in addition to University Requirements for Retention and Graduation (M.Ed.)

1. A person admitted on a probationary basis may remain in this category for no more than 9 semester hours of coursework. He or she must maintain a 3.0 GPA or higher to be classified as "regular" student.
2. The maximum time allowed for completion of the master's degree is seven calendar years. No work completed more than seven years prior to degree completion will be accepted toward the degree, except with special permission from the student's major professor and the Dean of the College of Education and approval from the Dean of the Graduate School.
3. No more than 6 semester hours of academic work may be transferred from another institution into a College of Education graduate program. This credit must be presented to the department for evaluation at the time of admission.

All students who pursue the Master of Education degree in a teacher preparation field must hold an appropriate 4-year teaching certificate. Students who do not hold one of these certificates must take the necessary steps to secure the appropriate certificate or an approved alternative from the department in which they are seeking acceptance before being admitted as a regular, degree-seeking graduate student. Courses used to

meet certification standards may not be used to meet requirements for the master's degree. Each department requires a capstone experience (e.g. comprehensive exam, portfolio, thesis, internship, etc.).

EDUCATION SPECIALIST (Ed.S.) DEGREE PROGRAMS

The Education Specialist degree is designed to enhance and extend the knowledge and skills of students beyond the master's level. The core course at the specialist level is designed to develop the students' ability to apply research skills in the field to solve problems and improve services in a variety of settings. The degrees offered are:

Department of Adult and Career Education

Ed.S. Career Education
(Business Education Option) (General Career Education Option)

Department of Curriculum and Instructional Technology

Ed.S. Instructional Technology

Department of Early Childhood and Reading Education

Ed.S. Early Childhood Education

Department of Educational Leadership

Ed.S. Educational Leadership
(Building Option) (System Level Option)

Department of Middle Grades and Secondary Education

Ed.S. Middle Grades Education

Ed.S. Secondary Education

Department of Psychology and Counseling

Ed.S. School Counseling

Ed.S. School Psychology

Department of Special Education and Communication Disorders

Ed.S. Special Education
(Communication Disorders Option) (General Special Education Option)

College of Education Requirements in addition to
University Requirements for Admission (Ed.S)

1. Applicants must have completed a master's degree at an accredited or approved institution.
2. With the exception of Instructional Technology majors, applicants must be certified at the T-5 or the equivalent service level in the teaching service field in which they intend to pursue the Ed.S.
3. With the exception of Instructional Technology and School Psychology majors, applicants must have completed three years of acceptable school experience.
4. Students will not be admitted with a grade-point average of less than 3.00 on all previous graduate work attempted.

5. Students will not be admitted with a Graduate Record Examination (GRE) score of less than 850 (verbal portion plus either quantitative or analytical portion) or a Miller Analogies Test (MAT) raw score of less than 390. Moreover, the score on the verbal section of the GRE may not be less than 400.
6. Only "Regular" admission status is to be used for entry to an Education Specialist Program; graduate work taken prior to admission to an Education Specialist Program will not be counted toward the degree requirements.

Standardized Test Scores

MAT	GRE		GPA	
412+	or 1050+	= 35 points	4.00	= 35 points
408-411	or 1000-1049	= 30 points	3.75-3.99	= 30 points
4404-407	or 950- 999	= 25 points	3.50-3.74	= 25 points
399-403	or 900-949	= 20 points	3.25-3.49	= 20 points
390-398	or 850-899	= 15 points	3.00-3.24	= 15 points
	Subtotal	_____	Subtotal	_____
TOTAL _____				

Recommendation Guidelines for Admission

- 40+ points = Regular Admission
- 30-39 = Admit by Exception
- below 30 = Reject

College of Education Requirements in addition to University Requirements for Retention and Graduation

1. Only "Regular" admission status is to be used for entry into an Education Specialist Program.
2. The maximum time allowed for completion of the Ed.S. degree is seven calendar years. No work completed more than seven years prior to degree completion will be accepted toward the degree, except with special permission from the student's major professor and the Dean of the College of Education and approval from the Dean of the Graduate School.
3. No more than 6 semester hours of academic work may be transferred from another institution into a College of Education graduate program. This credit must be presented to the department for evaluation at the time of admission.

DOCTOR OF EDUCATION (Ed.D.) DEGREE PROGRAM

The doctorate of education (Ed.D) is an advanced program of study based upon the assumption that an interdisciplinary curriculum can serve as the primary intellectual framework for investigating, understanding, and affecting the broad range of academic, social, economic, and cultural issues and pressures facing modern education. The degrees offered are as follows:

- Department of Adult and Career Education
Ed.D. Adult and Career Education
- Department of Curriculum and Instructional Technology
Ed.D. Curriculum and Instruction
- Department of Educational Leadership
Ed.D. Educational Leadership

College of Education Requirements in addition to
University Requirements for Admission (Ed.D)

1. Students may contact the department in which the major portion of the work will be taken before making formal application for admission.
2. Students may not apply for more than one program area.
3. Formal applications are obtained from and submitted directly to the Graduate School for initial evaluation.
4. A Program Area Admissions Committee of at least three faculty members in each department participating in the program will review the credentials of each applicant. This committee will make recommendations concerning acceptance or rejection on the basis of the minimum general admission requirements. Candidates considered for admission recommendation by this Committee will be required to appear before the Committee for an oral interview before final decisions are made.
5. The recommendation of the Program Area Admissions Committee will be sent to the Doctoral Coordinating Committee which will make the final decisions concerning admission to the program.
6. Applicants will be notified by letter by the Graduate School of the decision of the Doctoral Coordinating Committee.
7. If a student is admitted to the program, enrolls, and subsequently withdraws during the coursework, then the student must apply for readmission to begin in the next cohort at the same point as the initial withdrawal.

Minimum admission requirements have been established for the Doctor of Education Degree program. Applicants meeting these requirements will be considered for admission to the program; however, meeting the minimum requirements does not assure admission. Final admission decisions for the program will be made by the Doctoral Admissions Committee, co-chaired by the Dean of the Graduate School and the Dean of the College of Education.

1. The applicant must have completed a Master's degree at an accredited or approved institution. In addition, Educational Leadership majors must hold a leadership certificate.
2. The applicant must have completed three years or more of acceptable school or related agency experience.
3. The applicant must have at least a 3.5 grade-point average (on a 4.0 scale) for all graduate work attempted.
4. The applicant must submit GRE scores. If the GRE was taken prior to October 1, 2002, the minimum requirement is a combined score of 1000 on the verbal and either the quantitative or analytical section of the GRE general test. If the GRE was taken on or after October 1, 2002, the minimum requirement is a score of 500 on the verbal and either a 500 on the quantitative or a 4.5 on the analytical writing section. Scores more than 5 years old will not be considered.
5. Exceptionally motivated students may petition the Dean of the Graduate School for admission by exception. Applicants who may submit petitions are those who (1) have pre-October 1, 2002, GRE combined scores of 900 to 999 on the verbal and either the quantitative or analytical section of the GRE general test and a 3.25 to 3.49 grade point average (on a 4.0 scale) on all graduate work attempted; or (2) have post-October 1, 2002, GRE combined scores of 900 to 999 on the verbal and quantitative sections of the GRE, a 4.0 or above on the analytical writing section of the GRE, and a 3.25 to 3.49 grade point average (on a 4.0 scale) on all graduate work attempted. Applicants with GRE scores below 900, with a score below 4.0 on the analytical writing section, or with a grade point average below 3.25 on all graduate work attempted will not be considered for admission.
6. The applicant must complete a full set of application forms as required by the Graduate School.
7. The applicant must submit three recommendations from persons who can assess the applicant's professional qualifications and potential for successfully completing the program.
8. The applicant must submit a letter of support from his or her school district or institution.
9. The applicant must arrange for official transcripts from all colleges previously attended to be furnished to the Graduate School.
10. The applicant must submit the following to be evaluated for content and writing quality: Responses should be in paragraph format and are limited to no more than five double-spaced pages.
 - a. A detailed biographical/career goals statement that addresses: How have you changed as an educator during the last three years? What is the most recent goal you have accomplished? What was the most difficult challenge you have faced in your professional career? How will you use this degree to serve south Georgia?
 - b. A description of readiness for doctoral level research. Include specifics such as dates, courses, workshops, and experiences with SPSS in the description.

- c. A description of academic and practical experience with technology. Include specifics such as dates of courses and workshops in the description. Name specific software packages and include reference to skill in word processing, databases, spreadsheets. Provide a rationale to justify preparation for utilizing technology at an intermediate to advanced level.

Doctoral Program Degree Requirements for Graduation

The Doctor of Education degree program is a cohort program requiring a minimum of 45 semester hours of coursework over a two-year cycle and a minimum of 9 semester hours of dissertation work. A GPA of 3.25 over all coursework must be maintained for a student to continue in the program. A comprehensive exam must be successfully completed at the end of the second year for a student to enroll in dissertation courses. The academic residency requirements are satisfied upon completion of two consecutive semesters of full-time coursework.

GRADUATE ADMISSION APPEALS PROCESS

Any applicant who is denied admission to a graduate program in the College of Education has the right to appeal the decision. There are two levels of appeal within the College of Education: (1) the departmental level and (2) the college level.

Departmental Appeal

Each department within the College of Education has an Appeals Committee. By contacting the department, a student can determine who chairs the departmental Appeals Committee. Students should contact the departmental Appeals Committee chair to find out what steps to take to appeal their being denied admission into a graduate program. These steps may include, but are not limited to, the following: letters of recommendation, in-house writing samples, scores from other standardized tests, interviews, etc. A student who is denied admission by the departmental Appeals Committee may appeal to the College of Education Graduate Policies Committee.

College Appeal

The College of Education maintains a Graduate Policies Committee. The Committee is comprised of one representative from each of the eight departments within the College of Education. One of the primary functions of this committee is to hear appeals of students who have been denied admission to a College of Education graduate program through the initial application process and through the departmental appeals process. The Committee meets once a semester. The Graduate School can supply dates of the Committee's meetings and the name of the faculty member who chairs this committee. Students who wish to appeal to the College of Education Graduate Policies Committee should follow the steps outlined:

Appeal Procedures

1. Student must have been rejected by the departmental appeals committee.
2. Student must obtain and complete the appeals form. The form is available from the Graduate School and should be returned to the Graduate School when it is completed.
3. Student must report scores from at least two attempts to post acceptable scores on the GRE. The scores must be stated on the appeal form and must be verified by the Graduate School.
4. Student must submit three letters of recommendation for graduate study. One letter should come from the student's immediate supervisor, and at least one other letter should come from a former instructor who can attest to the student's academic ability. The letters should be submitted with the appeal form.
5. Student must write a letter to the Graduate Policies Committee stating reasons why the committee should favorably consider his or her request for admission and outlining reasons why he or she wishes to pursue graduate study. This letter should also be submitted with the appeal form.
6. All appeals materials must be submitted to the Graduate School at least one week before the scheduled meeting of the Graduate Policies Committee.
7. All students who wish to appeal have the right to appear before the Graduate Policies Committee and state their cases in person. Students must contact the Chairperson of the Graduate Policies Committee to make an appointment with the committee if they wish to appear in person.
8. The decision of the committee concerning each student's appeal will be communicated to the Dean of the College of Education and to the Dean of the Graduate School by the Chairperson of the Graduate Policies Committee.
9. The Dean of the Graduate School will notify each student, in writing, of the decision of the Graduate Policies Committee within approximately one week following the committee's meeting.

ADDITIONAL EDUCATION DEGREES

Other education degrees and programs offered in cooperation with departments outside the College of Education are listed below. Information related to these degrees may be found in the catalog section of the respective departments.

Department of Music, College of the Arts

M.M.E.	with a major in music education
M.M.P.	with a major in music performance
M.A.E.	with a major in art education

Department of Modern and Classical Languages, College of Arts and Sciences

M.Ed.	with a major in Spanish education
Endorsement	for English as a Second Language



DEPARTMENT OF ADULT AND CAREER EDUCATION

Dr. Mary Willis, Acting Head,
Room 215, Education Center

The Department of Adult and Career Education offers graduate programs of study at the master's, specialist, and doctoral levels. The department offers a Master of Education (M.Ed.) degree program with a major in Business Education, as well as a Master of Education (M.Ed.) degree program with a major in Adult and Career Education, with options in Technical, Trade, and Industrial Education and in Training and Development. At the specialist's level, the department offers the Education Specialist (Ed.S.) degree program with a major in Career Education, with options in Business Education and in General Career Education. At the doctoral level, the department offers the Doctor of Education (Ed.D.) degree program with a major in Adult and Career Education.

The graduate programs within the Department of Adult and Career Education are designed to build upon the knowledge, skills, and values developed at the undergraduate level. The content of the coursework is designed to present specific information that will prepare students to serve as professional educators and educational leaders in various educational settings at a higher level of competency than those professionals without graduate degrees. Students are provided opportunities to research situations in the field and to apply concepts covered to actual teaching and program development.

DOCTOR OF EDUCATION WITH A MAJOR IN ADULT AND CAREER EDUCATION

Adult and Career Education

The Adult and Career Education major provides advanced, professional training for individuals pursuing careers in teaching and administration of career education and related fields. The program prepares students for working with adult learners and special needs students in career education fields at the secondary and postsecondary levels.

Selected Educational Outcomes

1. Students will demonstrate the ability to engage in focused inquiry by researching a topic, evaluating relevant literature, writing a comprehensive dissertation, and presenting the results of their study.
2. Students will demonstrate the ability to contribute to the body of knowledge in their field by writing an article for publication.
3. Students will demonstrate a comprehensive understanding of the knowledge, research, and theories appropriate to their major field by completing a comprehensive examination.

Examples of Outcome Assessments

1. The process of developing the dissertation and the results of the dissertation are assessed by a faculty committee using criteria approved at the program level.
2. As part of the course requirements in their major coursework, students will be required to write an article in their field for publication. The article will be reviewed by a faculty committee before it is submitted to a professional publication.
3. Students will successfully develop written responses to a comprehensive examination that requires the application of information gained from a series of courses. Written responses will be graded by a team of faculty members.

Requirements for the Ed.D. Degree with a Major in Adult and Career Education

Area A – Interdisciplinary Studies. (select any three courses)	9 hours	
PADM 9090, PADM 9090, PSYC 9710, SOCI 9010		
Area B – Educational Inquiry.	9 hours	
RSCH 9820, RSCH 9840, and RSCH 9860		
Area C – Adult and Career Education.	18 hours	
ACED 9400, ACED 9410, ACED 9420, ACED 9430		12 hours
PSYC 8360, ACED 9440		6 hours
Cognate Area.	9 hours	
Dissertation – ACED 9999	9 hours	
Total Required for the Degree	54 semester hours	

EDUCATION SPECIALIST DEGREE WITH A MAJOR IN
 CAREER EDUCATION
 (GENERAL CAREER EDUCATION OPTION)

Selected Educational Outcomes

1. Students will demonstrate a comprehensive understanding of the knowledge, research, and theories appropriate to their major field.
2. Students will demonstrate change in their teaching performance by identifying strengths and weaknesses of their instruction, making needed improvements, and determining the effect of these changes on student performance.
3. Students will demonstrate an understanding of the issues relevant to the school-to-work movement.

Examples of Outcome Assessments

1. Students will successfully develop written responses to a comprehensive examination that requires the application of information gained from a series of courses. Written responses will be graded by a team of faculty members.
2. Students will be assessed on their practicum experience through direct observation on a rating scale by the university supervisor. Students will be assessed on their ability to identify needed changes in their instruction, make these changes, and determine the effect these changes have on student performance.
3. Students will successfully conduct investigative research on one or more topics relevant to the school-to-work movement and report their findings with a grade of "B" or better.

Requirements for the Ed.S. Degree with a Major in
 Career Education (General Career Education Option)

College Core..... 3 hours
 RSCH 8000 Advanced Research Methodology

Departmental Core..... 15 hours
 ACED 8120, ACED 8310, LEAD 7400 9 hours
 LEAD 8300, ACED 8995 6 hours

Area of Concentration..... 6 hours
 Two of the following
 ACED 8100, ACED 8250, ACED 8530 (3 hours each course)

Guided Elective 3 hours

Total Hours Required for the Degree 27 semester hours

EDUCATION SPECIALIST DEGREE WITH A MAJOR IN
CAREER EDUCATION (BUSINESS EDUCATION OPTION)

Selected Educational Outcomes

1. Students will demonstrate a comprehensive understanding of the knowledge, research, and theories appropriate to their major field.
2. Students will demonstrate change in their teaching performance by identifying strengths and weaknesses of their instruction, making needed improvements, and determining the effect of these changes on student performance.
3. Students will demonstrate an advanced level of computer/technology competence.

Examples of Outcome Assessments

1. Students will successfully develop written responses to a comprehensive examination that requires the application of information gained from a series of courses. Written responses will be graded by a team of faculty members.
2. Students will be assessed on their practicum experience through direct observation on a rating scale by the college supervisor. Students will be assessed on their ability to identify needed changes in their instruction, make these changes, and determine the effect these changes have on student performance.
3. As part of the coursework in the area of concentration, students must develop a multimedia project. The project will be assessed by faculty relative to its appropriateness to the student's specific school setting.

Requirements for the Ed.S. with a Major in Career Education
(Business Education Option)

College Core. 3 hours
RSCH 8000 Advanced Research Methodology

Departmental Core. 15 hours
ACED 8120, ACED 8310 6 hours
LEAD 7400, LEAD 8300, ACED 8995 9 hours

Area of Concentration. 6 hours
Two of the following:
ACED 8000, ACED 8350, ACED 8450

Guided Elective. 3 hours

Total Hours Required for the Degree 27 semester hours

MASTER OF EDUCATION WITH A MAJOR IN
ADULT AND CAREER EDUCATION
(TRAINING AND DEVELOPMENT OPTION)

Selected Educational Outcomes

1. Students will demonstrate a comprehensive understanding of the knowledge, research, and theories appropriate to their major field.
2. Students will demonstrate an understanding of the knowledge and skills appropriate to the areas of research, learning, educational assessment, ethics, and law.
3. Students will demonstrate an understanding of curriculum issues as they relate to various fields of technical and vocational education, with an emphasis on industry-sponsored programs.

Examples of Outcome Assessments

1. Students will successfully develop written responses to a comprehensive examination that requires the application of information gained from a series of courses. Written responses will be graded by a team of faculty members.
2. Students will successfully complete the College of Education master's level core curriculum with a grade of "B" or above.
3. Students will successfully conduct investigative research on one or more topics relevant to the field of technical and vocational education and report their findings with a grade of "B" or better.

Requirements for the M.Ed. Degree with a Major in
Adult and Career Education (Training and Development Option)

Core Courses.	6 hours
RSCH 7100	3 hours
PSYC 7040	3 hours
Area of Concentration.	21 hours
ACED 7030, ACED 7620, ACED 7500	9 hours
ACED 7680, ACED 7150	6 hours
ACED 7100	3 hours
ACED 7640	3 hours
Guided Electives.	9 hours
Total Hours Required for the Degree	36 semester hours

MASTER OF EDUCATION WITH A MAJOR IN ADULT AND
CAREER EDUCATION
(TECHNICAL, TRADE AND INDUSTRIAL EDUCATION OPTION)

Selected Educational Outcomes

1. Students will demonstrate a comprehensive understanding of the knowledge, research, and theories appropriate to their major field.
2. Students will demonstrate an understanding of the knowledge and skills appropriate to the areas of research, learning, educational assessment, ethics, and law.
3. Students will demonstrate an understanding of traits and competencies required to supervise vocational programs successfully.

Examples of Outcome Assessments

1. Students will successfully develop written responses to a comprehensive examination that requires the application of information gained from a series of courses. Written responses will be graded by a team of faculty members.
2. Students will successfully complete the master's level core curriculum of the College of Education with a grade of "B" or above.
3. Students will successfully participate in simulations and case studies with a grade of "B" or better.

Requirements for the M.Ed. Degree with a Major in Adult and
Career Education (Technical, Trade and Industrial Education Option)

Core Courses.	6 hours
RSCH 7100	3 hours
PSYC 7040	3 hours

Area of Concentration.	21 hours
ACED 7030, ACED 7620, ACED 7500	9 hours
ACED 7680, ACED 7150, ACED 7530	9 hours
ACED 7640	3 hours

Guided Electives.	9 hours
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Total Hours Required for the Degree	36 semester hours
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MASTER OF EDUCATION WITH A MAJOR IN BUSINESS EDUCATION

Selected Educational Outcomes

1. Students will demonstrate a comprehensive understanding of the knowledge, research, and theories appropriate to their major field.
2. Students will demonstrate an understanding of the knowledge and skills appropriate to the areas of research, learning, educational assessment, ethics, and law.
3. Students will demonstrate the ability to engage in focused inquiry on a topic relevant to their particular teaching situation.

Examples of Outcome Assessments

1. Students will successfully develop written responses to a comprehensive examination that requires the application of information gained from a series of courses. Written responses will be graded by a team of faculty members.
2. Students will successfully complete the master's level core curriculum of the College of Education with a grade of "B" or above in each course.
3. As part of the requirements for ACED 7990 (Evaluation and Analysis of Research in Business Education), students will research a topic and prepare a relevant literature review.


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

Core Courses.	7 hours
RSCH 7100, PSYC 7010	6 hours
LEAD 7210	1 hour
Area of Concentration.	23 hours
ACED 7000	2 hours
ACED 7200, ACED 7230, ACED 7240	9 hours
ACED 7220, ACED 7030, ACED 7530, ACED 7990	12 hours
Guided Electives.	6 hours
Total Hours Required for the Degree	36 semester hours

ENDORSEMENT FOR DIRECTOR OF VOCATIONAL EDUCATION

The purpose of this endorsement is to prepare individuals to direct, administer, or supervise vocational education programs. This endorsement may be at the master's level or higher. Candidates must hold a professional teaching certificate in a vocational education field.

Required Courses.	9 hours
ACED 7030, ACED 7500, ACED 7530 (3 hours each)	



DEPARTMENT OF CURRICULUM AND
INSTRUCTIONAL TECHNOLOGY
Dr. Catherine Price, Head
Room 136, Education Center

The mission of the Department of Curriculum and Instructional Technology is to develop practitioners who are knowledgeable and skilled in improving instructional systems in educational institutions and other organizations. To accomplish its mission, the Department offers three graduate programs: the Ed.D. degree with a major in curriculum and instruction, and the M.Ed. and Ed.S. degrees with a major in instructional technology.

Curriculum and Instruction is a specialization designed for experienced practitioners and emphasizes development of a global understanding of the instructional process. The interrelated courses and guided experiences are based on a constructivist philosophy and are sequenced to develop student understanding of effective instructional systems and student application of theoretical foundations in curriculum and instruction. Course projects require doctoral students to research, design, develop, implement, evaluate, and disseminate innovative educational practices in a variety of learning environments.

The Instructional Technology master's degree program accepts qualified graduates from all disciplines and has two options: Library Media Technology and Technology Applications. The Library Media Technology program prepares students to be school media specialists and qualifies the graduate for Georgia S-5 certification. The Technology Applications program prepares students to be technology coordinators or instructional developers in a variety of contexts: business/industry, government/military service, health fields, and schools.

The Ed. S. program emphasizes leadership development and applied research skills in Instructional Technology practice and prepares students to meet present and future technological challenges within an educational organization. The program accepts qualified graduate students from all disciplines. It is expected that applicants will have at least three years of related work experience.

Instructional technology is the theory and practice of design, development, utilization, management, and evaluation of processes and resources for learning (AECT, 1994).

DOCTOR OF EDUCATION WITH A MAJOR IN CURRICULUM AND INSTRUCTION

The Curriculum and Instruction major is designed for experienced practitioners in a variety of instructional fields. The program provides opportunities for students to relate theoretical foundations to curricular and instructional issues facing schools, school systems, higher education, and other educational agencies.

Selected Educational Outcomes

1. Students will initiate, manage, and evaluate the change process.
2. Students will design, develop, and evaluate curricula with considerations for philosophical, sociological, and historical foundations; equitable and appropriate use of technology; community needs, values, and goals; and changing conditions.
3. Students will establish an interdisciplinary, research-based approach to the investigation and solution of educational problems.
4. Students will demonstrate willingness to accept and act on cognitive and affective feedback for continuous improvement.

Examples of Outcome Assessments

1. Students demonstrate skills in initiating, managing, and evaluating the change process through documentation of various components of their curriculum innovation projects. Skills are assessed through project documentation and observation by a faculty team.
2. Students demonstrate skills in designing, developing, and evaluating curricula with specified considerations in their curriculum innovation projects which address identified needs in their workplace. Skills are assessed through project documentation and observation by a faculty team.
3. Students' research skills are assessed through the comprehensive exam and the dissertation which are both rated by a faculty committee.
4. Students are assessed on their willingness to accept and act on cognitive and affective feedback from faculty and peers through observation and documentation of appropriate, timely, and thorough responses to feedback.

Requirements for the Ed.D. with a Major in Curriculum and Instruction

Research Core Courses	9 hours
RSCH 9820, RSCH 9840	6 hours
RSCH 9860	3 hours
Interdisciplinary Core Courses (select 3)	9 hours
PHIL 9070, SOCI 9010, PSYC 9710, PADM 9090	9 hours
Major Courses.	15 hours
CIED 9100, CIED 9200, CIED 9300	9 hours
CIED 9400, CIED 9500	6 hours
Cognate Area.	9 hours

Dissertation	12 hours
CIED 9600 Dissertation Topic Conceptualization	3 hours
CIED 9999 Dissertation in Curriculum and Instruction	9 hours
Total Required for the Degree	54 semester hours

MASTER OF EDUCATION WITH A MAJOR IN INSTRUCTIONAL TECHNOLOGY

Selected Educational Outcomes

1. Students will demonstrate commitment to professional development and improvement of performance.
2. Students will access, analyze, interpret, synthesize, and communicate information and ideas.
3. Students will employ and model effective use of instructional technology in diverse settings.
4. Students will work efficiently, effectively, and cooperatively as leaders and members of teams and groups.

Examples of Outcome Assessments

1. At the beginning of the program, students will articulate their initial goals and delineate professional development opportunities within the context of instructional technology in a career development plan. At the end of the program, they will again articulate goals, and describe, document and reflect upon their professional development during the program in their capstone professional portfolios.
2. Students' information skills are demonstrated throughout the program and are assessed by faculty observation and by documentation in the capstone professional portfolio. Evidence of effective access, utilization and evaluation of information for both print and electronic resources is required.
3. Students' technology skills are assessed throughout the program by faculty observation and by documentation in the capstone professional portfolio. Evidence of electronic communication, technology presentations, and use of production and instructional software is required.
4. Students demonstrate their collaborative efforts through reports, field-based projects, and presentations throughout the program. They are assessed by direct observation of college faculty and by documentation in the professional portfolio.

Requirements for the M.Ed Degree--Library Media Technology Option

Program Corequisites:

P-12 Children's Literature Course

Exceptional Child Course

Professional Education.	6 hours
RSCH 7100 or ITED 7070	3 hours
ITED 7100	3 hours
Instructional Technology Core.	12 hours
ITED 7200, ITED 7300	6 hours
ITED 7400, ITED 7500	6 hours
Area of Specialization.	12 hours
ITED 7201, ITED 7202, CIED 7060	9 hours
Guided Elective	3 hours
Internship ITED 7299.	3 hours
Total Required for the Degree	33 semester hours

Requirements for the M.Ed Degree--Technology Applications Option

Professional.	6 hours
RSCH 7100 or ITED 7070	3 hours
ITED 7100	3 hours
Instructional Technology Core.	12 hours
ITED 7200, ITED 7300	6 hours
ITED 7400, ITED 7500	6 hours
Area of Specialization.	9 hours
Three courses selected from: CIED 7060, ITED 7040, ITED 7050, ITED 7080, ITED 7301, ITED 7302, ITED 7303, ITED 7401, and ITED 7403	
Guided Elective.	3 hours
Internship ITED 7399.	3 hours
Total Required for the Degree	33 semester hours

Requirements for the M.Ed Degree--Teaching for Learning in Schools Option

Admission Criteria

1. Undergraduate degree from accredited college or university.
2. GPA of at least 2.5 on all previous undergraduate work attempted.
3. GRE score of not less than 800 on verbal and quantitative (minimum of 400 on verbal) combined and 3.0 on analytical writing.
4. Employment as a classroom teacher.

Professional Education	7 hours
CIED 7020 Teaching, Learning & Student Achievement	3 hours
ITED 7070 Decision-Oriented Research & Evaluation	3 hours
LEAD 7210 Ethics & Laws	1 hour
Core.	15 hours
CIED 7030 Classroom Curriculum Design	3 hours
ITED 7080 Technology & Learning Standards	3 hours
SPEC 7610 Assessment of Children	3 hours
SPEC 7630 Management & Instruction in Classroom	3 hours
MSED Teaching Strategies & Assessments	3 hours
Area of Specialization.	12 hours
Content (Language Arts, Math, Science, Social Studies)	
Reading (READ 7100, 7010, 7130)	
ESOL (ENGL 6000, ENGL 6000, FLED 6800)	
Gifted (SPEC 5610, 7610, 6600, 6620)	
Pre-school/Special Ed (SPEC 5150, SPEC 5170, COMD 5010)	
Capstone.	3 hours
CIED 7099 Classroom Research into Action	3 hours
 Total Required for the Degree	 37 semester hours

EDUCATION SPECIALIST DEGREE WITH A MAJOR IN INSTRUCTIONAL TECHNOLOGY

Selected Educational Outcomes

1. Students will model and promote ethical, legal and equitable use of instructional technology.
2. Students will conduct, support, and apply research concerning technological applications in instructional environments.
3. Students will assume an influential leadership role in designing, developing, utilizing, managing, and evaluating instructional technology.

Examples of Outcome Assessments

1. Students demonstrate their ability to model and promote ethical, legal, and equitable use of instructional technology through documentation of course projects and multiple forms of computer mediated communication among faculty, students, and peers.
2. Students are assessed on their research knowledge and skills by the thesis committee members who rate the written journal-ready thesis and the electronic presentation of results.
3. Students demonstrate their leadership skills through documentation of major field-based projects which include curriculum implementation, technology planning, and change management.

Requirements for the Ed.S. with a Major in Instructional Technology

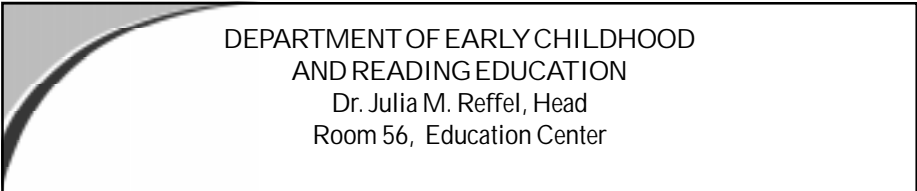
Professional Education.	3 hours
ITED 8100	
Instructional Technology Core.	9 hours
ITED 8300, ITED 8400, ITED 8500	
Research.	9 hours
ITED 8960	3 hours
ITED 8970 and ITED 8999	6 hours
Guided Electives	6 hours
 Total Required for the Degree	 27 semester hours

ENDORSEMENT IN DIRECTOR OF MEDIA CENTER PROGRAMS

This endorsement is intended for media specialists who direct, administer, or supervise school media programs in grades P-12. The applicant must possess a master's or higher degree from a regionally accredited institution and must hold, or be eligible for, a professional certificate in the field of media specialist.

Requirements for the Endorsement in Director of Media Center Programs

ITED 8500 or LEAD 7100	3 hours
MSED 7410 or LEAD 7700	3 hours
CIED 7060 or LEAD 7200	3 hours
 Total Required for the Endorsement	 9 semester hours



DEPARTMENT OF EARLY CHILDHOOD
AND READING EDUCATION
Dr. Julia M. Reffel, Head
Room 56, Education Center

Degrees

The Department of Early Childhood and Reading Education offers the Master of Education and Education Specialist degrees in Early Childhood Education as well as a Georgia Reading Endorsement.

Description

These nationally accredited degree programs are designed to build upon the professional base of knowledge developed from the undergraduate curriculum. Candidates are expected to refine this base, developing abilities to deal with more of the intricate aspects of the teaching experience. The Education Specialist degree programs emphasize the development of change agents who can assume a leadership role in the fields of early childhood and reading education.

MASTER OF EDUCATION WITH A MAJOR IN EARLY CHILDHOOD EDUCATION, P-3 OPTION

Selected Educational Outcomes

1. Graduates will demonstrate a comprehensive understanding of the knowledge, research, and dominant theories of child development and learning and the application of these to the teaching of young children.
2. Graduates will demonstrate an understanding of the knowledge and skills appropriate to the areas of research, learning, educational assessment, ethics, and law.
3. Graduates will use knowledge of young children to develop learning environments which address the intellectual, social, emotional, physical, and cultural needs of all young children.
4. Graduates will develop and implement formal and informal assessment procedures to assess child development and learning, educational environments, and curricula for all young children.

Outcome Assessments

1. Graduates will develop written responses to questions for comprehensive examinations that require the application of information gained from a series of courses. Written responses will be graded by teams of faculty members. Successful completion of the comprehensive examinations is required.
2. Graduates will successfully complete the College of Education master's-level core curriculum with a grade of "B" or above.
3. Graduates will develop portfolios which includes examples of teaching plans and documentation of appropriate learning environments. Portfolios will be assessed by teams of faculty members.
4. Graduates will submit evidence of assessment plans and results in summative portfolios which will be assessed by teams of faculty members.

Requirements for the M.Ed. Degree with a Major in Early Childhood Education, P-3 Option

College of Education Core Courses	10 hours
LEAD 7210 Ethics and Law	1 hour
ECED 7330 Issues and Trends in Early Childhood Educ	3 hours
PSYC 7010 Learning and Assessment	3 hours
RSCH 7100 Research Methodology in Education	3 hours
Early Childhood Education Core	9 hours
ACED 7600 Applied Computer Technology	3 hours
ECED 7210 Assessment in Early Childhood Education	3 hours
ECED 7320 Early Childhood Curriculum	3 hours
Academic Concentration—Grades P-3 Emphasis.	17 hours
ECED 7220 Early Childhood Environments	3 hours
ECED 7430 Integrating Math, Science, and Technology	3 hours
ECED 7410 Social Sciences in Early Childhood Educ	3 hours
ECED 7420 Child, Family, and Society	2 hours
READ 7040 Emergent Literacy	3 hours
Electives/Specialization	3 hours

With approval, students may select courses among all graduate level courses offered in the Department of Early Childhood and Reading Education or additional courses offered in other departments.

Total Required for the Degree 36 semester hours

MASTER OF EDUCATION WITH A MAJOR IN
EARLY CHILDHOOD EDUCATION, (CONTENT OPTION)

Selected Educational Outcomes

1. Graduates will demonstrate a comprehensive understanding of curriculum for and assessment of young children and the role of content in the instruction of young children.
2. Graduates will demonstrate an understanding of the knowledge and skills appropriate to the areas of research, learning, educational assessment, ethics, and law.
3. Graduates will use knowledge of content and research skills to plan and implement pupil-oriented learning experiences that include the use of technology and the development of problem-solving and critical thinking skills.
4. Graduates will develop and implement formal and informal assessment procedures to measure pupils' knowledge of content.

Outcome Assessments

1. Graduates will develop written responses to questions that require the application of information gained from a series of courses. Written responses will be graded by teams of faculty members. Successful completion of the comprehensive examination is required.
2. Graduates will successfully complete the College of Education master's-level core curriculum with a grade of "B" or above.
3. Graduates will develop portfolios that document successful use of content knowledge and research skills. Portfolios will contain evidence of planned learning experiences that employ the use of technology and that promote problem-solving and critical thinking skills. Portfolios will be assessed by teams of faculty members.
4. Graduates will submit portfolios that include documentation of informal and formal assessment procedures and instruments used to measure pupils' knowledge of content. Portfolios will be assessed by teams of faculty members.

Requirements for the M.Ed. Degree in Early Childhood Education,
Content Option

College of Education Core Courses.	10 hours
LEAD 7210 Ethics and Law	1 hour
ECED 7330 Issues and Trends in Early Childhood Educ	3 hours
PSYC 7010 Learning and Assessment	3 hours
RSCH 7100 Research Methodology in Education	3 hours
Early Childhood Education Core.	9 hours
ACED 7600 Applied Computer Technology	3 hours
ECED 7210 Assessment in Early Childhood Education	3 hours
ECED 7320 Early Childhood Curriculum	3 hours

Academic Concentration. 12 hours

One course in each of the following content areas:

- English 3 hours
- Mathematics 3 hours
- Science 3 hours
- Social Sciences 3 hours

Courses in the Academic concentration will be taken through the College of Arts and Sciences.

Electives/Specialization. 5 hours

Total Required for the Degree 36 semester hours

With approval, students may select courses among all graduate level courses offered in the Department of Early Childhood and Reading Education or additional courses offered in other departments.

EDUCATION SPECIALIST DEGREE WITH A MAJOR IN EARLY CHILDHOOD EDUCATION

Selected Educational Outcomes

1. Candidates will be able to use a variety of self-assessment techniques and self-reflection to determine personal strengths and areas to improve.
2. Candidates will be able to develop and implement a project designed to improve the learning environment for public school students.
3. Candidates will develop and implement a unit of instruction for public school students and report on student performance by preparing a Teacher Work Sample.
4. Candidates will compile an Electronic Portfolio including work samples and artifacts that document mastery of program objectives.

Examples of Outcome Assessments

1. Candidate Professional Development Plans will be used to select the candidates' program specialization courses and be reviewed based on criteria determined by a team of faculty.
2. The Action Research Project designed, implemented, and presented by the candidate will be reviewed by the instructor and peers using a rubric.
3. The Teacher Work Sample will be reviewed by the instructor and peers using selected criteria.
4. Candidates' Electronic Portfolios will be presented and reviewed in the Capstone Seminar.

Requirements for the Ed.S. Degree with a Major in
Early Childhood Education

Core Course.	18 hours
EDUC 8010	3 hours
EDUC 8020, 8030, 8040, 8050, 8880	15 hours
Specialization Courses (numbered 6000 & above).	9 hours
Themes to select from, in consultation with advisor:	
Exceptional Learners (TIPS)	
Reading	
Technology	
Content	
Leadership	
Any combination of the above.	
Total Required for the Degree	27 semester hours

MASTER OF EDUCATION WITH A MAJOR IN READING EDUCATION

Selected Educational Outcomes

1. Graduates will demonstrate a comprehensive understanding of the knowledge, research, and theories in the field of reading education.
2. Graduates will demonstrate an understanding of the knowledge and skills appropriate to the areas of research, learning, educational assessment, ethics, and law.
3. Graduates will develop and implement formal and informal assessment procedures to assess the reading development and achievement of pupils.
4. Graduates will use knowledge of pupils and theories and practice in reading education to plan effective instruction for pupils based on needs and interests obtained through diagnosis of reading performance and achievement.

Outcome Assessments

1. Graduates will develop written responses to questions that require the application of information gained from a series of courses. Written responses will be graded by teams of faculty members. Successful completion of the comprehensive examination is required.
2. Graduates will successfully complete the College of Education master's-level core curriculum with a grade of "B" or above.
3. Graduates will submit evidence of assessment plans and results in portfolios which will be assessed by teams of faculty members.
4. Graduates will present evidence of diagnostically determined pupil-oriented instruction in a case study/portfolio format in appropriate courses. Students must successfully complete READ 7160 and READ 7170.

Requirements for the M.Ed. Degree in Reading Education

College of Education Core	9 hours
LEAD 7210 Ethics and Law	1 hour
PSYC 7010 Learning and Assessment	3 hours
READ 7100* Trends & Issues in the Teaching of Reading ..	2 hours
RSCH 7100 Research Methodology in Education	3 hours
Reading Education Core	18 hours
READ 7110 Research and Theory in Reading	3 hours
READ 7120 Word Identification, Vocabulary, and Spelling ...	3 hours
READ 7130* Comprehension and Study Strategy Instr.	3 hours
READ 7140 Methods of Teaching Writing	3 hours
READ 7150 Issues in Using Literature in the Classroom	3 hours
READ 7180 Organizing & Supervising a...Reading Prog.	3 hours
Guided Elective	3 hours
Capstone Experience (Practicum Courses)	6 hours
READ 7160* Diagnosing Reading Difficulties	3 hours
READ 7170 Correcting Reading Difficulties	3 hours
Total Required for the Degree	36 semester hours

*These courses satisfy the requirements for the Georgia Reading Endorsement.

GEORGIA READING ENDORSEMENT

The Georgia Reading Endorsement is available to PreK-12 classroom teachers. Successful completion of the following three courses qualifies a person for the bachelor's, master's, or specialist level endorsement, depending on the current level of certification.

Reading Endorsement Core	8 hours
READ 7100* Trends & Issues in the Teaching of Reading ..	2 hours
READ 7130* Comprehension and Study Strategy Instr.	3 hours
READ 7160* Diagnosing Reading Difficulties	3 hours



DEPARTMENT OF EDUCATIONAL LEADERSHIP

Room 67, Education Building

The Department of Educational Leadership offers programs that lead to a master's degree (M. Ed.) in Educational Leadership with a major in either Public School Leadership or in Higher Education Leadership, to an Educational Specialist degree (Ed.S.) in Educational Leadership, and to the Doctor of Education (Ed.D.) with a concentration in Educational Leadership.

The mission of the Department of Educational Leadership is to provide quality instruction, research, and service to prospective and practicing leaders in the university's service region and beyond. In particular, the master's degree programs are designed to provide students with the basic knowledge, skills, and values to perform competently at entry-level positions of educational leadership roles at either the building and system level or at the higher education level. Students who complete the Educational Specialist degree will be equipped with advanced knowledge and skills to perform competently as professionals in educational leadership. The Doctoral program is intended to prepare students to assume active leadership roles. In all degree programs, an emphasis is placed on ethical decision-making and leadership for change. Programs offered by the Department of Educational Leadership are fully accredited by NCATE (master's and specialist) or by SACS (doctoral).

MASTER OF EDUCATION WITH A MAJOR IN PUBLIC SCHOOL LEADERSHIP

Selected Educational Outcomes

1. Students will demonstrate the knowledge, skills, and attributes involved in the design of appropriate curricula and instructional programs.
2. Students will demonstrate the ability to integrate theoretical and practical applications of organizational development and leadership practice by writing a major paper and presenting an oral report.
3. Students will demonstrate knowledge and skills associated with the selection, induction, orientation, evaluation, staff development, retention, and dismissal of school personnel.
4. Students will write and present a major project which encompasses elements of the fiscal and operational components of school budgeting, purchasing, accounting, auditing, inventory control, security, custodial services, transportation, facilities management, and child nutrition.
5. Students will demonstrate knowledge and skills in providing educational environments in which children can learn.

Examples of Outcome Assessments

1. Students will write a curriculum project appropriate for their work level that will be assessed on the criteria developed by the professor.
2. The oral report and major paper will be assessed through peer review and by the professor.
3. Students will be assessed through activities that include oral presentations, interviewing techniques, and written reports. Projects, class activities, and papers will be evaluated through peer review and/or by the professor work.
4. Written projects and oral presentations will be evaluated using criteria developed by the professor.
5. Internship activities will be assessed by one or more faculty members.

Requirements for the M.Ed. Degree in Public School Leadership

College of Education Core Courses	9 hours
LEAD 7010, PSYC 7010, RSCH 7100	9 hours
Academic Concentration	21 hours
LEAD 7100, LEAD 7200, LEAD 7300	9 hours
LEAD 7400, LEAD 7500	6 hours
LEAD 7700, ITED 7000	6 hours
Field Experiences.	6 hours
LEAD 7900, LEAD 7910	6 hours
Total hours required for the degree	36 semester hours

MASTER OF EDUCATION WITH A MAJOR IN HIGHER EDUCATION LEADERSHIP

Selected Educational Outcomes

1. Students will demonstrate knowledge of sound business practices in the management of higher education organizations.
2. Students will establish operational plans and processes to accomplish strategic goals, utilizing practical applications of organizational theories.
3. Students will describe the processes of educational leadership and their relationship to educational programs in higher education.
4. Students will interact effectively with internal and external publics.

Outcome Assessments

1. Students will develop a written budget in response to criteria provided. This budget will be evaluated on criteria developed by the professor.
2. Students will prepare a professional portfolio as evidence of their mastery of course content and ability to apply course content to real-world settings. The professor will evaluate the portfolio.
3. Students will write a narrative as part of their professional portfolio, in which they establish operational plans and processes to accomplish strategic goals, utilizing practical applications of organizational theories. The narrative will be graded by the professor.

- Students will successfully complete the requirements for their internships (LEAD 7921 and LEAD 7922). The internship coordinator will determine successful completion

Requirements for the M.Ed. Degree with a Major in
Higher Education Leadership

Core Courses.	9 hours
PSYC 7860, RSCH 7100	6 hours
ACED 7400 or ITED 7500	3 hours
Academic Concentration	15 hours
LEAD 7800, LEAD 7810, LEAD 7820	9 hours
LEAD 7830, CIED 7440	6 hours
Electives: choose two courses.	6 hours
ACED 7150, CIED 7200, ITED 7200, PSYC 7040, SCHC 7870, or other courses approved by advisor	
Field Experiences.	6 hours
LEAD 7921 and LEAD 7922	6 hours
Total Required for the Degree	36 semester hours

EDUCATION SPECIALIST DEGREE WITH A MAJOR IN
EDUCATIONAL LEADERSHIP

Selected Educational Outcomes

- Students will develop leadership skills necessary to plan, implement, monitor, and evaluate a meaningful school improvement plan.
- Students will collaborate with faculty and staff to identify professional needs by conducting a needs assessment in an educational setting.
- Students will demonstrate the ability to engage in action research by identifying needs and developing and implementing a School Improvement Project in a school-based practicum experience.

Examples of Outcome Assessments

- Students will report the results of a need assessment, which will be evaluated, on criteria developed by the professor during the practicum experience.
- The school improvement project will be assessed on the criteria developed by the professor.
- The School Improvement Project will be assessed based on criteria developed by faculty and local school personnel during the thesis experience.

Requirements for the Ed.S. Degree with a Major in
Educational Leadership

Core.	3 hours
RSCH 8000 Advanced Research Methodology	
Academic Concentration	12 hours
LEAD 8200 and LEAD 8300	6 hours
LEAD 8400 and ITED 7402	6 hours

Major Specialization Electives (Select two)	6 hours
LEAD 8610, LEAD 8650, LEAD 8660, LEAD 8670, LEAD 8680, RSCH 8730, LEAD 8850	
Capstone Experiences.	6 hours
LEAD 8901 and LEAD 8999	6 hours
Total Required for the Degree	27 semester hours

Requirements for the Educational Specialist degree: Option for professionally certified teachers with Master’s degrees in other fields

Area A: Core.....	3 hours
RSCH 8000 Advanced Research Methodology	
Area B: Academic Concentration.	27 hours
LEAD 7200, LEAD 7400, LEAD 7700	9 hours
LEAD 8200, LEAD 830, LEAD 8400	9 hours
LEAD 8650, LEAD 8660, ITED 7402	9 hours
Area C: Capstone Experiences.	9 hours
LEAD 7900, LEAD 8901, LEAD 8999	9 hours
Total hours required for the degree	39 semester hours

DOCTOR OF EDUCATION WITH A CONCENTRATION IN SCHOOL LEADERSHIP

The Educational Leadership major seeks to develop effective, ethical, and diverse educational leaders whose goal is to maximize all students’ achievement. Skill applications serve as the connection between the knowledge and inquiry skills developed in the core curriculum and research courses and the increasingly complex world of restructured practice and school improvement.

Selected Educational Outcomes

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

1. The educational leader will initiate, plan, manage, and articulate the change process in educational and educationally related settings.
2. The educational leader initiates needs assessments and plans and implements with staff a framework for change.
3. The educational leader identifies and evaluates the important elements of a problem situation by analyzing relevant information, framing problems, identifying possible causes, seeking additional needed information, framing and reframing possible solutions, and by exhibiting conceptual flexibility. These outcomes are accomplished in a doctoral dissertation.

Examples of Outcome Assessments

Using a variety of techniques, faculty members in the department will assess the extent to which the students achieve the desired outcomes.

1. Students will develop a plan for change in educational and educationally related settings. Students' educational change plan will be assessed by faculty members.
2. Students will report the results of a need assessment focusing on an appropriate leadership problem. Students' needs assessment report will be assessed by faculty members.
3. Students will orally defend a doctoral dissertation that is grounded in, and that expands upon the existing literature. A Dissertation Committee will determine successful completion of this outcome.


Requirements for the Ed.D. Degree
with a Concentration in Educational Leadership

Area A: Interdisciplinary Studies (Select any three).	9 hours
PADM 9090, PHIL 9070, PSYC 9710, SOCI 9010	
Area B: Educational Inquiry.	12 hours
RSCH 9820, RSCH 9840	6 hours
RSCH 9860, RSCH 9800	6 hours
Area C: Leadership.	21 hours
LEAD 9010, LEAD 9020, LEAD 9030	6 hours
LEAD 9870, LEAD 9000	6 hours
Guided Electives	9 hours
Area D: Research and Dissertation.	12 hours
RSCH 9870	3 hours
RSCH 9999	9 hours
Total hours required for the degree	54 semester hours

ENDORSEMENT FOR INSTRUCTIONAL SUPERVISION

The purpose of the endorsement is to prepare individuals to direct, administer, or supervise P-12 instructional programs. This endorsement may be at the master's level or higher. Candidates must hold or be eligible for a professional teaching certificate in the field in which they plan to supervise.

Instructional Supervision Endorsement Courses	9 hours
LEAD 7100 or LEAD 8400	3 hours
LEAD 7700 and LEAD 7200	6 hours



DEPARTMENT OF KINESIOLOGY
AND PHYSICAL EDUCATION
Dr. Hemming Atterbom
Room 168, Physical Education Complex

The Master of Education degree program in the Department of Kinesiology and Physical Education is designed to prepare committed professionals and scholars as lifelong learners who employ inquiry and research to develop innovative programs in physical education that improve the quality of life for school-age children and for the community at large.

Goals

To perform their mission, the faculty members in the master's degree program in health and physical education strive to

1. enhance professional skills of master teachers in health and physical education
2. advance the discovery and disseminations of knowledge that relates to the science of human movement, physical activity, and the teaching/learning process
3. enable the use of technology for assessment, feedback, and accountability to students, parents, administrators, and legislators.

Program Description

The Master of Education degree program in the Department of Kinesiology and Physical Education allows students to specialize in health and physical education and qualify for the Georgia T-5 (professional) teaching certificate. The program comprises team-taught comprehensive and non-compartmentalized integrated instructional units, rather than the traditional 3-credit courses. Integration of related content utilizing diverse delivery systems and assessments within a comprehensive content structure offers opportunities for students to practice higher orders of thinking and experience a greater variety of teaching and learning styles. Also, collapsing the traditionally taught content into larger units allows the flexibility to respond efficiently and quickly to the changing needs of today's schools. With the goal of educating superior teachers, the program offers opportunities for integrated study and practice. The up-to-date program employs profession-specific technologies to prepare the graduates to apply today's knowledge in tomorrow's practice. The goal is to encourage agents of change for the physical education programs of the region, with the ultimate aim of more healthful lifestyles among Georgia's youth.

Admission Requirements

All applicants for admission to any graduate program at Valdosta State University must first submit a completed application to the Graduate School. To be considered for admission to the Master of Education program in the Department of Kinesiology and Physical Education, prospective students must meet requirement of the Graduate School and those of the College of Education.

Special Admission Requirements

Each applicant for this program must submit

1. a completed Department of Kinesiology and Physical Education Application for Admission to the Master of Education Program
2. a self-reported technology skills inventory
3. a letter of intent containing a brief description of the applicant's educational and experiential background, as well as a reflection on the reasons for selecting Valdosta State University and the future use of the degree

Regular status:

Applicants seeking a T-5 certification in Health and Physical Education must

1. have or be eligible for a regular teacher certificate from any state in either health education or physical education or the combination
2. document having completed, with a grade of "B" or higher, the following undergraduate professional core courses or their equivalent:
 - a. Introduction to Health/Physical Education
 - b. Kinesiology/Biomechanics
 - c. Pedagogy/Methods in Health/Physical Education
 - d. Curriculum in Health/Physical Education
 - e. Exercise Physiology

Admission and prerequisites will be determined on a case-by-case basis by the departmental Graduate Admissions Committee. Majors in the biological or behavioral sciences will be especially considered.

Probationary status:

To be considered for regular admission, students admitted on probationary status must (1) have completed 9 semester hours of graduate work with a GPA of 3.0 or higher and with no grade below "B" and (2) reapply with a letter to the Graduate Coordinator requesting a review of their records.

Irregular status:

Before a student's status may be changed to regular or probationary admission, the student must (1) satisfy all admission requirements for regular or probationary admission as set forth by the Graduate School, (2) submit a new Department of Kinesiology and Physical Education Application for Admission to the Master of Education Program, (3) meet all of the above requirements for regular or probationary admission.

MASTER OF EDUCATION DEGREE WITH A MAJOR IN HEALTH AND PHYSICAL EDUCATION (T-5 TEACHER CERTIFICATION)

Selected Educational Outcomes

Students seeking a Master of Education degree in Health and Physical Education with teacher certification will:

1. be committed to students and their learning
2. know the health and physical education and how to teach those subjects to students
3. be able to manage and monitor students learning
4. think systematically about their teaching
5. be members to learning communities
6. demonstrate proficiency in the use of profession-specific software and technology

Outcome Assessments


To be awarded the Master of Education degree with a major in Health and Physical Education the candidates must:

1. at the start of the program, articulate their professional goals and delineate professional development opportunities within the context of physical education as a career choice.
2. in order to demonstrate content, professional practice, and research, successfully develop written responses to comprehensive examinations conducted during the instructional periods. The examinations require critical thinking inquiry skills, and application of content knowledge.
3. successfully demonstrate skills in critical thinking, communication, and inquiry through scenario participation, completion of oral presentations and written projects, as well as the ongoing development of the professional portfolio.
4. at the end of the program and within the framework of the capstone course, reflect on the pre-program goal choices and document the professional development during the program.
5. successfully complete, present, and defend a comprehensive electronic portfolio of all graduate work.
6. pass practical tests on assessment technology.

Requirements for the Master of Education Degree with a
Major in Health and Physical Education (T-5 Teacher Certification)

Professional Education Core.....	10 hours
RSCH 7100 Research Methodology in Education	3 hours
PSYC 7010 Learning and Assessment	3 hours
LEAD 7210 Ethics and Law	1 hour
KSPE 7200 Contemporary Issues in Health and P.E.	3 hours
Health and Physical Education Concentration.....	18 hours
KSPE 7160 Human Kinetics	6 hours
KSPE 7170 Foundations of Physical Education	6 hours
KSPE 7260 Professional Practices	6 hours
Guided Electives.....	3 hours
Capstone Course KSPE 7910.....	2 hours
Total Required for the Degree	33 semester hours

The development of a professional portfolio is also required for completion of this degree program.



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 offering the Master of Education and Education Specialist degrees in Middle Grades Education and in Secondary Education.

The department offers Middle Grades programs with teaching fields for grades 4-8, with two concentrations selected from language arts, mathematics, science or social studies. The department also offers Secondary Education programs with teaching fields for grades 7-12 in English, mathematics, biology, chemistry, physics, earth and space science, history, or political science. The programs promote professional development through a variety of experiences, including reflection/self-evaluation. Emphasis in the M.Ed. program is on refinement of instructional skills and the student's development as a master teacher.

A track of the Middle Grades Education and Secondary Education master's programs is available for individuals already having content degrees and who now desire teacher certification. The emphasis for this track is on the development of pedagogical, management, and curriculum knowledge and skills needed to become effective teachers.

The Ed. S. program emphasizes teacher leadership development and the application of action research skills in educational settings. At both levels students acquire the knowledge, skills and preparation for meeting the National Board for Professional Teaching standards.

MASTER OF EDUCATION WITH A MAJOR IN MIDDLE GRADES EDUCATION OR A MAJOR IN SECONDARY EDUCATION

Selected Educational Outcomes

1. Students will demonstrate a comprehensive understanding of the knowledge, research, reflective practices, and theories appropriate to middle grades or secondary education.
2. Students will demonstrate a sense of efficacy and cultivate genuine understanding of central ideas and processes through curriculum, instruction, and assessment.
3. Students will demonstrate the ability to engage in focused inquiry by researching a topic, evaluating relevant literature, and writing research papers.

Outcome Assessments

1. Professors will assess students' comprehensive understanding of the knowledge, research, reflective practices, and theories appropriate to middle grades and secondary education through exams, presentations, and portfolios using departmental criteria.
2. Departmental faculty, as a culminating activity, will assess students' abilities to demonstrate a sense of efficacy and cultivate genuine understanding of central ideas and processes through curriculum, instruction, and assessment via lesson plans, videos, evaluations, etc. in the professional development and instructional sections of the teaching portfolio .
3. Departmental faculty, using a rubric, will assess the students' ability to engage in focused inquiry through the electronic portfolio.

REQUIREMENTS FOR THE M.ED. DEGREE WITH A MAJOR IN MIDDLE GRADES EDUCATION

College of Education Core Courses.....	7 hours
LEAD 7210	1 hour
PSYC 7010 and RSCH 7100	6 hours

MSED Specialization Courses.....	11-12 hours
MSED 7000 and MSED 7010	6 hours
MSED 7650	2 or 3 hours
MSED 7800	3 hours

Content Courses	18 hours
Primary Content Area	9 hours
Secondary Content Area.....	9 hours

*Primary and secondary content areas: language arts, math, science, or social studies courses selected from appropriate graduate College of Arts and Sciences and READ courses.

Total Required for the Degree 36-37 semester hours

*Content courses for middle grades education equate to subject courses needed to complete one of the following concentration areas: language arts, science, mathematics, social studies, or reading.

**MASTER'S ALTERNATIVE CERTIFICATION TRACK:
MIDDLE GRADES AND SECONDARY EDUCATION**

In addition to the College of Education admission requirements, candidates for the Alternative Certification Track must also complete all the following before beginning any courses in the program:

- a. complete all required certification content courses
- b. pass PRAXIS I (or exempt it) and PRAXIS II
- c. successfully complete group interview
- d. successfully write an on-site essay or present satisfactory score on the GRE Analytical Writing Test
- e. have a satisfactory work history review
- f. have a satisfactory criminal background check
- g. successfully complete specified school observations
- h. successfully complete an English proficiency performance
- i. demonstrate technology proficiency
- j. acquire liability insurance

ALTERNATIVE CERTIFICATION TRACK

Master's Program -- Middle Grades

College of Education Core Courses	7 hours
LEAD 7210	1 hour
PSYCH 7010 and RSCH 7100	6 hours
MGED 2999	0 hours
MSED Specialization Courses	11 or 12 hours
MSED 7000, MSED 7010, MSED 7800	9 hours
MSED 7650	2 or 3 hours
Alternative Certification Courses	18 hours
MSED 7001, 7002, 7003, 7004, 7006	15 hours
MSED 7005	2 hours
MSED 7007	1 hour
Total Hours Required for the Degree	36-37 hours

Selected Educational Outcomes

In addition to the Outcomes listed for the Master of Education with a major in Middle Grades Education or a major in Secondary Education, candidates in the Alternative Certification Track must

- demonstrate a comprehensive understanding of planning and preparation, classroom and school environment, instruction, and professional responsibilities
- demonstrate the competencies needed for recommendation for teacher certification

Outcome Assessments

To the Outcome Assessments listed for the Master of Education with a major in Middle Grades Education or a major in Secondary Education, two others are added:

- Departmental faculty, using a variety of instruments such as the Accomplished Teacher Rubric, will assess the candidates' abilities to demonstrate their competence in planning and preparation, establishing a positive classroom environment, instruction, and professional responsibilities via observations, their students' academic growth, school administrators' evaluations, and other class products.
- Successful candidates will be recommended for teacher certification

EDUCATION SPECIALIST DEGREE WITH A MAJOR IN MIDDLE GRADES EDUCATION OR A MAJOR IN SECONDARY EDUCATION

Selected Educational Outcomes

1. The candidate will be able to use a variety of self-assessment techniques and self-reflection to determine personal strengths and areas to improve.
2. The candidate will be able to develop and implement a project designed to improve the learning environment in schools.
3. The candidate will develop and implement a unit of instruction for school students and report on student performance by preparing a Teacher Work Sample.
4. The candidate will compile an electronic portfolio, including work samples and artifacts that document mastery of program objectives.

Examples of Outcome Assessments

1. Professional Development Plans will be used to select the candidate's program specialization courses and be reviewed based on criteria determined by a team of faculty.
2. The Action Research Project designed, implemented, and presented by each candidate will be reviewed by the instructor and peers using a rubric.
3. The Teacher Work Sample will be reviewed by the instructor and peers using selected criteria.
4. Candidate's electronic portfolios will be presented and reviewed in the Capstone Seminar.

Requirements for the Ed.S. Degree with a Major in
Middle Grades Education or in
Secondary Education

Core Course.	18 hours
EDUC 8010	3 hours
EDUC 8020, 8030, 8040, 8050, 8880	15 hours
Specialization Courses (numbered 6000 & above).	9 hours
Themes to select from, in consultation with advisor:	
Exceptional Learners (TIPS)	
Reading	
Technology	
Content	
Leadership	
Any combination of the above.	
Total Required for the Degree	27 semester hours

MASTER OF EDUCATION WITH A
MAJOR IN SECONDARY EDUCATION

Requirements for the M.Ed. Degree with a major in Secondary Education

Professional Education Courses.	10 hours
MSED 7010	3 hours
LEAD 7210	1 hour
PSYC 7010	3 hours
RSCH 7100	3 hours
Area of Concentration	26-27 hours
MSED 7000	3 hours
MSED 7650	2 or 3 hours
MSED 7800	3 hours
Content Courses	18 hours
Content areas: English, math, science, or social studies courses selected from appropriate graduate College of Arts and Sciences and READ courses.	
Total Required for the Degree	36-37 semester hours

*Content courses for secondary education equate to subject courses needed to complete one of the following secondary majors: political science, history, broad field social sciences, chemistry, biology, physics, earth and space, broad field science, mathematics, or English.

ALTERNATIVE CERTIFICATION TRACK
Master's Program -- Secondary Education

College of Education Core Courses	10 hours
LEAD 7210	1 hour
PSYCH 7010, RSCH 7100, MSED 7010	9 hours
SEED 2999	0 hours
Area of Concentration	8 or 9 hours
MSED 7000, MSED 7010, MSED 7800	9 hours
MSED 7650	2 or 3 hours
Alternative Certification Courses	18 hours
MSED 7001, 7002, 7003, 7004, 7006	15 hours
MSED 7005	2 hours
MSED 7007	1 hour
Total Hours Required for the Degree	36-37 hours

ENDORSEMENT IN TEACHER SUPPORT SPECIALIST

This endorsement is intended for certified teachers who supervise college student teachers, mentor interns, beginning teachers, guide practicum students, and support professional development experiences in a field-based setting. The applicant must have completed three years of acceptable teaching experience and be recommended by school system administrators.

Requirements for the Endorsement in Teacher Support Specialist

MSED 7410 Techniques for Instructional Support	3 hours
MSED 7420 Internship in Instructional Support	3 hours

Total Required for the Endorsement


6 semester hours

Requirements for the Reading Endorsement

READ 7100, READ 7010, READ 7130	9 hours
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Total Required for the Endorsement

9 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.

At the graduate level, the department offers the M.S. degree in Clinical/Counseling or Industrial/Organizational Psychology. 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 with a major in school counseling and the Ed.S. degree with a major in school psychology. These programs train and endorse students specifically for employment in the public school setting. Students in these programs are required to satisfy all Georgia Professional Standards Commission requirements for certification as a component part of the degree programs. These programs are approved by the Georgia Professional Standards Commission and the College of Education is accredited by the National Council For Accreditation of Teacher Education (NCATE). The Ed.S. program with a major in school psychology is also approved by the National Association of School Psychologists (NASP).

Department faculty instruct courses and serve on doctoral committees for students enrolled in the College of Education doctoral programs. All department faculty hold the doctorate. Information concerning these programs, their admission requirements (which differ by degree program), continuing education, and other services offered by the department can be obtained by contacting the department.

Admission Requirements for the Master of Science Degrees

- A. Regular Admission. To be considered for admission, the candidate must submit the following:
1. An appropriate undergraduate degree. Usually those holding either the B.S. or B.A. degree in Psychology, or an undergraduate degree in a related field, with a minimum of 15 semester hours in psychology, would meet this requirement. Specific prerequisite courses will be determined by the department admissions committee.

2. The student must have earned a minimum 3.0 undergraduate GPA, on a 4.0 scale, calculated on all work attempted in which letter grades were awarded, and must present a minimum score of 1000 on the combined Verbal and Quantitative sections of the Graduate Record Examination (GRE), with neither score below 400.
3. Three letters of recommendation from professionals acquainted with the applicant's academic and/or vocational background and interests. These letters must reflect the ability, interest, and motivation of the candidate to be successful in the program of study and the career field.
4. A written statement of no more than 250-500 words describing the student's interest in this program and plans post-degree. This written statement must demonstrate articulation, writing skill, and goals consistent with the outcomes of the degree program.

B. Probationary Admission

The student may qualify for probationary admission by meeting requirements A-1, A-3, and A-4 as set forth above, and one of the two following conditions. (NOTE: A student scoring below the necessary minimum of 400 on the Verbal scale of the GRE may receive probationary admission, if a score of 3.5 or better is obtained on the GRE analytic writing section.)

- 1) Minimum 3.0 undergraduate GPA and 800 combined Verbal and Quantitative GRE scores, with neither score below 400.
- OR
- 2) Minimum 2.5 undergraduate GPA and 1000 combined Verbal and Quantitative GRE scores, with neither score below 400.

Departmental Requirements in addition to University Admission Requirements

Admission to departmental programs requires 15 semester hours of undergraduate psychology courses appropriate to the graduate major.

MASTER OF SCIENCE WITH A MAJOR IN CLINICAL/COUNSELING PSYCHOLOGY

The faculty serves the citizens of the region and state by offering instruction and services designed to improve the quality of life. Students are prepared to work in community counseling and mental health centers. The faculty offers individualized training to assure the public of qualified, responsible, and appropriately credentialed individuals who provide assessment, consultation and counseling. Students interested in pursuing further training and education in clinical/counseling psychology are given a solid foundation for efforts to achieve other related advanced degrees.

Selected Educational Outcomes

1. Students will be able to use the scientific method to critically evaluate research methodology, statistics, and conclusions in current clinical/counseling psychology literature.
2. Students will demonstrate a comprehensive understanding of the knowledge, research and theories appropriate to the M.S. in Clinical/Counseling Psychology by developing written responses to program questions.
3. Students will demonstrate the ability to integrate information from several sources (e.g., testing, interviews, etc.) by writing appropriate assessment reports and intervention plans.

Outcome Assessments

1. Students will be assessed on their ability to write and present research evaluations in several courses, including research design and analysis.
2. Students will successfully develop written responses to Comprehensive Examination questions that require the application of the knowledge gained from a series of courses. The written responses will be graded by a committee of faculty.
3. Students' written assessment reports and intervention plans will be assessed in practicum experiences by their practicum and faculty supervisors.

Course Requirements for the Master of Science Degree with a Major in Clinical/Counseling

Required Classes.	33 hours
PSYC 7100 Intellectual Assessment	4 hours
PSYC 7110 Personality Assessment	4 hours
PSYC 7200 Psychopathology	3 hours
PSYC 7400 Counseling Theory and Practice	3 hours
PSYC 7450 Group Counseling	3 hours
PSYC 7900 Pre-Practicum	3 hours
PSYC 7971 Clinical/Counseling Psyc. Practicum I	2 hours
PSYC 7972 Clinical/Counseling Psyc. Practicum II	2 hours
PSYC 8000 Research Design and Analysis	3 hours
PSYC 8600 Theories of Learning or	
PSYC 8610 Behavior Modification	3 hours
PSYC 8800 Legal and Ethical Issues in Psychology	3 hours
Guided electives.	12 hours
Total hours required for the degree	45 semester hours

MASTER OF SCIENCE WITH A MAJOR IN INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY

The faculty trains students in the application of psychological principles and approaches to solve a wide variety of human problems in organizational settings. Through course work and field placements students appreciate the importance of designing work environments and behavioral systems that maximize employee effectiveness, satisfaction, and well-being. Students are prepared for positions in the public and private sectors, or to seek more advanced training.

Selected Educational Outcomes

1. Students will collect, summarize, analyze, and interpret data utilizing univariate and multivariate statistical procedures.
2. Students will demonstrate a comprehensive understanding of the knowledge, research and theories appropriate to the M.S. in Industrial/Organizational Psychology by developing written responses to program questions.
3. Students will develop, administer, and evaluate tests and assessment techniques as related to personnel and organizational issues.

Outcome Assessments

1. Students will successfully develop data analyses in several courses, including research design, to be assessed by faculty members.
2. Students will successfully develop a portfolio that requires the application of the knowledge gained from a series of courses. The portfolio will be graded by a committee of faculty.
3. Students will be assessed by their practicum and faculty supervisors on the assignments performed in their Industrial/Organizational Practicums.

Requirements for Master of Science Degree with a Major in Psychology

Required Courses. 34 hours

PSYC 5800 Industrial/Organizational Psychology	3 hours
PSYC 7600 Personnel Selection	3 hours
PSYC 7610 Performance Appraisal	3 hours
PSYC 7690 Professional Issues in I/O Psychology	1 hour
PSYC 7670 Social Psychology	3 hours
PSYC 7961 I/O Psychology Practicum I	3 hours
PSYC 7962 I/O Psychology Practicum II	3 hours
PSYC 8000 Research Design and Analysis	3 hours
PSYC 8350 Psychology of Motivation	3 hours
PSYC 8360 Human Resource Development	3 hours
PSYC 8370 Human Factors Psychology	3 hours
PSYC 8610 Behavior Modification	3 hours

Guided Electives. 11 hours

Total hours required for the degree 45 semester hours

MASTER OF EDUCATION DEGREE WITH A MAJOR IN SCHOOL COUNSELING

The faculty prepares students to become school counselors who are eligible for certification by the Georgia Professional Standards Commission. Students become scholar/practitioners, who think critically and apply their knowledge with skill and compassion.

Selected Educational Outcomes

1. Students will demonstrate a comprehensive understanding of the knowledge, research and theories appropriate to the M.Ed. in School Counseling.
2. Students will demonstrate content knowledge necessary to perform as a School Counselor.
3. Students will perform successfully as a pre-professional School Counselor.

Outcome Assessments

1. Students will successfully develop written responses to Comprehensive Examination questions that require the application of the knowledge gained from a series of courses. The written responses will be graded by a committee of faculty.
2. Students will be assessed by successfully passing the PRAXIS II Examination.
3. Students will be assessed by a faculty member using a standard observation and evaluation form in the M.Ed. School Counseling Internship.

Requirements for M.Ed. Degree with a Major in School Counseling

Core.	9 hours
LEAD 7210 Ethics and Law	1 hour
SCHC 7800 Orientation to Counseling as a Profession	2 hours
RSCH 7100 Research Methodology in Ed	3 hours
PSYC 7020 Conditions of Learning	3 hours
Concentration.	39 hours
PSYC 7030 Measurement and Evaluation	3 hours
*SCHC 7400 Counseling Theory/Practice	3 hours
*SCHC 7420 Counseling Children and Adolescents	3 hours
*SCHC 7450 Group Counseling	3 hours
*SCHC 7820 Career Counseling	3 hours
*SCHC 7900 Pre-Practicum	3 hours
PSYC 8250 Developmental Psychology	3 hours
*SCHC 7470 Counseling Culturally Diverse Populations	3 hours
SCHC 7820 Comprehensive School Counseling	3 hours

*Cross-listed with PSYC courses

SCHC 7830 Consultation and Advocacy in School Counseling	3 hours
SCHC 7981 School Counseling Practicum I	3 hours
SCHC 7991 School Counseling Internship I	3 hours
SCHC 7992 School Counseling Internship II	3 hours

Total Hours for Required for the Degree 48 semester hours

Competency Requirements

Competency requirements in curriculum and computer usage must be demonstrated. Those not meeting the competency requirements by demonstrating skill level or completed course work will take course(s) in the following areas:

Education: Special Education (SPEC 2000), Curriculum (CIED 7060), and Computers (ACED 2400)

EDUCATION SPECIALIST DEGREE WITH A MAJOR IN SCHOOL COUNSELING

The faculty prepares students, who are already certified school counselors, to become leaders and researchers in school counseling. Students develop advanced skills in counseling, consulting and research.

The Education Specialist Degree in School Counseling is designed to enhance and advance the knowledge and skills of students beyond the Master's level in the following areas: Counseling, Supervision, Leadership, Consultation, Research, and mental health care systems. The Ed.S. Program prepares students, who are already certified as school counselors to become leaders and researchers in the educational environment and to gain the knowledge and skills needed to address mental health issues found in the school environment.

Admission Requirements

1. A student must be a certified school counselor in the state of Georgia or hold the credentials to be certified. If a student does not hold the credentials to be certified in the state of Georgia, all coursework needed for certification must be completed prior to beginning coursework for the Ed.S.
2. A student must have one year experience working as a certified school counselor in a school setting. The one year of experience may not include practicum(s) and internship(s).
3. A student will not be admitted with a grade point average of less than 3.0 on all previous graduate work attempted.
4. A student will not be admitted with a Graduate Record Examination (GRE) score of less than 850 (verbal portion plus either quantitative or analytical portion). The score on the verbal section may not be less than 400. A minimum score of 390 on the Miller Analogies Test to be admitted to the Ed.S. Program in school counseling.

5. Only “Regular” admission status will be used for entry into the Education Specialist degree in school counseling. Graduate work taken prior to admission to an Education Specialist Degree Program will not be counted toward the degree requirements

Selected Educational Outcomes

Candidates will:

1. demonstrate and model appropriate counseling and supervision skills and strategies in the supervision relationship.
2. demonstrate a systematic conceptualization of the major roles and responsibilities of counselor supervision.
3. evaluate their school counseling program to determine its effectiveness as a comprehensive school counseling program using standards set by the school’s accrediting body and American School Counseling Association.
4. design individual and group treatment strategies that are developmentally appropriate for children and youth that address the academic, social, and career success of all students.
5. demonstrate a disposition appropriate for a leader in the school environment.
6. follow appropriate professional and ethical guidelines.

Outcome Assessments

1. Students will be assessed by performance in Ed.S. level courses.
2. Students will be assessed by a faculty member using a standard observation and evaluation form in the Ed.S. School Counseling Practicum.
3. The process of developing the thesis and the results of the thesis are assessed by a faculty committee using appropriate criteria for the degree.

Requirements for Ed.S. Degree with a Major in School Counseling

Core. 9 hours

- PSYC 5500 Statistical Methods in Psychology 3 hours
- RSCH 8000 Advanced Research Methodology 3 hours
- SCHC 8999* Thesis 3 hours

Required Advanced Counseling Courses. 18 hours

- SPEC 5140 Collaborative Roles in Education 3 hours
- PSYC 8200 Child Psychotherapy 3 hours
- SCHC 7120* Academic and Behavioral Assessment 3 hours
- SCHC 8150* Behavioral Health Care Systems 3 hours
- SCHC 8400* Special Topics in School Counseling 3 hours
- SCHC 8991* School Counseling Practicum I 3 hours

* Cross-listed with PSYC

Total Hours for Required for the Degree 27 semester hours

EDUCATION SPECIALIST DEGREE WITH A MAJOR IN SCHOOL PSYCHOLOGY

The faculty prepares students to meet Georgia and National School Psychologist Certification requirements. Students are systematically trained as applied practitioners in the field of school psychology, as defined by the National Association of School Psychologists.

Selected Educational Outcomes

1. Students will demonstrate basic knowledge of biopsychology, behavior/learning theory, affective/cognitive processes, abnormal behavior, developmental and social systems that inform the process of problem solving.
2. Students will design individual and group treatment strategies that are developmentally appropriate for children and youth.
3. Students will demonstrate interpersonal communication that evidences basic understanding and sensitivity to diversity (e.g., various disabilities, socio-cultural and economic backgrounds, and levels of motivation).
4. Students will demonstrate self-motivation, constantly seeking to improve the products they have produced in the service provided to others.
5. Students will present an electronic professional portfolio during the final semester of their internship.

Outcome Assessments

1. Students will successfully develop written responses to Comprehensive Examination questions that require the application of the knowledge gained from a series of courses. The written responses will be graded by a committee of faculty.
2. Students will be assessed by successfully passing the PRAXIS II.
3. Students will be assessed by a faculty member using a standard observation and evaluation form in the Ed.S. School Psychology Internship.
4. The process of developing the thesis and the results of the thesis are assessed by a faculty committee using appropriate criteria for the degree.

Requirements for the Ed.S. Degree with a Major in School Psychology

Foundation Courses	8 hours
PSYC 7000	2 hours
PSYC 7020 or PSYC 8600	3 hours
PSYC 8250	3 hours
Assessment for Intervention	13 hours
PSYC 7100, PSYC 7110, and PSYC 7120	12 hours
PSYC 8140	1 hour
Clinical Practice: Transition and Behavior Change	18 hours
PSYC 7200, PSYC 8200, PSYC 7400	9 hours
PSYC 7420, PSYC 8150	6 hours
PSYC 8610 or SPEC 5100	3 hours
Research Methodology	9 hours
PSYC 5500, RSCH 8000, and PSYC 8999	9 hours
Curriculum and Programs	6 hours
SPEC 5120 (2 hours) and SPEC 5040 (1 hour)	3 hours
SPEC 5140 or PSYC 8020	3 hours
Practicum and Internship	9 hours
PSYC 7791-7795 (5 hours) or	
PSYC 7791-5 (3 hrs) and PSYC 7971-2 (2 hrs)	5 hours
PSYC 8891-8894	4 hours
Cultural and Legal Aspects	6 hours
SCHC 7470 and PSYC 8800	6 hours
Elective	3 hours
PSYC 5700 or PSYC 6100 or PSYC 7450 or	
PSYC 7820 or PSYC 8020 or READ 7160 or another	
appropriate graduate course with advisor approval	
Total Hours Required for the Degree	72 semester hours

An appropriate master's degree of 45 hours serves as a platform for the Ed.S. of 27 hours. Total hours for the program add up to 72 hours.



DEPARTMENT OF SPECIAL EDUCATION AND
COMMUNICATION DISORDERS
Dr. Karla Hull, Department Head
Special Education and Communication Disorders Building

The Department of Special Education and Communication Disorders is a multidisciplinary department with a program that leads to the Educational Specialist degree with a major in Special Education with options for concentration in General Special Education and Communication Disorders and the Master of Education (M.Ed.) degree with a major in Special Education or Communication Disorders.

The Education Specialist (Ed.S.) program in the Special Education was developed for practicing special educators and speech/language pathologists who wish to upgrade their professional skills, primarily focusing on those who wish to pursue leadership positions. Information and skills acquired and developed at the undergraduate and master's level are specifically designed for and focused on the provision of services. The Ed.S. program focuses on information and skills required of professionals in becoming effective leaders and problem-solvers within a variety of settings.

The M.Ed. degrees with majors in Special Education and Communication Disorders are designed to allow students to practice use of knowledge from preprofessional degrees while continuing to gain information regarding effective interventions for students with diverse needs. Students also concentrate on self-reflection regarding intervention effectiveness using available research to guide practice. Advanced programs include the study of research methods and findings so students become knowledgeable consumers of research data and are prepared to engage in research activities. These programs compliment the primary focus of the mission of the College of Education by expanding professionals' skills as well as encouraging them to engage in the pursuit of research and service.

Within the Special Education area students have five options: mild disabilities, mental retardation, early childhood/special education, interrelated special education/early childhood, or deaf and hard-of-hearing. The degrees in these five areas and in communication disorders allow graduates to be awarded certification for public school instruction or licensure for private practice.

EDUCATION SPECIALIST DEGREE WITH A MAJOR IN SPECIAL EDUCATION

Selected Educational Outcomes

Students think systematically about practices and learn from experience through

1. expanding abilities and experiences which lead to making appropriate informed judgments.
2. performing and using educational research that provides information required for effective problem solving.
3. collaborating with professionals, families and members of the learning community in order to solve problems and taking advantage of national, state, and local resources available to enhance services.

Outcome Assessments

Graduates will:

1. demonstrate content knowledge and critical thinking skills through successful completion of written examinations and oral presentations.
2. successfully complete projects which indicate that they can perform and use educational research and national, state, and local resources for effective problem solving and enhancement of services in collaboration with professionals, families, and members of the learning community.
3. answer a research question and share that information through a completed thesis and presentation.

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

Core Courses.	11 hours
RSCH 8000, SPEC 8050, SPEC 8030	9 hours
SPEC 8060	2 hours
Courses in the Concentration.	16 hours
General Special Education (Option I)	
SPEC 8010, SPEC 8040	4 hours
SPEC 8020, PSYC 5500	6 hours
SPEC 8999 Thesis	6 hours
OR	
Communication Disorders (Option II)	
COMD 8010, COMD 8030	6 hours
COMD 8020 Seminar in Theory & Applied Intervention	4 hours
(completed in 4 one-hour seminars)	
COMD 8080 Thesis	6 hours
Total Hours Required for the Degree	27 semester hours

MASTER OF EDUCATION WITH A MAJOR IN SPECIAL EDUCATION

Selected Educational Outcomes

Central concepts of inquiry:

1. The graduate will use the basic tenets of asking/answering questions relevant to special education and communication disorders.
2. The graduate will implement intervention strategies that make tools of inquiry meaningful for consumers.

Knowledge of learning and development:

1. The graduate will use knowledge of how both individuals and groups learn and develop.
2. The graduate will create learning opportunities that support intellectual, communication, academic, social, motor, vocational, alternative and/or adaptive development.

Examples of Outcome Assessments

1. The graduate will demonstrate an acceptable level of skill in asking and answering questions by using the tools of inquiry to determine the effectiveness of his/her intervention procedures to measure student or client improvement.
2. Students will design and implement interventions for students and clients with various disabilities and disorders. Interventions will be directly or indirectly (videotaped) observed by qualified university personnel and public and private organization professionals.

Requirements for the M. Ed. Degree
with a Major in Special Education–Mild Disabilities

College of Education Core Courses.	16 hours
RSCH 7100	3 hours
LEAD 7210	1 hour
SPEC 5010	10 hours
SPEC 5020	2 hours
Concentration for Mild Disabilities.	11 hours
SPEC 5030, SPEC 5050, SPEC 5140	9 hours
SPEC 5120	2 hours
Select one of the following options.	6 hours
SPEC 5350 and SPEC 5360	6 hours
SPEC 5450 and SPEC 5460 or SPEC 5100	6 hours
Electives.	3 hours
Total Hours Required for the Degree	36 semester hours

Requirements for the M. Ed. Degree
with a Major in Special Education–Mild Disabilities

For candidates holding current teacher certification
in any area of special education

Prerequisites:

SPEC 2000, SPEC 3020, SPEC 3050	9 hours
READ 3500, SPEC 4020, SPEC 4110	9 hours
SPEC 4140	1 hour
College of Education Core Courses.	4 hours
RSCH 7100 (3 hours) and LEAD 7210 (1 hour)	
Major Area of Concentration.	32 hours
SPEC 5030, SPEC 5140, READ 7010	9 hours
SPEC 5120	2 hours
COMD 5060, SPEC 5210, SPEC 7630, SPEC 5050 ...	12 hours
Electives	9 hours
 Total Hours Required for the Degree	 36 semester hours

Requirements for the M. Ed. Degree
with a Major in Special Education–Mental Retardation

College of Education Core Courses.	16 hours
RSCH 7100	3 hours
LEAD 7210	1 hour
SPEC 5010	10 hours
SPEC 5020	2 hours
Major Area of Concentration.	17 hours
SPEC 5030, SPEC 5050	6 hours
SPEC 5100, SPEC 5140, SPEC 5190	8 hours
SPEC 5120	3 hours
Electives.	3 hours
 Total Hours Required for the Degree	 36 semester hours

Requirements for the M. Ed. Degree with a Major in Special Education —
Early Childhood Special Education

College of Education Core Courses.	15 hours
RSCH 7100	3 hours
SPEC 5010	10 hours
SPEC 5020	2 hours
Area of Concentration.	18 hours
COMD 5010, SPEC 5150, SPEC 5160, PSYC 7300	12 hours
SPEC 5140	2 hours
SPEC 5170	4 hours
Elective.	3 hours
Total Hours Required for the Degree	36 semester hours

Requirements for the M. Ed. Degree with a Major in Special Education —
Interrelated Special Education/Early Childhood

Core Curriculum--College of Education Core.	16 hours
RSCH 7100	3 hours
LEAD 7210, SPEC 5020, ECED 5020 (1 hour each)	3 hours
SPEC 5010, ECED 5010	10 hours
Major Area of Concentration.	20 hours
SEEC 5120, SPEC 5140, SPEC 7610	9 hours
READ 7140, SEEC 5170, KSPE 7140	9 hours
SEEC 5050	2 hours
Total Hours Required for the Degree	36 semester hours

Requirements for the M. Ed. Degree with a Major in Special Education —
Deaf and Hard-of-Hearing

College of Education Core Courses	16 hours
RSCH 7100	3 hours
LEAD 7210	1 hour
SPEC 5010	10 hours
SPEC 5020	2 hours
Concentration for Deaf & Hard of Hearing Education	20 hours
SPEC 5310, SPEC 5370, COMD 5090, SPEC 5140	12 hours
COMD 5450, SPEC 5120	4 hours
SPEC 5380	4 hours
Total Hours Required for the Degree	36 semester hours

MASTER OF EDUCATION WITH A MAJOR IN COMMUNICATION DISORDERS

Requirements for the M. Ed. Degree with a Major in Communication Disorders

College of Education Core	4 hours
RSCH 7100 or SPEC 5030	3 hours
LEAD 7210	1 hour
COMD 2999	0 hours
Major Curriculum	56 hours
COMD 5010, COMD 5030, COMD 5040	9 hours
COMD 5050	2 hours
COMD 5060, COMD 5080	6 hours
COMD 5090	3 hours
COMD 5100, COMD 5120, COMD 5130	9 hours
COMD 5140, COMD 5160	6 hours
COMD 5190	9 hours
COMD 5210	9 hours
COMD 5200 or COMD 5230 Thesis	3 hours
Total Hours Required for the Degree	60 semester hours

ENDORSEMENT FOR DIRECTOR OF SPECIAL EDUCATION

This endorsement prepares individuals to direct, administer, or supervise special education programs. Students must possess a master's degree or higher with professional certification within any teaching field in special education (except gifted). This includes those students in the service fields of audiology, school psychology, and speech and language pathology.

Required Courses.	14 hours
LEAD 7100	2 hours
LEAD 7400, LEAD 8660, SPEC 8030	9 hours
LEAD 7640 or LEAD 8650	3 hours

ENDORSEMENT FOR TALENTED AND GIFTED

Required Courses.	12 hours
SPEC 5610, SPEC 7610	6 hours
SPEC 6600, SPEC 6620	6 hours

ENDORSEMENT FOR PRE-SCHOOL

Required Courses.	9 hours
COMD 5010, SPEC 5170, SPEC 5150	9 hours

CERTIFICATION IN ORTHOPEDIC IMPAIRMENTS

Required Courses.	24 hours
SPEC 5190, SPEC 5260, SPEC 5270	9 hours
SPEC 5280, SPEC 7610, SPEC 7630	9 hours
SPEC 5050, COMD 5200	6 hours



HARLEY LANGDALE, JR.
COLLEGE OF BUSINESS ADMINISTRATION

Dr. Ralph C. Allen, Dean
216 Thaxton Hall

Dr. Ralph C. Allen, MBA Director
230 Pound Hall

The Harley Langdale, Jr. College of Business Administration at Valdosta State University offers the Master of Business Administration (MBA) program. With four other AACSB-accredited business schools in Georgia, the Langdale College of Business also offers a collaborative, web-based Master of Business Administration (WebMBA) program. Valdosta State University graduates from both programs receive the same VSU Master of Business Administration degree.

The MBA and WebMBA programs are designed to offer graduate business education that prepares graduates for management careers in both for-profit and not-for-profit organizations. The programs integrate knowledge of the functional areas of business with ongoing developments in business practice. Furthermore, the programs seek to develop students' critical thinking, problem-solving, and communications skills, appreciation for diverse cultural perspectives, and ability to solve real-world business problems.

The MBA and WebMBA programs are fully accredited by AACSB International—The Association to Advance Collegiate Schools of Business, the premier national accrediting agency for programs in business administration. Fewer than one-third of all business administration programs nationwide have achieved this recognition.

The Langdale College of Business Administration occupies Pound Hall and Thaxton Hall on VSU's Steele North Campus. These state-of-the-art facilities include multi-media classrooms, a student computer lab, and a computer teaching classroom.

MBA DEGREE POLICIES AND PROCEDURES

In addition to the VSU requirements for admission, retention, and graduation detailed in the Graduate Catalog, the following requirements and procedures apply to the MBA and WebMBA program.

Application

To apply to the MBA or WebMBA program, please follow the application requirements for the Graduate School and the MBA program. For WebMBA applicants, a brief letter stating interest in the WebMBA program and potential for on-line learning must also be included. The application form and further information are at <<http://valdosta.edu/coba/grad/>>.

Admission Process

The MBA Director and the MBA Committee, made up of all MBA faculty, make admissions decisions. Applicants must have earned an undergraduate degree from an accredited or approved college or university. The committee reviews GMAT scores (on the test and on the analytical writing assessment) and the student's cumulative undergraduate GPA, taking into account the student's major, and when and where the degree was received. The committee also reviews the student's resume and responses to the MBA Program Essay Questionnaire. If a student's first language is not English, a TOEFL score is needed and considered (See the Graduate Catalog for more details on the TOEFL). For WebMBA applicants, two years of business work experience are also required. In assessing a candidate's likelihood of successfully completing the MBA or WebMBA programs, the MBA Committee takes the entire application packet into account.

Course Transfers

If transferred from an AACSB-accredited graduate business program, up to six semester hours of graduate business courses may be counted toward the requirements for the MBA degree at Valdosta State University. Students wishing to transfer credit must request and receive permission to do so from the Director before beginning the program.

Retention Requirements

Students will be dismissed from the MBA or WebMBA program if they accumulate three or more academic deficiency points. A grade of "C" equals one deficiency point, but the course will count toward the MBA degree. A grade of "D" equals two deficiency points, and the course will not count toward the MBA degree. A grade of "F" or "WF" equals three deficiency points, and the course will not count toward the MBA degree.

Graduation Requirements

A 3.00 cumulative GPA (on VSU's 4.00 scale) is required for graduation. All requirements for the MBA degree must be completed within the seven-year period beginning with the student's first term of enrollment in a graduate course (i.e., a 6000-7000 level course).

MASTER OF BUSINESS ADMINISTRATION (MBA) PROGRAM

The Master of Business Administration (MBA) is an on-campus, part-time, evening program. Each class meets one night per week. Students can begin the MBA program any semester.

The program offers two, three-hour MBA courses in Fall and Spring Semesters and one, three-hour MBA course in Summer Semesters. The program can be completed in six semesters (including two summer semesters); however, students may choose to take up to seven years to complete the program.

MBA Prerequisites

Applicants must have completed the following ten prerequisite courses or their equivalents before being admitted to the MBA program:

Required Course	VSU Course Number
Principles of Macroeconomics	ECON 2105
Principles of Microeconomics	ECON 2106
Principles of Accounting I	ACCT 2101
Principles of Accounting II	ACCT 2102
The Environment of Business	BUSA 2106
Applied Business Statistics	BUSA 2100
Introduction to Marketing	MKTG 3050
Organizational Behavior & Management	MGNT 3250
Financial Management	FIN 3350
Fundamentals of Computer Applications	CISM 2201

MBA Course Requirements

The MBA graduate curriculum consists of the following 10 three-hour graduate MBA courses:

MBA 7030 Managerial Accounting	3 hours
MBA 7050 Marketing Strategy	3 hours
MBA 7300 Advanced Production Techniques	3 hours
MBA 7350 Managerial Finance	3 hours
MBA 7660 Advanced Quantitative Methods	3 hours
MBA 7630 Organizational Theory and Behavior	3 hours
MBA 7500 Managerial Economics	3 hours
MBA 7700 Current Topics in Business	3 hours
MBA 7750 Topics in International Business	3 hours
MBA 7900 Strategic Management	3 hours
Total Course Hours	30

Course Load

MBA students normally enroll for either three or six semester hours in Fall and Spring Semesters and three hours in Summer Semesters.

Program Costs

See the Financial Information and Business Regulations in the Graduate Catalog.

Selected Educational Outcomes

1. MBA graduates will demonstrate knowledge of accounting, marketing, economics, organizational behavior, finance, production, international, and managerial issues and strategy.
2. MBA graduates will demonstrate leadership ability and team building skills.
3. MBA graduates will be able to identify and manage ethical issues and multicultural diversity.

4. MBA graduates will demonstrate oral and written communication skills.
5. MBA graduates will demonstrate the ability to evaluate the business environment, then choose and utilize the quantitative or decision making technique that is appropriate for the given situation.

Examples of Outcome Assessments

1. Students complete MBA knowledge tests for each course.
2. Students complete class exercises and present cases in oral and written form.
3. Students complete a satisfaction measure at the end of the MBA cycle.
4. Professors complete a Continuing Improvement survey after teaching each MBA course.

GEORGIA WEBMBA® PROGRAM “GEORGIA’S MBA FOR THE NEW MILLENNIUM”

The collaborative, web-based Master of Business Administration (WebMBA) program is offered by five AACSB-accredited business schools in Georgia (Valdosta State University, Kennesaw State University, Georgia College & State University, Georgia Southern University, and State University of West Georgia). The purpose of this program is to enhance the graduate educational opportunities for working business professionals in Georgia. To view the Georgia WebMBA Consortium Web Site, please see <www.webmbaonline.org>.

All five schools admit students, who participate in a common curriculum. Each WebMBA consortium school provides faculty who are academically or professionally qualified. The faculty members for this program are among the strongest graduate faculty for each school in terms of teaching, research, and business experience.

A new WebMBA cohort is admitted each Fall Semester. Two WebMBA courses will be offered each semester, including summer terms. A student may complete the entire program in five semesters.

WebMBA Prerequisites

Applicants must have completed the following nine prerequisites or their equivalents before being admitted to the program:

Course	VSU Course Number
Principles of Macroeconomics	ECON 2105
Principles of Microeconomics	ECON 2106
Principles of Accounting I	ACCT 2101
Principles of Accounting II	ACCT 2102
The Environment of Business	BUSA 2106
Applied Business Statistics	BUSA 2100
Introduction to Marketing	MKTG 3050
Organizational Behavior & Management	MGNT 3250
Financial Management	FIN 3350

WebMBA Courses

The WebMBA graduate curriculum consists of the following 10 three-hour courses offered exclusively by Vista, plus a one-hour, on-site orientation course:

WMBA 1000 Student Orientation	1 hour
WMBA 6000 Human Behavior in Organizations	3 hours
WMBA 6010 Managerial Accounting	3 hours
WMBA 6020 Managerial Communications	3 hours
WMBA 6040 Managerial Decision Making	3 hours
WMBA 6050 Strategic Marketing	3 hours
WMBA 6100 Productions and Operations Management	3 hours
WMBA 6060 Managerial Finance	3 hours
WMBA 6080 Management Information Systems	3 hours
WMBA 6030 Global and International Business	3 hours
WMBA 6110 Business Strategy	3 hours
Total Course Hours	31

Course Load

WebMBA students normally enroll for six semester hours each semester for five semesters, progressing through the program as a single cohort.

Special WebMBA Program Costs

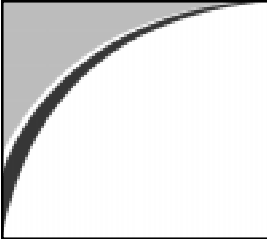
Students accepted by Valdosta State University for the WebMBA program will enroll and pay for all classes through VSU. Program tuition will be \$1500 per three-semester-hour course (\$500 per student credit hour) for both in-state students and out-of-state students. Additionally, each student is required to have the necessary computer hardware, software, and internet connection to complete the program. Details of these computer requirements are listed on the WebMBA web site <<http://www.webmbaonline.org>>.

Common Platform

The WebMBA will use Vista as a common platform. Support for Vista is available on the individual campuses as well as at the University System level. Students will learn how to use Vista during the two-day Student Orientation (WMBA 1000).

The WebMBA Degree

Students accepted by Valdosta State University for the WebMBA program will receive the MBA degree from VSU (identical to the on-campus MBA degree).



COLLEGE OF THE ARTS
Dr. John Gaston, Dean
Radio House, 230 Brookwood Drive

Department of Art: Mr. A. Blake Pearce, Head

Department of Communication Arts: Dr. Carl Cates, Head

Department of Music: Dr. C. Tayloe Harding, Head

The Valdosta State University College of the Arts includes the Department of Art, the Department of Music, and the Department of Communication Arts. The organization of the disciplines of the performing and visual arts into one academic unit is uncommon in the University System of Georgia and reflects a traditional and continuing commitment to scholarship in the fine arts.

The College of the Arts offers graduate degree programs with majors in art education and music education in cooperation with the College of Education. The graduate faculty members of the College of the Arts maintain the strong belief that their teaching role is a significant aspect of their professional life. Arts faculty members also maintain a strong commitment to scholarly and creative research as well as service to the institution, region, and to their profession.

The College of the Arts mission centers on the preparation of professionals for a variety of roles in the arts. At the graduate level, the Master of Art Education degree program and the Master of Music Education program prepare teachers in these disciplines to be leaders in their schools and provide substantial learning for the students in their care.

The College of the Arts provides numerous cultural and artistic opportunities for students including theater, dance, Valdosta Symphony Orchestra, jazz band, and art exhibitions. The college is also home to Cable Channel 12 and WWET radio (NPR).

The Valdosta State University College of the Arts is an accredited institutional member of the National Association of Schools of Art and Design, National Association of Schools of Music, National Association of Schools of Theater, the Southern Association of Colleges and Schools, and the National Council for Accreditation of Teacher Education.



DEPARTMENT OF ART
Mr. A. Blake Pearce, Head
Room 110, Fine Arts Building

The Department of Art offers the Master of Art Education degree and provides learning opportunities within and outside of the academic curriculum for art majors and non-art majors. Among the offerings are painting, printmaking, drawing, ceramics, graphic design, crafts, photography, sculpture, computer graphics, art history, and art education. The Valdosta State University Art Gallery provides students, faculty, and community with an outstanding resource of traveling, faculty, and student exhibits.

MASTER OF ART EDUCATION DEGREE

The Master of Art Education (M.A.E.) degree program may lead to certification in Field 11–Visual Arts Education, P-12, at the T-5 level provided all requirements for both the T-4 and T-5 certificates have been met. Applicants are required to meet all standards established by the Graduate School, the College of the Arts, and the College of Education. This is a 36-semester hour program, and courses have been scheduled to facilitate completion within two-and-a-half to three years. Students who do not follow the established plan may not complete their course work within the time period suggested. The options for the Capstone course experience include Thesis Capstone Project and Administrative Internship, depending on the student’s program of study. Studio courses are scheduled for double periods, and the purchase of art materials is required. Candidates applying for admittance to the MAE program must hold a degree in art education or art from an accredited institution.

Graduate assistantships may be available to qualified full-time students. A full-load at the graduate level is 9 hours for graduate assistants and 12 hours for full-time regular graduate students. Distance learning courses and off-campus classes may be offered to aid full-time art teachers living and working in areas remote from campus. Studio courses will be offered during the summer semesters on campus.

To apply for this degree program, send inquiries to: The Graduate School Office, Regional Center for Continuing Education, Valdosta State University, Valdosta, GA 31698. Telephone 229-333-5694.

Special Admission Requirements

Students seeking certification in Art Education must complete all undergraduate degree requirements in order to be eligible for certification at the T-4 and T-5 levels. Certification resides outside the degree program. Undergraduate students who have earned a minimum of 90 semester hours may apply to enter the program and are allowed

to take up to nine hours at the graduate level. Students not electing certification must take a minimum of 3 hours of ARED 7999 Thesis and 3 hours of ARED 7950 Art Administrative Internship as the capstone courses for the degree program.

A student desiring to pursue the Master of Art Education degree

1. Must have been graduated from an accredited or approved program with a degree in art education or art
2. Must follow GRE/MAT requirements as listed for the College of Education in this Catalog
3. Must present a portfolio of artworks for review by the Art Department Graduate Committee. In some cases, it may be necessary for the candidate to complete additional studio work at the undergraduate level before being allowed to take graduate level course work
4. Must have two letters of recommendation forwarded to the Departmental Graduate Coordinator, testifying as to the potential for professional involvement and leadership in the field.

Note: Any student who does not meet these guidelines may apply for Probationary or Irregular Student Status.

Selected Student Outcomes

The outcomes of the degree program have been designed to enable students to: (1) acquire advanced competency in the teaching, practice, and administration of art programs; (2) develop and refine creative, artistic, aesthetic, and critical thinking abilities in art; (3) acquire knowledge of past and current trends and issues relevant to art education for the purpose of analyzing and improving art programs, Pre-K through high school as well as in other art education settings; and (4) demonstrate research skills and knowledge in the context of art education.

Examples of Selected Outcome Assessments

Assessments that indicate student achievement may include but are not limited to the following:

1. successful capstone project or thesis research that adds to the foundation of knowledge in the region;
2. successful exhibition of works created as a direct result of instruction in the graduate program;
3. development of either scholarly or research projects that address demonstrated needs with methods and results that are transferable to or have significance for other programs in the region;
4. presentation of workshops or seminars at professional conferences demonstrating aesthetic concepts in verbal, written, or visual form;
5. successful completion of the comprehensive examination.

Requirements for the Master of Art Education Degree

Core Curriculum. 10 hours
LEAD 7210 Ethics and Law 1 hour
RSCH 7100 3 hours
PSYC 7010 Learning and Assessment 3 hours
ARED 7500 Issues and Trends in Art Education 3 hours

Professional Art Education Core. 9 hours
ARED 6150 Stimulating Creative Behavior 3 hours
ARED 7450 Art Education Curricula 3 hours
ARED 7670 Aesthetic Inquiry and Art Criticism 3 hours

Capstone Course: Select one option. 3 hours
ARED 7930 Capstone Project (1-3 hours) or
ARED 7999 Thesis (1-3 hours)

Studio Electives: Select from the following courses. 9 hours
ART 6000 Watercolor 3 hours
ART 6100 Ceramics 3 hours
ART 6200 Drawing and Composition 3 hours
ART 6450 Painting 3 hours
ART 6650 Technical Problems in Art 1-3 hours
ART 6950 Workshop in Art 1-3 hours
ART 7070 Electronic Imaging 3 hours
ART 7900 Directed Study in Art 1-3 hours
Other elective as may be appropriate 1-3 hours

Guided Electives - Art History recommended. 5 hours
ARTH 6510 Special Topics in Art History & Criticism 1-3 hours
ARTH 7650 Late 20th Century Art 3 hours
Other elective as may be appropriate 1-3 hours

Total Required for the Degree 36 semester hours



DEPARTMENT OF MUSIC
Dr. C. Tayloe Harding, Head
Room 259, Fine Arts Building

The Department of Music offers instruction in Music and Music Education leading to the Master of Music Education degree or to the Master of Music in Performance degree

The Master of Music Education (M.M.Ed.) degree is offered for music educators who wish to further develop their competence in music teaching and to enhance their credentials in the music education profession. These studies are designed to explore the materials and methodology of musical instruction in depth and to develop the ability to understand and evaluate research in music and music education.

The Master of Music in Performance (M.M.P.) is a 36-semester-hour, non-thesis master's degree program intended to further the musical and academic skills of accomplished musicians. Its purpose is to prepare musicians for careers in professional performing, conducting, and studio teaching. Students in the M.M.P. degree program will refine their performance skills to an advanced degree, deepen their knowledge of the academic and research aspects of music, and further develop their pedagogical skills

MASTER OF MUSIC EDUCATION

Departmental Requirements in addition to University Requirements for Admission, Retention, and Graduation

Special Admission Requirements

Students must have completed an undergraduate major in Music Education and hold or be eligible for the Georgia T-4 teacher certification. Students with Bachelor of Music degrees with majors other than Music Education may be admitted with the provision that the Georgia T-4 certification must be achieved before the M.M.Ed. can be awarded.

In addition to the University requirements for admission to graduate study, three letters of recommendation from present or previous professional education supervisors must be provided by the applicant for admission to the Master of Music Education degree program. These letters may be from administrators, student teaching supervisors, or university faculty instructors of music education courses completed by the applicant. For applicants who have full-time teaching experience, one of the letters of recommendation must be from a supervising principal.

Applicants for admission to the Master of Music Education program may elect to the Miller Analogies Test as an alternative to the Graduate Record Examination. The minimum acceptable Miller Analogies Test score for regular admission to the M.M.Ed. program is 375.

Students will complete a diagnostic examination during the first semester of study to aid in the planning of courses. Any deficiencies identified in the diagnostic examination must be remedied by undergraduate coursework.

Requirements for admission to the Master of Music Education degree program are reconsidered annually by the Graduate Committee of the Department of Music through a review of the records of all the graduate students enrolled in the M.M.Ed. program.

Special Retention Requirements

The maximum load of regular full-time students during any semester is 12 hours and 9 hours for graduate assistants. Students employed full-time outside the Department of Music may enroll for no more than 4 hours. Enrollment during the first or second session of the Summer term may not exceed one half of the maximum load for the full Summer term. Any exception to the maximum load limits must be approved by the Advisor and the Head of the Department of Music.

Special Graduation requirements

During the term which the coursework is completed, or thereafter, students must successfully complete written and oral portions of the Comprehensive Examination before receiving the M.M.Ed. A description of the procedures for administration of the comprehensive Examination is available in the music department office.

Selected Educational Outcomes

1. Demonstrated knowledge of the historical and sociological foundations of music education in the United States.
2. Demonstrated understanding of educational psychology in music
3. Demonstrated understanding of the methodology of music teaching.
4. Demonstrated competence in historical and theoretical studies in music.
5. Demonstrated understanding of the methodology of research in music education.

Examples of Outcome Assessments

Students will demonstrate the desired educational outcomes through the satisfactory completion of a Comprehensive Examination, including written and oral components, covering all graduate courses taken.

Requirements for the Master of Music Education degree

Required Core Courses.	10 hours
LEAD 7210 Ethics and Law	1 hour
RSCH 7100 Research Methodology in Education	3 hours
MUE 7000 Issues and Trends in Music Education	3 hours
PSYC 7010 Learning and Assessment	3 hours

Required Courses in Music and Music Education.	15 Hours
MUSC 7010 Music Theory	3 hours
MUSC 7020 Music History	3 hours
MUE 7640 General Music Curriculum	3 hours
MUE 7680 Foundations of Music Education	3 hours
One of the following:	3 hours
MUE 7610 Choral Music Curriculum	
MUE 7600 Instrumental Music Curriculum	
Guided Electives.	11 hours
Credits for private applied music lessons and music ensembles may not exceed a total of four hours. Electives may include a thesis of six credit hours (MUE 7999).	
Total Required for the Degree	36 semester hours

Thesis Option

Students who choose to complete a thesis in the Guided Electives area of the M.M.Ed. program will follow the process outlined below.

1. The student will consult with the academic advisor about the thesis project.
2. With the approval of the advisor, the student will submit a proposal describing the thesis project of the consideration of the Department of Music Graduate Committee.
3. When approved by the advisor and the Committee, the student will register for MUE 7999 Thesis, three hours credit, for two consecutive semesters, or a total of 6 hours. A grade of incomplete will be recorded for MUE 7999 until the thesis is completed and approved.
4. The thesis project will be completed by the student with the assistance of a Faculty Supervisor, assigned by the Head of the Department of Music on the recommendation of the advisor.
5. When complete, the thesis will be submitted to the Graduate Committee by the advisor for final approval.

MASTER OF MUSIC IN PERFORMANCE

Departmental Requirements in addition to University Requirements for Admission, Retention, and Graduation

Special Admission Requirements

Applicants for the M.M.P. should possess outstanding performance skills as demonstrated by a live audition. They should ideally hold a Bachelor of Music degree in performance, although students with other baccalaureate music degrees may be considered for admission. Students' records and references should reflect strong practice skills and discipline and high academic standards. An undergraduate grade point average of 3.00 is normally required, although students with lower grade point averages may be admitted on a probationary basis. A score of 900 on the GRE is required, with a score of 3 on Written Skills.

Special Retention Requirements

The maximum course load per semester is 12 hours for regular full-time graduate students and 9 hours for graduate assistants. Students employed full-time outside the Department of Music may enroll for no more than 4 hours per semester. The course load for the first or second session of the Summer term may not exceed one-half the maximum course load allowed for the entire Summer term. Any exception to these limits must be approved by the Graduate Coordinator and the Head of the Department of Music.

Special Graduation Requirements

Before receiving the Master of Music in Performance degree, students must perform a graduate recital and pass a comprehensive examination. The graduate recital represents a culmination and application of applied study, pedagogy, music history, research, and analysis. An assessment of satisfactory on the recital is required for successful completion of the degree program. The comprehensive examination consists of written and oral portions, both of which must be completed to the satisfaction of an examination committee. This examination, which is taken during or after the last term of coursework, determines achievement in written and oral communication skills related to pedagogy, music history and analysis, literature, and research methodology. A description of the procedure for the administration of the comprehensive examination is available in the Music Department office. Students must complete the graduate recital and both portions of the graduate examination successfully to qualify for the degree.

Selected Educational Outcomes

1. Students will demonstrate an advanced level of performance skills and personal musicianship in studio and ensemble settings.
2. Students will demonstrate the ability to apply analytical and historical knowledge to performance.
3. Students will exhibit knowledge of applicable solo and ensemble literature.
4. Students will strengthen and apply pedagogical skills in studio instruction.
5. Students will demonstrate the methodology of research in the field of music.
6. Students will demonstrate the ability to communicate scholarly research in proper written form.
7. Students will demonstrate and implement a variety of instructional strategies to encourage development of critical thinking, problem solving, and performance skills in their private students.
8. Students will acquire knowledge of applicable theoretical skills.

Examples of Outcome Assessments

1. Students will complete a written and oral comprehensive examination that demonstrates satisfactory achievement in written and oral communication skills related to pedagogy, music history and analysis, literature, and research methodology.
2. Students will prepare and perform a graduate recital to the satisfaction of a faculty committee. This recital represents a culmination and application of applied study, pedagogy, music history, research and analysis.

Requirements for the Master of Music in Performance

Applied Music, Literature, Pedagogy. 16 hours

Applied Music (a four-hour course in a single major applied performance area taken four semesters)

Performance Areas (4 semester hours per course):

MUSC 7240 Private Piano	MUSC 7440 Private Voice
MUSC 7640 Private Brass	MUSC 7940 Private Woodwinds
MUSC 7540 Private Percussion	MUSC 7340 Private Strings
MUSC 7740 Private Conducting	

Required Music Core Courses. 8 hours

MUSC 7010 Music Theory 3 hours

MUSC 7020 Music History 3 hours

MUSC 7050 Music Research and Bibliography 2 hours

Music Ensembles. 4 hours

Student selects one or more ensembles from departmental offerings:

MUSC 5810 Chamber Singers	MUSC 5820 Concert Choir
MUSC 5830 Spotlighters	MUSC 5840 Opera/Musical Theatre
MUSC 5860 Orchestra	MUSC 5870 Jazz Ensemble
MUSC 5890 Instrumental Ensemble	MUSC 6870 Jazz Combo
MUSC 6890 Vocal Chamber Ensemble	
MUSC 5850 Concert Band (conducting majors)	
MUSC 5880 Marching Band (conducting majors)	

Guided Electives. 8 hours

Graduate-level music and music education courses, with the exception of ensembles and applied music, may be used as guided electives. Elective credits may be taken in areas outside music with the permission of the advisor.

Total Required for the Degree 36 semester hours

Applied Music:

Students register for four hours credit per semester for two 50-minute private lessons per week. Requirements include attendance at master classes as specified by the instructor, a student recital performance each semester, a final examination performance for a faculty jury at the end of each semester, attendance at student recitals and other designated Music Department events, and a graduate recital. The graduate recital must be at least 60 minutes in length and must be approved by a faculty committee appointed by the Graduate Coordinator. The faculty committee will hear the entire proposed recital no more than three weeks before the performance date in a formal recital hearing and will approve or disapprove the public performance. If memorization is required for the recital, the hearing must also be memorized.

In the area of conducting, the student recital is replaced by a juried ensemble rehearsal or a conducting appearance with an appropriate University ensemble. The nature of the final examination at the end of each semester will be determined by the conducting area. The graduate recital is replaced by (1) an ensemble recital of 60 minutes approved by the principal professor, including the recruitment and organization of the ensemble, (2) performance assignments, and (3) a conducting appearance with an appropriate University ensemble on a regularly scheduled concert.



COLLEGE OF NURSING

Anita G. Hufft, Ph.D., R.N., Dean
Room 224, S. Walter Martin Hall

The College of Nursing offers a program that leads to a Master of Science in Nursing (M.S.N.) degree.

Master's nursing education builds on baccalaureate nursing education and prepares nurses for specialized clinical roles. The M.S.N. program offers three clinical tracks: Advanced Nursing of Growing Families, Advanced Nursing of Adults, and Psychiatric/Mental Health Nursing. Three role options are available to graduate students: Care Manager, Nurse Educator, and Nurse Administrator. Graduate students must select one clinical track and one role option. 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. Both the bachelor's degree (BSN) and the master's degree (MSN) programs in the College of Nursing are accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036. Telephone 202-887-6791; Fax 202-887-8476. Questions about accreditation status may be addressed to this organization.

All students take a common core before entering the clinical and role options. The common core includes Pathophysiology, Research, Theory, and an Issues Seminar.

Selected Educational Outcomes

1. Synthesize knowledge gained from the behavioral and natural sciences, humanities, and nursing into advanced nursing practice.
2. Utilize the research process to solve problems and improve the quality of health care.

Examples of Outcome Assessments

1. Each student must pass a comprehensive examination which tests communication, critical thinking, advanced discipline knowledge, and the ability to synthesize.
2. Each student must demonstrate application of theory, practice, knowledge, critical thinking, and problem solving by completion of a thesis or project.

Requirements for the Master of Science in Nursing Degree

All students must take the following 4 courses regardless of their selected clinical and role options.

Core Courses	9 hours
NURS 7100 Pathophysiology	3 hours
NURS 7110 Theories Used in Nursing	2 hours
NURS 7120 Nursing Research	3 hours
NURS 7130 Seminar in Issues & Health Policy	1 hour

Clinical Focus Courses 12 hours

Advanced Nursing of Growing Families	
NURS 7211 Advanced Nursing Care with Growing Families	6 hours
NURS 7312 Advanced Nursing Care with Growing Families During Health Crisis	6 hours
Advanced Nursing of Adults	
NURS 7231 Advanced Nursing for Health Promotion of Adults	3 hours
NURS 7332 Advanced Nursing for Health Restoration of Adults	3 hours
NURS 7231K ANHPA Clinical laboratory	3 hours
NURS 7332K ANHPA Clinical laboratory	3 hours
Psychiatric/Mental Health Nursing	
NURS 7251 Mental Health Nursing with Person	6 hours
NURS 7352 Mental Health Nursing with Persons	6 hours

Role Option Courses 9 hours

Education	
NURS 7321 Curriculum Design for Nursing	3 hours
NURS 7422 Teaching Strategies for Nursing	6 hours
Nursing Administration	
NURS 7331 Nursing Administration: Roles & Theories ..	3 hours
NURS 7432 Nursing Administration: Implementation of Role	6 hours
Care Manager	
NURS 7341 Care Manager: Roles and Theories	3 hours
NURS 7442 Care Manager: Implementation of Role	6 hours

Thesis or Project (All students must do a thesis or project). 6 hours

NURS 7463 Thesis	1-6 hours
NURS 7473 Project	1-6 hours

Total Required for the Degree 36 semester hours

Requirements in Addition to the University Requirements for Admissions, Retention, and Graduation

Completed graduate school application deadlines (including all required documents):

- May 1 for Summer Semester
- July 15 for Fall Semester
- November 15 for Spring Semester

Special Admission Requirements

1. Must have graduated from a NLNAC or CCNE accredited Bachelor of Science in Nursing program.
2. Minimum score of 400 on the verbal section and minimum score of 3.5 on the analytical writing section of the Graduate Record Examination (GRE). If the GRE was completed within the past five years and before October 1, 2002, then a combined minimum score of 800 on the verbal and analytical sections will be accepted.
3. GPA of 2.8 or higher on a 4.0 point scale
4. Evidence of Georgia licensure.
5. Documentation of current health and accident insurance
6. Three letters of recommendation from persons whose observations of applicant's character and abilities are current.

Admission to regular graduate status requires completion of a statistics course and completion of a course or demonstrated competency in advanced physical assessment.

Special Retention Requirements

1. Documentation of malpractice insurance of \$1,000,000/\$3,000,000.
2. A minimum grade of C in all nursing courses.
3. Documentation of current certification in CPR.
4. Cumulative GPA of 3.0 for all graduate courses.
5. Maintenance of current licensure as a Registered Nurse

Special Graduation Requirements

1. Satisfactory completion of the comprehensive examination covering the areas of theory, research, the clinical focus, and the selected role.
2. Successful completion of a thesis or project.
3. Cumulative graduate GPA of 3.0 or higher.



DIVISION OF SOCIAL WORK

Dr. Martha Giddings, Director
Pine Hall

The Division of Social Work offers a Master of Social Work degree. Social Work is a profession committed to improving the quality of life for all people. Social workers perform a variety of roles in many settings and are eligible for professional certifications and licensing. The Master of Social Work degree program at Valdosta State University is designed to prepare students for advanced generalist practice in rural and small communities.

Social workers in advanced generalist practice use their skills as direct service providers in interventions with individuals, families, groups, organizations and in communities as supervisors, managers, administrators, researchers and social planners.

MASTER OF SOCIAL WORK

Division Requirements in addition to University
Requirements for Admission, Retention, and Graduation

Special Admission Requirements

Application to the Master's of Social Work degree program requires:

1. An undergraduate degree with a liberal arts base
2. Grades of "C" or better in 6 semester hours of Humanities; 3 semester hours of mathematics; 6 semester hours of social sciences; and a unit of human biology
3. 3.0 grade point average in the last two years of the undergraduate major
4. 2.5 overall undergraduate grade point average
5. Graduate Record Exam (GRE) combined score of 800 on the verbal and quantitative sections or 400 on verbal and 3.5 on the analytical writing section. (If taken prior to October 2002, a combined score of 800 on the verbal and either the quantitative or analytical sections is needed.) OR Miller Analogies Test score of 400. (If taken prior to October 2004, a score of 44 is needed.)
6. A MSW Supplemental Application including a personal statement addressing career objectives and personal qualifications
7. Three letters of recommendation specifically addressing qualifications for Social Work.

Enrollment is limited. Deadline for applications is March 15 of each year. Applications received after the deadline will be considered on a space available basis. Classes start in June or August for regular students and in June for Advanced Standing students (B.S.W.).

Academic credit will not be given for life experience or previous work experience. Students are not admitted to the program on probationary status.

Deadline for applications is March 15 of each year. Classes start in June or August for regular students and in June for Advanced Standing students (B.S.W.).

Academic credit will not be given for life experience or previous work experience. Students are not admitted to the program on probationary status.

Special Retention and Graduation Requirements

To graduate, students must complete 60 semester hours including 43 credit hours of required classroom instruction with a "B" average of 3.00 or higher and 17 credit hours of field practicum with a grade of "Satisfactory." Students must maintain a grade point average of not less than 2.5 at all times. Advanced Standing students (those with a B.S.W. degree from an accredited institution) must complete 33 hours, which include SOWK 6000 (2 hours) and SOWK 6100 (1 hour), for a total of 25 classroom hours with a "B" average or 3.00 or higher and 8 credit hours of practicum with a grade of "Satisfactory." The full-time program is 2 years in length, but 3- and 4-year part-time plans are offered. The Web-Based M.S.W. Program is 3 years in length, including 5 weekends of on-campus classes each semester. A portfolio is required as an exit examination.

No grade below "C" will be credited toward the M.S.W. degree. Students will be dismissed from the program if they accumulate 4 or more academic deficiency points. A grade of "C" equals one deficiency point (and will be credited toward the M.S.W. degree). A grade of "D" equals 2 deficiency points (and will not be credited toward the M.S.W. degree). A grade of "F" or "WF" equals 3 deficiency points (neither of these will be credited toward the M.S.W. degree). Because of the emphasis on practicum performance in the social work program, a grade of "Unsatisfactory" in practicum equals 4 deficiency points and will result in permanent dismissal from the program.

Readmission After Dismissal for Academic Deficiencies

Readmission is not guaranteed. A student must wait a full academic year before reapplying for readmission. If readmitted, the student must retake only courses with deficiencies until the number of deficiency points is fewer than or equal to 2. A student may not take a class more than twice or apply for readmission more than once.

Selected Educational Outcomes

1. Graduates will demonstrate the integration of social work knowledge, values, ethics, and skills into competent advanced practice.
2. Graduates will demonstrate advanced practice skills at multiple levels in a variety of settings within the context of rural areas.
3. Graduates will demonstrate the knowledge and skills related to the improvement of conditions for people from diverse cultures and situations.
4. Graduates will demonstrate an understanding of the dynamics of change and how to effect positive social change at multiple levels.

Examples of Outcomes Assessments

1. Students complete an assessment inventory at the end of the first year and at the end of the second year.
2. Students must complete all academic requirements to a satisfactory degree, including 940 clock hours of practicum.
3. Students must submit a portfolio to the faculty during the last semester in residence which reflects the ways in which they met all program objectives.

Requirements for the Master of Social Work Degree

First Year - Foundation Courses

Semester I 15 hours

SOWK 6003: Social Work Practice with Groups I 1 hour

SOWK 6100: Information Technology Lab 1 hour

SOWK 6201: Human Behavior in Social Environment I 3 hours

SOWK 6301: Generalist Practice I 3 hours

SOWK 6500: Research & Evaluation Methods in SW 3 hours

SOWK 6600: Practicum I 3 hours

SOWK 6610: Practicum Seminar I 1 hour

Semester II 15 hours

SOWK 6004: Social Work Practice with Groups II 1 hour

SOWK 6202: Human Behavior in Social Environment II 3 hours

SOWK 6302: Generalist Practice II 3 hours

SOWK 6400: Social Welfare Policy, Problems & Services 3 hours

SOWK 6700: Practicum II 4 hours

SOWK 6710: Practicum Seminar II 1 hour

Second Year – Concentration Courses

Semester I 15 hours

SOWK 7300: Adv. Practice in Rural Areas I 3 hours

SOWK 7310: Adv. Practice in Rural Areas II 3 hours

SOWK 7400: Policy in Rural Areas 3 hours

SOWK 7611: Adv. Social Work Practicum I 4 hours

*Elective: Choose one of the following 2 hours

SOWK 7750, SOWK 7800, SOWK 7830, SOWK 7850

Semester II 15 hours

SOWK 7320: Adv. Prac. in Organizations & Communities 3 hours

SOWK 7500: Adv. Research & Program Evaluation 3 hours

SOWK 7612: Adv. Social Work Practicum II 4 hours

SOWK 7630: Professional Seminar 2 hours

*Elective: Choose one of the following 3 hours

SOWK 7700, SOWK 7810, SOWK 7820, SOWK 7840,

SOWK 7860, SOWK 7870, SOWK 7880

*Some elective courses are available in summer semester.

Total Required for the Degree 60 semester hours

*This program is accredited by the Council on Social Work Education. Students not enrolled in the M.S.W. program may take the elective courses with the permission of the division head, but required courses are restricted to MSW students.



MASTER OF LIBRARY AND INFORMATION SCIENCE PROGRAM

Dr. Wallace Koehler, Director
Odum Library

The mission of the Master of Library and Information Science (MLIS) Program is to provide a quality publicly supported education for generalists and specialists in the library and information science fields. Its primary focus is to educate librarians for academic and public libraries in Georgia.

The 39-hour non-thesis program combines brief periods of face-to-face instruction with Internet instruction and distance education. The program is designed for students who cannot leave jobs and families to return to a single campus for extended periods. Face-to-face classes will be held in Valdosta or another location based upon geographic convenience for the class.

New students begin in the Fall semester. MLIS 7000, Foundations of Library and Information Science, which is offered every Fall semester, is prerequisite or corequisite to many other MLIS courses. The Capstone course, MLIS 7800, is taken during the final semester of study and serves as the exit requirement for the program.

For additional information about the Master of Library and Information Science Program, see < <http://books.valdosta.edu/mlis/> >.

Departmental Requirements in addition to University Requirements for Admission

1. Undergraduate grade point average (GPA) of at least 3.0 on a 4.0 scale for the last two years of undergraduate coursework or at least 3.0 GPA in a Master's degree from an accredited institution
2. Graduate Record Examination (GRE) combined score of 950 verbal and quantitative or 450 verbal and 4.0 analytical. (For GRE examinations taken prior to October 2002, a 950 combined verbal-quantitative or verbal-analytical score is required.)
3. For a student with less than 3.0 GPA, the GRE score must be at least 1000
4. For international students, Test of English as a Foreign Language (TOEFL) score of 550 (213 on the Computer-based Test)

Selected Educational Outcomes

MLIS graduates will demonstrate:

1. Understanding of the service perspective and ethics of library and information science professionals.
2. Fluency with current technologies used in library and information center operations.
3. An understanding of the role of library and information services in a diverse society, including the role of serving the needs of traditionally underserved groups.
4. Effective oral and written communication skills.

Examples of Outcome Assessments

1. Students will demonstrate understanding of the service perspective and ethics of library and information science professionals through successful completion of course work and employer surveys.
2. Students will demonstrate fluency with current technologies used in library and information center operations through successful completion of course work, portfolio assessment, and employer surveys.
3. Students will demonstrate an understanding of the role of library and information services in a diverse society through successful completion of course work, portfolio assessment, and employer surveys.
4. Students will demonstrate effective oral and written communication skills through written assignments and oral presentations required during course work.

The Master of Library and Information Science Program at Valdosta State University has been granted precandidacy status by the Committee on Accreditation of the American Library Association (ALA). Precandidacy status is an indication that the Master of Library and Information Science Program at Valdosta State University has voluntarily committed to participate in the ALA accreditation process and is actively seeking accreditation. Precandidacy does not indicate that the program is accredited nor does it guarantee eventual accreditation of the program by ALA.

Requirements for the MLIS Degree

Core (Required) Courses	18 hours
MLIS 7000 Foundations of Library & Information Science	3 hours
MLIS 7100 Information Sources and Services	3 hours
MLIS 7200 Management of Libraries & Info Centers	3 hours
MLIS 7300 Cataloging and Classification	3 hours
MLIS 7700 Research Methods	3 hours
MLIS 7800 Capstone	3 hours
Electives	21 hours
Total Required for the Degree	39 semester hours

Optional Track in Cataloging and Classification	12 hours
MLIS 7300	3 hours
MLIS 7330, 7350, 7355, 7360, 7370, 7440, 7950*, or 7999*	6 hours
MLIS 7960*	3 hours

* MLIS 7950, 7960, and 7999 must have a cataloging or classification emphasis.

Optional Track in Library Management	12 hours
MLIS 7200	3 hours
MLIS 7210, 7220, or 7230	3 hours
MLIS 7240, 7250, 7260, 7270, 7950*, 7960*, or 7999*	6 hours

+ MLIS 7950, 7960, and 7999 must have a library management emphasis.

With the consent of the cataloging professor, paraprofessional or volunteer experience with cataloging or classification may substitute for MLIS 7960. In this case, the student will take another 3-credit-hour course in cataloging or classification. MLIS 7950 will be used only when the other courses are not available to the student.

GRADUATE COURSES OF INSTRUCTION

Sections of courses are listed in alphabetical order,
by the prefix of the academic discipline.

Most credit notations on the far right are in the pattern 3-0-3. The first number is the number of lecture hours (or equivalent) each week; the second number is the number of laboratory hours (or equivalent) each week; the third number is the number of semester hours credit. The suffix K designates courses in which a laboratory is included; the suffix L designates a lab course that is separate.

ACED: ADULT AND CAREER EDUCATION

- ACED 7000 Foundations and Trends in Business Education 2-0-2
An overview of the history and development of the field of business education. Emphasis on the various components of the business education profession; federal and state legislative implications for business education; current trends, issues, and problems in business education; and contributions of various leaders in the field of business education.
- ACED 7020 History and Philosophy of Adult and Career Education 3-0-3
Inquiry into the background, purpose, philosophies, policies, and principles of career education. Students will study the impact of federal and state legislation.
- ACED 7030 Curriculum Issues and Trends in Adult and Career Education 3-0-3
Principles, procedures, and considerations for developing curriculum in adult and career education.
- ACED 7100 Current Practices in Training and Development 3-0-3
Introduction to training and development, organizational development, and human resource development. Emphasis on models of program design, needs assessment, costs, and benefits to the sponsoring corporation or agency; and methods of enhancing human performance.
- ACED 7110 Introduction to Human Performance Technology 3-0-3
An introduction to the emerging performance technology field. Students develop skills in performance analysis and benchmarking, change management, and in the design of effective performance interventions, excluding training. The role of internal and external consultants is examined.
- ACED 7120 Electronic Courseware Design and Development 3-0-3
An overview of emerging technologies used to develop interactive, computer-based training applications for distribution via corporate Intranets, the Internet, and CD-ROM. Emphasis is placed on learning technical skills and design skills while developing a broad understanding of the capabilities and limitations of computer-based training applications in corporate and other adult education settings.

- ACED 7150 Perspectives on the Adult Learner 3-0-3
Facilitation of learning and performance improvement in the workplace and adult education environment. The course includes application of instructional methods, informal and incidental learning strategies, coaching, team building, and formal and informal on-the-job learning tactics. The course also focuses on facilitating individual and group learning to effect organizational change.
- ACED 7200 Improvement of Instruction in Keyboarding 3-0-3
Development of strategies for teaching keyboarding. Emphasis on course objectives, equipment, materials, skill development, standards, and evaluative criteria.
- ACED 7220 Improvement of Instruction in Computer Technology 3-0-3
An analysis of methods, strategies, and problems associated with teaching computer technology courses. Also included are the selection and acquisition of state-of-the-art hardware and software and the design and maintenance of a technology lab in an educational setting.
- ACED 7230 Improvement of Instruction in Accounting and Basic Business Subjects 3-0-3
Strategies for teaching accounting and basic business subjects. Emphasis is placed on examining the use of computers in the teaching/learning process; motivation techniques; evaluation tools; and application of research to the instructional process.
- ACED 7240 Improvement of Instruction in Office Education 3-0-3
Competencies needed by students preparing for office work are analyzed; teaching methods, course content, and evaluation procedures are discussed.
- ACED 7300 Practicum in Adult/Career Education 3 hours credit
Prerequisite: Major in appropriate specialization; permission of the advisor must be obtained before registration.
- ACED 7310 Practicum in Adult/Career Education 3 hours credit
Prerequisite: Major in appropriate specialization; permission of the advisor must be obtained before registration.
- ACED 7400 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.
- ACED 7410 New Teacher Institute 6-0-6
Basic instructional and management skills for new secondary career education teachers. Emphasis is on survival skills related to teaching methodology and curriculum implementation that will help them to be successful during their first or second year of teaching.
- ACED 7500 Organization and Administration of Career Education 3-0-3
Organization of career education on the local, state, and national levels; federal and state government roles; and types of career education programs in education and industry.
- ACED 7530 Supervision of Adult and Career Education Programs 3-0-3
Selection and evaluation of personnel, supervisory techniques, and methods of leadership for leaders in education and industry.
- ACED 7600 Applied Computer Technology 3-0-3
Prerequisite: ACED 2400/ACED 7400 or consent of instructor. Development of instructional materials for specific teaching areas using the advanced features of word processing, spreadsheets, databases, communication, and presentation software. Designed for in-service teachers and will require the development of practical computer-related projects which can be used in the teachers' respective classrooms.
- ACED 7620 Evaluation of Adult and Career Education Programs 3-0-3
Development and understanding of program evaluation methodology for the purpose of school improvement. Emphasis placed on alternative approaches, models, and practical guidelines.

- ACED 7640 Issues and Trends in Adult and Career Education 3-0-3
Exploration and analysis of recent research and societal developments affecting adult and career education. Emphasis is on ethical and professional responsibilities, liability, emerging trends, and issues.
- ACED 7680 Improvement of Instruction in Adult and Career Education 3-0-3
Theory and practical application of various delivery techniques, principles of teaching and learning, and the development of instructional materials.
- ACED 7740 Educators and Industry 3-0-3
Designed to increase career awareness among educators, students, business and industry, and the community. Interaction among educators, business and industry, and community leaders concerning how to meet the needs of local industry.
- ACED 7850 Adult and Career Education Internship 3 hours credit
Prerequisite: Permission from instructor.
- ACED 7900 Special Topics in Adult and Career Education 3-0-3
Prerequisite: Permission from instructor. Exploration of topics specific to adult and career education. Emphasis is on the examination of adult and career education research, as applied to educational and/or business settings.
- ACED 7950 Directed Study in Adult and Career Education 1-0-1 to 3-0-3
Prerequisite: Consent of the department head. An opportunity for intensive individual study on an approved topic.
- ACED 7990 Evaluation and Analysis of Research in Business Education 3-0-3
Develop and enhance students' ability to analyze relevant research in business education. Emphasis placed on research methodology, research findings, and implementations and implications for business education.
- ACED 8310 Communication Theory 3-0-3
Focus on the development of communication theory. An examination of organizational culture, perception and communication, interpersonal patterns, communication barriers, and nonverbal communication.
- ACED 8450 Multimedia Authoring and Design 3-0-3
Provides skills in designing and authoring multimedia courseware for education and training environments. Emphasis placed on using multimedia authoring and presentation software to design dynamic materials for individualized and group instruction.
- ACED 8530 Instructional Supervision in Adult and Career Education 3-0-3
Information and experiences for the development of skills related to supervision of instruction in the career education classroom and laboratory.
- ACED 8995 Practicum in Adult/Career Education 3 hours credit
Prerequisite: Consent of the department head; to be taken at or near the end of the Ed.S. coursework.
- ACED 9400 Adult Learning Strategies 3-0-3
Design, development, and implementation of adult learning programs. Particular emphasis will be placed on curriculum models, goals, organization, methodology, career development, and evaluation for adult learners and learning programs.
- ACED 9410 Students with Special Needs in Adult and Career Education 3-0-3
Integration of instructional and/or management activities in assisting students with special needs in adult and career education programs. Emphasis will be placed on regulations, interagency activities, curriculum, transition, assessment, and instruction of learners.
- ACED 9420 Issues in Adult and Career Education 3-0-3
Emphasis on topics relating to adult and career education that are considered to be especially significant to the field because of current research developments and legislation.

- ACED 9430 Leadership in Adult and Career Education 3-0-3
 Exploration of theory and development of leadership in adult and career education settings. Emphasis will be placed on identifying effective leadership characteristics, expanding leadership skills, and developing a philosophy of effective leadership.
- ACED 9440 Seminar in Adult and Career Education 3-0-3
 Exploration of topics specific to adult and career education in industry and/or educational settings. Emphasis will be given to examination of research, as applied in the public and private sectors.
- ACED 9999 Dissertation in Adult and Career Education 1 to 3 hours credit
 Prerequisite: Completion of major courses and approval of advisor or dissertation chair. Development and defense of the dissertation proposal and the dissertation. Must be taken each fall and spring semester until the dissertation is completed. Number of hours taken per term must be approved by the dissertation chair. A minimum of 9 hours must be completed.

ARED: ART EDUCATION

- ARED 6150 Stimulating Creative Behavior 3-0-3
 The study of theories of creativity, visual thinking, creative problem finding and problem solving strategies, identifying external and internal blocks to creativity, testing for creativity, the relationships between creativity, cognition, and visual thinking, and creative thinking challenges and stimuli. An emphasis is placed on methods to elicit creative behavior.
- ARED 6900 Special Topics in Art and Art Education 1-0-1 to 3-0-3
 A special course designed to fit a special need in the curriculum. May be used for a study abroad course or for inter-sessions as is appropriate. May be repeated for up to six graduate hours.
- ARED 6950 Workshop in Art Education 0-2-1 to 0-6-3
 An intensive summer or inter-session course designed to serve a special need for instructional methods or curricular design in art education contexts.
- ARED 7150 Research Problems In Art Education 3-0-3
 Prerequisites: RSCH 7100 and ARED 7500. Analysis of selected studies in the field of Art Education. Students will prepare a research proposal.
- ARED 7450 Art Education Curricula 3-0-3
 Prerequisite: Art Education major or permission of the department head. The study of art curricula, philosophies, rationales, purposes and goals in American schools, K-12. Field applications and observations are required.
- ARED 7500 Issues And Trends In Art Education 3-0-3
 The study of selected issues and current trends in the field of Art Education. A research paper and /or project and field applications are required.
- ARED 7670 Aesthetic Inquiry And Art Criticism 3-0-3
 Prerequisites: Nine semester hours of art history or equivalent background. This course will focus on aesthetics and critical methods for art and Art Education. Field applications of critical methods and/or issues related to aesthetics are required.
- ARED 7900 Directed Study in Art Education 1 to 3 hours credit
 Prerequisites: Approval of the instructor and department head. Selected individual problems in art education as defined by the student with the approval and guidance of the supervising instructor. May be repeated for credit.
- ARED 7930 Capstone Project 1 to 3 hours credit
 Prerequisite: RSCH 7100. A capstone course wherein students will develop, with departmental approval, applied research projects based on research findings, curriculum issues, or methodological studies relevant to Art Education contexts. Field applications are required. For students not selecting the thesis option.

- ARED 7950 Art Administrative Internship 1 to 3 hours credit
Prerequisites: Master of Art Education students only. Approval of Department Head and Graduate Program Coordinator. A capstone supervised clinical experience within a local, regional, or state art agency, museum, gallery, or approved organizational art facility for the purpose of interning and working with an experienced art administrator. Required for students not seeking certification. May be repeated.
- ARED 7999 Thesis 1 to 3 hours credit
Prerequisite: RSCH 7100. A capstone research course resulting in the proposal and preparation of a thesis in APA style. A thesis defense is required. For students not selecting the terminal project option.

ART: ART STUDIO

- ART 6000 Watercolor 0-6-3
A course designed for the student who is experienced with aqueous media and has demonstrated success as a self-directed watercolor painter. Students are expected to provide a portfolio for review by the instructor. The student will develop and resolve artistic problems relevant to the media. Works produced will undergo analysis and critical reviews. This course may be repeated for credit.
- ART 6100 Ceramics 0-6-3
Prerequisite: Three semester hours credit of intermediate ceramics at the undergraduate level or permission of the instructor. This course emphasizes wheel throwing techniques, decorative processes, ceramic materials formulation, and firing strategies.
- ART 6200 Drawing And Composition 0-6-3
Prerequisite: Three semester hour credits of intermediate drawing at the undergraduate level or permission of the instructor. The study of drawing in various media with an emphasis on individual stylistic development. The production of a thematic portfolio and solo or group exhibition is expected.
- ART 6450 Painting 0-6-3
Prerequisite: Three semester hour credits of intermediate painting at the undergraduate level or permission of the instructor. This course requires the student, under the guidance of the instructor, to develop individualized problems in painting using a variety of media and techniques. The emphasis is on the development of a personal stylistic approach to painting. A solo or group exhibition is expected.
- ART 6650 Technical Problems in Art 0-2-1 to 0-6-3
Prerequisite: Permission of the instructor. A course for advanced students capable of independent research and study in the production of a body of related works in selected media. A problem statement and procedural plan will be developed. A solo or group exhibition is required.
- ART 6950 Workshop in Art 0-2-1 to 0-6-3
Selected topics presented in an intensive workshop setting for studio production of art works. Critical reviews and the exhibition of art works produced are expected. May be repeated for credit under different topic headings.
- ART 7070 Electronic Imaging 0-6-3
Prerequisite: Three semester hours credit at the undergraduate level or permission of the instructor. This course emphasizes the application of computer graphics processes to visual arts problems. Students will demonstrate an understanding of the range of computer graphics applications, a working knowledge of selected graphics software, and will prepare still or animated work for presentation. Specific assignments will be developed in relation to the student's professional goals.

ART 7900 Directed Study in Art 0-2-1 to 0-6-3
Prerequisite: Approval of the instructor and Department Head. Individual problems in art selected and defined with approval of the supervising instructor. May be repeated for credit.

ARTH: ART HISTORY

ARTH 6510 Special Topics in Art History and Criticism 1-0-1 to 3-0-3
Prerequisite: ART 1100 or equivalent undergraduate art history/appreciation course. A seminar course for the study of special topics or contemporary trends in art, art history, and art criticism. Research, analysis, and short essays will be emphasized. Course may be repeated for credit.

ARTH 7650 Late Twentieth Century Art 3-0-3
Prerequisite: nine semester hour credits of art history at the undergraduate or graduate level. This course examines the art and theories of art from 1970 to the present. Students will identify, classify, and place in theoretical context selected works of late twentieth century art. A critical essay and presentation a selected contemporary issue or theory is expected.

ASTR: ASTRONOMY

ASTR 5101-5102 Principles of Astronomy I, II 3-2.5-4 each
A calculus-based course covering astronomical observations, analysis of celestial motions, and a study of the solar system in 5101, and covering the physics of the Sun and stars, stellar evolution, galactic structure and the universe in 5102.

ASTR 6100 Observational Techniques 2-2-3
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 6400 Physics of the Solar System 3-0-3
Celestial mechanics; physical features of the Sun, planets, moons, and other material in the solar system.

ASTR 6410 Astrophysics 3-0-3
Radiative transfer in the stellar atmosphere, the interior structure of stars, stellar evolution, physical processes in gaseous nebulae, cosmology.

ASTR 6800 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 6900 Special Topics in Astronomy 1-0-1 to 4-4-6
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 6950 Directed Study in Astronomy 1-0-1 to 4-4-6
Study in area or subject not normally found in established courses offered by the department; may also allow student to explore in more detail and/or depth an area or subject covered by the department in astronomy; up to a maximum of 6 credit hours.

BIOL: BIOLOGY

- BIOL 5000 Biostatistics** 2-4-4
Prerequisite: MATH 1113, BIOL 2230 and BIOL 2270. An introduction to univariate and multivariate analyses of data. Laboratory work will allow students to collect data typical of the diverse disciplines in biology and subject 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 5100 Microbiology** 3-3-4
Prerequisite: BIOL 2010, BIOL 2230, BIOL 2270, 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 5200 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 5300 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 5400 Plant Physiology** 3-3-4
Prerequisites: BIOL 2230, BIOL 2270, 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 5450 Vertebrate Physiology** 3-3-4
Prerequisites: BIOL 2230, BIOL 2270, CHEM 1212K or permission of Instructor. Study of general physiological processes of vertebrates; emphasis at organ and organ system levels.
- BIOL 5500 Mycology** 3-3-4
Prerequisites: BIOL 2230, BIOL 2270. 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 5550 Phycology** 3-4-4
Prerequisites: BIOL 2230, BIOL 2270. An introduction to the study of the algae, including taxonomy, phylogeny, physiology, and ecology. Laboratories will focus on the examination of live material, and will include methods for the isolation and culture of algae.
- BIOL 5600 Local Flora** 3-3-4
Prerequisites: BIOL 2230, BIOL 2270. 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 5650 Taxonomy of Seed Plants 3-3-4
Prerequisites: BIOL 2230, BIOL 2270. 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 5800 Invertebrate Zoology 3-3-4
Prerequisites: BIOL 2230, BIOL 2270. A study of the morphology, phylogeny, and ecology of invertebrates.
- BIOL 5840 Entomology 3-3-4
Prerequisites: BIOL 2230, 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 5870 Parasitology 3-3-4
Prerequisites: BIOL 2230, BIOL 2270. A study of the morphology, life cycles, and host-parasite relationships of representative protozoan and metazoan parasites. Human parasites are emphasized.
- BIOL 5900 Ichthyology 3-3-4
Prerequisites: BIOL 2230, 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 5920 Herpetology 3-3-4
Prerequisites: BIOL 2230, 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 5950 Ornithology 3-3-4
Prerequisites: BIOL 2230, 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 5980 Mammalogy 3-3-4
Prerequisites: BIOL 2230, 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 6000 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 6010 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 6100 Morphology of Land Plants 3-3-4
Prerequisite: BIOL 2230, BIOL 2270 or equivalent. Study of vegetative organization and reproductive cycles of bryophytes, pteridophytes and seed plants, which incorporates phylogenetic and ecological relationships.
- BIOL 6200 Plant Anatomy 3-3-4
Prerequisites: BIOL 2230, BIOL 2270. 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 6300 Comparative Vertebrate Anatomy 3-3-4
Prerequisites: BIOL 2230, BIOL 2270, or approval of Instructor. Anatomical and phylogenetic survey of representative vertebrate animals.
- BIOL 6350 Vertebrate Embryology 3-3-4
Prerequisites: BIOL 2230, BIOL 2270. A study of the fertilization process and embryology of selected vertebrates with the greatest emphasis placed on chick development.
- BIOL 6400 Vertebrate Histology 3-4-4
Prerequisites: BIOL 2230, BIOL 2270; 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 6500 Cell Biology 3-3-4
Prerequisites: BIOL 2230, BIOL 2270, CHEM 3601, CHEM 3601L. 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 6510 Virology 3-0-3
Prerequisite: 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 hosts, and host responses. Methods for studying these agents, their origin and evolution, and their uses in biotechnology will also be discussed.
- BIOL 6550 Immunology 3-3-4
Prerequisites: BIOL 2230, BIOL 2270, 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 6580 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 understand 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 6600 Evolution 3-0-3
Prerequisites: BIOL 2230, BIOL 2270, BIOL 3300. Study of the theoretical aspects and the patterns and processes of micro- and macro-evolutionary change.
- BIOL 6650 Animal Behavior 3-3-4
Prerequisites: BIOL 2230, BIOL 2270. Introduction to the major concepts of causation, development, evolution, and ecology of animal behavior, emphasizing the behavior of social animals.
- BIOL 6700 Limnology 3-3-4
Prerequisites: BIOL 2230, BIOL 2270, BIOL 3300. A study of the physical, chemical, and biological aspects of fresh waters.
- BIOL 6750 Population Biology 3-0-3
Prerequisite: MATH 1112, MATH 1113, OR MATH 1113H. Prerequisite or corequisite: BIOL 3300. A review of the theory and applications of population biology, including single-species population growth models (exponential, geometric, logistic, life tables, state and age-structured matrix models, metapopulation models), population genetics models, and multi-species interaction models (competition, predator-prey, succession, and parasite-host). Integrated computer exercises will allow students to manipulate model parameters and understand model predictions and dynamics.

- BIOL 6950 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.
- BIOL 7000 Introduction to Research 0-2-1
Prerequisite: Acceptance into the graduate program in biology. An introduction to the scientific method, primary research literature, methods of literature review, and scientific writing. A research prospectus is required by the end of the semester. This course is to be taken during the student's first semester in the graduate program.
- BIOL 7900 Graduate Seminar 0-3-1
Prerequisite: Acceptance into the graduate program in biology. Discussion and reports of current topics in biology and related sciences. Students are expected to demonstrate comprehension of topics and communication skills, both oral and written. Students must take this course twice for credit. This course may be repeated for a maximum of six times for credit.
- BIOL 8999 Thesis [0]-[3-18]-[1-6]
Prerequisites: Completion of BIOL 7000 and permission of the student's major advisor. Students are required to enroll in thesis hours when doing original research towards the thesis. Students must complete a minimum of six hours of BIOL 8999 prior to defense of the thesis. BIOL 8999 may be repeated for credit.

CHEM: CHEMISTRY

- CHEM 5000 Workshop for Teachers 3-0-3
A workshop for middle school and high school chemistry teachers, designed to improve subject mastery. Content and level of presentation will be designed to broaden the participants' background in chemistry and will be related to topics taught in middle and high school chemistry classes.
- CHEM 5801 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. Permission for graduate credit must be arranged with the instructor prior to enrolling in the course and will involve the completion of a significant project.
- CHEM 5802 Physical Chemistry II 3-3-4
Prerequisite: CHEM 5801. A theoretical and mathematical treatment of the fundamental theories and laws of chemistry with an emphasis on quantum mechanics, kinetics, and statistical mechanics. Experimental investigations will supplement the study of quantum mechanics, kinetics, and statistical mechanics as applied to systems of interest to chemists. Permission for graduate credit must be arranged with the instructor prior to enrolling in the course and will involve the completion of a significant project.
- CHEM 6420 Physical Organic Chemistry 3-0-3
Prerequisites: CHEM 3402, 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. Permission for graduate credit must be arranged with the instructor prior to enrolling in the course and will involve the completion of a significant project.

CHEM 6810 Computational Chemistry 1-3-2
Prerequisites: 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. Permission for graduate credit must be arranged with the instructor prior to enrolling in the course and will involve the completion of a significant project.

CIED: CURRICULUM AND INSTRUCTION

CIED 7020 Teaching, Learning, and Student Achievement 3-0-3
Overview of effective instructional practices. The course focuses on school-, teacher-, and student-level factors influencing student achievement. A baseline analysis of environment, self, and students is included.

CIED 7030 Classroom Curriculum Design 3-0-3
Introduction to systematic design of curriculum and instruction, using standards and applied research to select and integrate appropriate content, strategies, technology, and assessments.

CIED 7060 Curriculum, Instruction, and Technology Integration 3-0-3
An exploration of curriculum issues and trends, curriculum development, integration of technology into the curriculum, implementation of innovative instructional techniques, and legal/ethical issues across content areas and grade levels.

CIED 7099 Classroom Research Into Action 3-0-3
Examination and communication of research-based, systematically designed interventions completed by students during the program. A follow-up analysis of environment, self, and students is included.

CIED 7440 Teaching and Curriculum in Higher Education 3-0-3
Design, development and implementation of postsecondary instruction, with an emphasis on practical teaching strategies, curriculum and course development, implementation of innovative instructional technologies and integration of technology.

CIED 9100 Curriculum and Instructional Systems 3-0-3
Study of concepts, theories, and trends for curriculum, instructional systems, and the change process. Includes a current review of related literature and reflective analysis of practice.

CIED 9200 Curricular and Instructional Needs Assessment 3-0-3
Prerequisite: CIED 9100. Assessment of curricular and instructional needs in educational organizations and agencies through a study of relationships among models of learning, learner characteristics, learning environments and society.

CIED 9300 Curricular and Instructional Needs-Based Proposal Development 3-0-3
Prerequisite: CIED 9200. Design and development of a proposal for an innovative curriculum and instruction project based on needs.

CIED 9400 Curricular and Instructional Design and Development 3-0-3
Prerequisite: CIED 9300. Planning for the implementation and evaluation of a curriculum and instruction innovation in an educational setting. Includes design, development, and evaluation of project materials.

CIED 9500 Curriculum and Instruction Implementation and Evaluation 3-0-3
Prerequisite: CIED 9400. Field implementation and evaluation of the innovative curriculum and instruction project

CIED 9600 Dissertation Topic Conceptualization 3-0-3
Prerequisite: Completion of major courses and approval of advisor. Seminar for the development of the dissertation topic.

- CIED 9900 Special Topics in Curriculum and Instruction 1-0-1 to 3-0-3
Advanced study of specific contemporary issues in curriculum and instruction.
Course may be repeated under different topics.
- CIED 9999 Dissertation in Curriculum and Instruction 1 to 3 hours credit
Prerequisites: Completion of major courses and approval of advisor. Development and defense of the dissertation proposal and the dissertation. Must be taken each fall and spring semester until the dissertation is completed. The number of hours taken per term must be approved by the dissertation chair. A minimum of 9 hours must be completed.

COMD: COMMUNICATION DISORDERS

- COMD 5010 Language Disorders in Young Children 3-0-3
Prerequisites: Completion of undergraduate CD course sequence. An advanced study of the nature and treatment of language disorders in young children through age 5. Focus is placed on the role of the communication environment and intervention planning and implementation. This course may be taken by non-CD majors with the addition of a lab component.
- COMD 5020 Diagnostics (lab arranged) 3-1-3
Prerequisites: Completion of undergraduate CD course sequence. An in-depth study of the evaluation and assessment processes for communication disorders. Content encompasses appraisal planning, interviewing, ecological observation, instrumentation, informal and standardized procedures appropriate for determination of eligibility and program planning.
- COMD 5030 Phonological Disorders 3-0-3
Prerequisites: Completion of undergraduate CD course sequence. Advanced study of assessment and treatment of speech sound disorders. Emphasis placed on motor based as well as cognitive-linguistic based analyses and treatment strategies.
- COMD 5040 Fluency Disorders 3-0-3
Prerequisites: COMD 2999 and completion of undergraduate CD course sequence. Advanced course in differential diagnosis and treatment of stuttering in adults and children. Additional topics include cluttering and stuttering behaviors associated with acquired neuro-pathies.
- COMD 5050 Beginning Practicum 1-2-2
Prerequisites: Completion of undergraduate CD course sequence. A supervised experience in a university or community-based setting requiring application of assessment and treatment procedures for individuals primarily with mild to moderate articulation and language disorders. This course will include a weekly seminar on topics related to the profession.
- COMD 5060 Language Disorders of School Age Children 3-0-3
Prerequisites: COMD 2999 and COMD 5010. A continuation of the study of language disorders with focus on children from elementary school through adolescence. Topics include advanced language development, school curriculum, impact of communicative and linguistic deficiencies on academic progress, collaborative models of intervention, narratives and discourse analysis. May be taken by non majors with a lab component.
- COMD 5070 Traumatic Brain Injury, Dementia, and Progressive Neurological Disorders 3-0-3
Prerequisites: COMD 5030. Application of diagnostic and therapeutic principles related to persons with traumatic brain injury, dementia, and progressive neurological disorders.
- COMD 5080 Dysphagia and Motor Speech Disorders 3-0-3
A study of diagnostic and therapeutic principles related dysphagia and motor speech disorders.

- COMD 5090 Aural Habilitation/Rehabilitation 0-3-3
Prerequisite: COMD 2999. The study of hearing habilitation and rehabilitation methods, materials and amplification/assistive devices for children and adults with hearing impairment.
- COMD 5100 Intermediate Practicum 1-4-3
Prerequisites: COMD 2999, COMD 5050, and Grade Point Average of 3.0. A supervised experience in a university, community, or home-based setting requiring application of assessment and treatment procedures to individuals with mild to moderate articulation, language, fluency, voice, and hearing communication disorders. This course will include a weekly seminar on topics related to the profession.
- COMD 5110 Science in Communication Disorders 3-0-3
Advanced theoretical and applied experimental design and implementation in communication disorders.
- COMD 5120 Aphasia and Other Neurogenic Disorders 3-0-3
Prerequisites: COMD 2999 and COMD 5010. A study of the diagnostic and therapeutic principles related to aphasia, TBI, and progressive neurological communication disorders.
- COMD 5130 Oro-Facial/ Syndrome Disorders 3-0-3
Prerequisites: COMD 5080. Advanced study of communication disorders associated with oral-facial anomalies. Specific emphasis on cleft palate/cleft lip and various syndromes or disorders in which oral-facial anomalies are present.
- COMD 5140 Advanced Practicum 1-4-3
Prerequisites: COMD 5100 and Grade Point Average of 3.0. A supervised experience in a university, community, or home-based setting with emphasis on test administration, scoring, and interpretation for client services. Treatment of moderate to severe articulation, language, fluency, voice, hearing, and neurogenic communication disorders is emphasized. Weekly student seminars centered on presentations of diagnostic reports/results and proposed intervention strategies are included in this course.
- COMD 5150 Advanced Audiology 3-0-3
Advanced study of audiometric diagnostic procedures and interpretation. Students will participate in a variety of experiences designed to provide a working knowledge of the audiometric test battery.
- COMD 5160 Voice Disorders 3-0-3
Prerequisites: COMD 5110, COMD 5020, COMD 5130. A theoretical and applied study of the diagnosis and treatment of vocal disorders.
- COMD 5170 Issues and Trends in Communication Disorders 2-0-2
Addresses current professional issues in speech-language pathology and audiology which affect service delivery including the code of ethics of the profession addressed in light of changing social, economic and political arenas.
- COMD 5180 Cultural and Dialectical Issues in Communication Disorders 2-0-2
Prerequisites: COMD 5010, COMD 5060. Seminar on the interrelation of sociological variables and linguistic performance with special emphasis on communication differences and disorders among culturally and linguistically diverse populations.
- COMD 5190 Applied Practicum in the Public School 0-0-9
Prerequisites: 3.0 GPA, minimum of 100 client contact hours, completion of or concurrent enrollment in all graduate course work and consent of instructor. Supervised practicum consisting of full-time off-campus placement in public schools under the direct supervision of a speech-language pathologist holding the certificate of clinical competence. Students participate in client management, diagnosis, scheduling, staffing, and other activities specific to the setting. May be repeated with instructor's consent.

- COMD 5200 Augmentative/Alternative Communication 3-0-3
Study of communication options, techniques, and strategies for persons with severe communication disorders resulting from a variety of conditions.
- COMD 5210 Externship in Communication Disorders 0-0-9
Prerequisites: 3.0 GPA; minimum of 100 client contact hours; completion of all graduate course work; an on-site interview and consent of instructor. Supervised practicum consisting of full-time, off-campus placement in clinical settings such as hospitals, clinics, rehabilitation centers and private practice sites under the direct supervision of a speech-language pathologist holding the certificate of clinical competence. Students participate in supervised client management, diagnosis, staffings, scheduling and other activities specific to the setting.
- COMD 5220 Directed Study in Communication Disorders 3-0-3
Prerequisites: with prior approval of instructor, advisor and Department Head. This course enables the student to explore in depth a topic relevant to his/her special interest in communication disorders. This course may be repeated.
- COMD 5230 Thesis 1-0-1 to 3-0-3
Prerequisites: RSCH 7100, COMD 5170. Research project resulting in the completion of a thesis.
- COMD 5450 Auditory and Oral Methods for Teachers 2-0-2
This course covers application of diagnostic and therapeutic principles related to the development of oral speech in children with significant loss of auditory acuity.
- COMD 8010 Contemporary Issues and Trends in Communication Disorders 3-0-3
A course designed for presentation and discussion of current issues of local, state, and national importance related to the prevention or solution of problems which impact the field of communication disorders.
- COMD 8020 Seminar in Theory and Applied Intervention 1-0-1
Seminar presentations regarding in-depth exploration of problems, theories, treatments, and research in specific areas of communication disorders and state of the art interventions based on theoretical conceptualizations. Students will complete 4 one-hour seminars. This course may be repeated for credit when the topic(s) covered is different. Individual topics to be announced with suffix and title.
- COMD 8030 Professional Communication and Collaboration 3-0-3
A seminar designed to help the speech-language pathologist organize programs, prepare and administer budgets, supervise professional personnel and physical plant facilities, and provide in-service training.
- COMD 8080 Thesis 0-0-6
This course is for the development and defense of the thesis prospectus.

CRJU: CRIMINAL JUSTICE

- CRJU 7000 Criminal Justice Administration 3-0-3
An introduction to the administration and organizational structure of criminal justice agencies and the criminal justice system as a whole.
- CRJU 7010 Advanced Comparative Criminal Justice Systems 3-0-3
A seminar on crime, law, and criminal justice systems of major legal systems allowing for cross-cultural comparisons
- CRJU 7100 Seminar in Law Enforcement 3-0-3
A seminar in which administrative issues pertinent to policing are examined. These include ethics, rural policing, and community policing, among others.

- CRJU 7300 Seminar in Criminal Law And Procedure 3-0-3
A seminar in which rapidly changing controversial legal issues which have a major impact on criminal justice are explored.
- CRJU 7350 Seminar in Forensic Investigation 3-0-3
An introduction to special topics in forensic science involving the use of forensic techniques in criminal investigations. This course will examine different areas related to the solving of crimes using forensic techniques currently available to the investigator. As needed, experimental forensic techniques will be discussed. Each student will gain an understanding of how forensic science is an integral part of the criminal justice system.
- CRJU 7370 Ethical and Legal Issues 3-0-3
An introduction to the study of criminal justice ethics as a classical and contemporary discipline. Modern criminal justice codes of ethics and professional standards will be studied and critiqued. Students will be encouraged to examine critical values and moral beliefs and to develop humanistic philosophies. Questions about the ethical spirit and consequences of specific laws or policies and the disparities between these relatively narrow requirements and more generous professional and personal ethics will be addressed.
- CRJU 7411 Applied Statistics and Research in Criminal Justice 3-0-3
Prerequisite: Proficiency in basic statistical methods as demonstrated by undergraduate or graduate course work. A study of advanced statistical techniques and research methodology used in criminal justice.
- CRJU 7413 Criminal Justice Planning and Evaluation 3-0-3
Prerequisite: CRJU 7411. An analysis of criminal justice program development through planned change and techniques or program evaluation, with emphasis on procedure and design.
- CRJU 7500 Seminar in Criminal Behavior and Personality 3-0-3
An advanced study of specific criminal behavior types emphasizing violent offenders, sexual deviants, the anti-social personality, and the criminally insane.
- CRJU 7510 Advanced Correctional Therapies 3-0-3
Prerequisite. CRJU 7500. Study and practice in the development and application of theoretically based correctional treatment plans.
- CRJU 7600 Advanced Criminological Theory 3-0-3
Prerequisite: Undergraduate or graduate credit for criminological theory or its equivalent as supported by documentation, or permission of the instructor. An intensive overview of each of the major criminological perspectives regarding the etiology of crime.
- CRJU 7610 Seminar in Gang, Group, and Multiple Offender Criminality 3-0-3
An intensive study of gang, mob, mass, and other types of group criminality. The course includes an examination of the formulation, evolution, characteristics, and threat of multiple offender violence. Topics include but are not limited to youth gangs, cults, organized crime, mob violence, vigilante groups, and domestic terrorist groups.
- CRJU 7620 Seminar in Criminal Victimization 3-0-3
An introduction to the study of crime victims by examining different areas related to crime victims, including identification, research and statistical data used to assess crime victims. A major emphasis of this course will focus on victims' rights legislation and individual responsibility of criminal justice agencies to abide by and provide for special services and programs afforded crime victims. The course will include an outside classroom project that involves each student working with a criminal justice agency, focusing on that agency's role in handling crime victims.

- CRJU 7630 Advanced Crime Prevention 3-0-3
 Basic concepts of crime prevention theories and techniques. Students will study past and current techniques, programs, and research used to establish crime prevention in today's society. Course requirements include a hands-on creation of a crime prevention program for an existing criminal justice agency, business, or other entity whose use of a crime prevention program is necessary for its success or survival.
- CRJU 7700 Special Topics in Criminal Justice 3-0-3 to 6-0-6
 A variable topics course that may be taken for 3 to 6 semester hours.
- CRJU 7710 Seminar in Juvenile Justice 3-0-3
 A seminar on the Juvenile Justice System and major issues related to the administration of juvenile justice. These include administrative issues, legal issues, and issues revolving around theory and rehabilitative goals.
- CRJU 7720 The Media and Criminal Justice 3-0-3
 An introduction to the portrayal of the criminal justice system through popular media. Students will view films based on true events. Using books or other information on the actual events, students will examine the interaction between the media and criminal justice from varied perspectives.
- CRJU 7730 Great Works in Criminal Justice 3-0-3
 An introduction to the study of historical and contemporary writings in criminal justice. Students will read and discuss original words from the writings comprising the intellectual history that has shaped criminal justice and original full-length works of unusual merit.
- CRJU 7900 Directed Study In Criminal Justice 0-3-1 to 0-18-6
 May be taken for a maximum of 6 credit hours. Graded "Satisfactory" or "Unsatisfactory." The study plan must be determined in advance and approved by the Coordinator of the Criminal Justice Graduate Program as well as the instructor of record. Independent study or research under the guidance of a criminal justice graduate faculty member.
- CRJU 7990 Area Paper 3 hours credit
 Graded "Satisfactory" or "Unsatisfactory." The student must be registered for CRJU 7990 in the term in which the degree is earned. For students electing the non-thesis option and writing an Area Paper as per established guidelines.
- CRJU 7999 Thesis 0-3-1 to 0-18-6
 The student must be registered for CRJU 7999 in the term in which the degree is earned. For students developing and writing a thesis and as recommended and approved by the student's thesis advisor. Must be taken for a total of 6 hours.

CS: COMPUTERSCIENCE

- CS 6140 Data Communications and Computer Networks 3-0-3
 Prerequisite: 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 6321 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 6322 Software Engineering II 3-0-3
Prerequisite: CS 3410 (note that CS 4321/6321 is not a prerequisite). The later stages of the software-development process with emphasis upon design, implementation, verification/ validation, and maintenance. Also, human factors, object-oriented techniques, reliability, and quality-assurance issues.
- CS 6330 Theory of Programming Languages 3-0-3
Prerequisite: CS 3410 or consent of instructor. Formal description of programming languages, standard and advanced features of modern programming languages, complexity.
- CS 6335 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 6340 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 6500 Foundations of Computer Science 3-0-3
Prerequisites: CS 2620 and CS 3410. The course covers concepts pertaining to regular expressions, finite state machines, regular languages, regular grammars, non regular languages, decidability, context-free grammars, and Turing machines.
- CS 6720 Database Design 3-0-3
Prerequisite: CS 3410. Examines the logical organization of databases: the entity-relationship model; the hierarchical model, network, and relational models. Hardware characteristics; file organization and evaluation. Functional dependencies and normal forms. Query optimization, concurrency control, and distributed database systems.
- CS 6820 Artificial Intelligence 3-0-3
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 6825 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 6830 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.

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.

ECED: EARLY CHILDHOOD EDUCATION

- ECED 5010 Student Teaching – Inclusive ECED 0-20-5
Prerequisites: Consent of the departmental Student Teaching Committee; Corequisite: ECED 5020. Guided professional experience in an elementary grade (P-5). Student teachers practice teaching and managing a classroom under the supervision of a full-time master teacher and university supervisor in an off-campus setting. The experience includes observations, participation, teaching, and other activities, which make a direct contribution to an achievement of basic concepts, skills, and principles in the teaching-learning process. A minimum of 20 contact hours per week is required in the school for the entire semester.
- ECED 5020 Seminar – Inclusive ECED 1-0-1
Prerequisites: Consent of the departmental Student Teaching Committee; Corequisite: ECED 5010. This seminar is a forum for discussion and exchange of ideas relating to the responsibilities of professional ethical practices. Topics include direct intervention issues, advocacy, collaboration, diversity and any others that arise during student teaching.
- ECED 7210 Assessment in Early Childhood Education 3-0-3
A study of the role of assessment in early childhood education. Students examine alternative evaluation strategies for individual developmental and academic assessment of young children. Emphasis is placed on assessment of appropriate curriculum and programs in early childhood education. Computer software to support the assessment strategies will be incorporated.
- ECED 7220 Early Childhood Environments 2-2-3
Principles for planning and implementing appropriate programs and learning environments for young children are presented. Program alternatives and models in early childhood education are presented. The integration of computer technology in supporting appropriate programs for young children will be included. Students will plan and implement changes in a classroom environment to address the principles examined in the course.
- ECED 7320 Early Childhood Curriculum 3-0-3
Study of basic principles, issues, and considerations of curriculum development in early childhood education. Emphasis will be placed on implications of child development to curriculum and issues, information and suggestions for bridging between curriculum theory and practice. Societal elements and conditions impacting early childhood curriculum, such as diverse populations, community mores and values, multicultural populations, and anti-bias principles, will be explored.
- ECED 7330 Issues and Trends in Early Childhood Education 3-0-3
Examination of research, trends, and problems in early childhood education with special reference to professional ethics, professional mentoring, and the etiology of various delivery systems for early childhood education programs. An action research plan relevant to the setting in which the student is employed is initiated.
- ECED 7410 The Social Sciences in Early Childhood Education 3-0-3
A study of the influence of the social sciences in early childhood education. The content, curriculum, and implementation of the social studies program are examined. The application of interdisciplinary knowledge from related fields such as sociology, psychology, health services, special education, history, philosophy, and anthropology to social learning is explored. Relevant computer software to support the social science curriculum in early childhood will be included. The student will plan and implement curricular improvement based on theory and practice examined in the course.
- ECED 7420 Child, Family, and Society 2-0-2
Examination of the research and dominant theories of human development and sociocultural development within the context of the family, community, and society. Strategies for collaboration between home and school will be emphasized, and interagency cooperation

within the community will be examined in relation to the benefits for young children and their families. The student will investigate a variety of community agencies serving children and families to enhance and apply an understanding of community resources which support the education of young children.

- ECED 7430 Integrating Math, Science, and Technology in Early Childhood Education 3-0-3
Explores the integration of curriculum in math, science, and technology. Special emphasis is placed on the utilization of inquiry methods for enhancing children's ability to analyze, to evaluate, and to make inferences from oral, written, and visual materials. Methodology for developing the skills of problem solving, decision making, and critical and creative thinking skills is explored. The use of computer technology to enhance the math, science, and technology curriculum will be included. The student will plan and implement curricular improvement based on theory and practice examined in the course.
- ECED 7540 Children, Play, and Development 3-0-3
Focus on the definitions and the characteristics of play as a basis for understanding cultural and gender differences and similarities in children's play, the multiple stages of play by developmental age, play in special populations, and the relationship of play to intellectual, social, physical, and emotional development. Field based observations and experiences with multiple ages of children as they engage in play is included.
- ECED 7550 The Integrated Early Childhood Curriculum 3-0-3
In depth investigation of developmentally appropriate ECE integrated curricula which employ a holistic philosophy of ECE. Principles and processes of integrated curriculum development will be examined.
- ECED 8200 Theoretical Models in Early Childhood Education 3-0-3
Prerequisite: RSCH 8000. An examination of the major theoretical models that influence early childhood education. The contributions to early childhood education of various perspectives will be examined, particularly constructivism, sociolinguistics, and psycholinguistics.
- ECED 8230 Mentoring and Advocacy in Early Childhood Education 2-0-2
An overview of the knowledge, understandings, and skills necessary to assume mentoring and advocacy roles in various capacities in early childhood education. Emphasis is given to the development of early childhood advocates who establish programs and policy that significantly and positively impact the young children, families, and communities with whom they work. Professional ethics and the development of mentoring strategies are integral parts of this course.
- ECED 8300 Area Studies in ECE Curriculum and Instruction 3-0-3
A critical analysis of the current status of innovations and trends for curriculum development in various subject fields. Patterns of organization and techniques for curriculum development are examined and evaluated. Recognition is given to the impact of a multidimensional curriculum on planning, teaching, and learning.
- ECED 8330 Design and Evaluation of Quality Programs in ECE 3-0-3
A study of the issues related to designing and evaluating quality programs in early childhood education. Related research is examined regarding programs and educational environments for children from diverse cultural and socio-economic backgrounds as well as differing ages and developmental levels, including children with special needs.
- ECED 8410 Special Topic: Early Childhood Education Today 3-0-3
An interdisciplinary approach to the study of the historical, philosophical, sociological, and anthropological perspectives and influences on contemporary early childhood education.
- ECED 8420 Special Topic: International Perspectives in ECE 3-0-3
Directed readings in international perspectives in early childhood education. Emphasis is placed on the international impact of contemporary early childhood education and research on young children in early childhood settings and programs throughout the world.

EDUC: EDUCATION

- EDUC 8010 Reflective Teaching Practices Seminar 3-0-3
 Graded "Satisfactory" or "Unsatisfactory." Introductory course for a six-course sequence of core classes for the Educational Specialist degree. National Board for Professional Teaching Standards are used for the candidates' self-assessment of professional goals that are based upon an understanding and application of a master teacher as leader. This course provides the basis for an individual program of study by identifying appropriate guided electives.
- EDUC 8020 Using Assessment and Research Data 3-0-3
 Prerequisite: EDUC 8010. Techniques for establishing reliable and valid data sources for student, classroom, and school-improvement decisions. Students learn how to utilize technology tools for educational management.
- EDUC 8030 Developing and Leading a Community of Diverse Learners 3-0-3
 Prerequisite: EDUC 8010. Examination of the impact of cultural, multicultural, diversity, and exceptionality issues on adults' and children's relationships, communication, and educational practices in American schools. Appropriate verbal and nonverbal communication techniques are addressed.
- EDUC 8040 Strategic Planning for School Reform 3-0-3
 Prerequisite: EDUC 8010. Study of major theories and practices in the development and evaluation of school-based programs, including curricular, co-curricular, and staff development initiatives for the improvement of student learning.
- EDUC 8050 Action Research 3-0-3
 Prerequisite: EDUC 8010. Practical action research utilized for the purpose of school reform and student achievement; an examination of the reflective roles of the classroom teacher and how reflection may lead to school improvement.
- EDUC 8880 Capstone Seminar 3-0-3
 Prerequisites: EDUC 8010, EDUC 8020, EDUC 8030, EDUC 8040, EDUC 8050. Capstone course resulting in a portfolio demonstrating candidates' analysis of teaching, leadership, and mentoring. Analysis is based on the National Board Standards, educational specialist degree goals, professional development program plan designed in EDUC 8010, and candidates' school-improvement plans.

ENGL: ENGLISH

- ENGL 6000 Graduate Option 3-0-3
 An English Department course, numbered 4000 or above, which may be taken at the graduate level with appropriate adjustments agreed on by the student and the professor.
- ENGL 7000 Approaches to Graduate Study 3-0-3
 An introduction to the fields and methods of research and writing in graduate literary study.
- ENGL 7010 Approaches to Critical Theory 3-0-3
 An introduction to the role and function of literary criticism in the context of literary studies.
- ENGL 7110 Studies in British Literature to 1500 3-0-3
 A focused survey in the area of British literature to 1500, with special emphasis on themes, genres, and/or figures. Attention will be given to cultural background and/or critical perspective.

- ENGL 7120 Studies in British Literature 1500-1660 3-0-3
A focused survey in the area of British literature from 1500-1660, with special emphasis on themes, genres, and/or figures. Attention will be given to cultural background and/or critical perspective.
- ENGL 7130 Studies in British Literature 1660-1800 3-0-3
A focused survey in the area of British literature from 1660-1800, with special emphasis on themes, genres, and/or figures. Attention will be given to cultural background and/or critical perspective.
- ENGL 7140 Studies in British Romantic Literature 3-0-3
A focused survey in the area of Romantic literature, with special emphasis on themes, genres, and/or figures. Attention will be given to cultural background and/or critical perspective.
- ENGL 7145 Studies in Victorian Literature 3-0-3
A focused survey in the area of Victorian literature, with special emphasis on themes, genres, and/or figures. Attention will be given to cultural background and/or critical perspective.
- ENGL 7150 Studies in Modern and Contemporary British Literature 3-0-3
A focused survey in the area of modern and contemporary literature, with special emphasis on themes, genres, and/or figures. Attention will be given to cultural background and/or critical perspective.
- ENGL 7210 Studies in American Literature to 1800 3-0-3
A focused survey in the area of American literature to 1800, with special emphasis on themes, genres, and/or figures. Attention will be given to cultural background and/or critical perspective.
- ENGL 7220 Studies in American Literature 1800-1865 3-0-3
A focused survey in the area of American literature from 1800 to 1865, with special emphasis on themes, genres, and/or figures. Attention will be given to cultural background and/or critical perspective.
- ENGL 7230 Studies in American Literature 1865-1914 3-0-3
A focused survey in the area of American literature from 1865 to 1900, with special emphasis on themes, genres, and/or figures. Attention will be given to cultural background and/or critical perspective.
- ENGL 7240 Studies in Modern and Contemporary American Literature 3-0-3
A focused survey in the area of modern and contemporary American literature, with special emphasis on themes, genres, and/or figures. Attention will be given to cultural background and/or critical perspective.
- ENGL 7300 Studies in Special Topics 3-0-3
A focused survey in a selected topic, with special emphasis on themes, genres, and/or figures. Attention will be given to cultural background and/or critical perspective.
- ENGL 7320 Studies in Genre 3-0-3
A focused survey in genre studies, with special emphasis on themes, genres, and/or figures. Attention will be given to cultural background and/or critical perspective.
- ENGL 7600 Studies in Rhetoric and Composition 3-0-3
A focused survey in the area of rhetoric and/or composition theory.
- ENGL 8110 Seminar in British Literature to 1500 3-0-3
A seminar in the area of British literature to 1500.
- ENGL 8120 Seminar in British Literature 1500-1660 3-0-3
A seminar in the area of British literature from 1500-1660.
- ENGL 8130 Seminar in British Literature 1660-1800 3-0-3
A seminar in the area of British literature from 1660-1800.
- ENGL 8140 Seminar in British Romantic Literature 3-0-3
A seminar in the area of Romantic literature.

ENGL 8145 Seminar in Victorian Literature	3-0-3
A seminar in the area of Victorian literature.	
ENGL 8150 Seminar in Modern and Contemporary British Literature	3-0-3
A seminar in the area of modern and contemporary literature.	
ENGL 8210 Seminar in American Literature to 1800	3-0-3
A seminar in the area of American literature to 1800.	
ENGL 8220 Seminar in American Literature 1800-1865	3-0-3
A seminar in the area of American literature from 1800 to 1865.	
ENGL 8230 Seminar in American Literature 1865-1914	3-0-3
A seminar in the area of American literature from 1865 to 1900.	
ENGL 8240 Seminar in Modern and Contemporary American Literature	3-0-3
A seminar in the area of modern and contemporary American literature.	
ENGL 8300 Seminar in Special Topics	3-0-3
A seminar within the area of language and/or literature.	
ENGL 8320 Seminar in Genre	3-0-3
A seminar in genre studies.	
ENGL 8600 Seminar in Rhetoric and Composition	3-0-3
A seminar in the area of rhetoric and/or composition theory.	
ENGL 8690 Workshop in Rhetoric and Composition	1-0-1 to 6-0-6
Writing-intensive and leadership course for teachers that promotes writing-to-learn across subject areas and grade levels. Participants write for personal and professional reasons, research composition theory, and design a lesson based on their experience. The four-week program provides nine Staff Development Units or six hours of master's degree credit. The course requires formal application and interview into the South Georgia Writing Project. Graduates from this program also participate in at least two programs, either through their school or the South Georgia Writing Project over the course of the following year.	
ENGL 8700 Directed Study	3-0-3
Research in selected areas of language and literature.	
ENGL 8800 Seminar for Teaching Assistants	1-0-1
A seminar for graduate students currently teaching composition courses.	
ENGL 8999 Thesis	3-0-3 to 6-0-6
Individualized study and research in preparation for a work of fifty or more pages demonstrating competent and substantial research coupled with an innovative approach to the subject matter. May be repeated for credit.	

FLED: FOREIGN LANGUAGE EDUCATION

FLED 6800 Methods and Materials for Teaching ESOL	3-0-3
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 7100 Professional Development Seminar I	2-0-2
Through interaction with peers and education professionals, students perform self-assessment, determine areas of skill and knowledge in need of improvement, and design an effective career growth and development plan, as a preliminary step in expanding and modifying their personal teaching strategies.	
FLED 7500 Theory and Practice in Second Language Acquisition	2-0-2
Discussion, analysis, and practice of the various theories and models of second-language acquisition.	

- FLED 7600 Research and Design 3-0-3
 Research in foreign language education with emphasis on curricula and curriculum development, current research, and current reform in foreign language education, including national standards, and their application to the design of innovative instructional tools.
- FLED 7800 Professional Development Seminar II 2-0-2
 A capstone experience requiring students 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 5410 Francophone Literature 3-0-3
 Selected works of twentieth-century Francophone writers from the French-speaking community outside of France, especially the Caribbean, Africa, and Quebec.
- FREN 5610 Women Writers of Seventeenth-Century France 3-0-3
 Selected literary works of major women writers of seventeenth-century France.
- FREN 5630 Topics in French Language or Literature 1-0-1
 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 6400 French Phonetics and Advanced Conversation 3-0-3
 Study of phonetic principles and their applications.
- FREN 6410 French Composition and Advanced Grammar 3-0-3
 Advanced study of grammar, practical composition, and refinement of written expression.
- FREN 6420 French Translation: English to French 3-0-3
 Translation techniques from English to French, including idiomatic expressions and extensive practice in written French.
- FREN 6650 French Literature of the Twentieth Century 3-0-3
 Selected major literary works of France, from 1901 to the present.
- FREN 6950 Directed Study 3-0-3
 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.

GEOG: GEOGRAPHY

- GEOG 5020 Geoscience Perspectives on Global Climate Change 1-0-1
 Also offered as GEOL 5020. Study of global climate change from the perspective of the geoscientist. Topics include whether or not global climate change is occurring, possible causes of global climate change, climate change in the geologic record, implications of climate change on the human population, and proposed methods and policies designed to limit or reverse processes believed to lead to global climate change.
- GEOG 5050 Computer Cartography and Image Analysis 2-2-3
 An introduction to digital production of general and thematic maps. Lectures and laboratory exercises cover principles of cartography and remote sensing as well as the manipulation and visualization of spatial data and imagery.

- GEOG 5051 Introduction to Geographic Information Systems 2-2-3
An examination of geographic information systems, including methods of capture, storage, analysis, and display of spatially-referenced data. Laboratory exercises provide experience with typical GIS operations and applications.
- GEOG 5052 Advanced Geographic Information Systems 2-2-3
Advanced applications of GIS including: overlay analysis, writing short macros for repetitive operations, spatial modeling and technical support of complex land use and natural resource management decision making. Laboratory exercises designed to form a cartographic and software portfolio for students.
- GEOG 5053 Application Issues in Geographic Information Systems 3-0-3
Operational and planning issues in GIS. Students will learn which issues need to be considered when proposing and implementing a GIS and will have opportunities to evaluate how a GIS can be used to solve specific planning problems.
- GEOG 5100 Regional Planning and Environmental Management 3-0-3
Introduction to planning for economic development, service provision and resource management at scales larger than municipalities with an emphasis on the environmental impacts of planning policy and regulation.
- GEOG 5120 Geosciences Field Trip 1-8-3
Also listed as GEOL 5120. Prerequisite: GEOG 1113K or GEOL 1121K. Student fee required. Offered only during Summer I sessions. Geology and geography of selected regions studied by readings on the region of interest during the first week, followed by a two-week field trip to points of interest. The interactions among geology, surficial processes, and organisms and how these interactions impact humans will be emphasized. Field trip destination is different each summer.
- GEOG 5150 Meteorology and Climatology 3-0-3
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 5200 History of Life 2-3-3
Also listed as GEOL 5200. Principles of paleontology with emphasis on the history of life including vertebrates. Includes an account of the outstanding forms of life from the beginning of earthtime to the present, and those paleontologically significant groups that are uncommon, different, or extinct today.
- GEOG 5210 An Introduction to Hydrology 3-2-4
Also listed as GEOL 5210. An introduction to surface and subsurface hydrology, examining components of the hydrologic cycle. Topics include local and global water balance, precipitation, interception and infiltration, runoff, stream flow, water storage, and groundwater. This course makes use of some mathematical equations.
- GEOG 5300 An Introduction to Process Geomorphology 3-3-4
Also listed as GEOL 5300. An introduction to process geomorphology examining landforms and their formative processes. Topics include weathering and slope, fluvial, coastal, aeolian, glacial and periglacial processes, and the application of soils to geomorphology. This course makes use of some mathematical equations. Field trip required.
- GEOG 5310 Physiography of North America 3-0-3
The physiographic description, including the landforms, soils, structural framework, climate, plant and animal geography, natural resources, and the unique environmental problems of each major physiographic province of the United States and Canada, including Alaska, Hawaii, and Puerto Rico.

- GEOG 5320 Geomorphology of Fluvial and Coastal Environments 3-0-3
 An examination of processes and landforms in fluvial (river) and coastal environments. Fluvial topics include channel geometry and pattern, characteristics of flow, sediment load, bedforms, and floodplains. Coastal topics include the study of waves and tides, coastal sediment transport, beaches, and the effects of changing sea level. This course makes use of some mathematical equations.
- GEOG 5410 Cultural Geography 3-0-3
 A study of the Earth as the home of humankind, emphasizing the spatial and functional complexes of human geography. Topics to be considered are population, settlement form, settling processes, resources, and economic, political, and societal organizations.
- GEOG 5510 Urban Community Planning 3-0-3
 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 5610 Economic Geography 3-0-3
 A study of area variations in human economic activities as related to production exchange, and consumption of economic goods and services. Emphasis is placed on location of economic activities and related theories.
- GEOG 5710 Environmental Soil Science 3-3-4
 Also listed as GEOL 5710. Prerequisites: CHEM 1211K; GEOG 1113K or GEOL 1121K. Soil properties, distribution and classification, factors of soil formation, and the relationships among soils, geomorphology, and the environment, stressing analysis and use of soils and soil databases for proper urban, agricultural, and environmental land use.
- GEOG 5810 Introduction to Biogeography 3-0-3
 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 5910 European Geography 3-0-3
 A survey of European geography, with a special emphasis on the European Union. Topic areas covered include physical, economic, political, and cultural geography of Europe.
- GEOG 5920 Geography of the Middle East 3-0-3
 A survey of the nations of the Middle East, with a special emphasis on the Arab-Israeli conflict. Topic areas covered include physical, economic, political, and cultural geography of the Middle East.
- GEOG 6700 Field Methods in Environmental Geography 2-4-4
 Study of field techniques and field problems in physical geography. Course includes classroom presentations, field projects, field trips, and writing technical reports.
- GEOG 6800 Internship in Environmental Geography 0-6-3 to 0-12-6
 A supervised, practical experience using physical geography skills in an appropriate organization. Provides the student with an opportunity to apply skills learned during pursuit of environmental geography degree to real world situations. (Graded on an S/U basis).
- GEOG 6900 Special Topics in Geography 1-0-1 to 4-4-6
 Topic to be assigned by instructor; the course may be repeated more than once if the topics are different.
- GEOG 6990 Directed Study in Geography 1-0-1 to 4-4-6
 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 5010 Environmental Geology 2-2-3
The application of basic geologic principles and techniques to problems in land-use planning, resource management, waste disposal, conservation, energy plant sitings, under-and-above-ground construction, subsidence, construction in seismic areas, slope-stability, urban development and other problems resulting from human interaction with the geological habitat.
- GEOL 5020 Geoscience Perspectives on Global Climate Change 1-0-1
Also offered as GEOG 5020. Study of global climate change from the perspective of the geoscientist. Topics include whether or not global climate change is occurring, possible causes of global climate change, climate change in the geologic record, implications of climate change on the human population, and proposed methods and policies designed to limit or reverse processes believed to lead to global climate change.
- GEOL 5050 Oceanography 3-0-3
The physical, chemical, geological, and biological characteristics of the ocean and the interactions between the hydrosphere, lithosphere, atmosphere, and biosphere.
- GEOL 5100 Principles of Mineralogy/Petrology 2-3-3
An introduction to mineral and rock identifications, and the study of the genesis, occurrence, and uses of common minerals and rocks. Laboratory consists of identification of common rocks and minerals.
- GEOL 5101 Mineralogy 3-3-4
The classification, identification, and crystallography of the principal rock-forming minerals, silicate and non-silicate; and the introduction of the use of the petrographic microscope in the study of the crystallography and identification of minerals.
- GEOL 5102 Petrology and Petrography 3-3-4
Genesis, classification, and properties of igneous, metamorphic, and sedimentary rocks. Laboratory includes the use of analytical methods, hand specimens, and thin-section study with the petrographic microscope, and the macroscopic and microscopic properties of important rock types.
- GEOL 5120 Geosciences Field Trip 1-8-3
Also listed as GEOG 5120. Prerequisite: GEOG 1113K or GEOL 1121K. Student fee required. Offered only during Summer I sessions. Geology and geography of selected regions studied by readings on the region of interest during the first week, followed by a two-week field trip to points of interest. The interactions among geology, surficial processes, and organisms and how these interactions impact humans will be emphasized. Field trip destination is different each summer.
- GEOL 5200 History of Life 2-3-3
Also listed as GEOG 5200. Principles of paleontology with emphasis on the history of life including vertebrates. Includes an account of the outstanding forms of life from the beginning of earthtime to the present, and those paleontologically significant groups that are uncommon, different, or extinct today.
- GEOL 5210 An Introduction to Hydrology 3-2-4
Also listed as GEOG 5210. An introduction to surface and subsurface hydrology, examining components of the hydrologic cycle. Topics include local and global water balance, precipitation, interception and infiltration, runoff, stream flow, water storage, and groundwater. This course makes use of some mathematical equations.

- GEOL 5220 Invertebrate Paleontology 2-2-3
 Identification, classification, and natural history of major groups of invertebrates preserved as fossils in the geologic record, with special attention to those forms commonly encountered in the southeastern United States. Emphasis in laboratory will include taxonomic affinities and functional morphology. Saturday (optional) field trips will be scheduled to local areas of interest.
- GEOL 5230 Vertebrate Paleontology 2-2-3
 Geologic history and evolution of animals with backbones, with coverage of extinct groups such as the Dinosauria.
- GEOL 5250 Micropaleontology 2-2-3
 The classification, stratigraphic relationships, and methods of study of microfossils with emphasis on the stratigraphically important groups.
- GEOL 5300 An Introduction to Process Geomorphology 3-3-4
 Also listed as GEOG 5300. An introduction to process geomorphology examining landforms and their formative processes. Topics include weathering and slope, fluvial, coastal, aeolian, glacial and periglacial processes, and the application of soils to geomorphology. This course makes use of some mathematical equations. Field trip required.
- GEOL 5410 Structural Geology 2-2-3
 Structural features of the rocks, such as folds, faults, joints, cleavage, and primary structures, including their origin, classification, analyses and economic relationships. A study of tectonic plate motion is included. Laboratory work includes depth and thickness problems, structure sections, and structure contour maps.
- GEOL 5450 Field Methods in Geology 2-4-4
 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 5500 Principles of Geochemistry 3-2-4
 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 5710 Environmental Soil Science 3-3-4
 Also listed as GEOG 5710. Prerequisites: CHEM 1211K; GEOG 1113K or GEOL 1121K. Soil properties, distribution and classification, factors of soil formation, and the relationships among soils, geomorphology, and the environment, stressing analysis and use of soils and soil databases for proper urban, agricultural, and environmental land use.
- GEOL 6110 Principles of Stratigraphy 3-0-3
 The interrelationships of stratigraphy, sedimentation, and paleogeography; methods in stratigraphy and correlation.
- GEOL 6900 Special Topics in Geology 1-0-1 to 4-4-6
 Topics to be assigned by instructor; may be taken more than once if topics are different; up to a total of 6 credit hours.
- GEOL 6950 Directed Studies in Geology 1-0-1 to 4-4-6
 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.

HIST: HISTORY

- HIST 5030/5040/5050/5060/5070/5080/5090 Special Topics in History 3-0-3 each
Selected themes of historical and contemporary interest.
- HIST 5201 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 5205 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 5206 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 will be emphasized.
- HIST 5207 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 5208 Europe, 1914-1945 3-0-3
A survey of the lost generation living in a society broken and disillusioned by World War I.
- HIST 5209 Europe Since 1945 3-0-3
A study of European domestic and international affairs since 1945 with emphasis upon the major states.
- HIST 5301 Britain to 1603 3-0-3
History of the British Isles from prehistory to the advent of the Stuarts, with emphasis on political, social, economic, and cultural developments.
- HIST 5302 Britain Since 1603 3-0-3
History of the British Isles from 1603 to the present, with emphasis on political, imperial, social, and economic developments.
- HIST 5303 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 5401 Slavic Europe to 1815 3-0-3
History of Slavic Europe from the early Middle Ages to the end of the Napoleonic Wars. The course will examine the history of Russian and other Slavic peoples, with an emphasis on political, religious, social, and economic developments.
- HIST 5402 Slavic Europe Since 1815 3-0-3
History of Slavic Europe from 1815 to the present. The course will examine the history of Russian and other Slavic peoples in the modern period.
- HIST 5500 German History, 1700-1945 3-0-3
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 5502 Topics in German History 3-0-3
An in-depth study into the history and historiographical and philosophical debates of a particular issue or period in German history. May be repeated for credit.
- HIST 5601 World Military History to 1618 3-0-3
Overview of major developments in military history to 1618. The course examines changes in military strategy, technology, and organization, with a focus on comparing systems in different regions and time periods.
- HIST 5602 World Military History Since 1618 3-0-3
Overview of major developments in military history since 1618 and the outbreak of the Thirty Years War. The course examines changes in military strategy, technology, and organization, with a focus on comparing systems in different regions and time periods.

- HIST 6100 United States Constitutional History 3-0-3
Development of American constitutionalism from its origins in England and colonies to the present time.
- HIST 6105 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 6201 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 6202 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 6203 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 6204 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 6205 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 6206 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 6207 United States Diplomacy to 1921 3-0-3
A study of United States foreign relations from the Revolutionary period through 1921.
- HIST 6208 United States Diplomacy since 1921 3-0-3
A study of United States foreign relations since 1921.
- HIST 6211 Georgia History through 1865 3-0-3
A study of Georgia's history from its occupation by the earliest Indians through the Civil War, with attention to the state's development in its regional, national, and international context. Satisfies the Georgia History legislative requirement.
- HIST 6212 Georgia History since 1865 3-0-3
A study of Georgia's history from the Civil War to the present, with attention to the state's development in its regional, national, and international context. Satisfies the Georgia History legislative requirement.
- HIST 6220 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 6221 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 6222 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 6231 African American History to 1865 3-0-3
The history of African-Americans from their origin in Africa to the end of slavery in the U.S., with emphasis on their economic life and social thought.
- HIST 6232 African American History Since 1865 3-0-3
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 6240 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 6250 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 6261 Women in the U.S. to 1869 3-0-3
A study of United States history from the perspective of women. Includes social, cultural, political, intellectual, and economic aspects of the nation's history, and more specifically, the ways women influenced and were influenced by various events and movements in U.S. history from the Colonial period to 1869.
- HIST 6262 Women in the U.S., 1869 to the Present 3-0-3
A study of United States history from the perspective of women. Includes social, cultural, political, intellectual, and economic aspects of the nation's history, more specifically, the ways women influenced and were influenced by various events and movements in U.S. history from 1869 to the present.
- HIST 6270 History of Women in the U.S. South 3-0-3
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 6280 History of U.S. Women Activists and Social Reformers 3-0-3
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 6290 U. S. Military History 3-0-3
A study of military experiences and issues in American history from the Colonial Era to the present. The course analyzes war, its economic issues, technological developments, politics, and other factors that have influenced military aspects of American history.
- HIST 6291 U. S. Political History I 3-0-3
A study of U.S. political history to 1877. Special emphasis will be placed on national elections and the parties and issues that have influenced American political history.
- HIST 6292 U. S. Political History II 3-0-3
A study of U.S. political history from 1877 to the present. Special emphasis will be placed on national elections and the parties and issues that have influenced American political history.
- HIST 6301 Colonial Latin America 3-0-3
The founding, growth, and development of Latin America by Spain and Portugal to the wars of independence.

- HIST 6302 Republican Latin America 3-0-3
Major historical trends in Latin America since the wars of independence.
- HIST 6303 The Spanish Borderlands 3-0-3
Political, military, and social developments of Spain's borderlands from Virginia to California, 1513-1821.
- HIST 6304 The Caribbean 3-0-3
Political, economic, social, and cultural developments of the major Caribbean countries, 1492 to the present.
- HIST 6401 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 those nations among themselves, their responses to western culture, and their roles in regional and world affairs.
- HIST 6402 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 6403 The Indian Subcontinent 3-0-3
An analysis of the 5000-year-old culture of the Indian subcontinent 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 6404 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 6501 History of the Middle East to 1798 3-0-3
Overview of the political, religious, and cultural history of the Middle East from the beginning of the Islamic era to Napoleon's invasion of Egypt.
- HIST 6502 History of the Middle East Since 1798 3-0-3
Overview of the history of the Middle East in the modern period. The course examines the development of modern states, the effects of imperialism, the impact of World War I and II, and the results of the Arab-Israeli conflict.
- HIST 6511 Precolonial Africa 3-0-3
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 6512 Modern Africa 3-0-3
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 6810 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. A maximum of 9 hours will be awarded for HIST 6810.

HIST 7000 Seminar in Historiography	3-0-3
A seminar focusing on the history of historical writing from the ancient world to the present. Topics covered include major themes, schools of thought, methods of research, and the writings of influential historians.	
HIST 7101/7102/7103 Seminars in United States History	3-0-3 each
Seminars on selected topics in the history of the United States.	
HIST 7201/7202 Seminars in British History	3-0-3 each
Seminars on selected topics in British history.	
HIST 7301/7302 Seminars in European History	3-0-3 each
Seminars on selected topics in European history.	
HIST 7401/7402 Seminars in Latin American History	3-0-3 each
Seminars on selected topics in Latin American history.	
HIST 7501/7502 Seminars in Asian History	3-0-3 each
Seminars on selected topics in Asian history.	
HIST 7600 Seminar in African History	3-0-3
Seminar on selected topics in African history	
HIST 7700 Seminar in Middle Eastern History	3-0-3
Seminar on selected topics in Middle Eastern history.	
HIST 7800 Seminar in Women's History	3-0-3
Seminar on selected topics in Women's history.	
HIST 7950 Directed Study in History	3-0-3
Supervised readings in areas of history not normally available in regular graduate course offerings, with regular conferences between instructor and student.	
HIST 7970 Libraries and Literacy in History	3 credit hours
Also offered as MLIS 7970. An exploration of the development of reading, writing, and information management from the proto-literate stages of the ancient Near East to the present computer age. Intellectual foundations of research and librarianship will be emphasized in their historical contexts.	
HIST 7999 Thesis	6-0-6

INTL: INTERNATIONAL PROGRAMS

INTL 5000 Foreign Exchange	0-0-0
A course for foreign students enrolled at VSU under official exchange agreements of the University.	
INTL 5170 Topics in International/Intercultural Studies	1-0-1 to 3-0-3
Special topics in international studies include on-campus experiences, seminars, workshops such as the National Model United Nations program, and the courses offered in conjunction with the Focus lecture series each spring. May be repeated for credit.	
INTL 5500 Study Abroad	0-0-0 to 3-6-3
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. Faculty supervisors in relevant departments will be responsible for assigning credit and reporting grades.	

- INTL 5501 Study Abroad 0-0-0 to 3-6-3
 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. Faculty supervisors in relevant departments will be responsible for assigning credit and reporting grades.
- INTL 5502 Study Abroad 0-0-0 to 3-6-3
 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. Faculty supervisors in relevant departments will be responsible for assigning credit and reporting grades.

ITED: INSTRUCTIONAL TECHNOLOGY

- ITED 7000 Technologies for Teaching and Learning 3-0-3
 Exploration and application of tools and techniques to support education, academic productivity, and professional development. Includes legal and ethical issues related to technology.
- ITED 7040 Thinking and Learning with Computers 3-0-3
 Exploration of computer applications as cognitive tools for engaging and enhancing thinking in learners. Examines the theoretical, pedagogical and practical reasons for using computers as thinking tools.
- ITED 7050 Distance Education 3-0-3
 Introduction to distance education technologies and their utilization as instructional delivery systems.
- ITED 7070 Decision-Oriented Research and Evaluation 3-0-3
 Introduction to field-based research and evaluation issues and methodologies. The course covers problem identification, sources of data, communication with clients, legal and ethical considerations, use of data for decision making, and research and evaluation techniques, including action research.
- ITED 7080 Technology and Learning Standards 3-0-3
 Integration of technology into learning environments with an emphasis on matching technology with instructional approaches, content, student needs, and assessment to meet Georgia QCC standards.
- ITED 7100 Foundational Theories in Instructional Technology 3-0-3
 Introduction to theories of learning, instruction, communication, information, and systems as applied to research and practice in the field of instructional technology. Includes presentation skills and instructional techniques.
- ITED 7200 Information Resources I 3-0-3
 Introduction to information sources including Internet and databases, search strategies, information retrieval, access issues, legal and ethical issues, and evaluation of information.
- ITED 7201 Information Resources II 3-0-3
 Prerequisite: ITED 7200. Development and application of knowledge and skills in information resources with emphasis on P-12 media center resources and services. Covers strategies for integrating information access skills into the curriculum, selection and evaluation of software and other resources, and building and managing media center collections.

- ITED 7202 Bibliographic Organization 3-0-3
Prerequisite: ITED 7200. Introduction to basic AACR2R rules and U.S. MARC as applied to integrated microcomputer-based automated systems. Includes bibliographic networks (i.e., OCLC, GOLD), resource sharing, database maintenance and evaluation.
- ITED 7299 Internship in Educational Media Center 3 hours credit
Prerequisite: Approval of advisor. Study and practice in administering an educational media center. Includes planning, coordinating, supervising, budgeting, and evaluating center services and programs.
- ITED 7300 Instructional Design and Production 3-0-3
Prerequisite: ITED 7100. Introduction to the systematic design of instruction and applied research, including front-end analysis, use of instructional and learning theories to select learning strategies, basic production, assessment, and formative and summative evaluation.
- ITED 7301 Systematic Design of Instruction 3-0-3
Application of systematic design principles to instructional and non-instructional projects. Includes project management, team building, and development issues for different delivery systems.
- ITED 7302 Needs Assessment 3-0-3
Prerequisite: ITED 7100 or permission of the instructor. Application of research and evaluation skills to a field-based needs assessment; investigation of non-instructional solutions with attention to performance improvement. The course includes the use of job task analysis, consideration of organizational cultures, and application of team-building skills.
- ITED 7303 Advanced Instructional Design 3-0-3
Prerequisite: ITED 7301 and ITED 7302. Development of a professional project in which students design, implement, and evaluate an instructional product or learning environment.
- ITED 7399 Internship in Technology Applications 3 hours credit
Prerequisite: Approval of advisor. A university-supervised field experience in an instructional technology setting.
- ITED 7400 Automation and Networking 3-0-3
Prerequisite: ITED 7200. Hands-on introduction to the process of automation and networking. Includes standards, software and hardware selection, maintenance, repair, implementation, and evaluation.
- ITED 7401 Using Networked Systems for Teaching and Learning 3-0-3
Prerequisite: ITED 7200. Practical experiences in setting up, managing, and using network applications to support instruction, collaboration, and computer-mediated communication.
- ITED 7403 Instructional Technology Leadership Seminar 3-0-3
Prerequisites: ITED 7100 and ITED 7200, or permission of the instructor. In-depth investigations of specific contemporary topics and technologies using computer-mediated communications. Electronic media are the primary vehicles for course content and contact.
- ITED 7500 Instructional Technology Management 3-0-3
Prerequisites: ITED 7300 and ITED 7400, or permission of the instructor. Introduction to management principles in an IT context. The course includes theory and practice in strategic planning, the change process, program administration, use of human and physical resources, and budgeting for service-oriented functioning.
- ITED 7900 Special Topics in Instructional Technology 1-0-1 to 3-0-3
In depth study of specific issues in instructional technology. Course may be repeated under different topics.
- ITED 8100 Theories, Models, and Perspectives of Instructional Technology 3-0-3
Survey and analysis of the theoretical perspectives of change, communication, diffusion, systems, learning, and instruction as applied in instructional technology.

- ITED 8200 Database/Internet Applications 3-0-3
Prerequisite: ITED 7200 or equivalent. Advanced principles and techniques of searching the Internet and a variety of databases. Covers file and thesauri structures, principles of indexing and abstracting, information management, Internet applications, and curriculum integration.
- ITED 8300 Technology Tools for Training and Education 3-0-3
Prerequisite: ITED 7301 or equivalent instructional design course. Application of various technologies and products for instructional development. Includes in-depth use of computer-related technology tools to create effective instructional materials.
- ITED 8400 Technology Selection for Learning Environments 3-0-3
Prerequisite: ITED 8100. Practical experiences as evaluators and consumers of educational technology based on research and review of commercial, educational, and other authoritative sources. The course includes source, vendor, and product analysis, study of effectiveness and other benefits, and incorporation in technology plans and facilities.
- ITED 8500 Leadership in Instructional Technology 3-0-3
A study of theories and techniques for facilitating instructional and technological change. Emphasis is on team building, reflective practice and application in a field-based setting.
- ITED 8900 Special Topics in Instructional Technology 1-0-1 to 3-0-3
Advanced study of specific contemporary issues in instructional technology. Course may be repeated under different topics.
- ITED 8960 Best Practices Literature in Instructional Technology 3-0-3
Broad critical analysis of professional literature in order to define, frame, and contextualize action-research projects. The use of print and on-line resources to identify important theoretical and empirical contributions that connect action-research interests to existing professional literature is discussed. Emphasis is placed on learning the skills of reviewing literature and applying the conventions of academic writing using the Publication Manual of the American Psychological Association.
- ITED 8970 Action Research Methods and Planning 3-0-3
Prerequisite: ITED 8960 or permission of the instructor. An in-depth study of the foundations, assumptions, methods, techniques, and ethics of action research, along with a framework for evaluating action-research studies. The focus is on designing a study to enhance technology-based learning and human performance in a learning organization.
- ITED 8999 Journal-Ready Thesis 3 hours credit
Prerequisites: ITED 7070 and ITED 8970. The data collection, analysis, and reporting phase of the Education Specialist research project. May be repeated.

Most credit notations on the far right are in the pattern 3-0-3. The first number is the number of lecture hours (or equivalent) each week; the second number is the number of laboratory hours (or equivalent) each week; the third number, in bold, is the number of semester hours credit.

KSPE: KINESIOLOGY AND PHYSICAL EDUCATION

- KSPE 6500 Workshop in Coaching Athletics 3-0-3
A workshop dealing with the techniques and strategies of football, basketball, baseball, and track. General topics relating to the psychology of coaching to administrator's problems and to physiological principles are also covered.
- KSPE 7010 Exercise Physiology 2-2-3
Principles of physiology with special emphasis on the integration of organ systems in adapting to the requirements of muscular activity during exercise.
- KSPE 7020 Scientific Analysis of Human Movement 2-2-3
Mechanical analysis of motor skills with special emphasis on the laws of physics and their application to physical education and athletics.
- KSPE 7040 Motor Learning 3-0-3
Theories of learning and other psychological principles that relate to the mastery of motor skills are explored. Current research in both educational psychology and physical education is investigated.
- KSPE 7050 Advanced Exercise Testing and Prescription for Various Populations 3-0-3
Prerequisite: KSPE 3011 or equivalent or permission of the instructor. An advanced concentrated study of KSPE 3011. Topics include various exercise testing protocols for specific populations, radionuclide techniques, predictive implications, value a screening tool, problems related to exercise electrocardiogram, interpretation, and exercise recommendations and prescription.
- KSPE 7060 Exercise Electrocardiography 3-0-3
Prerequisite: BIOL 2652. 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 7070 Sports Nutrition 3-0-3
Prerequisite: KSPE 3200 or permission of instructor. Emphasizes the application of nutritional concepts to sport and physical activity. Included will be information relative to dietary modifications for optimal athletic performance.
- KSPE 7080 Sport-Related Illnesses and Conditions 3-0-3
Designed to provide an in-depth investigation and study of sport related illnesses and conditions. The course will also study proper techniques and methodologies of assessing and managing these illnesses and conditions.
- KSPE 7100 Exercise Cardiovascular Physiology 3-0-3
Prerequisite: KSPE 3420. A concentrated study in exercise physiology of the healthy and diseased heart. Emphasis is placed on normal versus abnormal conditions and their effect on exercise testing and training and myocardial adaptations under conditions of acute and chronic exercise.
- KSPE 7120 Physical Education Pedagogy 3-0-3
Provides the student with opportunities to research and apply a variety of teaching models and teaching methodologies in addition to related instructional practices associated with physical education.
- KSPE 7130 Curriculum in Physical Education 3-0-3
Criteria and methods of curriculum construction as they apply to health education and physical education are examined. The modern conceptual approach and its implication on the physical education and health education program P-12 are also explored.

- KSPE 7140 Physical Education for Early and Middle Childhood Teachers 3-0-3
Examines the growth and developmental patterns of children and how physical education programs and activities are developed for students preschool through grade eight. How the physical education program integrates with the total school program and curriculum is also discussed. This class is for early childhood and middle grades classroom teachers, not physical education majors.
- KSPE 7160 Human Kinetics 4-4-6
The scientific study of human motion as applied to physical activity, fitness, and human performance. Designed to help the master teacher of physical education develop, advocate, and promote knowledge as it relates to the enhancement of human movement and lifetime activity participation.
- KSPE 7170 Foundations of Physical Education 6-0-6
Foundations of innovative physical education programs that promote physical activity, fitness, and wellness for a lifetime through positive modeling. Designed to aid the master teacher of physical education in promotion of quality student lifestyles through knowledge and application utilizing historical perspectives, diversity, and technology.
- KSPE 7200 Contemporary Issues in Health and Physical Education 3-0-3
An exhaustive inquiry and discussion of contemporary personal, public health and physical education issues at the local, national, and international levels with special emphasis on the effects of these issues on health and physical education.
- KSPE 7220 Sociology of Sport 3-0-3
The relationship between sport and culture is explored and sport's effect on human relations is analyzed.
- KSPE 7230 Psychology of Sport 3-0-3
The relationship between sport and pertinent psychological principles is investigated. In-depth analysis of research in the area is also undertaken.
- KSPE 7240 Organization and Administration of Physical Education 3-0-3
Current organizational patterns and administrative techniques are analyzed and applications to practical situations are stressed.
- KSPE 7250 Ethics in Sports 3-0-3
An investigation of the ethical issues involved in sports and society. This investigation will proceed by applying philosophical techniques in ethical problem-solving. The course will consider what these problems are, how they arise, and possibilities for how they may be solved.
- KSPE 7260 Professional Practices 6-0-6
An instructional unit encompassing the dynamics impacting the professional growth and development of the physical education master teacher. Interrelationships within teaching and coaching practices are investigated.
- KSPE 7300 Special Topics in Physical Education 1-0-1 to 6-0-6
Prerequisite: Permission of the instructor. Permits the development of special topics or issues in the areas of health, physical education, health education, health fitness, and sports medicine.
- KSPE 7400 Directed Study in Health Sciences and Physical Education 1-0-1 to 6-0-6
Prerequisite: Approval of Area Coordinator, Graduate Coordinator and Department Head. Development and in-depth study of an approved topic of interest pertinent to the fields of health sciences and physical education but not currently offered within the existing program.
- KSPE 7900 Internship 1-0-1 to 6-0-6
Prerequisite: Approval of advisor, Program Coordinator, Graduate Coordinator, and Department Head. Provides the student with an opportunity to apply what they have learned in the classroom to actual working situations, as well as learn from professionals they will work with in the field.

KSPE 7910 Capstone Seminar in Physical Education 2-0-2
Prerequisite: Student must be enrolled for the final semester of the program of study. Reflection and discussion of professional practices relative to the program of study. Presentation and defense of professional electronic portfolio.

LEAD: EDUCATIONAL LEADERSHIP

- LEAD 7010 Ethics and Issues in Educational Leadership 3-0-3
A study with emphasis on its application to contemporary issues in the field of educational leadership.
- LEAD 7100 Educational Leadership 3-0-3
An examination of the application of the processes of interpersonal relations and effective leadership and their relationship to successful school programs.
- LEAD 7200 Principles of Curriculum and Instruction for Educational Leaders 3-0-3
An examination of curriculum development and contemporary changes as they relate to social aims, learner characteristics, and social problems. Existing research in the area of curriculum and instruction pertinent to educational leaders is critiqued. Emphasis is on curriculum and instruction foundations, design, basic concepts, theory, and trends of curriculum from early childhood through secondary levels.
- LEAD 7210 Ethics and Laws 1-0-1
Review of the major statutes and litigation affecting educational and educational-related areas as well as ethical decision-making practices. Emphasis is on information about professional ethics and behavior appropriate to educational and educationally-related settings.
- LEAD 7300 Fiscal and Facilities Management for Educational Leaders 3-0-3
Content covers the area of financing of school corporations in the current economic and political setting, with emphasis on interrelationships of educational, economic, and political decisions. Applications of school business management practices to support such services as transportation, food service, plant services are analyzed.
- LEAD 7400 Legal Issues for Educational Leaders 3-0-3
An overview of the legal structure of education, liability, constitutional rights, contractual relationships, federal and state regulations, collective action, and special education rules and regulations is provided. Historical perspective in law and education with in-depth review of case law, showing the evolution of courts as educational policy makers.
- LEAD 7500 Human Resource Management and Development 3-0-3
Examination of the recruitment, selection, and intuction of new employees; Faculty development and evaluation; laws relating to employment practices; and interpersonal skills involved in student, staff, and community relationships.
- LEAD 7650 Leadership Issues in Higher Education 3-0-3
The processes of effective leadership and their relationship to the success of educational and educationally-related programs at the community level will be analyzed. Organization and administration of relevant settings with a focus on the competencies necessary for leadership and management at the community level.
- LEAD 7700 Supervision of Instructional Programs 3-0-3
Study of the knowledge and skills necessary for the effective and efficient supervision of instructional programs. A variety of supervisory models will be employed. Knowledge of learning, teaching, and student development will be stressed as a basis for making supervisory decisions.

- LEAD 7800 Organization and Governance of Higher Education 3-0-3
 An introduction to the organization of post-secondary institutions, the governance of these institutions, and the day-to-day as well as the long term administration of such institutions. This course is appropriate for those who are now or will be working in post secondary education at any level as it offers explanation and increased understanding of the organizational dynamics of institutions of higher education.
- LEAD 7810 Finance and Budgeting in Higher Education 3-0-3
 This course considers all sources of financing in higher education, the types and sources of student financial aid, budgeting, and cost effectiveness analysis. In addition, the articulation of each of these issues with the institution's mission and goals is a major thrust of the course.
- LEAD 7820 Assessment and Evaluation in Higher Education 3-0-3
 An introduction to the concept of institutional effectiveness which focuses on an institution's ability to use planning strategies and evaluation information to assess current performance and plan for improvements. The design and appropriate implementation of assessment and evaluation methods as they relate to addressing various accreditation standards will be examined. Examples of how to develop a comprehensive system of evaluation related to missions and goals will be described for academic and non-academic support units.
- LEAD 7830 Law and Policy in Higher Education 3-0-3
 This course is intended to familiarize students with statutory and case law that has implications for higher education administrators and policy makers with particular emphasis on such areas as employment, including affirmative action, dismissal, contracts, civil rights, due process, and student rights.
- LEAD 7900 Internship in Educational Leadership I 3 hours credit
 Prerequisite: Consent of instructor. A supervised field experience designed for the student to acquire and demonstrate appropriate educational leadership, administrative, and instructional supervision competencies.
- LEAD 7910 Internship in Educational Leadership II 3 hours credit
 A supervised field experience designed for the student to acquire and demonstrate appropriate educational leadership, administrative, and instructional supervision competencies.
- LEAD 7921 Internship Preparation in Higher Education Leadership 3 hours credit
 Prerequisite: Core courses and permission of advisor. A supervised internship relevant to the student's program in post-secondary leadership is provided. This field experience is focused on acquiring first-hand knowledge of appropriate leadership, administrative, and management competencies at the post-secondary level.
- LEAD 7922 Internship in Higher Education Leadership 3 hours credit
 Prerequisite: LEAD 7921 and permission of advisor. A supervised internship relevant to the student's program in post-secondary leadership is provided. This field experience is focused on developing appropriate leadership, administrative, and management competencies at the post-secondary level.
- LEAD 8200 School Reform and Change 3-0-3
 Effective strategies and tactics for changing schools, varieties of school restructuring, and the individual and organization dynamics involved in change will be presented. Change and change strategies in formal and informal organizations are foci. Students will develop change strategies and apply them to selected situations.
- LEAD 8300 Social Context of Educational Leadership 3-0-3
 A retrospective contemporary and prospective examination of the social, cultural, political, and philosophical contexts from which the current issues that affect schools and schooling have evolved.

- LEAD 8400 Organizational Theory for Educational Leaders 3-0-3
A critical analysis of the theoretical assertions and empirical knowledge claims that have led to the dominant structures, power relationships, and performance expectations of American schools.
- LEAD 8410 Special Education Law for Educational Leaders 3-0-3
Introduction, for practicing and prospective school administrators, to the legal aspects of the education of students with disabilities. Includes statutes, case law, and administrative regulations pertaining to special education
- LEAD 8610 School, Community, and Media Relations for Educational Leaders 3-0-3
This course examines school-community-media relationships and techniques of communication employed between the school and a variety of public groups. Typical situations in which conflict is present in educational and educationally-related settings are analyzed, with a focus on conflict management skill acquisition.
- LEAD 8650 Personnel Issues and Consideration 3-0-3
Role definitions of personnel supervision, analysis of role conflict, needs assessments, observation and diagnosis of teacher classroom performance, writing remedial plans, conducting post observation conferences, and evaluating performance will be discussed. Administration of school personnel policies and practices relating to professional staff, supporting staff, and students will be analyzed.
- LEAD 8660 Business and Finance 3-0-3
This course conveys the business and financial functions involved in managing schools, such as staffing, salary, scheduling, inventories, and accounting procedures. Development, implementation, and evaluation of financial resource and allocation systems will be examined.
- LEAD 8680 Site-Based Management 3-0-3
Knowledge and skills for implementing shared decision-making, group goal-setting, team-building, and site-based management will be addressed. Skills and procedures for implementing site-based management will be developed.
- LEAD 8850 Directed Study in Educational Leadership 1 to 3 hours credit
This course allows intensive study in the student's field of specialization to meet individual needs and interests.
- LEAD 8901 Practicum 3 hours credit
Prerequisite: RSCH 8000, LEAD 8200, LEAD 8300, LEAD 8400, LEAD 8600. This course provides supervised application of leadership competencies to the resolution of problems in an educational setting.
- LEAD 8999 Thesis 3 hours credit
Prerequisite: LEAD 8901. This course provides a supervised capstone field-based project involving school improvement.
- LEAD 9000 Special Topics in Educational Leadership 3 hours credit
Advanced study focusing on public school improvement and or the improvements of school leaders through student-designed projects, research, or practica that address the program's conceptual framework.
- LEAD 9010 Instructional Leadership for School Administrators 2-0-2
Focus on the theoretical and practical knowledge base in educational leadership and the skills and processes needed for school improvement. Emphasis will be placed on leadership for instruction and learning to meet the needs of a diverse community of learners.
- LEAD 9020 Planning for Instructional Leaders 2-0-2
Theoretical and practical aspects of change, with emphasis on the knowledge and skills to plan for change in an efficient, effective, and systematic fashion for instructional improvement in schools.

- LEAD 9030 Leadership Problems: Interdisciplinary Analysis 2-0-2
The focus of this course is on the application of interdisciplinary analysis and leadership skills to the resolution of educational problems and issues.
- LEAD 9870 School Organizational and Cultural Studies 3-0-3
Prerequisite: LEAD 9800, RSCH 9820, RSCH 9840, RSCH 9860. Simulation and field practice in developing and implementing educational research on the effects of school organization and culture.

MATH: MATHEMATICS

- MATH 5010 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 5040 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 5080 Algebraic Structures 3-0-3
Prerequisite: MATH 3040/5040. 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 5140 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 5161 Mathematics for Early Childhood Teachers I 2-2-3
Prerequisite: Grade of "C" or higher in either MATH 1101 or MATH 1111 and admission to the Teacher Education Program of the College of Education, or permission of instructor. An in-depth study of the concepts and processes underlying the P-5 school mathematics curriculum, with special emphasis on numeration, number systems, estimation, algebraic thinking, and computational algorithms. Problem solving and historical context serve as unifying strands.
- MATH 5162 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 5163 Numbers and Operations for P-5 Teachers 3-0-3
Prerequisite: P-5 Teaching Certificate. Students who have already taken MATH 2160, MATH 3161, Math 4161, or MATH 6161 may not receive credit for this course. Major concepts and techniques of numbers and operations in mathematics for P-5 teachers. The course includes multiple strategies, including the use of a variety of manipulatives, to address various learning styles and multiple intelligences as well as a range of assessment techniques for gauging P-5 students' mathematical understanding using problem solving as a unifying strand.

- MATH 5164 Understanding Algebra for P-5 Teachers** 3-0-3
 Prerequisite: P-5 Teaching Certificate. Students who have already taken MATH 2160, MATH 3161, Math 4161, or MATH 6161 may not receive credit for this course. Major concepts and techniques of algebra and algebraic thinking in mathematics for P-5 teachers. The course includes multiple strategies, including the use of a variety of manipulatives, to address various learning styles and multiple intelligences as well as a range of assessment techniques for gauging P-5 students' mathematical understanding using problem solving as a unifying strand.
- MATH 5165 Understanding Geometry for P-5 Teachers** 3-0-3
 Prerequisite: P-5 Teaching Certificate. Students who have already taken MATH 2160, MATH 3162, Math 4161, MATH 5162, or MATH 6161 may not receive credit for this course. Major concepts and techniques of geometry in mathematics for P-5 teachers. The course includes multiple strategies, including the use of a variety of manipulatives, to address various learning styles and multiple intelligences as well as a range of assessment techniques for gauging P-5 students' mathematical understanding using problem solving as a unifying strand.
- MATH 5166 Understanding Data Analysis and Probability for P-5 Teachers** 3-0-3
 Prerequisite: P-5 Teaching Certificate. Students who have already taken MATH 2160, MATH 3162, Math 4161, MATH 5162, or MATH 6161 may not receive credit for this course. Major concepts and techniques of data analysis and probability in mathematics for P-5 teachers. The course includes multiple strategies, including the use of a variety of manipulatives, to address various learning styles and multiple intelligences as well as a range of assessment techniques for gauging P-5 students' mathematical understanding using problem solving as a unifying strand.
- MATH 5180 Mathematics for Middle School Teachers** 3-0-3
 Prerequisite: Grade of "C" or higher in either MATH 1101 or 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 5190 Algebra and Geometry for Teachers** 3-0-3
 Prerequisite: Grade of "C" or higher in either MATH 2261 or MATH 3180. An in-depth study of the concepts and processes underlying the middle and secondary school mathematics curriculum, with special emphasis placed upon the integrated development of algebra, geometry, and analytical geometry. Problem solving and historical context serve as unifying strands.
- MATH 5340 Ordinary Differential Equations** 3-0-3
 Prerequisite: MATH 2402 or consent of instructor. Differential equations of first and second order, linear equations of higher order, applications.
- MATH 5510 Foundations of Geometry** 3-0-3
 Prerequisite: MATH 3040/5040. 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 5600 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 6081 Modern Algebra I 3-0-3
Prerequisite: MATH 4150/6150 or MATH 3040/5040 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 6082 Modern Algebra II 3-0-3
Prerequisite: MATH 4081/6081. Continuation of MATH 6081 with emphasis on rings and fields. Rings, integral domains, and fields. Vector spaces, extension fields, finite fields.
- MATH 6085 Applied Modern Algebra 3-0-3
Prerequisite: MATH 4081/6081. Lattices, Boolean algebras, semigroups, binary group codes, binary relations, and graphs. Special emphasis is placed on applications.
- MATH 6110 Number Theory 3-0-3
Prerequisite: MATH 2262. Elementary properties of integers including divisibility, unique factorization, progressions and prime numbers. Linear congruencies and residue classes, complete and reduced residue systems, Chinese Remainder Theorem, quadratic residues, law of quadratic reciprocity, Theorems of Fermat and Wilson, Fibonacci and perfect numbers, sums of squares, elementary theory of continued fractions.
- MATH 6150 Linear Algebra 3-0-3
Prerequisites: Either MATH 2150 and MATH 3040/5040 or consent of instructor. Introduction to the theory of vector spaces, with emphasis on finite-dimensional vector spaces, linear systems, matrices, linear transformations, eigenvalues, and related subjects.
- MATH 6161 Mathematical Reasoning 2-2-3
Prerequisite: MATH 3162 with a grade of "C" or higher or MATH 3180 with a grade of "C" or higher. An in-depth study of concepts and processes underlying the P-8 school mathematics curriculum with special emphasis on informal and formal mathematical reasoning. Problem solving and historical context serve as unifying strands. The analysis and remediation of student errors manifested in the application of conceptual and procedural mathematical knowledge will also be addressed.
- MATH 6260 Mathematical Analysis 3-0-3
Prerequisites: MATH 3040/5040 or consent of instructor or MATH 2263 with a grade of "A" or "B". A study of the principles of mathematical analysis; point set topology in Euclidean and metric spaces, numerical sequences and series, continuity, differentiation, integration, sequences and series of functions.
- MATH 6300 Functions of a Complex Variable 3-0-3
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 6540 Introduction to Topology 3-0-3
Prerequisite: MATH 3040/5040. 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 6621 Mathematical Statistics I 3-0-3
Prerequisites: MATH 2263 and either MATH 2620 or MATH 3600/5600. Distributions of random variables, conditional probability and stochastic independence, multivariate and some special distributions, and distributions of functions of random variables.
- MATH 6622 Mathematical Statistics II 3-0-3
Prerequisite: MATH 4621/6621. Introduction to statistical inference, sufficient statistic, estimation theory, theory of statistical tests, and inferences about normal models.

- MATH 6625 Topics in Applied Statistics 3-0-3
Prerequisite: MATH 3600/5600 or consent of instructor. Topics in applied statistics will be selected from quality control, sampling theory, nonparametric statistics, experimental design, or regression analysis.
- MATH 6651 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 6652 Numerical Analysis II 3-0-3
Prerequisites: MATH 4651/6651 and MATH 3340/5340. Continuation of MATH 6651. Determination of eigenvalues and eigenvectors of matrices; method of least squares, and curve fitting; numerical solutions of ordinary and partial differential equations.
- MATH 6901 Operations Research I 3-0-3
Prerequisite: MATH 2150 or MATH 4150/6150. Mathematical aspects and applications of operations research. Topics are selected from linear programming (mainly), integer programming, and dynamic programming.
- MATH 6902 Operations Research II 3-0-3
Prerequisite: MATH 3600/5600 or MATH 4621/6621 (Note that MATH 4901/6901 is not a prerequisite). An introduction to stochastic operations research. Topics are selected from stochastic modeling and optimization, probability models, queuing theory, and Monte Carlo simulation.
- MATH 6910 Mathematical Models 3-0-3
Prerequisite: MATH 2263 or consent of instructor. An introduction to basic principles and applications of classical mathematical models, optimization models and probabilistic models.

MBA: MASTER OF BUSINESSADMINISTRATION (See WMBA for Web-Based MBA Courses)

- MBA 7030 Managerial Accounting 3-0-3
Prerequisites: ACCT 2101 and ACCT 2102 or their equivalents. An overview of the role of the accounting function in organizations. Emphasis is placed on analyzing financial information to enhance managerial decision making. The course is designed to assist managers in developing processes for evaluating the merits of historical and forecast data and using such information to add value to organizations.
- MBA 7050 Strategic Marketing 3-0-3
Prerequisites: BUSA 2106 and MKTG 3050 or their equivalents. A study of the strategic managerial aspects of marketing. Topics focus on product, price, promotion, and place in the ethical planning, implementing, and controlling of marketing operations.
- MBA 7300 Advanced Production Techniques 3-0-3
A survey of current production management systems and philosophies. Topics include current production systems, quality management concepts, and implementation of manufacturing planning and control systems.
- MBA 7350 Managerial Finance 3-0-3
Prerequisite: FIN 3350 or equivalent. An advanced study of the theory, principles, and practices that define the finance function in the firm as viewed from the perspective of the financial manager. The topics covered include financial planning, capital budgeting, financing the firm, capital structure management, and dividend policy. Computerized financial models are used to apply financial principles to financial problems and decision making.

- MBA 7500 Managerial Economics 3-0-3
Prerequisites: ECON 2106 and ECON 2105 or their equivalents. The application of economic principles and methodologies to the decision-making process of a business firm. Key topics include optimization and statistical techniques, consumer behavior, market demand analysis for decision making, demand forecasting, production and cost relationships, cost estimation and forecasting, and business pricing decisions.
- MBA 7630 Organizational Theory and Behavior 3-0-3
Prerequisite: MGNT 3250 or equivalent. Study of both micro- and macro-organizational behavior. Topics include motivation, leadership, job satisfaction, individual differences, group dynamics, design, organizational structure and processes, organizational politics and organizational conflict.
- MBA 7660 Advanced Quantitative Methods 3-0-3
Prerequisite: BUSA 2100 or equivalent. A seminar in the procedures, techniques and applications of quantitative methods in business. Topics include classical inference procedures, nonparametric methods, regression analysis, analysis of variance, contingency table analysis, decision theory and an introduction to methods for quality improvement. Computer software will be used in the analysis of data.
- MBA 7700 Current Topics in Business 3-0-3
An examination of current topics in business. May be repeated up to a maximum of 6 hours if topics are different.
- MBA 7750 Topics in International Business 3-0-3
An examination of current topics in international business. May be repeated up to a maximum of 6 hours if topics are different.
- MBA 7900 Strategic Management 3-0-3
Prerequisite: Permission of MBA Director. An advanced course using concepts of strategic management. Integrates the functional areas of an organization, develops analytical skills, and enhances communication skills. Emphasis is given to the formulation and implementation of strategy in world markets.
- MBA 7990 MBA Directed Study 3 hours credit
Directed graduate research or reading in Business. Proper form must be submitted to the Director of the MBA Program at least two weeks before the beginning of the semester.

MFTH: MARRIAGE AND FAMILY THERAPY

- MFTH 6700 Family Sociology 3-0-3
Also offered as SOCI 6700. The social context of contemporary issues facing families. Includes family history, cross-cultural issues, and research and theory regarding changing gender roles, family violence and abuse, divorce, single-parenting, work families, sexual orientation, non-traditional families and other relevant issues.
- MFTH 6800 Orientation to MFT Practice and Ethics 3-0-3
Introduces students to the basic epistemological issues in marriage and family therapy, history of the field and current developments, professional socialization and organizations, ethics and values associated with the practice of MFT. Self awareness critical to practice is also addressed.
- MFTH 6990 Supervisor's Training in Marriage and Family Therapy 3-0-3
Limited to graduate students who already hold the master's degree and are pursuing the status of "Supervisor in Training" through the American Association for Marriage and Family Therapy. Graded "Satisfactory" or "Unsatisfactory." Offered on an individual basis, readings of supervision, styles, systemic family therapy, and ethics for supervision will be explored.

- MFTH 7050 Class, Gender, and Ethnic Issues in Applied Settings 3-0-3
 Also listed as SOCI 7050. Prerequisite: MFTH 6800 or SOCI 7011. An in-depth study of the sensitivities needed by family therapists and other social science practitioners to the issues of social class, gender, and ethnicity. Addresses the interface between professional responsibilities and ethics and the social and political context of treatment. A multicultural perspective is to be developed by each student.
- MFTH 7101 Family Systems Theories 3-0-3
 Prerequisite: MFTH 6800. An in-depth study of family systems theory. Emphasis on the major schools of thought included in a systems analysis of the family and current issues and ideas within family systems discourse.
- MFTH 7102 Interventions in MFT 3-0-3
 Prerequisite: MFTH 7602. A review of the various intervention techniques employed by the major theoretical approaches to MFT. Emphasis on skill development, video and role-playing demonstrations, and linking practice to theory and appropriate treatment goals.
- MFTH 7103 Advanced Theories Seminar 1-0-1
 Prerequisite: MFTH 7102. A series of seminars that allow students to develop in depth understanding of at least two theoretical approaches to MFT. Examples of offerings include structural/strategic, experiential, family of origin, narrative/constructivism, feminist, solution-oriented. May be repeated.
- MFTH 7200 Research in Marriage and Family Therapy 3-0-3
 Prerequisite: a statistics course. Quantitative and qualitative methods for research design and data analysis in marriage and family therapy. Emphasis on current outcome and process studies and on critical evaluation and application of research data.
- MFTH 7350 Legal Issues in MFT 1-0-1
 Prerequisite: MFTH 6800. Legal responsibilities and liabilities in the practice of family therapy. Addresses issues such as limits to confidentiality, therapist liability, and client privilege. Includes working with the legal system and relevant aspects of family law.
- MFTH 7400 Psychopathology & Pharmacology in MFT 3-0-3
 Prerequisite: MFTH 6800. Psychological, biological, and medical issues in the practice of MFT and an introduction to pharmacology. Emphasis on DSM IV diagnosis within a systemic context and collaboration with other mental health professionals.
- MFTH 7500 Development in the Family System 3-0-3
 Also offered as SOCI 7500. Human growth and development within the family system. Includes theories of individual development, developmental tasks over the family life cycle, normative and non-normative change, processes of divorce and remarriage, and social, economic, and ethnic influences on the family life cycle. Implications for practice emphasized.
- MFTH 7510 Human Sexuality and Gender 3-0-3
 The cultural, social, physical, psychological, and interpersonal aspects of human sexuality and gender. Includes gender role socialization and the development of gendered identities, sexual functioning and attraction, sexual orientation, and problems related to sex and gender.
- MFTH 7550 Family Stress and Crisis 3-0-3
 Understanding normative and catastrophic stress, trauma, and crisis across the lifespan from a family systems perspective. Focus on approaches to prevention and intervention with families, agencies, and communities.

- MFTH 7600 Practicum in Marriage and Family Therapy 0-12-6
Prerequisite: MFTH 7102 and approval of the MFT Faculty. Supervised experience in the practice of marriage and family therapy. Includes practice and live supervision at the MFT Training Clinic as well as experience in community placements. Requires a minimum of 20 hours per week. Must be taken three successive semesters for a total of 500 hours of direct client contact.
- MFTH 7601 Treatment Issues in Family Therapy 3-0-3
Prerequisite: MFTH 7102. Applications of family systems approaches to the treatment of issues facing families in crisis and transition. Addresses grief and loss, substance abuse, family violence and abuse, child and adolescent behavioral problems, and chronic physical and mental illness. Emphasis on conceptualizing and treatment planning.
- MFTH 7602 Couples and Sex Therapy 3-0-3
Prerequisite: MFTH 7102. Treatment techniques for intimate relationships. Emphasis on premarital and commitment issues, anger and conflict, gender and intimacy, and techniques for treating sexual dysfunctions.
- MFTH 7650 Special Topics in MFT 1-0-1 to 3-0-3
A rotating series of seminars addressing important contemporary issues in the field of marriage and family therapy. Examples of topics include working with children, working with adolescents, spirituality, family violence, and substance abuse. May be repeated for credit.
- MFTH 7700 Assessment in Marriage and Family Therapy 3-0-3
Prerequisites: MFTH 7101 and MFTH 7500. How to assess family processes within a developmental context. Models for assessing family functioning and use of individual and family assessment instruments will be included.
- MFTH 7880 Professional Ethics Seminar 1-0-1
Addresses professional issues in the workplace. Includes marketing oneself, politics of the workplace, professional licensure and clinical membership, working in interdisciplinary teams, professional wellness, and the ethics, values, and decision-making associated with current practice issues.
- MFTH 7980 Internship in Marriage and Family Therapy 0-2-1 to 0-10-5
Prerequisite: MFTH 7600. Supervised experience in the practice of marriage and family therapy in a community placement. Requires enough direct contact hours additional to practicum to total 500 before graduating
- MFTH 7990 Directed Study in Family Therapy 1-0-1 to 3-0-3
Prerequisite: permission of instructor. Specialized study in an area of Marriage and Family Therapy under the direction of a faculty member.

Most credit notations on the far right are in the pattern 3-0-3. The first number is the number of lecture hours (or equivalent) each week; the second number is the number of laboratory hours (or equivalent) each week; the third number, in bold, is the number of semester hours credit.

MGED: MIDDLE GRADES EDUCATION

- MGED 7010 Personal Development of Transescents 3-0-3
Emphasizes learning for personal meaning and involvement, focusing upon goals usually classified in affective domain such as self-awareness, value clarification, interpersonal relations, and moral reasoning as related to middle grades child
- MGED 7200 Language Arts Methods for Middle Grades Education 3-0-3
A study of expressive and receptive skills of communication in middle grades with emphasis upon teaching extended skills in listening, speaking, reading, and writing.
- MGED 7210 Literature for Interdisciplinary Instruction for Middle Grades 3-0-3
A survey of literary forms appropriate for interdisciplinary instruction for middle grades (4-8).
- MGED 7300 Social Studies Methods for Middle Grades Education 3-0-3
Trends in social studies, curriculum of middle grades, with emphasis on selection of content, grade placement of concepts and activities, methods of teaching, needed equipment, and community resources.
- MGED 7310 Methods of Teaching Geography in the Middle Grades 3-0-3
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 7400 Methods and Materials of Teaching Mathematics in the Middle Grades 3-0-3
Overview of curriculum, leading theory and research in mathematics education, survey of topics for grades 4-8 in terms of teaching strategies.
- MGED 7410 Applications of New Technology In Teaching Middle Grades Mathematics 3-0-3
Integration of technology into mathematics teaching for grades 4-8. Calculators and computers as tools for instruction across the mathematics curriculum.
- MGED 7420 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 7430 Teaching Geometry and Measurement in the Middle Grades 3-0-3
Methods and materials for instruction in informational geometry and measurement, particularly metric system. Teaching techniques applied to both solid and planar geometry, including topology, tessellations, and transformational geometry.
- MGED 7440 Teaching of Probability and Statistics in the Middle Grades 3-0-3
Experiential-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 7500 Science Methods for Middle Grades Education 3-0-3
Trends in science curriculum of middle grades, with emphasis on selection of content, concepts and activities, methods of teaching, equipment, and community resources.
- MGED 7520 Life Science for Middle Grades 3-0-3
Life science concepts and methods of teaching these concepts in middle grades. Topics include: living world, diversity of life, heredity, cells, interdependence of life, flow of matter and energy, history of life, and human organism.
- MGED 7600 Practicum in Middle Grades Education 1-0-1 to 3-0-3
- MGED 7650 Issues and Trends Field Based Project 3-0-3
Prerequisite: Completion of primary concentration area and core courses. Individual professional investigation of issues and trends in academic content area at a site. Development of an academic plan.

- MGED 7660 Internship in Middle Grades Education 2-0-2
Prerequisite: MGED 7650.
- MGED 7900 Directed Study in Middle Grades Education 1-0-1 to 3-0-3
Prerequisites: 15 Hours of Graduate Work with a "B" average. Opportunity for intensive individual study in the student's field of specialization of an area peculiar to his or her needs.
- MGED 7910 Educational Workshop 3-0-3
A concentrated study of contemporary problems and issues relevant to middle grades.
- MGED 8100 Applied MGED Program Development and Leadership 3-0-3
Prerequisites: RSCH 8000. Is designed to provide the Educational Specialist student with application of program development and leadership skills at classroom, team, and school levels. A major emphasis will be needs assessment of existing programs, selection of an area that needs improvement, and development of a plan for improvement. Integrated throughout will be criteria for being a successful change agent at different levels.
- MGED 8110 Review and Critique of Educational Literature 3-0-3
in Middle Grades Education
Prerequisites: RSCH 8000, MGED 8100. Review and critique of modern issues and trends in middle grades education.
- MGED 8900 Symposium 1-2-2
Prerequisites: RSCH 8000, MGED 8100, MGED 8110. Designed to provide opportunities for students to present, and defend a selected professional research project
- MGED 8990 Middle Grades Education Research Project 1-4-4
Prerequisites: RSCH 8000, MGED 8100, MGED 8110, MGED 8900. Is the fifth phase of the action research and leadership component for the Educational Specialist degree.

MLIS: MASTER OF LIBRARY AND INFORMATION SCIENCE

- MLIS 7000 Foundations of Library and Information Science 3 hours credit
An introduction to the library and information science field, its history, and future directions. The focus is on the history, concepts, and technological development of the discipline. Students will gain familiarity with library and information theory, the discipline and sub-disciplines within the information sciences, and ethical practices and standards.
- MLIS 7050 Portfolio Development 1 to 2 hours credit
Prerequisite or corequisite: MLIS 7000. Preparation and presentation of a professional portfolio.
- MLIS 7100 Information Sources and Services 3 hours credit
Prerequisite or corequisite: MLIS 7000. An introduction to concepts and processes in reference and information science and to fundamental information sources and services provided by libraries and information organizations. An overview of the reference function includes the history and future of reference service, question negotiation, information needs analysis, effective research strategies, evaluation of information sources in various formats, and ethics of information services.
- MLIS 7110 Online Searching 3 hours credit
Prerequisite or corequisite: MLIS 7000. An introduction to the information retrieval from popular online databases, to include the World Wide Web. The courses addresses key concepts such as Boolean and keyword searches and the development of complex search strategies and algorithms.

- MLIS 7120 Government Information Sources 3 hours credit
Prerequisite or corequisite: MLIS 7000. Use of and access to government documents, defining government documents, how they are generated or created, how and who uses them, how and where to find them. The course addresses government documents at the federal, state, and local levels as well as documents of international organizations (UN, EU, etc.) and foreign governments.
- MLIS 7130 Humanities Information Services 3 hours credit
Prerequisite: MLIS 7100 or consent of the instructor. Examination of processes and resources used to provide reference services in the humanities disciplines. The fields of art, communications, literature, languages, linguistics, music, philosophy, religion, and theatre will be considered.
- MLIS 7150 Social Sciences Information Services 3 hours credit
Prerequisite: MLIS 7100. Examination of social science information domains and information resources, including the structures and bibliographies of the disciplines in electronic and print format. Various information formats are examined, and appropriate search and retrieval methods are explored.
- MLIS 7160 Science and Technology Information Services 3 hours credit
Prerequisite: MLIS 7100 and either MLIS 7110 or MLIS 7120, or consent of the instructor. A broad-based survey of the processes and resources used to provide reference services in various science and technology settings. Content represents the fields of biomedical and life sciences, earth and environmental sciences, computer science, astronomy, physics, chemistry, and mathematics.
- MLIS 7180 Library Services for Patrons with Special Needs 3 hours credit
Prerequisite or corequisite: MLIS 7000. Disability issues in libraries, with a particular emphasis on visual disabilities. Obtaining funding and providing services for patrons with special needs will be emphasized.
- MLIS 7200 Management of Libraries and Information Centers 3 hours credit
Prerequisite or corequisite: MLIS 7000. An introduction to the functions of library management and its underlying theoretical concepts. This course provides an overview of the history of management, an introduction to management theory and functions, including planning, leading, organizing, staffing, controlling, budgeting, human resource issues, and an understanding of management as a system involving all staff.
- MLIS 7210 Academic Libraries 3 hours credit
Pre- or co-requisite: MLIS 7200 or consent of the instructor. An examination of the functions of the library within the higher education environment. The course promoted the Jeffersonian ideal of the library as the center of the university and explores administrative issues and service patterns specific to the academic library.
- MLIS 7220 Public Libraries 3 hours credit
Pre- or co-requisite: MLIS 7200 or consent of the instructor. A study of the American public library and its place in contemporary communities. Topics include standards, planning, evaluation, governance, funding, and advocacy.
- MLIS 7230 Special Libraries and Information Centers 3 hours credit
Pre- or co-requisite: MLIS 7200 or consent of the instructor. An examination of the administration and context of special libraries and information centers. Management, user services, technical services, collections, facilities, and marketing are addressed.
- MLIS 7240 Marketing Library Services 3 hours credit
Pre- or co-requisite: MLIS 7200 or consent of the instructor. Marketing techniques and their applications in all types of libraries. Planning, research, goal-setting, relationship marketing, and marketing with technology are considered. Development of marketing plans and tools is included.

- MLIS 7250 Human Resources Management 3 hours credit
Pre- or co-requisite: MLIS 7200 or consent of the instructor. A comprehensive look at issues that shape the nature of human relations in libraries. Topics include staff recruitment and development, diversity, equal opportunity, performance evaluation, and legal requirements.
- MLIS 7260 Leadership in Libraries and Information Centers 3 hours credit
Prerequisite or corequisite: MLIS 7000. An introduction to leadership theory, principles, and practices. The course provides an overview of the relationship between leadership theory and the effective practice of leadership as well as an understanding of the competencies required of effective leaders in today's libraries and information organizations.
- MLIS 7270 Information Management 3-0-3
Also offered as PADM 7110. A survey of the issues and problems of information management. Emphasis is on modern developments in the generation, storage, classification and transmission of information vital to the management of public organizations.
- MLIS 7300 Cataloging and Classification 3 hours credit
Prerequisite or corequisite: MLIS 7000. An introduction to the organization of recordable knowledge, with emphasis on library cataloging and classification. Students will examine current applications of Anglo-American Cataloguing Rules, MARC formats, Library of Congress and Sears Subject Headings, Dewey Decimal Classification, and Library of Congress Classification. Metadata initiatives and the interpretation of technical documentation will be considered
- MLIS 7330 Cataloging the Web 3 hours credit
Prerequisite: MLIS 7300 or consent of the instructor. Methodologies and metadata developed for cataloging theWeb and other digital collections, including MARC, archival XML systems, Dubic Core, and CORC.
- MLIS 7350 Advanced Cataloging 3 hours credit
Prerequisite: MLIS 7300 or consent of the instructor. Advanced study of the theory and practice of providing description and access to library materials. Cataloging of non-print materials, serials, and integrating sources will be included.
- MLIS 7355 Advanced Classification 3 hours credit
Prerequisite: MLIS 7300 or consent of the instructor. Advanced study of the subject classification of recordable knowledge. Verbal and numeric approaches, including Library of Congress and Dewey Decimal classification schemes, and the principles of thesaurus construction will be considered.
- MLIS 7360 Indexing and Abstracting 3 hours credit
Prerequisite: MLIS 7300 or consent of the instructor. The principles and practices of creating indexes and abstracts of information and knowledge resources. Varying types of indexes and abstracts, evaluation of software aids, and professional opportunities for indexers and abstractors will be considered.
- MLIS 7370 Information Architecture 3 hours credit
Prerequisite or corequisite: MLIS 7000 or consent of instructor. Theory and techniques of designing Web sties for effective information delivery. Study of organization, labeling, navigation, and indexing systems included.
- MLIS 7400 Collection Development 3 hours credit
Prerequisite or corequisite: MLIS 7000 or consent of instructor. Principles and processes for building and maintaining library and information center collections. Identification, evaluation, selection, acquisition, and preservation of materials in all formats will be emphasized. The contexts of all types of libraries, needs of diverse patrons, and legal and ethical issues will be considered.
- MLIS 7420 Literature for Young 3 hours credit
A survey of books and related materials for use with students and library patrons from pre-kindergarten through grade 12.

- MLIS 7422 Programming for Children and Young Teens 3 hours credit
An overview of the nature, philosophy, design, and delivery of library programs for youngsters from birth through early teens. The course includes principles of planning, implementing, promoting, and evaluating programs for this age group. Emphasis is on creative arts, including storytime and storytelling, puppetry, reading incentive programs, and other age-specific activities.
- MLIS 7440 Electronic Resources in Libraries 3 hours credit
Prerequisite MLIS 7300 or MLIS 7400 or consent of instructor. Policies and procedures for managing electronic information resources as part of a library collection. Selection, budgeting, acquisitions, cataloging, assessment, copyright, licensing, and preservation are considered.
- MLIS 7505 Applied Technologies in Library Practice 3 hours credit
A survey of the technologies defining or influencing library practices, with an emphasis on exemplary cases of applications. Topics will include computer workstations, automated systems, networking, and telecommunications, the Internet, digitization projects, program interfaces, information storage and retrieval, adaptive and assistive devices, security and privacy, and virtual user education.
- MLIS 7610 Information Policy 3 hours credit
Prerequisite or corequisite: MLIS 7000 or consent of instructor. Study of governmental information policy, with emphasis on the United States. Issues include privacy, intellectual property, access to information, media deregulation, and networking initiatives.
- MLIS 7650 Information and Ethics 3 hours credit
Prerequisite or corequisite: MLIS 7000. An introduction to the basic ethical precepts of the information professions and the importance of ethics. The course examines differences among ethical, legal, moral, and religious systems and includes a case-study methodology to explore ethical situations in the professional practice, drawing upon lessons offered by relevant professional organizations and their ethics codes.
- MLIS 7700 Research Methods 3 hours credit
Prerequisite: MLIS 7000. An introduction to the various approaches to social science research and research methods. Students will perform small-scale research projects and develop skills in the research uses of libraries and the needs of library patrons.
- MLIS 7710 Archival Theory and Issues 3 hours credit
Prerequisite or corequisite: MLIS 7000. An introduction to archival theory and practice. The course explores archival history and the profession, including legal issues, standards and ethics, terminology and concepts, research tools, and methods and practice.
- MLIS 7800 Capstone 3 hours credit
Taken during the final semester of study. Required for partial fulfillment of the requirements for the MLIS degree. Emphasis will be on synthesis of knowledge, honing writing and presentation skills, and creating a professional development plan.
- MLIS 7950 Independent Study in Library and Information Science 3 hours credit
Prerequisite or corequisite: MLIS 7000 and consent of the instructor. Supervised readings in areas of library and information science not normally available in regular course offerings, with regular conferences between instructor and student.
- MLIS 7960 Supervised Fieldwork 3 hours credit
Prerequisite: MLIS 7000 and consent of instructor. Graded "Satisfactory" or "Unsatisfactory." A minimum of 120 hours in an approved library or information center. Learning objectives that are specific to the individual student's interests and goals will be identified collaboratively by the student, the on-site supervisor, and the instructor.

- MLIS 7970 Libraries and Literacy in History 3 credit hours
 Also offered as HIST 7970. An exploration of the development of reading, writing, and information management from the proto-literate stages of the ancient Near East to the present computer age. Intellectual foundations of research and librarianship will be emphasized in their historical contexts.
- MLIS 7999 Special Topics in Library and Information Sciences 3 hours credit
 Prerequisite or corequisite: MLIS 7000. Advanced study of specific issues in library and information science. Course may be repeated under different topics.

MSED: MIDDLE GRADES AND SECONDARY EDUCATION

- MSED 7000 Professional Development Seminar I 3-0-3
 The self-assessment of individual student understanding and application of master teacher outcomes. Provides the basis for an individual program of study based on individual needs.
- MSED 7001 Planning for Teaching 3 hours credit
 Prerequisite: Completion of content major courses. Corequisite: MSED 7002. Foundation for preparation for teaching and learning. The focus is on designing lessons and assessments, classroom management, effective teachers, and exceptional children. Forty hours of field experience required.
- MSED 7002 Content Methods 3 hours credit
 Prerequisite: Completion of content major courses. Corequisite: MSED 7001. Foundation for the development of a variety of teaching methods appropriate for middle and secondary education. The focus is on the organization and structuring of content for instruction. Forty hours of field experience required.
- MSED 7003 Middle and Secondary School Experiences 3 hours credit
 Prerequisite: Completion of content major courses, MSED 7001, and MSED 7002. Nature and needs of the middle grades and secondary students and how contextual factors impact their development and academic success. The focus is on understanding young adults as learners, diversity in the classroom and community, individual learning styles, and special needs of exceptional children. Forty hours of field experience required.
- MSED 7004 Reading and Writing for Diverse Populations, 4-12 3 hours credit
 Prerequisite: Completion of content major courses, MSED 7001, MSED 7002, and MSED 7003. Examination of current research relevant to teaching and evaluation of reading and writing in a school environment. Motivating students to read widely and developing vocabulary, reading comprehension, and study skills will be addressed in relation to the school curriculum. Forty hours of field experience required.
- MSED 7005 Teaching Internship I 2 hours credit
 Prerequisite: Completion of content major courses, MSED 7001 and MSED 7002, consent of department head, and employment on a provisional certificate by a school system. The first of two semester-long internships completed in a school classroom.
- MSED 7006 Teaching Internship II 3 hours credit
 Prerequisite: Completion of content major courses, MSED 7001, MSED 7002, MSED 7003, MSED 7005, and consent of department head. The second of two semester-long internships completed in a school classroom.
- MSED 7007 Integrating Technology in the Content Areas 1-0-1
 Prerequisite: Completion of content major courses, MSED 7001, MSED 7002, MSED 7003, and MSED 7004. Methods of integrating technology into the curriculum. The course focuses on the systematic, progressive advancement to a student-centered, technology-empowered classroom.

- MSED 7010 Current Issues and Trends in MSED 3-0-3
Prerequisite: MSED 7000. Advanced study of trends and issues in middle grades and secondary education.
- MSED 7100 Special Topics in Middle Grades and Secondary Education 1-0-1 to 3-0-3
Studies of selected topics in middle grades and secondary education. No more than two special topics courses may be used in a program of study.
- MSED 7020 Curriculum in Middle Grades and Secondary Education 3-0-3
Review of the current status and trends in middle grades and secondary curriculums. Analysis of middle grades and secondary curriculums and their unique construction, planning, and application.
- MSED 7030 Teaching Strategies and Assessment 3-0-3
Application of selected research-based instructional strategies and assessment techniques related to particular classroom contexts and student needs. Emphasis is on the student's practice and analysis of strategies and techniques in the classroom.
- MSED 7040 Evaluation and Assessment 3-0-3
Basic concepts, methods, and tools of assessment or evaluation. The course is designed so professional educators can combine their initial experience and understanding of students with information regarding their past performances to assess students' abilities.
- MSED 7320 Multiculturalism and Diversity 3-0-3
The study of methodology, materials, and evaluative strategies for teaching students of diverse cultures.
- MSED 7410 Techniques For Instructional Support 3-0-3
A study of techniques and models for the observation, analysis, and supervision of the teaching process. Includes communication and conferencing; self-analysis; mentoring; peer coaching; cooperative planning; and roles and responsibilities.
- MSED 7420 Internship In Instructional Support 3-0-3
Prerequisite: MSED 7410 or permission of instructor. Graded "Satisfactory" or "Unsatisfactory." A field-based demonstration of instructional supervision competencies. The student will be monitored by a university supervisor.
- MSED 7610 Beginning Teacher Practicum in Middle Grades and Secondary Education 3-0-3
A course designed to provide support for middle grades and secondary beginning teachers (0–3 years of experience). The course encompass practical applications of organization and management, educational planning based on assessments, and teaching and learning strategies.
- MSED 7620 Renewal Institute for Practicing Educators 3-0-3
A course to provide support for experienced middle grades and secondary teachers (4 or more years of experience) who are seeking professional and personal development.
- MSED 7650 Teaching Practicum 2 or 3 hours credit
Prerequisite: MSED 7010
- MSED 7800 Professional Development Seminar II 3-0-3
Prerequisite: MSED 7650. Analysis of individual's teaching plan in relationship to National Board Standards, master's program outcomes, and school improvement plans.
- MSED 8000 Special Topics in Middle Grades and Secondary Education 2-0-2 or 3-0-3
Studies of selected topics in middle grades and secondary education. No more than two special topics courses may be used in the sixth-year program.
- MSED 8100 Applied MSED Program Development and Leadership 3-0-3
Designed to provide students with application of program development and leadership skills. Emphasis is on school improvement and instructional change.
- MSED 8110 Review and Critique of MSED Literature 3-0-3
Prerequisite: MSED 8100. Review and critique of trends and issues in MSED focusing on school improvement.

- MSED 8900 Action Research Project in MSED 1-6-4
Prerequisite: MSED 8100, MSED 8110. Completion and reporting of an action research project.
- MSED 8999 Symposium in MSED 2-0-2
Prerequisite: MSED 8100, MSED 8110, MSED 8990 or permission of department head. Presentation and defense of a selected professional action research project.

MUE: MUSIC EDUCATION

- MUE 5100 Arranging for School Band, Chorus, and Orchestra 2-0-2
Prerequisites: MUSC 2012 and 2052. Basic techniques of scoring for school choral and instrumental groups. Three periods a week.
- MUE 5640 Music for Teachers 3-0-3
Music materials and methods for the elementary teacher in the school. Not open to music majors.
- MUE 7000 Issues and Trends in Music Education 3-0-3
Current trends and issues of contemporary music education.
- MUE 7600 Instrumental Music Curriculum 3-0-3
Materials and teaching techniques relative to instrumental music education.
- MUE 7610 Choral Music Curriculum 3-0-3
Materials and teaching techniques relative to choral music education.
- MUE 7640 General Music Curriculum 3-0-3
Review of current methods and approaches of general music education, including multicultural approaches to music teaching.
- MUE 7660 Psychology of Music 3-0-3
Psychological foundations of music teaching and learning, including music for the exceptional child.
- MUE 7680 Foundations of Music Education 3-0-3
Historical, philosophical, and sociological foundations of music education.
- MUE 7900 Directed Study in Music Education 1-0-1 to 3-0-3
- MUE 7999 Thesis 3-0-3
Prerequisite: Completion of the required core courses in education and music. A capstone research course resulting in the proposal and preparation of a thesis. A defense of the thesis is required.

MUSC: MUSIC

- MUSC 5110 Jazz Arranging 2-0-2
Prerequisite: MUSC 2012 and 1172, or permission of instructor. The application of analytic techniques to the study of musical scores.
- MUSC 5170 Music Composition I 1-0-1
Prerequisite: MUSC 1012 or permission of the instructor. Foundations in music composition employing both traditional and contemporary techniques.
- MUSC 5430 History of Jazz 2-0-2
A comprehensive study of the development of jazz and ragtime from its African origin through present day. Emphasis on evaluation of stylistic, trends, and techniques. Students will write a major term paper using a specific style period as subject matter. Open to both music and non-music majors.

MUSC 5500 Band Literature	1-0-1
Prerequisite: MUSC 1100. Study of styles and eras of band literature appropriate for a variety of ensembles.	
MUSC 5510 Choral Literature	1-0-1
Prerequisite: MUSC 1100. Study of styles and eras of choral literature appropriate for a variety of ensembles.	
MUSC 5520 Symphonic Literature	2-0-2
Prerequisite: MUSC 1100. A survey of Western symphonic music.	
MUSC 5960 Opera Seminar	1-0-1
The study and analysis of scenes from opera and operetta.	
MUSC 6450 History of Music to 1825	3-0-3
Prerequisite: MUSC 1100 or permission of instructor. History of music from medieval times through the Classical era.	
MUSC 6460 History of Music Since 1825	3-0-3
Prerequisite: MUSC 1100 or permission of instructor. A survey and study of the various trends and movements in music in the romantic era and 20th century.	
MUSC 6510 Song Literature I	2-0-1
Survey course in art song literature. MUSC 6510 peruses the literature from the Renaissance through the German Lieder School spanning the 19th century and the first half of the 20th century.	
MUSC 6520 Song Literature II	2-0-1
Survey course in art song literature. MUSC 6520 peruses the 19th and 20th century French, Spanish, English, and American song schools.	
MUSC 6540 Piano Literature I	1-0-1
Survey course in piano literature. The keyboard instruments and literature of the Renaissance, Baroque, and Classical eras.	
MUSC 6550 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 6570 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 6580 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 6760 Jazz Pedagogy	1-0-1
The study of jazz methods and jazz materials, including lab teaching experience.	
MUSC 7010 Music Theory	3-0-3
Graduate survey in music theory.	
MUSC 7020 Music History	3-0-3
Graduate survey in music history.	
MUSC 7030 The Science of Music	3-0-3
Scientific aspects of music with an emphasis upon electronic treatments of sound.	
MUSC 7040 Computer Applications in Music	3-0-3
This course is an introduction to the basic skills in computer applications for music, including MIDI (Musical Instrument Digital Interface).	
MUSC 7530 Chamber Music	3-0-3
Selected studies in the history and theory of chamber music masterworks.	
MUSC 7650 Conducting	3-0-3
Techniques in conducting.	

APPLIED MUSIC (MUSC)

Student enrolling in Applied Music will be assigned to an instructor by the Head of the Music Department, and a list of assignments will be posted in the Music Department Office on the day following registration. Student 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.

Secondary Applied: These courses award one credit hour each semester, and one thirty-minute lesson will be scheduled each 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.

Secondary Applied

MUSC 5210	Piano	Graduate	0-1-1
MUSC 5310	Organ	Graduate	0-1-1
MUSC 5410	Voice	Graduate	0-1-1
MUSC 5610	Brass	Graduate	0-1-1
MUSC 5910	Woodwinds	Graduate	0-1-1
MUSC 6310	Percussion	Graduate	0-1-1
MUSC 6410	Strings	Graduate	0-1-1
MUSC 5810	Chamber Singers		0-2-1
	A selected ensemble emphasizing choral and vocal chamber music repertoire. Selection by audition only. Membership open to all VSU graduate students.		
MUSC 5820	Concert Choir		0-3-1
	Open to any VSU student by permission of the instructor.		
MUSC 5830	The Spotlighters		0-2-1
	A select choral ensemble emphasizing popular, jazz, blues, and show tune repertoire. Selection by audition only.		
MUSC 5840	Opera and Musical Theatre		0-2-1
	Music drama production and ensemble work. Preparation of scenes and full-scale productions.		
MUSC 5850	Concert Band		0-3-1
	Open to any VSU student by permission of the instructor.		
MUSC 5860	Orchestra		0-3-1
	Open to VSU students with permission of the instructor.		
MUSC 5870	Jazz Ensemble		0-3-1
	Selection by audition only.		
MUSC 5880	Marching Band		0-3-1
	Performance at all football games and various exhibitions. Auditions required for danceline, color guard, and majorette. Fall semester only.		
MUSC 5890	Instrumental Ensembles		0-2-1
	Study and performance of repertoire for a variety of combinations of instruments. Open by permission of instructor.		
MUSC 6870	Jazz Combo		0-2-1
	Study and performance of a wide variety of jazz styles for 5-8 member ensemble. Selection by audition only.		
MUSC 6880	University Community Band		0-3-1
	Study and performance of standard band literature. Open to VSU students and members of the community by permission of the instructor.		

- MUSC 6890 Vocal Chamber Ensembles 0-1-1
Ensemble performance in musicals, opera, and other such events in conjunction with the departments of music and theatre.
- MUSC 7050 Music Research and Bibliography 2-0-2
Development of graduate-level research skills.
- MUSC 7240 Private Piano 4 hours credit
Applied private piano lessons for graduate students. Students will receive two 60-minute lessons each week and attend studio class, recitals, and other designated events as assigned in applied instruction. May be repeated for credit.
- MUSC 7340 Private Strings 4 hours credit
Applied or private string lessons for graduate students. Two 50-minute lessons scheduled each week. May be repeated for credit.
- MUSC 7440 Private Voice 4 hours credit
Private or applied voice lessons for graduate students. Classroom requirements are two 60-minute lessons and a studio class each week. May be repeated for credit.
- MUSC 7450 Private Percussion 4 hours credit
Applied or private percussion lessons for graduate students. Two 60-minute lessons will be scheduled each week. May be repeated for credit.
- MUSC 7640 Private Brass 4 credit hours
Applied or private brass lessons for graduate students. Students receive two 60-minute lessons each week and attend studio class, recitals, and other designated events as assigned by the applied instructor. May be repeated for credit.
- MUSC 7840 Private Conducting 4 credit hours
Applied private conducting at the graduate level. Techniques of conducting, including refinement of physical and artistic gestures. May be repeated for credit.
- MUSC 7940 Private Woodwinds 4 credit hours
Applied of private woodwind instruction for graduate students. Students receive two 60-minute lessons each week and attend studio class, recitals, and other designated events as assigned by the applied instructor. May be repeated for credit.

NURS: NURSING

- NURS 5050 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 5990 End-of-Life Nurturing 3-0-3
Also offered as NUTR 5990. The study of the meaning of death, dying, and grieving across cultures and life development stages. The course focuses on end-of-life issues such as death as a process to attain life fulfillment, nurturing behaviors (providing nourishment, hydration, and care giving), cultural and spiritual perspectives, and legal and ethical concerns related to quality-of-life decisions.
- NURS 7010 Integration of Conventional / Alternative Therapies 3-0-3
Explores conventional & alternative healings therapies from various philosophical perspectives and how they are being blended with mainstream western medicine to determine how a program of wellness can be maintained toward empowerment of a healthy life-style and directed self care. Focuses on healing into wholeness with the Bio-Psycho-Spiritual model.

- NURS 7011 Statistical Applications In Nursing Research and Practice 3-0-3
Emphasizes application of appropriate descriptive and inferential statistical procedures using numerous examples of nursing research and practice data. Selection of correct statistical procedures, analysis of data, and interpretation of statistical results are discussed. This course is required for graduate nursing students who have not completed undergraduate statistics.
- NURS 7020 Family Nursing 3-0-3
Examines the biophysical, psychosocial, culture, intellectual, and spiritual nature of health and illness within families. Forces for health or illness, dynamics of family health, and helping relationships with families are explored.
- NURS 7060 Directed Study in Nursing 1 to 5 credit hours
Enables the student to explore in depth a topic relevant to his/her special interest in nursing.
- NURS 7070 Special Topics in Advanced Nursing 1 to 5 credit hours
Provides opportunities for study on topics of interest in advanced nursing practice.
- NURS 7100 Clinical Pathophysiology 3-0-3
Prerequisites: Graduate standing. Provides advanced principles of human physiology and pathogenesis of diseases. Emphasis is on etiology, pathogenesis and clinical manifestations of disease processes commonly encountered in advanced nursing practice.
- NURS 7110 Theories Used in Nursing 2-0-2
Prerequisites: Graduate standing. Analysis of concepts, models, and theories; both nursing theories and others used in nursing. Emphasis is on use of theory in advanced nursing practice, education, management, and research.
- NURS 7120 Nursing Research 3-0-3
Prerequisite: Statistics. Pre- or Co-requisite: NURS 7110. The study of principles and design of nursing research. Quantitative, qualitative, and epidemiological methods are considered. Emphasis is on significant problem formulation, methods of investigation, results, conclusions, and strategies for nursing implementation by the development of a research paper.
- NURS 7130 Seminar in Issues and Health Policy 0-2-1
Prerequisite: Graduate standing. Analysis of trends and issues which impact client health and health care delivery systems. Professional activities which positively effect policy and polity are explored.
- NURS 7140 Leadership in Advanced Nursing Roles 3-0-3
This course provides the student with leadership and management skills for advanced nursing roles. Various advanced nursing roles will be explored with emphasis on leadership and management strategies to overcome barriers and enhance nursing practice in a changing health care environment.
- NURS 7211 Advanced Nursing Care with Growing Families 3-6-6
Prerequisites: NURS 7110 and NURS 7100. Applies specialized knowledge and current research to competent caring of childbearing and child rearing families. Explores the effects of sociocultural issues and environmental on the well-being of children and their families. Identifies the common health problems of childbearing and child rearing and appropriate interventions to promote holistic health and development. Clinical experiences focus on the application of advanced practice theory to childbearing and child rearing families within multiple settings and emphasizing health promotion of growing families.
- NURS 7230 Pharmacotherapeutics 3-0-3
Prerequisite: NURS 4060 or demonstrated competence. The study of pharmacokinetic processes and drugs used in advanced practice of nursing. Legal considerations of prescriptive privileges are incorporated into the selection of appropriate drugs and dosages for client problems. Students compile a drug protocol manual as part of the learning process.

- NURS 7231 Advanced Nursing for Health Promotion of Adults 3-6-6
Prerequisites: NURS 7110 and NURS 7100. Focuses on holistic and comprehensive nursing care of multicultural adult populations utilizing current research and theoretical concepts related to health promotion and disease prevention. Clinical experiences focus on the application of theory in a variety of settings.
- NURS 7251 Mental Health Nursing with Person 3-6-6
Prerequisites: NURS 7100 and NURS 7110. Explores psychodynamic, behavioral, developmental and humanistic approaches to helping processes for individuals in crisis. Incorporates a worldwide and multicultural perspective. Emphasis is on developing competencies as a nurse counselor caring for clients with acute and chronic episodes of emotional distress. Clinical experience focuses on development of skills needed to modify individual behavior toward balance, adaptation, and holism.
- NURS 7312 Advanced Nursing Care with Growing Families During Health Crisis 3-6-6
Prerequisite: NURS 7211. Explores the specialized knowing required for holistic care of childbearing and child rearing families in crisis. Epidemiologic methods are utilized to identify the health hazards of each stage of childbearing and child rearing and to prioritize appropriate interventions. Emphasis is on competent nursing care during acute illness and promotion of health during long-term problems. Incorporates evaluation of research and theories appropriate to the health status of client families. Clinical experiences focus on the application of advanced practice theory within settings which care for families undergoing health crisis.
- NURS 7321 Curriculum Design for Nursing 2-2-3
Prerequisites: Clinical Focus Courses. Focuses on the historical and current theories and trends in curricular development. Students will explore curricular designs, implementation issues, course development, and program evaluation issues related to nursing education. Laboratory experiences include activities such as curriculum meetings, classroom and clinical observation/evaluation, and development of a prototype nursing curriculum.
- NURS 7331 Nursing Administration: Role and Theories 2-2-3
Prerequisites: Clinical Focus Courses. Presents theoretical role, functions, strategies, and techniques used for leading, managing and administering the nursing function in a variety of settings. Provides a clinical component in which the roles of the nurse administrator as a leader for creative nursing practice, as a colleague with other health care administrators, and as a nursing spokesman interacting with others of influence in the health care system are examined.
- NURS 7332 Advanced Nursing for Health Restoration of Adults 3-6-6
Prerequisite: NURS 7231. Corequisite NURS 7332K Focuses on holistic and comprehensive nursing care of multicultural adult populations utilizing current research and theoretical concepts related to health restoration. Concepts include advanced nursing care of acute and chronic illnesses common to adult multicultural populations. Clinical experiences focus on the application of theory in a variety of settings.
- NURS 7341 Care Manager: Role and Theories 2-2-3
Prerequisite: Completion of Clinical Focus Courses. Explores the concept and models of care management within the context of the current and evolving health care environment. Examines the relationship of care management, managed care, and patient/family holistic care needs. Clinical experiences provide the opportunity to analyze care management strategies for quality and cost effectiveness and to explore development of the nursing care management role.

- NURS 7352 Mental Health Nursing with Persons 3-6-6
Prerequisite: NURS 7251. Explores multiple theoretical approaches for positive growth in groups and family systems. Counseling competencies with groups and families to catalyze effective change/adaptation toward holistic mental health are emphasized. Clinical experience is focused on developing effective counseling skills with groups and families.
- NURS 7422 Teaching Strategies for Nursing 1-10-6
Prerequisite: NURS 7321. Focuses on the theoretical concepts related to nursing education. Students will explore, develop, and implement a variety of teaching strategies. Laboratory hours will be spent in mentorship relationships with nursing faculty as a novice educator in classroom and clinical settings.
- NURS 7432 Nursing Administration: Implementation of Role 1-10-6
Prerequisite: NURS 7331. Synthesizes knowledge of the health care system, theories of administration and organization, nursing theories, role theory, issues, trends, financial and policy development, and research in health care systems into practice. The clinical practicum experience develops beginning competencies as a nurse administrator in health care systems.
- NURS 7442 Care Manager: Nursing Role Development and Implementation 1-10-6
Prerequisite: NURS 7341. Explains the development, implementation, and evaluation of care management models and plans. Explores the relationship between care management, quality improvement, and holistic care. Identifies strategies for measuring, evaluating, and assessing care management outcomes. Clinical experiences provide the opportunity to design and implement care management strategies.
- NURS 7460 Financial Management for Nurses 3-0-3
Prerequisites: Clinical Focus Courses. Provides an overview of financial management topics such as accounting, economics, strategic planning, decision making tools, and marketing in order to prepare the senior or mid-level health care manager for a collegial relationship with their financial manager. Open to all graduate students in nursing.
- NURS 7463 Thesis 1 to 6 credit hours
Prerequisite: NURS 7120. The research process is utilized to investigate a nursing question.
- NURS 7473 Project 1 to 6 credit hours
Prerequisite: NURS 7120. Graded "Satisfactory" or "Unsatisfactory." An independent study to develop a nursing project of the student's choice under the supervision of a faculty member. Course will be graded "IP," "S," or "U," as appropriate.

Most credit notations on the far right are in the pattern 3-0-3. The first number is the number of lecture hours (or equivalent) each week; the second number is the number of laboratory hours (or equivalent) each week; the third number, in bold, is the number of semester hours credit.

NUTR: NUTRITION

- NUTR 5900 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 5910 Botanical and Complementary Healing Practices 2-2-3
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. Students are provided an opportunity for hands-on application of selected healing techniques and experiential learning.
- NUTR 5990 End-of-Life Nurturing 3-0-3
Also offered as NURS 5990. The study of the meaning of death, dying, and grieving across cultures and life development stages. The course focuses on end-of-life issues such as death as a process to attain life fulfillment, nurturing behaviors (providing nourishment, hydration, and care giving), cultural and spiritual perspectives, and legal and ethical concerns related to quality-of-life decisions.
- NUTR 6000 Advanced Nutritional Therapy 3-0-3
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.
- NUTR 6900 Life Cycle Nutrition 3-0-3
A study of nutritional needs and factors that influence health from birth through old age. The course focuses on physiological and biochemical principles that provide the basis for nutritional requirements throughout the life cycle for optimal growth and development, maturation, and aging.
- NUTR 6950 Community Nutrition and Health 2-2-3
Prerequisites: PERS 2430 or NUTR 3100, NURS 3220 or NURS 3250, or permission of the instructor. Focus is on involvement in community health and nutritional programs and problems. The course emphasizes application and utilization of tools to assess, analyze, and design programs to meet the nutritional and health needs of multicultural communities. It also explores the roles of research and government as they impact nutritional, health, and wellness programs.
- NUTR 7070 Nutrition for Physical Activity 3-0-3
Prerequisite: Basic undergraduate nutrition course. Emphasis on meeting the nutritional needs of physically active individuals, application of nutritional assessment, and physiological responses to physical activity. Information concerning sports nutrition guidelines for special population groups participating in physical exercise, dietary modifications for optimal physical performance throughout the life-span, and health promotion along with cultural diversity will be included.

PADM: PUBLIC ADMINISTRATION

- PADM 7000 Human Resource Management 3-0-3
A study of Human Resource Management. This course examines the processes of personnel administration and relates them to the human resource needs of organizations.
- PADM 7010 Public Sector Labor Relations 3-0-3
An analysis of labor relations in public organizations. Topics include dispute resolution, management of benefit packages, and other current issues of labor relations.
- PADM 7020 Public Sector Planning 3-0-3
An exploration of the elements of public sector planning, including data validation, forecasting and projection techniques, and decision making.
- PADM 7040 Non-Profit Management 3-0-3
A survey of the types, methods, and techniques of management of organizations outside the dualistic public and private sector model. Emphasis is on revenue strategies, structure and control.
- PADM 7050 Administrative Law and Government 3-0-3
An overview of the administrative legal processes, focusing on the formation and execution of public policy. Special emphasis is placed upon protecting the rights of all parties in the complex processes of administrative law, policy formation, and implementation.
- PADM 7060 Quantitative Methods for Public Administration 3-0-3
The application of quantitative methods to problems faced by public administration practitioners. Topics include regression analysis and the use of probability theory as they apply to decision making in public management.
- PADM 7090 Policy Analysis 3-0-3
Prerequisite: PADM 7060. A systematic survey of the theories, basic concepts and approaches associated with empirical analysis of public policies. Topics include problems and uses of analysis, with reliance on case studies.
- PADM 7110 Information Management 3-0-3
Also offered as MLIS 7270. A survey of the issues and problems of information management. Emphasis is on modern developments in the generation, storage, classification and transmission of information vital to the management of public organizations.
- PADM 7120 Accounting for the Public Sector 3-0-3
A study of the role accounting plays in the overall management process within public agencies. Emphasis is given to the use of accounting techniques as a means of assuring proper control over funds entrusted for public purposes.
- PADM 7140 Governmental Budgeting and Finance 3-0-3
An analysis of financial management and budgeting procedures as applied to federal, state and local governments.
- PADM 7170 Organizational Theory and Behavior 3-0-3
An introduction to major theories concerning management in the public sector, including analysis of individual behavior in an organizational context. Emphasis is on the politicized environment.
- PADM 7180 Labor Law 3-0-3
An examination of modern labor movements in the United States, with special attention to the National Labor Relations Act and other fair employment practices acts. Attention will also be focused on the laws of unionization, collective bargaining, strikes, and picketing.
- PADM 7190 Special Topics in Public Administration 3-0-3
Study in areas which are not ordinarily covered in the MPA Program, but which may be of contemporary or special interest to MPA students at the time.
- PADM 7200 Directed Study in Public Administration 1-0-1 to 3-0-3
Directed readings in selected areas of public administration with regular conferences between the student and the faculty member.

- PADM 7210 Internship in Public Administration 1-0-1
Corequisite: PADM 7900. Graded "Satisfactory" or "Unsatisfactory." A one-semester internship in public or not-for-profit agency to be taken during student's final semester of course work. The internship is designed to gain practical experience in the field of public administration. A written report or a portfolio development is required.
- PADM 7220 Managing Diversity in the Public Workforce 3-0-3
An overview of diversity issues in public management from a human resource manager's perspective. Topics include differences in age, disability, gender, race/ethnicity, and culture and their impact on human resource management.
- PADM 7240 Public Administration and Community-Based Organizations 3-0-3
An examination of the relationships between urban public administrators and their environment. Topics include but are not limited to the role community organizations, interest groups, and demographic diversity upon the management function.
- PADM 7250 Managing Small Cities and Counties 3-0-3
An overview of local government operations for small and mid-sized communities. Topics include legal issues, the clerk's office, emergency management, planning, economic development, public works, leisure and human services, police and fire services, budgeting and financial management, personnel, communication, and intergovernmental relations.
- PADM 7260 Democracy and Public Administration 3-0-3
An examination of the role of the career administrator in an democratic system. Topics include the nature of the American democratic system and the ethical implications of non-elected administrators playing a key role in the system.
- PADM 7300 Foundations Seminar in Public Administration 3 hours credit
Graded "Satisfactory" or "Unsatisfactory." A survey of the field of public administration, including the research and writing skills needed for successful study in the field. The course is to be taken during the student's first semester of coursework. Students must demonstrate basic computer proficiency as part of this course.
- PADM 7340 Managing Local Government Finance 3-0-3
A study of the activities involved in the collection, custody, and expenditure of public revenues at the local level.
- PADM 7350 Intergovernmental Management 3 hours credit
A study of federal, state, and local government interactions, including interactions with the not-for-profit sector, from the perspective of a public administrator.
- PADM 7860 Grant Writing and Management 3 hours credit
An examination of the process of acquiring and managing grants in the public sector. Emphasis is on demonstrating knowledge of grant strategies and procedures gained through course material and completion of a case study.
- PADM 7900 Capstone Seminar in Public Administration 2-0-2
Co-requisite: PADM 7210. Graded "Satisfactory" or "Unsatisfactory." To be taken during the student's final semester of course work. An internet-based course. Students are expected to demonstrate mastery of the material presented in their program of study through case analyses. This course serves as the exit requirement for the MPA program.
- PADM 9090 Educational Policy Analysis 3-0-3
Prerequisites: Doctoral standing or approval of instructor. A systematic survey, of the theory, concepts and approaches associated with empirical analysis of public educational policies in a multicultural environment. Topics include quantitative and qualitative tools and methods of analysis. The case studies approach is utilized.

PHIL: PHILOSOPHY

- PHIL 5100 Ethics and Health Care 3-0-3
A study of ethical issue in health care delivery, with special emphasis on topics such as abortion, euthanasia, paternalism and autonomy, confidentiality, medical experimentation and informed consent, allocation of scarce resources, and the right to health care.
- PHIL 5150 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 5190 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 6120 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 6220 Ethics and Public Administration 3-0-3
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 7100 Topics in Ethics and Sport 3-0-3
A seminar in ethical issues in sports and contemporary society.
- PHIL 7900 Topics in Philosophy 3-0-3
A special topics course, designed to address a selected topic for research analysis.
- PHIL 9070 Philosophy of Education 3-0-3
A systematic analysis of topics central to educational philosophy, including theories of education, logic, critical thinking and scientific method, and ethical issues in education. Seminar discussions and case studies are utilized, as is World Wide Web Internet technology.

PHSC: PHYSICAL SCIENCE

- PHSC 5010 Experimental Physical Science 2-4-4
This course covers the basic principles of physical science, and how apparatus can be built from commonly available materials in order to demonstrate these principles.
- PHSC 5050 Observational Astronomy 2-4-4
A study of the observation of celestial objects visible to the unaided eye, with astronomical photography, the position and motion of objects in the sky, locating celestial objects with the telescope and the use of star charts. The course consists of about 25 hours of lecture and 50 hours of laboratory work.

PHYS: PHYSICS

- PHYS 5040 Electronics 2-4-4
A lecture-laboratory study of basic electrical circuits and techniques, including extensive use of the oscilloscope. Both continuous wave and pulse phenomena are treated.
- PHYS 5100 Optics 2-2-3
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 5810 Mathematical Methods of Physics 3-0-3
Special topics in mathematics as related to advance study in physics. Topics include vector analysis, differential equations, orthogonal functions, eigenvalue problems, matrix methods, and complex variables.
- PHYS 5820 Computational Physics 3-0-3
Topics include formulation of equations describing physical systems and the use of computers to solve them, computer simulations of physical systems, the use of computers to acquire and analyze data, and graphical methods of displaying data.
- PHYS 6040 Experimental Physics 2-4-4
A lecture-laboratory course devoted to techniques of research in experimental physics. Topics include treatment of data, vacuum techniques, magnetic devices, preparation and manipulation of beams of particles and radioactivity. A number of modern physics experiments are studied and performed.
- PHYS 6111-6112 Theoretical Mechanics I, II 3-0-3 each
Topics include Newtonian Mechanics, conservation laws, Lagrange's equations, and relativity.
- PHYS 6211-6212 Electromagnetism I, II 3-0-3 each
Topics include electrostatics, magnetostatics, time varying electric and magnetic fields, Maxwell's equations, and propagation of electromagnetic waves.
- PHYS 6310 Statistical Physics 3-0-3
A study of kinetic theory and statistical mechanics with a brief treatment of classical thermodynamics.
- PHYS 6411-6412 Modern Physics, I, II 3-0-3 each
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 6800 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 6900 Special Topics in Physics 1-0-1 to 4-4-6
Topics to be assigned by instructor; may be taken more than once if topics are different, up to a total of 6 credit hours.
- PHYS 6950 Directed Study in Physics 1-0-1 to 4-4-6
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 5200 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 5210 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 5300 Comparative Politics 3-0-3
A study of the key concepts and theories of comparative politics. Examines case studies from different types of political systems and regions of the world.
- POLS 5400 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 5500 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 5510 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 5520 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 5530 American Political Thought 3-0-3
A study of the foundations of American political thought from the Puritan era to contemporary times.
- POLS 5600 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 5610 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 5620 Health Policy 3-0-3
An examination of the emergence of national health care programs in the United States. The course focuses on the contending interests in the health policy arena and on related management issues.
- POLS 6120 Ethics and Public Policy 3-0-3
May also be taken as PHIL 6120. 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.
- POLS 6300 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 6330 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 6340 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 6350 Politics in Developing Nations 3-0-3
The study of political institutions, processes and behavior within a comparative perspective.
- POLS 6360 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 6400 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 6410 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 6420 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 6430 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 6600 Government Organization and Administrative Theory 3-0-3
A systematic analysis of theories of organization, management, and administration. Special consideration will be given to institutional, behavioral, and psychological factors.
- POLS 6610 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 6620 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 6630 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 6640 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 6650 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 6670	Quality Management in Public Administration	3-0-3
	An examination of the 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 6820	Special Topics in U. S. Government and Politics	3-0-3
POLS 6830	Special Topics in Comparative Politics	3-0-3
POLS 6840	Special Topics in International Politics	3-0-3
POLS 6850	Special Topics in Political Theory	3-0-3
POLS 6860	Special Topics in Public Administration	3-0-3

PSYC: PSYCHOLOGY

PSYC 5400	Abnormal Psychology	3-0-3
	Open to graduate students from any major. The nature and etiology of the various forms of behavior disorder, mental deficiency, and other deviations. Critical evaluation of current theories.	
PSYC 5500	Statistical Methods in Psychology	3-0-3
	Open to graduate students from any major. Univariate and bivariate statistical methods for research in the behavioral sciences.	
PSYC 5700	Rehabilitation Psychology	3-0-3
	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 are made.	
PSYC 5800	Industrial/Organizational Psychology	3-0-3
	Open to graduate students from any major. Theory and application of psychological principles to industrial and organizational settings.	
PSYC 6100	Physiological Psychology	3-0-3
	An introduction to neuroscience and physiological correlates of behavior is provided. Emphasis is on central nervous system structure and function as related to behavioral and psychological processes.	
PSYC 6500	Special Topics	1-0-1 to 3-0-3
	Prerequisite: Approval of advisor and instructor.	
PSYC 7000	Methods In School Psychology	2-1-2
	Prerequisite: Admission to Graduate Program in the Department. The course is designed to introduce the student to the modern role functions of school psychologists. Historical, current, and future status of psychological services in the schools will be explored. Professional, legal, and ethical issues will be presented for discussion.	
PSYC 7010	Learning and Assessment	3-0-3
	Prerequisite: RSCH 7100. This course assists the inservice educator (teacher, administrator, coach, curriculum supervisor, etc.) to understand learning and assessment as they apply in educational settings.	
PSYC 7020	Conditions Of Learning	3-0-3
	Prerequisite: RSCH 7100 or PSYC 5500. This course is designed to aid the inservice educator in predicting, understanding, and controlling the fundamental principles of learning and human development as they apply to schools. The emphasis is on studying the variables shown by research to affect students and educators in the teaching/learning process.	

- PSYC 7030 Measurement And Evaluation 3-0-3
Prerequisite: RSCH 7100, PSYC 3500 or PSYC 5500. An overview of issues related to assessment, measurement, and evaluation in educational and school counseling settings, including supervised experience in instrument selection, use, and outcomes analysis.
- PSYC 7040 Adult Learning and Assessment 3-0-3
Prerequisite: RSCH 7100. Course designed to aid the inservice educator in predicting, understanding, and controlling fundamental principles of learning and assessment as they apply in the education and training of adults.
- PSYC 7100 Intellectual Assessment 3-2-4
Prerequisite: Admission to Clinical/Counseling Psychology or School Psychology. A combination of lectures and supervised practical experiences on conducting psychological evaluations. Primary emphasis on the administration, scoring and interpretation of traditional and process oriented intellectual measures. Additional training on clinical interview and report writing skills as well as functional mastering of selected psychometric instruments.
- PSYC 7110 Personality Assessment 3-2-4
Prerequisite: PSYC 7100. An introduction to the theory, administration, and interpretation of personality assessment instruments, with primary emphasis on objective measures. Open only to advanced students with adequate background in psychological measurement and theory of personality.
- PSYC 7120 Academic and Behavioral Assessment 4-1-4
Prerequisites: A previous graduate assessment course and permission of instructor. Also offered as SCHC 7120. Advanced intensive study of the administration and interpretation of individual academic and behavioral assessment instruments with attention to multimethod, multisource, and multisetting methodologies; emphasis on the measurement of change within individuals and system levels of intervention.
- PSYC 7200 Psychopathology 3-0-3
Prerequisite: Admission to Clinical/Counseling Psychology or School Psychology or permission of the Instructor. Overview of formal psychopathology classification systems across the life span with emphasis on the integration of multivariate, empirical approaches, and medical and psychological models. The course is designed to familiarize students with evolving information such as criteria, co-morbidity rates, and issues of differential diagnosis accrued from the current Diagnostic and Statistical Manual, and the developmental psychopathology literature. Case studies will be used to illustrate diagnostic issues.
- PSYC 7300 Human Development: Conception to Eight Years 3-0-3
Prerequisite: Open to graduate students from any major. The scientific study of age-related changes of children from conception to eight years of age with the development of sensory and perceptual systems, language, and cognition, temperamental styles and personalities, and social processes of primary interests. Implications of biological, psychological, and social risk factors for developmental outcomes in these domains will be reviewed. Up to 20 hours of direct observations of children required.
- PSYC 7400 Counseling Theory And Practice 3-0-3
Also offered as SCHC 7400. Prerequisite: Admission to Graduate Program in Department. Introduction to major theoretical approaches to counseling and psychotherapy. Theories of personality and the causes of mental illness and emotional distress will be reviewed as frameworks for intervention. Specific case examples will illustrate applications of theory to professional practice.
- PSYC 7420 Child Counseling 3-0-3
Also offered as SCHC 7420. Prerequisite: PSYC 7200 or PSYC 7400. Theories, methods, and techniques of psychotherapy with children. Emphasis will be placed on a multidimensional view of intervention with children, giving attention to developmental, cognitive, behavioral, affective, organic, educational, social, and environmental issues.

- PSYC 7450 Group Counseling 3-0-3
Also offered as SCHC 7450. Prerequisite: PSYC 7400. Group dynamics and their importance in the counseling process and counseling outcome are studied. Emphasis is given to the application of various counseling and psychotherapeutic approaches within the group setting.
- PSYC 7470 Counseling Culturally Diverse Populations 3-0-3
Also offered as SCHC 7470. Prerequisite PSYC 7400 or equivalent. Survey of the cultural context of relationships, issues, and trends in a multicultural and diverse society. Emphasis placed on a knowledge base related to theory, techniques and skills utilized in working with culturally diverse populations.
- PSYC 7600 Personnel Selection 3-0-3
Prerequisite: Permission of Instructor. This course addresses personnel selection from predictors to criterion measures of job performance; measurement issues; job and task analyses; and the legal and social context for the process.
- PSYC 7610 Performance Appraisal 3-0-3
Prerequisite: Permission of Instructor. Methods, theory, and applications in the measurement of work performance as related to administrative, developmental, and feedback functions.
- PSYC 7670 Social Psychology 3-0-3
Prerequisite: Open to graduate students from any major. Integration of classic and contemporary theories, research, and application relating groups, organizations, culture, and society to individual behavior.
- PSYC 7690 Professional Issues In I/O Psychology 1-0-1
Prerequisite: Permission of Instructor. Current issues in the provision of I/O services.
- PSYC 7791, 7792, 7793, 7794, 7795 School Psychology Practicum 1 hour each
Prerequisite: Admission to School Psychology program.
- PSYC 7820 Career Counseling 3-1-3
Also offered as SCHC 7820. An introduction to the theories of career choice and to human development processes which influence career choice. Emphasis is placed on the nature and use of educational and occupational information in assisting individuals to explore the world of work and develop meaningful career plans. The course includes lab experiences consisting of administering scoring and interpreting career inventories. Students also learn about computer assisted career development including the Georgia Career Information System. Open as an elective to all graduate majors.
- PSYC 7860 The College Student 3-0-3
This course studies the development of the individual postsecondary education student. The major philosophies of student and individual development will be examined, in light of current adult development theories. The emphasis of the course will be on the specialized and developmental needs of the postsecondary education student.
- PSYC 7900 Pre-Practicum 3-0-3
Also offered as SCHC 7900. Prerequisite: PSYC 7400 Advanced course in counseling and psychotherapeutic approaches emphasizing skill development. Extensive role playing in dyads and groups will be critiqued. Basic attending, empathy, and relationship skills will be emphasized as well as specific techniques such as desensitization, contracting, and role reversal.
- PSYC 7961, PSYC 7962 I/O Psychology Practicum I, II 3 hours each
Prerequisite: Admission to I/O Program and Advanced standing. Supervised training in an appropriate applied setting.
- PSYC 7971, PSYC 7972 Clinical/Counseling Psychology Practicum I, II 2-0-2 each
Prerequisite: PSYC 7900.

- PSYC 8000 Research Design And Analysis 3-0-3
Prerequisite: PSYC 5500 or permission of instructor. Design of experimental and correlational research, using univariate, bivariate, and multivariate techniques.
- PSYC 8020 Advanced Educational Psychology 3-0-3
Prerequisite: PSYC 7010 or PSYC 7020 and admission to College of Education Educational Specialist or Doctoral Program or approval of instructor. The course applies the research and theory in educational psychology to practical problems in P-16 school settings. Students will be taught problem-solving processes and learn to apply them through discussion and resolution of a variety of case studies. Students will also develop a specific application to a current significant educational problem.
- PSYC 8030 Humanistic Psychology 3-0-3
Prerequisite: Open as an elective to all graduate students. Critical review of humanistic approaches in psychology. Students will learn how human motivation, adjustment and achievement are influenced by positive human relationships, which are characterized by free choice, spontaneity and creativity.
- PSYC 8050 Theories Of Personality 3-0-3
Prerequisite: Open to graduate students from any major. Review of theoretical approaches to personality with special emphasis on applications and critical evaluation. Specific issues in personality theory formulation and evaluation will also be discussed.
- PSYC 8100 Child And Adolescent Personality Assessment 3-0-3
Prerequisite: PSYC 7110. This course is an advanced, intensive study of the administration and interpretation of personality assessment instruments, with primary emphasis on multimethod, multisource, and multisetting assessment of children and adolescents.
- PSYC 8120 Alternative Assessment 2-1-2
Prerequisite: PSYC 7100. Alternative methodologies such as portfolio, authentic, curriculum-based, and dynamic assessment will be introduced. Integration of alternative and traditional methodologies will be emphasized. Application to multicultural, non-traditional settings, and to the assessment of special populations such as infants will be addressed.
- PSYC 8130 Computer Based Assessment 2-1-2
Prerequisite: PSYC 7100. Course content will include technological advances that augment both traditional as well as more recent assessment devices. Development and applications of alternative assessment methodologies such as adaptive testing and intervention-based program development will be examined.
- PSYCH 8140 Emergent Technologies for Intervention-Based Assessment 1-0-1
Prerequisite: A previous graduate assessment course and/or permission of instructor. Includes technological advances that augment both traditional as well as more recent assessment devices; examines alternative assessment methodologies for individual and family intervention-based program development.
- PSYC 8150 Behavioral Health Care Systems 3-1-3
Prerequisite: PSYC 7420 or permission of instructor. Also offered as SCHC 8150. Develops knowledge and skills concerning the behavioral health care of school aged youth with severe emotional disorders, including the conceptual, philosophical, operational, structural and procedural mechanisms commonly associated with system-level service coordination and delivery.
- PSYC 8200 Child Psychopathology 3-0-3
Prerequisite: PSYC 7200. An intensive study of formal psychopathology classification systems of infants, children, and adolescents with emphasis on multivariate or empirical approaches, medical models, and an integration of both. The course is designed to familiarize students with evolving information such as criteria, co-morbidity rates, and differential issues accrued from the current Diagnostic and Statistical Manual, developmental psychopathology literature, and research related to public laws governing special education. Case studies will be used to illustrate diagnostic issues.

- PSYC 8250 Developmental Psychology 3-0-3
Prerequisite: RSCH 7100 or PSYC 3500, and Advanced standing. The course is designed to acquaint the student with life span developmental problems, milestones, achievements, and social influences from a psychological perspective. Topics will include, but not be limited to, theory, research methods, biosocial influences, cognition, language, motivation, personality, and socialization processes.
- PSYC 8350 Psychology Of Motivation 3-0-3
Prerequisite: Advanced standing. Behavioral, cognitive, and physiological bases of motivation in theory and application.
- PSYC 8360 Human Resource Development 3-0-3
Prerequisite: Advanced standing. Development, administration, and evaluation of strategies and products utilized in the development of human resources in business, industrial, and educational settings.
- PSYC 8370 Human Factors Psychology 3-0-3
Human learning, performance, and cognition in the context of human-machine and human-environment systems and interactions.
- PSYC 8400 Special Topics In Applied Psychology 1-0-1 to 3-0-3
Prerequisite: PSYC 7100, PSYC 7200, and Approval of Instructor and Department Head. Also offered as SCHC 8400. Introduction to current advanced topics within the fields of applied psychology. Emphasis will be placed on specific content areas and applications.
- PSYC 8600 Theories Of Learning 3-0-3
Prerequisite: Advanced standing. A survey of the major historical (and contemporary) theories of learning and the theorists' positions on typical issues of learning, teaching, and counseling.
- PSYC 8610 Behavior Modification 3-0-3
Prerequisite: PSYC 7020, RSCH 7100, advanced standing, and approval of instructor. The study of changes in human motivation, adjustment, and achievement as a function of the systematic application of principles derived from operant, respondent, and social learning theories. The student will be trained in defining, observing and recording behavior in various environments. Techniques of behavior therapy will be illustrated. Although there is an applied emphasis, a general knowledge of learning theory is recommended.
- PSYC 8800 Legal And Ethical Issues In Psychology 3-0-3
Prerequisite: Admission to Graduate Program in Department. Review of legal and ethical dilemmas and decisions faced in psychological practice, including research, assessment, teaching, therapeutic intervention, consultation, and court testimony. Emphasis will be placed on a review of professional guidelines and the process of ethical decision-making.
- PSYC 8891, PSYC 8892, PSYC 8893, PSYC 8894 School Psychology Internship I, II, III, & IV 1 hour each
Prerequisite: Advanced standing in the Ed.S. Program in School Psychology.
- PSYC 8999 Thesis 3-0-3
Prerequisite: Admission to Graduate Program in Department, advanced standing, permission of advisor. Also offered as SCHC 8999.
- PSYC 9710 Social Psychology in Educational Contexts 3-0-3
Prerequisite: Approval of Doctoral Program Coordinator. An intensive scientific study of how our thoughts, feelings, and behaviors are influenced by the actual, imagined, or implied presence of others. Various theoretical and applied approaches of social psychology will address the educational context.

READ: READING EDUCATION

- READ 6020 Reading in the Content Areas 3-0-3
The simultaneous teaching of reading skills and course content. Emphasis is placed on preparing students for content area reading assignments, providing support during reading, and promoting higher level thinking. Motivating students to read widely and developing vocabulary, reading comprehension, and study skills will be dealt with in relation to the content areas.
- READ 6030 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 or an area of professional interest.
- READ 7010 Diagnosis and Correction of Reading Difficulties 3-0-3
Study of the nature and causes of reading difficulties, procedures for diagnosis, and methods and materials for corrective techniques in the classroom.
- READ 7040 Emergent Literacy 3-0-3
Examines current and historical perspectives of language and literacy development and current trends and issues in language and literacy instruction. Emphasis will be placed on the practical application of the theoretical knowledge base to thoughtful decision-making for teaching and assessment of the language and literacy development of children in grades P-3.
- READ 7070 Balanced Reading 3-0-3
Implementation of balanced reading instruction in classrooms. A rationale will be presented for using a balanced approach to teach reading. The components of a balanced approach will be studied, and students will be required to implement these components in their classrooms.
- READ 7100 Trends and Issues in Reading 2-0-2 to 3-0-3
A review of current issues and trends in literacy education. Emphasis is on the principal viewpoints on these issues, including opposing points of view.
- READ 7110 Research and Theory in Reading 3-0-3
Prerequisite: RSCH 7100. A review of the major research and theories in reading. Reading research findings will be applied to classroom instruction.
- READ 7120 Word Identification, Vocabulary, and Spelling Instruction 3-0-3
A review of research and instructional practices in word identification, vocabulary, and spelling. Research findings will be applied to classroom instruction.
- READ 7130 Comprehension and Study Strategy Instruction 3-0-3
A review of research related to comprehension and study strategies. Research findings will be applied to classroom instruction.
- READ 7140 Methods of Teaching Writing 3-0-3
Methods of instructing students to write in the narrative, poetic, expository, and persuasive modes. Emphasis is placed on appropriate strategies of using the writing process; addressing the issues of form, function, and audience; employing writing as a tool to integrate curriculum; using technology appropriately to enhance writing; and assessing writing through multiple approaches.
- READ 7150 Issues in Using Literature in the Classroom 3-0-3
An in-depth study of issues in using classic and contemporary literature in P-12 and adult literacy settings. Emphasis will be on using trade books to foster literacy development.
- READ 7160 Practicum in Diagnosing Reading Difficulties 2-2-3
Corequisite: READ 7170. Students will study the nature and causes of reading difficulties, develop and conduct diagnostic assessments, interpret the results of the assessments, and plan instructional programs to address the learning needs of children. Students will diagnose the reading difficulties of children in the reading lab.

- READ 7170 Practicum in Correcting Reading Difficulties 2-2-3
 Corequisite: READ 7160. Students will apply their knowledge of the reading process to correct reading difficulties. They will develop and implement instructional programs to address the learning needs of children in the reading lab.
- READ 7180 Organizing and Supervising School Reading Programs 3-0-3
 Principles of organizing and supervising school reading programs will be reviewed. Special emphasis will be given to identifying characteristics of programs that maximize student achievement across diverse populations.

RSCH: RESEARCH

- RSCH 7100 Research Methodology in Education 3-0-3
 This course provides a study of methods used to conduct educational and educationally-related research and includes critical analysis of selected research articles and research design. Emphasized is the ability to use research and research methods to improve practices in educational and educationally-related settings.
- RSCH 8000 Advanced Research Methodology 3-0-3
 Prerequisite: RSCH 7100. This course provides a study of quantitative and qualitative methods used to conduct educational and educationally-related research, with a focus on the application of appropriate research models to the critique of published research and the preparation of research reports. Emphasized is the ability to use research and research methods in the development and completion of a research project in educational and educationally-related settings.
- RSCH 8730 Mixed Methodologies 3-0-3
 Prerequisite: RSCH 8000. This course provides an in-depth examination of quantitative and qualitative research methodologies and statistical analyses pertinent to educational and educationally-related settings. A focus is placed on the application of field research methods to educational and educationally-related settings.
- RSCH 9800 Educational Survey, Needs Assessment, and Program Evaluation 3-0-3
 Prerequisite: RSCH 9820, RSCH 9840, RSCH 9860. Provided is a simulation and field practice in developing and implementing evaluations of educational personnel and programs and educational surveys and needs assessments.
- RSCH 9820 Qualitative Research Methods in Education 3-0-3
 Study and application of qualitative research methodology in educational settings.
- RSCH 9840 Quantitative Research Methods in Education 3-0-3
 Study and application of quantitative research methodology in educational settings.
- RSCH 9860 Advanced Mixed Methodologies 3-0-3
 Prerequisite: RSCH 9820, RSCH 9840. Examined will be the application of advanced qualitative and quantitative research methodologies in educational settings.
- RSCH 9870 Dissertation Topic Conceptualization 3-0-3
 Prerequisite: RSCH 9800, RSCH 9820, RSCH 9840, RSCH 9860. Research seminar for the development of the doctoral dissertation topic.
- RSCH 9880 Meta-Analysis Techniques in Educational Research 3-0-3
 Prerequisite: RSCH 9820, RSCH 9840, RSCH 9860. The theoretical and meta-analytical literature review techniques used in educational research are the focus of this course.
- RSCH 9999 Dissertation in Educational Leadership 1 to 3 hours credit
 Prerequisite: LEAD 9870. Investigation and completion of a field-based project on an educational leadership or educational leadership-related issue. Development and defense of the dissertation proposal and the dissertation. Must be taken each fall and spring semester until the dissertation is completed. The number of hours taken per term must be approved by the dissertation chair. A minimum of 9 hours must be completed.

SCHC: SCHOOL COUNSELING

- SCHC 6900 Issues And Trends In School Counseling 1-0-1 to 3-0-3
Prerequisite: Approval of advisor and instructor. A varied offering of contemporary topics related to School Counseling.
- SCHC 7010 Comprehensive Developmental School Counseling 3-0-3
Development of school counseling programs that establish the school counseling program as an integral component of the academic mission of the school, ensure equitable access to school counseling for all students, identify the knowledge and skills that all students should acquire as a result of P-12 school counseling programs, and ensure that the comprehensive school counseling program is delivered in a systematic fashion to all students.
- SCHS 7120 Academic and Behavioral Assessment 4-1-4
Prerequisites: A previous graduate assessment course and permission of instructor. Also offered as PSYC 7120. Advanced intensive study of the administration and interpretation of individual academic and behavioral assessment instruments with attention to multimethod, multisource, and multisetting methodologies; emphasis on the measurement of change within individuals and system levels of intervention.
- SCHC 7400 Counseling Theory And Practice 3-0-3
Also offered as: PSYC 7400. Prerequisite: Admission to Graduate Program in Department. Introduction to major theoretical approaches to counseling and psychotherapy. Theories of personality and the causes of mental illness and emotional distress will be reviewed as frameworks for intervention. Specific case examples will illustrate applications of theory to professional practice.
- SCHC 7420 Counseling Children and Adolescents 3-0-3
Also offered as PSYC 7420. Prerequisite: SCHC 7400. Theories, methods, and techniques of psychotherapy with children. Emphasis will be placed on a multidimensional view of intervention with children, giving attention to developmental, cognitive, behavioral, affective, organic, educational, social, and environmental issues.
- SCHC 7450 Group Counseling 3-0-3
Also offered as PSYC 7450. Prerequisite: SCHC 7400. Group dynamics and their importance in the counseling process and counseling outcome are studied. Emphasis is given to the application of various counseling and psychotherapeutic approaches within the group setting.
- SCHC 7470 Counseling Culturally Diverse Populations 3-0-3
Also offered as PSYC 7470. Prerequisite SCHC 7400 or equivalent. Survey of the cultural context of relationships, issues, and trends in a multicultural and diverse society. Emphasis placed on a knowledge base related to theory, techniques and skills utilized in working with culturally diverse populations.
- SCHC 7800 Orientation to Counseling as a Profession 2-0-2
Principles, purposes, historic events, issues and trends, societal-legal-ethical issues, and professional identity are studied. Role and function of counselors in diverse settings are identified.
- SCHC 7820 Career Counseling 3-1-3
Also offered as PSYC 7820. An introduction to the theories of career choice and to human development processes which influence career choice. Emphasis is placed on the nature and use of educational and occupational information in assisting individuals to explore the world of work and develop meaningful career plans. The course includes lab experiences consisting of administering scoring and interpreting career inventories. Students also learn about computer assisted career development including the Georgia Career Information System. Open as an elective to all graduate majors.

SCHS 7830 Consultation and Advocacy in School Counseling	3-0-3
Prerequisite 7010. Emphasis is placed on skills and competencies in the areas of consultation and advocacy that allow the student to function effectively as a consultant in the school system and as an advocate for all students.	
SCHC 7870 Student Personnel Service in Higher Education	3-0-3
Development and organization of student personnel services in institutions of higher learning. The emphasis of the course is upon the philosophy, methods and techniques used in their operation.	
SCHC 7900 Pre-Practicum	3-0-3
Prerequisite: SCHC 7400 Advanced course in counseling and psychotherapeutic approaches emphasizing skill development. Extensive role playing in dyads and groups will be critiqued. Basic attending, empathy, and relationship skills will be emphasized as well as specific techniques such as desensitization, contracting, and role reversal.	
SCHC 7981 School Counseling Practicum I	3-0-3
Prerequisite: PSYC 7900.	
SCHC 7982 School Counseling Practicum II	3-0-3
Prerequisite: PSYC 7900.	
SCHC 7991 School Counseling Internship I	3-0-3
Prerequisite: SCHC 7981 and Graduate Standing.	
SCHC 7992 School Counseling Internship II	3-0-3
Prerequisite: SCHC 7981 and Graduate Standing.	
SCHC 7993 School Counseling Internship III	3-0-3
Prerequisite: SCHC 7981 and Graduate Standing.	
SCHC 8150 Behavioral Health Care Systems	3-1-3
Prerequisite: PSYC 7420 or permission of instructor. Also offered as PSYC 8150. Develops knowledge and skills concerning the behavioral health care of school aged youth with severe emotional disorders, including the conceptual, philosophical, operational, structural and procedural mechanisms commonly associated with system-level service coordination and delivery.	
SCHC 8400 Special Topics In Applied Psychology	1-0-1 to 3-0-3
Prerequisite: PSYC 7100, PSYC 7200, and Approval of Instructor and Department Head. Also offered as PSYC 8400. Introduction to current advanced topics within the fields of applied psychology. Emphasis will be placed on specific content areas and applications.	
SCHC 8891 School Counseling Practicum I	3-0-3
Prerequisite: Admission to Ed.S. School Counseling Program.	
SCHC 8892 School Counseling Practicum II	3-0-3
Prerequisite: Admission to Ed.S. School Counseling Program.	
SCHC 8999 Thesis	3-0-3
Prerequisite: Admission to Graduate Program in Department, advanced standing, permission of advisor. Also offered as PSYC 8999.	

Most credit notations on the far right are in the pattern 3-0-3. The first number is the number of lecture hours (or equivalent) each week; the second number is the number of laboratory hours (or equivalent) each week; the third number, in bold, is the number of semester hours credit.

SEEC: SPECIAL EDUCATION/EARLY CHILDHOOD EDUCATION

- SEEC 5050 Assistive Technology 2-0-2
A study of various applications of technology for young children with disabilities that support inclusive services. Topics to be addressed include assistive technology assessment of young children with disabilities, selection and use of a variety of forms of assistive technology, and methods of securing funding for assistive technology.
- SEEC 5120 Issues and Trends for Identification and Special Delivery to All Young Children 3-0-3
A study of critical issues and trends in inclusive early childhood education. Topics addressed include developmentally appropriate practices, assessment practices, service delivery, and program evaluation.
- SEEC 5170 Methods of Teaching All Preschool Children 2-2-3
A thorough study of the philosophical and practical base of effective, developmentally appropriate, inclusive programs for children ages birth to five. Topics include programmatic assessment, curricular and program development and implementation (incorporating IFSP/IEP development), family participation, and progress monitoring.

SEED: SECONDARY EDUCATION

- SEED 7000 Contemporary Issues In Secondary Education 2-0-2
An advanced study of trends and current issues in secondary education.
- SEED 7100 Professional Development Seminar I 2-0-2
The self-assessment of individual student understanding and application of master teacher outcomes. Provides the basis for an individualized program of study by identifying appropriate guided electives.
- SEED 7120 Educational Workshop 1-0-1 to 3-0-3
A workshop for study related to specified goals. May be repeated under different titles.
- SEED 7150 Special Topics In Secondary Education 1-0-1 to 4-0-4
A study of specific contemporary issues in secondary education. May be repeated under different topics.
- SEED 7780 Teaching Practicum In Secondary Education 3-0-3
Teaching practicum in secondary education
- SEED 7800 Professional Development Seminar II 2-0-2
Professional development seminar II.
- SEED 7900 Special Topics in Secondary Education 1-0-1 to 3-0-3
In depth study of specific contemporary issues in secondary education. Course may be repeated under different topics.
- SEED 8100 Professional Development Seminar III 2-0-2
A course focusing on the assessment of individual students' understanding and application of program leadership outcomes. Provides the basis for an individualized program of study by identifying appropriate guided electives.
- SEED 8150 Special Topics in Secondary Education 1-0-1 to 4-0-4
A study of specific contemporary issues in education. May be repeated under different topics.
- SEED 8900 Special Topics in Secondary Education. 1-0-1 to 3-0-3
Advanced study of contemporary issues in secondary education. Course may be repeated under different topics.

- SEED 8980 Review of Literature in Secondary Education 3-0-3
Prerequisite: Consent of Department. Graded "Satisfactory" or "Unsatisfactory."
The writing of a critical review of current research on an approved topic in the area of concentration.
- SEED 8999 Thesis 3-0-3
Prerequisite: SEED 8980 and consent of Department. Graded "Satisfactory" or "Unsatisfactory." The data collection, analysis, and reporting phase of the Education Specialist research project. May be repeated.

SOC1: SOCIOLOGY

- SOCI 5000 Proseminar: The Discipline of Sociology 2-0-2
Required of all graduate students admitted to the M.S. degree program who do not have an undergraduate degree in sociology.
Brief introduction to the history, major theories, research methodologies, and central disciplinary concerns of sociology.
A student who does not have an undergraduate degree with a major in sociology and wishes to apply for a waiver of the Proseminar course must complete an Application for Waiver and deliver it to the Coordinator of the M.S. degree program in Sociology by April 15. Credit is over and above what is required for the M.S. degree.
- SOCI 5750 Medical Sociology 3-0-3
An analysis of the social processes affecting conditions of health and disease and the cluster of social relationships and organizations that comprise the institution of medicine. Emphasis on social and cultural factors which influence definitions of health and illness, causes, preventions, and treatments, cross cultural comparisons, stress, delivery of health care, and health care professionals.
- SOCI 6000 Sociology of Mental Health 3-0-3
Introduces students to the history and causes of mental illness as well as the language of the Diagnostic and Statistical Manual. The relationship between mental illness and the major sociological variables, such as social class, race, gender, age, and marital status will be analyzed. Students will evaluate mental illness from the institutional and client points of view.
- SOCI 6130 Social Gerontology 3-0-3
Prerequisites: Admission to the program. Study of the social phenomenon of the aging process, the life cycle, and patterns which include social roles, medicalization of aging and death, and the values, norms, and beliefs related to this phenomenon. Course work will emphasize the social changes which have occurred as medical technology and science impact the culture and institutional patterns related to aging and death. Study of the process of dying will include the entire life cycle and new efforts to deal with this complex social phenomenon.
- SOCI 6200 Sociology of Organizations 3-0-3
Prerequisites: Admission to the program. A sociological analysis of complex organizations. Course foci include theories and concepts in such areas as bureaucracy, power, authority, and organizational culture.
- SOCI 6300 Seminar in Classical Sociological Theory 3-0-3
An intensive study of classical sociological theory. Will begin with the intellectual precursors to sociology and then analyze primary works of the major theorists as well as secondary sources.

- SOCI 6400 Studies in Social Institutions 3-0-3
Prerequisites: Admission to the program. Study of at least one social institution, including how it has changed over time, how variables such as social class, race, age, and sex are structured into the life of any institution.
- SOCI 6500 Studies in Social Inequalities 3-0-3
Prerequisites: Admission to the program. The study of the systems of stratification (e.g., race, ethnicity, age, gender), and how they impact individuals and social groups.
- SOCI 6600 Studies in Self, Society, and Culture 3-0-3
Prerequisite: Admission to the program. An intensive study of how culture, social structure, and institutions impact the construction of personality and self, and conversely, how individuals act upon social structure and culture.
- SOCI 6700 Family Sociology 3-0-3
Also offered as MFTH 6700. The social context of contemporary issues facing families. Includes family history, cross-cultural issues, and research and theory regarding changing gender roles, family violence and abuse, divorce, single parenting, work families, sexual orientation, non-traditional families, and other relevant issues.
- SOCI 7011 Sociology in Applied Settings 3-0-3
Prerequisite: Admission to the program. Exploration of the use of sociology on both the micro and macro levels. Special emphasis is placed on the use of sociological theory and methods to work with clients, organizations, and communities as well as the ethical concerns raised by working with people.
- SOCI 7012 Sociological Theory 3-0-3
An analysis of contemporary sociological theory. Emphasis on the relationship between theory and research, micro, meso, and macro linkages. Application of theory to understanding social problems and social policy.
- SOCI 7021 Statistical Applications in Sociology 2-2-3
Prerequisite: Admission to the program. Evaluation of social statistics and data management for applied research problems. Students will use computers to build data files, explore archival datasets, and prepare written analyses of research problems. Students will gain skills in determining which statistics to use for particular research problems and designs, which statistics provide the most practical means for reading and interpreting data, and what computer software is available to facilitate data analysis in sociology.
- SOCI 7022 Research Methods 2-2-3
Survey of qualitative and quantitative methodologies in the discipline of sociology. Students will develop skills by hands-on data analysis when appropriate.
- SOCI 7050 Class, Gender, and Ethnic Issues in Applied Settings 3-0-3
An in-depth study of the sensitivities needed by sociology students and other social science practitioners to the issues of social class, gender, and ethnicity. A multicultural perspective is to be developed by each student.
- SOCI 7080 Seminar in Social Gerontology 3-0-3
Prerequisite: SOCI 6130. An intensive advanced study of issues in Social Gerontology. Examines the physical health, counseling techniques, and social service programs available to the aged, as well as current theories related to sociology and social gerontology.
- SOCI 7100 Issues in Applied Sociology 3-0-3
Intense study of issues which occur in applied settings, such as power, authority, leadership, social stratification, etc. May be repeated two times for credit.
- SOCI 7150 Sociology of Death and Dying 3-0-3
Prerequisite: SOCI 6130. A study of the phenomenon of death. Emphasis is on the impact of medical technology on changes in beliefs, attitudes, values, and norms related to the process of dying. Cross-cultural comparisons of rituals and roles related to the process of dying.

- SOCI 7200 Seminar in Organizational Policy and Planning 3-0-3
Prerequisites: SOCI 6200 and SOCI 7022. Introduction to application of sociological concepts, theories, and methods to assess and evaluate individuals, organizations, policies, and programs. Emphasis is upon giving students hands-on experience with both the tools and procedures used in evaluation and practice and in critically identifying and analyzing issues in an organizational context.
- SOCI 7500 Development in the Family System 3-0-3
Also offered as MFTH 7500. Application of the developmental approach to the study of the family and the individual, with an emphasis on the family life cycle. Each of the states of family development from courtship to the death of the last mate will be examined.
- SOCI 7800 Sociological Practice 3-0-3
Prerequisite: Successful completion of comprehensive examination for the M.S. degree in Sociology. Graded "Satisfactory" or "Unsatisfactory." Taken twice for credit. Field placement site must be approved by the course instructor. Students will integrate sociological knowledge and practical experience during their placement in a field setting. Major integrative paper is required.
- SOCI 7999 Thesis 3-0-3
Prerequisite: Successful completion of comprehensive examination for the M.S. degree with a major in sociology. Student will write an original thesis or article of publishable-quality and orally defend it.
- SOCI 8010 Sociology of Education 3-0-3
A study of education as a social institution with an emphasis on an analysis of theory and research relating social factors to academic performance and attitudes.
- SOCI 9010 Sociological Analysis of Education 3-0-3
A sociological analysis of education as a social institution and as setting for social interaction, to include such topics such as social stratification, gender, ethnicity, race, social organization, social change, cultural diversity, group dynamics, religion, and leadership. Case studies will be used to emphasize the relationship between sociological theory and educational practices.

SOWK: SOCIAL WORK

- SOWK 6000 Orientation to Advanced Generalist Practice 2-0-2
An overview of social work principles and skills. This is a transition course to orient students who already have a B.S.W. degree to the graduate degree perspective. This course is for advanced standing students only.
- SOWK 6003 Social Work Practice with Groups I 1-0-1
Introduction to knowledge, skills, and values that underlie contemporary social work practice with groups.
- SOWK 6004 Social Work Practice with Groups II 1-0-1
A continuation of SOWK 6003 that introduces students to various types of groups and group dynamics.
- SOWK 6100 Information Technology Lab 0-2-1
Introduction to varying forms of information technology and their utilization across social work practice settings.
- SOWK 6201 Human Behavior in the Social Environment I 3-0-3
Presents a multi-theory perspective on human behavior of individuals and families across the life span within the context of the social environment.
- SOWK 6202 Human Behavior in the Social Environment II 3-0-3
Prerequisite SOWK 6201. Presents a multi-theory perspective on human behavior of groups, organizations and communities within the context of the social environment.

SOWK 6301	Generalist Practice I Individuals and Families	3-0-3
	An introduction to knowledge of the Problem-Solving approach used in generalist practice with individuals and families within the ecological systems framework.	
SOWK 6302	Generalist Practice II Organizations and Communities	3-0-3
	Prerequisite SOWK 6301. The second course in the foundation practice sequence which presents knowledge of the problem-solving approach with work groups, organizations and communities within the Ecological Systems Framework.	
SOWK 6400	Social Welfare Policy, Problems, and Services	3-0-3
	History of the social work profession and current patterns of the provision of social services. Policy formulation process, policy analysis and change.	
SOWK 6500	Research and Evaluation Methods in Social Work	3-0-3
	Principles, methodologies, technologies and statistical approaches of human service research are introduced. Beginning capabilities in evaluation of social work practice and skill development regarding use of published research are emphasized.	
SOWK 6600	Practicum I	0-6-3
	Corequisite: SOWK 6610. First semester of supervised practice for the integration of classroom learning in field settings.	
SOWK 6610	Practicum Seminar I	0-1-1
	Corequisite: SOWK 6600. Seminar in which students discuss their practicum experiences with the goal of integrating social work theory and practice.	
SOWK 6700	Practicum II	0-8-4
	Corequisite: SOWK 6710. Second semester of supervised practice for the integration of classroom learning in field settings.	
SOWK 6710	Practicum Seminar II	0-1-1
	Corequisite: SOWK 6700. Second semester of seminar in which students discuss their practicum experiences with the goal of integrating social work theory and practice.	
SOWK 7000	Independent Study in Social Work	3-0-3
	Independent study in social work.	
SOWK 7300	Advanced Practice in Rural Areas I Individuals	3-0-3
	Corequisite: SOWK 7310. Provides students with practice models compatible with the ecological systems perspectives and with skills for working with individuals in the rural community.	
SOWK 7310	Advanced Practice in Rural Areas II Families	3-0-3
	Corequisite: SOWK 7300. Advanced seminar which provides theories compatible with the ecological systems perspective in relation to multi-level work with families at different levels of functioning and of diverse forms.	
SOWK 7320	Advanced Practice in Organizations and Communities	3-0-3
	Prerequisites: SOWK 7300 and SOWK 7310. Provides applications of service management and planning principles and skills essential for social work planners, administrators, supervisors, and program developers.	
SOWK 7400	Policy in Rural Areas	3-0-3
	A continuation of SOWK 6400 that focuses on social welfare policies in rural areas and small communities.	
SOWK 7500	Advanced Research and Program Evaluation	3-0-3
	Emphasizes the integration of research and advanced generalist social work through evaluation of practice and program evaluation. Advanced statistical concepts are applied to direct practice and five types of program evaluation.	
SOWK 7611	Advanced Social Work Practicum I	0-8-4
	The first of two concentration practica designed to prepare students for advanced generalist social work practice in rural settings.	

- SOWK 7612 Advanced Social Work Practicum II 0-8-4
Prerequisite: SOWK 7611. The second of two concentration practica designed to prepare students for advanced generalist social work practice in rural settings.
- SOWK 7630 Professional Seminar 2-0-2
A seminar to facilitate and structure students' transition from graduate school to post-graduation social work practice.
- SOWK 7700 Gerontology 3-0-3
Prerequisite: Concentration Status for SOWK students or permission of department head for other graduate students. Study of aging from a bio-psycho-social perspective within the context of culture and values with an emphasis on healthy aging in rural communities.
- SOWK 7750 Social Work in Child and Family Settings 2-0-2
Prerequisite: Concentration Status for SOWK students or permission of department head for other graduate students. Policy and practice issues are examined in the context of multiple child and family settings. Issues include: abuse reporting, parental rights, delinquency, child custody, support, and divorce.
- SOWK 7800 Social Work Practice in Health Settings 2-0-2
Prerequisite: Concentration Status for SOWK students or permission of department head for other graduate students. Prepares students for advanced rural practice across a variety of traditional and emerging inpatient and outpatient health care delivery systems.
- SOWK 7810 Psychopathology and Assessment for Non-Medical Helpers 3-0-3
Prerequisite: Concentration Status for SOWK students or permission of department head for other graduate students. Includes information on theories within the bio-psycho-social paradigm or on causality of disorders/conditions and the use of the DSM-IV.
- SOWK 7820 Issues in Substance Abuse 3-0-3
Prerequisite: Concentration Status for SOWK students or permission of department head for other graduate students. Alcohol and substance abuse issues are examined from the perspective of their individual and cultural impact. Strategies for prevention and treatment are introduced with an emphasis on bio-psycho-social approaches.
- SOWK 7830 Social Work Practice in Mental Health 2-0-2
Prerequisite: Concentration Status for SOWK students or permission of department head for other graduate students. An advanced seminar on mental health service delivery—past, present and future— in rural environments.
- SOWK 7840 Seminar on Loss and Bereavement 3-0-3
Prerequisite: Graduate status or permission of the director. A seminar focused on a multidisciplinary perspective for helping clients deal with significant losses, using practical interventions at the individual and family level.
- SOWK 7850 Social Work Practice in Schools 2-0-2
Prerequisite: Concentration Status for SOWK students or permission of department head for other graduate students. Focuses on the issues and laws related to social work practice in the school. Issues related to rural schools are presented.
- SOWK 7860 Grant Writing in Human Services 3-0-3
Prerequisite: Concentration Status for SOWK students or permission of department head for other graduate students. Provides knowledge, skills, and process of grant writing with an emphasis on human services in rural communities.
- SOWK 7870 Social Work Practice with Abusing and Neglecting Families 3-0-3
Prerequisite Concentration Status for SOWK students or permission of department head for other graduate students. An advanced seminar in social work practice with abusing and neglecting families. Content includes current knowledge about causes, dynamics, and interventions related to neglect and abuse of children, elders, spouses and rape victims.

SOWK 7870 Social Work Practice in Forensics 3-0-3
Forensic issues for social work practitioners, focusing on assessment skills, career opportunities, interviewing techniques, and preparation for court testimony

SPAN: SPANISH

- SPAN 6010 Advanced Grammar 3-0-3
Advanced study of the structure of the Spanish language, with emphasis on practical composition and refinement of written expression.
- SPAN 6020 Advanced Conversation 3-0-3
Intensive approach to spoken Spanish based on contemporary themes.
- SPAN 6110 Spanish Phonetics and Phonology 3-0-3
Study of the phonetics and phonemics of the Spanish sound system, including but not limited to phonological analysis and transcription. Emphasis is placed on the study of those sounds found in the dialects of what has been traditionally labelled American Spanish (Mexico, Central America, and the South American highlands); however, important dialectal variations, such as those found in Caribbean and peninsular Spanish, will also be presented.
- SPAN 6210 Survey of Contemporary Hispanic Theater 3-0-3
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 6220 Hispanic Women Writers 3-0-3
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 6250 Twentieth-Century Spanish Literature 3-0-3
Study of the genres, movements and writers most representative of the literature of Spain during the twentieth century. The course begins with the writers of the Generation of '98, continues with selected works in fiction, drama, and poetry of the years prior to and immediately following the Civil War, and concludes with examples of the literature of Spain in the last decades of the twentieth-century.
- SPAN 6260 Latin American Prose: Twentieth-Century Novel 3-0-3
Study of selected Latin American novels which reflect the major trends in the development of the genre during the twentieth century.
- SPAN 6270 Latin American Prose: Twentieth-Century Short Story 3-0-3
Study of selected Latin American short stories which reflect the major trends in the development of the genre during the twentieth century.
- SPAN 6300 Hispanic Caribbean Literature 3-0-3
Study of the identity of the Hispanic Caribbean, drawing from literary texts of Puerto Rico, the Dominican Republic, and Cuba, in order to develop a greater understanding of the history, economics, sociology, culture, and literature of the region.
- SPAN 6400 Chicano and U.S. Latino Writers 3-0-3
Study of selected works written by Chicano and U.S. Latino authors that are representative of the bicultural/bilingual culture for which they speak. Emphasis is placed on literary and cultural studies with some study and application of literary criticism.

- SPAN 6900 Special Topics 3-0-3
Special topics in Spanish language or Hispanic literature, civilization, or culture. May be repeated up to a maximum of 6 hours if topics are different.
- SPAN 6950 Directed Study 1-0-1 to 3-0-3
Study in area or topic of Spanish language or Hispanic literature, civilization, or culture not normally found in established courses offered by the department. Students may also study more extensively an area or topic covered by the departmental curriculum. May be repeated up to a maximum of 3 hours if topics are different.
- SPAN 6970 Study Abroad Practicum 1-0-1
Orientation to the study abroad experience. Pre-departure sessions will focus on preparing the student to achieve the maximum learning potential from his/her stay in the selected site. Assigned readings and videos and regular discussion with the supervising instructor will familiarize the student with significant cultural practices that may differ from those of U.S. society and with geographical and historical features of the region as well as prepare him/her to function in the daily life of the community. A series of activities will be designed for the student to complete during the study abroad stay, and upon his/her return, the student will make at least six presentations related to the study abroad experience to university Spanish classes, elementary, middle or high school classes, or community organizations. The course is a requirement for all Spanish graduate students who participate in a study abroad program. Credit for the course is in addition to other credit earned through the study abroad program.
- SPAN 7011 Don Quijote, Part I 3-0-3
Study of the first volume, published in 1605, of Miguel de Cervantes' Don Quijote.
- SPAN 7012 Don Quijote, Part II 3-0-3
Study of the second volume, published in 1615, of Miguel de Cervantes' Don Quijote.
- SPAN 7050 Generation of 1898 3-0-3
Study of representative works of authors of the Generation of '98, including Miguel de Unamuno, Antonio Machado, Ramón María del Valle-Inclán, Pío Baroja, and Azorín.
- SPAN 7100 Poetry and Theater of Federico García Lorca 3-0-3
Study of the major works of Federico García Lorca.
- SPAN 7200 Novels of Gabriel García Márquez 3-0-3
Study of the major novels of Gabriel García Márquez, their precursors, and their influence on the development of the Latin American narrative.
- SPAN 7300 Short Stories and Poetry of Jorge Luis Borges 3-0-3
Study of representative works from the short stories and poetry of Jorge Luis Borges.

SPEC: SPECIAL EDUCATION

- SPEC 5000 Individualized/Independent Study 1-0-1 to 3-0-3
Study directed by faculty designed to meet identified, individual needs of students.
- SPEC 5010 Student Teaching: Mild Disabilities or Mental Retardation or Early Childhood Special Education or Deaf/Hard-of-Hearing 0-20-5
Prerequisite: Consent of the departmental Student Teaching Committee. Corequisite: SPEC 5020. University-supervised placement in public school programs for students K-12 with mild disabilities or mental retardation or in Early Childhood Special Education programs. The student teacher will assess students, plan and write instructional interventions, deliver instruction, monitor and document student progress, and assume all other classroom duties of the mentoring teacher(s). A minimum of 20 contact hours per week is required in the school for the entire semester. May be taken multiple times. Ten credit hours are required in one of the above areas for certification/licensure recommendation. NOTE: A student who receives a grade of Unsatisfactory (U) for student teaching may apply for

student teaching only one additional time. The student will be required to complete a prescribed program of remediation before being permitted to student teach the second time. Any student who receives a second grade of "U" for student teaching will be permanently dismissed from all teacher education programs in the College of Education and will not be recommended for teacher certifications by Valdosta State University.

- SPEC 5020 Student Teaching Seminar: Mild Disabilities or Mental Retardation or Early Childhood Special Education or Deaf/Hard-of-Hearing 1-0-1
Prerequisite: Consent of the departmental Student Teaching Committee. Corequisite: SPEC 5010. A forum for discussion and exchange of ideas relating to the responsibilities of professional ethical practices. Topics include direct intervention issues, advocacy, collaboration, diversity, and any others that arise during student teaching. May be taken multiple times. Two hours are required in one of the areas for certification/licensure recommendation.
- SPEC 5030 Single Subject Research in Special Education (Responsive Teaching) 3-0-3
Application of single subject research methodology in classroom settings with students who have disabilities. Focus is on acquisition of skills necessary to allow a functional relationship to be established between teaching practices and changes in pupil behavior.
- SPEC 5040 Applied Research Project 1-0-1 to 2-0-2
Corequisite: SPEC 5010. Planning and implementation of procedures to conduct and write an applied research study based on a need identified in the student teaching classroom setting.
- SPEC 5050 Integrating Technology in Classrooms for Students with Disabilities 3-0-3
An application of computer and associated hardware and software as they relate to individualized education programs of students with disabilities. Course content includes the use of assistive technology to facilitate student acquisition, fluency, maintenance, and generalization of skills.
- SPEC 5090 Community-based Instruction 2-0-2
A study of the theoretical and practical interventions used to effectively teach students who require extensive and/or pervasive supports to acquire and perform chronologically age-appropriate and functional skills and behaviors in community environments.
- SPEC 5100 Nonaversive Behavior Management 3-0-3
A study of the principles and application of positive behavioral support strategies for managing challenging behaviors of individuals with disabilities. This approach focuses on understanding functional assessments, developing and implementing individualized nonaversive behavior support plans.
- SPEC 5120 Issues and Trends in Special Education 2-0-2
Corequisite: SPEC 5040. A study of the current issues and trends in the field of special education related to instruction, advocacy, policy, service delivery, and training. Students will investigate an area of interest based on empirical literature.
- SPEC 5140 Collaborative Roles in Education 3-0-3
A critical analysis of issues, research, implementation approaches, and recommended practices for employing collaborative models to support learning. Evaluating and accessing community resources, and developing and maintaining interdisciplinary and interagency partnerships will be studied.
- SPEC 5150 Introduction to Early Childhood Special Education 2-2-3
A study of the history and rationale for services to infants, toddlers, and preschool children at risk for or with developmental disabilities and their families. The student will be introduced to typical and atypical child development, service delivery options and key components of family guided community based practices.

- SPEC 5160 Serving the Young Child with Low Incidence Disabilities 3-0-3
Prerequisite: SPEC 5150. An overview of young children with low incidence disabilities (e.g. deaf-blindness, severe multiple disabilities), their unique service delivery needs, behavioral and instructional supports, and coordination of services. Trends and recommended practices will be discussed.
- SPEC 5170 Linking Assessment to Service Delivery 3-2-4
Prerequisites: SPEC 5150, COMD 5060. A thorough study of the philosophical and practical base of effective assessment and intervention for young children with disabilities. Topics include eligibility evaluation, programmatic assessment, IFSP/IEP development, intervention planning and implementation in various service delivery settings, family participation, and progress monitoring.
- SPEC 5190 Physical and Health Management of Students with Disabilities 3-0-3
A study of physical and health management procedures necessary for individuals with disabilities. Course content addresses knowledge of roles and responsibilities of the educational team in meeting the physical and health needs of individuals with disabilities. Emphasis is placed on developing an understanding of the role of the teacher in meeting the needs of children with physical and health management needs as well as working with other professionals (e.g., nurses, physical therapists) in assuring that those needs are met.
- SPEC 5200 Practicum in Mental Retardation 3-0-3
Prerequisites: Completion of all prerequisite undergraduate coursework, and grades of "B" or better in SPEC 5030, 5100, and 5120. A university-supervised teaching experience for graduate students who wish to complete a graduate degree or area certification.
- SPEC 5210 Practicum in Mild Disabilities 3-0-3
Prerequisites: Completion of all prerequisite undergraduate coursework, and grades of "B" or better in SPEC 5120, 5140, 7610, and 7630. A university-supervised teaching experience for graduate students who wish to complete a graduate degree or area certification.
- SPEC 5220 Practicum in Early Childhood/Special Education 3-0-3
A university-supervised teaching experience for graduate students who wish to complete a graduate degree or area certification.
- SPEC 5260 Characteristics of Students with Physical and Health Disabilities 3-0-3
A study of physical, learning and behavioral characteristics of students with a variety of physical disabilities. Course content addresses knowledge of the etiology, treatment, prognosis, course, and educational implications of neuromotor impairments, degenerative diseases, orthopedic and musculoskeletal disorders, and health impairments.
- SPEC 5270 Strategies for Teaching Individuals with Physical and Health Disabilities 3-0-3
A study of methods for teaching people with physical and other health impairments, including assessment, instruction, organization and curriculum design, communication intervention, literacy, assistive technology, and collaboration with parents, paraprofessionals, and other professionals.
- SPEC 5280 Practicum in Physical Disabilities 3-0-3
Prerequisite: Grades of "B" or better in SPEC 5190, SPEC 5260, and SPEC 5270. A university-supervised teaching experience for graduate students who wish to complete a graduate degree or area certification.
- SPEC 5310 Methods of Teaching Reading and Writing to Deaf Students 3-0-3
Principles and techniques used in the development of reading and writing skills in deaf and hard of hearing children. Focus on reading theory, applications, diagnostic procedures, and instructional methods for teaching students experiencing hearing loss.
- SPEC 5350 Characteristics of Students with Severe Learning Disabilities 3-0-3
An in-depth study of the etiology, characteristics, and diagnostics for students with severe learning disabilities and their effects on developing educational programs and treatment services.

- SPEC 5360 Teaching Students with Severe Learning Disabilities 3-0-3
 A study of classroom organization and a variety of research-validated teaching methods and materials for instruction and transitioning of students with severe learning disabilities. These methods and materials reflect the need for more intrusive and intensive approaches to provide a appropriate individualized education for students with severe learning disabilities. The course will provide students with knowledge and skills in differentiating between research-supported and popularly advocated interventions.
- SPEC 5370 Teaching Thinking Skills 3-0-3
 Designed to prepare teachers to become familiar with cognitive strategies that promote higher level thought in deaf learners. Emphasis is placed on how to incorporate these strategies into regular classroom instruction.
- SPEC 5380 Curriculum Development Instruction for Deaf Students 4-0-4
 Curriculum planning and special adaptations in teaching school subjects to deaf and hard of hearing students at the elementary, intermediate and secondary levels. Selection, development, modification, evaluation, and use of instructional media.
- SPEC 5450 Characteristics of students with Severe Behavior Disorders 3-0-3
 An in-depth study of the etiology, characteristics, and diagnostics for students with severe behavior disorders and their effects on developing educational programs and treatment services.
- SPEC 5460 Teaching Students with Severe Behavior Disorders 3-0-3
 A study of classroom organization and a variety of research-validated teaching methods and materials for instruction and transitioning of students with severe behavior disorders. These methods and materials reflect the need for more intrusive and intensive approaches in order to provide an appropriate individualized education for students with severe behavior disorders. The course will provide students with knowledge and skills in differentiating between research-supported and popularly advocated interventions.
- SPEC 5610 Nature and Needs of Children Who Are Talented and Gifted 3-0-3
 A course designed to give an overview of educational and behavioral characteristics of pupils who are talented and gifted. Includes diagnosis, referral, management, and educational practices.
- SPEC 6000 Integration and Management of Instruction in the Classroom 3-0-3
 Identification and implementation of management and instructional strategies that have demonstrated effectiveness. Through applied projects focused on K-12 student learning, students will demonstrate the ability to evaluate intervention efficacy.
- SPEC 6010 Integrated Instruction: Individualized Education Program 3-0-3
 The theoretical and practical basis of curriculum design for individuals with disabilities throughout the life cycle. Individualized Education Plan development and program planning that incorporates student access to the general education curriculum are components of this course.
- SPEC 6020 Integrated Instruction: Assessment and Learning 3-0-3
 Formal assessment, processes, and classroom assessments techniques unique to evaluating the developmental level and potential achievement of children with exceptionalities. Emphasis is on the use of the 4se tools in planning and selecting curricular programs and activities.
- SPEC 6030 Integrated Instruction: Evidence-based Methods and Strategies 3-0-3
 Research-based instructional strategies for enhancing the ability of students with mild disabilities to acquire, retain, and demonstrate academic and social competence across academic and social content areas as addressed in the general school curriculum.
- SPEC 6040 Technological Support Planning for Children and Youth with Disabilities 3-0-3
 An introduction to computers and related hardware and software as they related to the individualized education program and needs of individuals who require intermittent or limited support. The course emphasizes classroom applications and technology in support of the needs of students with disabilities.

- SPEC 6100 Reading and Applying Research in Special Education 3-0-3
Study and application of fundamental characteristics of quality research across a number of methodologies in special education. Emphasis is placed on students' development of an evidence-based research proposal to be implemented in the capstone course (SPEC 6110) that has the potential to impact programs or practices that affect students.
- SPEC 6110 Professional Capstone Course 3-0-3
Culminating course. Students will implement a project that demonstrates their ability to apply evidence-based research to impact programs or practices that affect K-12 student learning.
- SPEC 6600 Methods & Materials for Children Who Are Talented and Gifted 3-0-3
A course covering the development of curriculum content and teaching materials for students identified as talented and gifted. Considerable time will be spent on organizing learning experiences and utilizing a variety of teaching methods.
- SPEC 6620 Curriculum for Children Who Are Talented and Gifted 3-0-3
This course provides a study of curriculum models, the types of curriculum needed for the Talented and Gifted, guidelines for developing curricular patterns which include subject or skill, core, interest, process, experiential bases of operations, and modular designs of community involvement. The course requirements include the development of curriculum of learning activities which will have greatest applicability and usability within the local school system.
- SPEC 7610 Assessment of Children 3-0-3
A course introducing tests unique to assessing the developmental level and the potential achievement of children with exceptionalities. Emphasis is placed on the use of these tests in planning and selecting curricular programs and activities.
- SPEC 7630 Integration of Management and Instruction in the Classroom 3-0-3
Students will learn to identify and implement management and instructional strategies which have demonstrated effectiveness. The ability to self-evaluate intervention efficacy will be demonstrated by students.
- SPEC 8010 Readings in Issues of the Education of Children and Youth with Disabilities 2-0-2
An in-depth study of research articles which present factual information regarding the chief issues in programs for children and youth with disabilities.
- SPEC 8020 Characteristics of Effective School Structures for Children and Youth with Disabilities 3-0-3
An application of the effective schools' literature to programs for children and youth with disabilities in school settings.
- SPEC 8030 Administration of Special Education Programs 3-0-3
A review of and in-depth study of legal issues which govern programs for children and youth with disabilities.
- SPEC 8040 Developing Professional Training Programs in Special Education 2-0-2
The study of and development of professional training programs in the field of special education.
- SPEC 8050 Advanced Applications of Technology for Special Education Programs and Research 3-0-3
The application of computer technology for training other professionals and academic instruction of students with disabilities as well as conducting and disseminating research in special education.
- SPEC 8060 Single Subject Designs for Special Education Research 2-0-2
An in-depth review of the use of single subject designs for research which has been conducted in special education. Application of these designs to research questions in school settings will be discussed.
- SPEC 8999 Thesis 6-0-6
This course is for the development and defense of the thesis prospectus.

WMBA: WEB-BASED MASTER OF BUSINESS ADMINISTRATION

- WMBA 6000: Human Behavior in Organizations 3 hours credit
An examination of the behavioral and structural factors affecting the performance of organizations including both micro and macro organizational issues. This course provides an overview of the field of organizational behavior with an emphasis on employing the human resources of the firm to achieve organizational performance. Topics include motivation, leadership, job satisfaction, selection, training, and the dynamics of teams.
- WMBA 6010: Managerial Accounting 3 hours credit
This course will cover a wide range of topics that will emphasize the use of both internal and external data to enhance the decision-making skills of managers. Concepts covered will include an overview of the management accounting function within the organization, cost management and cost accumulation systems, planning and control systems, use of historical data in forecasting costs, and the use of accounting information in management decision-making. Case readings will be used to enhance students' critical thinking, problem solving, and communication skills. In many instances, the emphasis in this course is on the processes that lead to a decision rather than on the decision itself. Students will be challenged to defend their rationale for decisions rather than simply presenting the "correct" answer. In addition, students will be frequently required to work with unstructured information sets and to make reasonable assumptions in order to make decisions.
- WMBA 6020: Managerial Communications 3 hours credit
Designed to meet the needs of the practicing manager. Included are the internal and external communications carried out by managers in organizations and the organizational and human variables, which influence these communications. Included is the management of information systems. Communication styles of managers from different cultures are discussed.
- WMBA 6030: Global and International Business 3 hours credit
This course is designed to provide the student with an understanding of how companies enter and operate in the global market. Additionally, students will learn how culture, politics, legal and economic systems impact the marketing and trading of products in other countries. Students will develop an understanding of the business strategies and structures in the global arena, and will learn how managers interact and manage diverse groups.
- WMBA 6040: Managerial Decision Analysis 3 hours credit
A study of advanced quantitative analysis techniques and their applications in business. Topics include game theory, decision analysis, forecasting, linear programming, transportation and assignment problems, network models, project management, queuing theory and Markov analysis.
- WMBA 6050: Strategic Marketing 3 hours credit
This course provides a study of the strategic managerial aspects of marketing given the growth of E-Commerce. Topics focus on product, price, promotion, and place in the ethical planning, implementing, and controlling of marketing operations.

- WMBA 6060: Managerial Finance 3 hours credit
 A study of financial risk and return, capital budgeting, valuation, capital structure, working capital management and current topics in financial management. This course is designed to develop a student's knowledge, analytical skills and communication skills in the area of financial management. The student will be exposed to the reasons financial management is critical to the success of a business as well as the tools that will enhance their managerial skills. Specifically, this course will give the student tools to analyze a company's financial position relative to the industry, apply time value of money concepts to business cash flows, evaluate the acceptability of a short-term and long-term financial decision, understand the relationship between capital structure, risk, and the cost of capital, and improve communication skills.
- WMBA 6080: Management of Information Systems 3 hours credit
 A study of the effects of information technology on firms, industries, and the organization of work. Includes the development of strategies for corporate growth based on effective use and management of information technology, the analysis of business problems and relevant information systems solutions, and the use of IT to transform business processes and provide more effective management control and decision systems.
- WMBA 6100: Production and Operations Management 3 hours credit
 This on-line course is an introduction to the concepts, principles, problems, and practices of operations management. Emphasis is on managerial processes for achieving effective operations in both goods-producing and service-rendering organizations. Topics include operations strategy, process design, capacity planning, facilities location and design, forecasting, production scheduling, inventory control, quality assurance, and project management. The topics are integrated using a systems model of the operations of an organization.
- WMBA 6110: Business Strategy 3 hours credit
 An integrative course designed to provide an executive viewpoint of strategy formation and management of an enterprise. The course teaches how to analyze complex business situations in order to determine a firm's strategies for long-run survival and growth in competitive markets. Participants will examine techniques for analysis of environmental conditions and trends, opportunities and threats, and resource strengths and limitations. Focus will be on developing plans and implementing and controlling those plans at both the strategic and operating level. Primary teaching method will use real-time case studies that cover policy formulation and administration. A strategy simulation will also be used. The point of departure for the course is top and middle management, where company-wide objectives are set and departmental policies and activities coordinated.

Most credit notations on the far right are in the pattern 3-0-3. The first number is the number of lecture hours (or equivalent) each week; the second number is the number of laboratory hours (or equivalent) each week; the third number, in bold, is the number of semester hours credit.

FINANCIAL INFORMATION AND BUSINESS REGULATIONS

Mr. James Black
Interim 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.

TUITION FEE SCHEDULE FOR GRADUATE STUDENTS

*Effective Fall Semester 2005

Hours	In-State Tuition	Out-of-State Resident
12	\$1,883	\$6,272
11	1,762	5,788
10	1,640	5,300
9	1,518	4,812
8	1,396	4,324
7	1,274	3,836
6	1,152	3,348
5	1,030	2,860
4	908	2,372
3	404	1,502
2	282	1,014
1	160	526

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

Please note: Health (\$73), Athletic (\$110), Transportation (\$10), and Activity (\$189) fees are assessed for class loads of 4 or more semester hours unless a student is enrolled in ALL off-campus classes. Also, the Technology fee is a flat fee of \$38, assessed for all students, regardless of the number of hours.

Audit (Non-Credit) Classes: Fees for attending class on an audit or non-credit basis are calculated the same as above.

Graduate assistantships are granted by the Graduate office. Graduate assistants (GAs) receive a waiver of a portion of matriculation fees only. Athletic, activity, technology, transportation, and health fees are not waived or reduced. GAs also receive regular payments for their work through the Payroll system. GAs may not receive extra compensation for performing other work during the period of their assistantship.

Qualified expenses for graduate school may be eligible for the nonrefundable Federal Lifetime Learning Credit up to \$1000. Please consult your tax advisor for further information. Information is also available from the IRS website: <www.irs.ustreas.gov>.

Other Fees and Charges*

Late Registration or Payment Fee:

Failure to register or pay fees by specified payment date	\$75
Returned Check Fee: For each check	\$25
or 5% of the face amount of the check (whichever is greater)	
If the check is for tuition fees, an extra \$75 fee will be charged.	
Excess check stop payment and reissue request processing fee	\$10
Key Replacement Charge	\$25
Music Lessons, including use of instrument for practice, per term:	
private lessons	\$50
group lessons	\$35
Art Studio Materials fee	\$20
Laboratory fee (per course)	\$30
GLOBE (E-core) fee (per credit hour)	\$131
MPA degree and MLIS degree: Online Tech fee	\$38
WebMBA classes, per credit hour	\$500
ESOL Endorsement Distance Ed fee	\$30
Master of Social Work Field Ed fee	\$30
Post Office Box	\$10
(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
Priority Fee for Certification Forms/Letters/Transcripts, per copy	\$5
Electronic transmission (FAX) of unofficial transcripts or certification	
forms/letters, per copy (Official transcripts cannot be FAXed.)	\$10
Graduation Fee: Bachelor's or Graduate Degree	\$25
(Students who apply for graduation and who do not meet degree requirements must pay appropriate graduation fees again upon re-application.)	
Motor Vehicle Parking Permit (Annual)	\$50

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

Example of cost of full-time graduate student for one semester: (9 hours in-state)

Tuition and Fees	\$ 1,883
Books	400
Total	\$2,283

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 established deadlines. 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 cash, check, money order, cashier's check, Master Card or Visa, via the mail, Web payment system of the Banner Registration Website, or the 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 and Web Registration System are 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. VSU will also send reminders by mail concerning automatic financial aid validation, fee payment deadlines, and cancellations. 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 Registration Guide 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.

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 established deadlines.

REFUND OF FEES

Students officially withdrawing from the University after paying fees for the term will be issued a 100% refund for tuition, mandatory fees, campus housing, and board meal plans, provided the official withdrawal occurs NO LATER THAN the official drop/add day for refunds. Students officially withdrawing from ALL classes AFTER the official drop/add day will receive a refund based upon the following official refund policy:

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

Students who withdraw when the calculated percentage of completion is greater than 60% are not entitled to a refund of any portion of institutional charges.

A refund of all non-resident fees, matriculation fees, and other mandatory fees shall be made in the event of the death of a student at any time during the academic session.

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

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

No 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.

CHECK CASHING SERVICE

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

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 it is drawn. If a check is returned to the University for insufficient funds, account closed, stopped payment, or any other reason, the returned check will be handled in accordance with the State Laws of Georgia. Briefly the Georgia Code requires the following procedure:

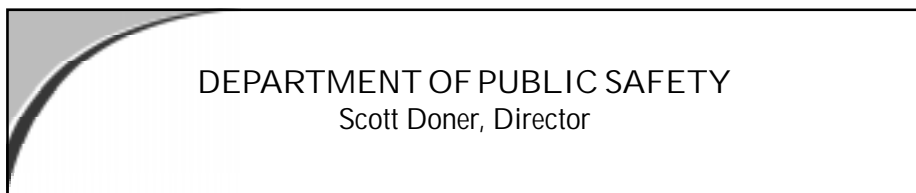
The official notice of a returned check will be sent by certified letter instructing the writer to either bring cash or send a certified check, money order or cashier's check for the amount of the returned check plus the returned check fee(s) to the Cashier Supervisor in the University Bursary to clear the University record. The returned check fee is \$25 or 5% of the face amount of the check, whichever is greater. The returned check fee applies to each check returned. If the returned check is for registration fees, the late registration fee of \$75 will also be assessed. The law grants 10 days from the receipt of the original certified letter to tender payment in full for the returned check(s) and service charge(s). If full payment has not been received within 10 days from the receipt of the certified letter, the returned check(s) will be referred to the Lowndes County Sheriff for the initiation of criminal prosecution or other action deemed appropriate. 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 campus facilities for a returned check of any reason. Suspension from class will not relieve the student from the obligation to pay the returned check(s) and related 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 Registration Guide.
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.



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, see < <http://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, < <http://www.valdosta.edu/dps> >.



STUDENT AFFAIRS AND SERVICES

Dr. Kurt J. Keppler
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: office of the Dean of Students, cooperative education, counseling, alcohol and other drug education, judicial affairs, financial aid, housing, health services, Access Office for Students with Disabilities, orientation, student employment, career services, Greek life, event services, campus recreation, student 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 1150 Nevins Hall. Telephone: 229-333-5359. Valdosta State University is committed to the idea that total education involves more than academic pursuit. More information is available at www.valdosta.edu/studentaffairs/.

OFFICE OF THE DEAN OF STUDENTS

The Office of the Dean of Students is dedicated to student development both inside and outside the classroom. The departmental goal is to provide quality programs, services and facilities that will enhance the educational and personal experiences of the VSU students. The office is located on the first floor of the University Union.

The Dean of Students is responsible for the following departments within the Division of Student Affairs: Campus Recreation, Event Services, Judicial Affairs, Orientation and Leadership Development, and Student Life. Campus recreation provides year-round leisure opportunities and opened the new Student Recreation Center in the fall of 2002. All campus facilities that are not associated with academic classes are scheduled by Events Services. Judicial Affairs processes all student disciplinary issues and Code of Conduct violations. Orientation coordinates programs and services for all incoming first year students and transfer students. Leadership Development offers students a wide variety of opportunities to get involved as a campus leader through programs such as "Emerging, Existing, and Experienced Leaders" (EEE). Student Life provides campus-wide programs and activities such as Homecoming, Volunteer Services, and the Happening. Within the Office of Student Life is Greek Life, which is responsible for the supervision of 22 nationally recognized fraternities and sororities.

ACCESS OFFICE FOR STUDENTS WITH DISABILITIES

The Access Office 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, 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 criteria established by the University System of Georgia Board of Regents. All of the services are provided at no charge. For more information, contact the Access Office, 1115 Nevins Hall. Telephone 229-245-2498 (voice), 229- 219-1348 (TTY).

CAREER SERVICES

Valdosta State University understands the special needs that university students have in determining their career goals. The Career Services Office 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 that are in the Career Library: printed career materials, audio and video tape descriptions of occupational opportunities, and computer-assisted career exploration programs.

Various career-oriented workshops 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 and alumni for professional employment. 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 Career Services Office is located on the second floor of Powell Hall-West. Telephone 229-333-5942 or 229-333-5414. <www.valdosta.edu/career>.

COOPERATIVE EDUCATION

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

The co-op program is offered as an option for students. In order to be eligible, students must have completed a minimum of 12 semester hours and be in good academic standing. A minimum GPA of 2.0 is required. Students may work on a full-time basis during alternate semesters, a part-time continuous basis, or during a one- or two-semester internship. Opportunities exist to earn academic credit as part of the co-op program.

Interested students are encouraged to apply as early as possible in their university career to enhance the prospects of placement in the best possible position. The Co-op Office is located in Powell Hall West, first floor. Telephone 229-333-7172. The Web site is <<http://coop.valdosta.edu>>.

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 accredited by the International Association of Counseling Services, Inc. It is located in Powell Hall East, and appointments may be made in person or by calling 229-333-5940. When necessary, referrals will be made on campus or in the community so that all available resources are utilized.

OFFICE OF ALCOHOL AND OTHER DRUG EDUCATION

The Office of Alcohol and Other Drug 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 have 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. The Office of Alcohol and Other Drug Education is located in Powell Hall East, second floor. The telephone number is 229 259-5111, and the Web site is <www.valdosta.edu/aode>.

OFFICE OF TESTING

Numerous standardized tests are administered by the Office of Testing to assist students with their testing requirements. The Valdosta State University Office of Testing is responsible for administering many tests given in specific areas: to entering students

for the purpose of admission and placement, to undergraduate students for proficiency, to teacher education majors for certification, and to graduate students for admission to specialized programs. Testing programs designed for students to earn college credit hours by examinations are also available. As a designated national test center, the Testing Office administers testing programs for the Educational Testing Service, The Psychological Corporation, the Law School Admissions Council, The American College Testing Program, the Association of American Medical Colleges, the State of Georgia, and the University System of Georgia, as well as for other educational and governmental agencies.

The yearly testing calendar offers 20 testing programs with many general and specialized components. Beyond the regular group testing dates, individual test administrations are also given on a weekly or monthly basis. All tests are administered by the paper-and-pencil method except the CLEP and COMPASS, which are computerized.

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. Telephone 229-245-3878 or <www.valdosta.edu/testing>.

Some tests available to entering students are the Scholastic Assessment Test (SAT I & II), American College Testing Program (ACT), and 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), eCore testing, and the Independent Study Program (ISE). Some tests, required for graduate admissions include the Graduate Record Examinations-Subject Area Only (GRE), the Miller Analogies Test (MAT), the Law School Admission Test (LSAT), the Medical College Admission Test (MCAT), and the Pharmacy College Admission Test (PCAT). Credentialing exams such as the American Nurses Credentialing Center (ANCC) examinations are available.

Assessment and certification examination are also administered for other educational and governmental institutions. Applications are available for the following testing programs: Graduate Management Admission Test (GMAT) and Test of English as a Foreign Language (TOEFL).

VETERANS AFFAIRS

The Veterans Affairs Office is part of the Office Financial Aid. A full-time counselor assists all veterans in completing applications for benefits, making adjustments in payments, providing tutorial assistance, updating enrollment certifications, and with other services to assist veterans with their education. Veterans enrolled in physical education courses can be certified to the Veterans Administration for VA benefits when the courses will be credited toward the completion of their approved educational program. It must be documented that credit cannot be granted for the courses based upon prior military training or experience. Veterans should refer any problems to the Veterans Office for assistance. Telephone 229-333-5935.

JUDICIAL AFFAIRS

The primary responsibility of the Judicial Affairs Office (JAO) is to oversee and conduct the student disciplinary process on campus. JAO deals mostly with individual violators but is also called on to assist with groups that violate the Code of Conduct. JAO is located on the first floor of the University Union in the Office of the Dean of Students. JAO assists students, staff, and faculty in the determination of the appropriate response needed relative to alleged violations of the Student Handbook's Student Code of Conduct. JAO's primary mission is to get students back on track regarding the completion of their degree program. For more in-depth JAO information, please call 229-333-5941 or visit JAO's webpage at <<http://www.valdosta.edu/judicial/>>.

HEALTH SERVICE

The objective of the 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 Farber Health Center provides routine health care, along with some emergency care, for all students who have satisfied the health fee requirement. Health care is provided by a physician, a nurse practitioner, a pharmacist, a medical technologist, registered nurses, and office staff. Farber Health Center is located north of Palms Dining Hall on North Oak Street. A VSU ID card is required. Although the Farber Health Center is equipped to handle most illnesses, major illnesses and surgical treatment usually require the student 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. Medical care outside of the Health center will be at the student's expenses.

It is necessary for all students to complete a medical history and immunization questionnaire. These health forms become a part of Farber Health Center 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 Health Center recommends these additional inoculations prior to enrollment: diphtheria/tetanus, influenza, meningitis and chicken pox. To find out more about Farber Student Health Center visit <<http://services.valdosta.edu/health.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 students affiliated with Valdosta State University are expected to abide by the Student Code of Ethics.



AMERICANS WITH DISABILITIES ACT


The Americans with Disabilities Act, Public Law 101-336, extends the prohibition against discrimination on the basis of disability in Section 504 to all programs, activities, and services provided or made available by state and local governments, regardless of whether those entities receive federal financial assistance. Section 504 of the Rehabilitation Act of 1973 states that no otherwise qualified disabled individual can be denied access to or participation in any federally funded activity or program solely on the basis of disability.

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, handicap, veteran status, or sexual orientation of the individual. It is the intent of the institution to comply with Title VI of the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX and 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. Telephone 229-333-5463.



STUDENT RECORDS
Mr. Charles L. Hudson
Registrar

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

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

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974 AND AMENDMENTS

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

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

(1) The right to inspect and review the student's educational records within 45 days of the day the University receives a request for access. Students should submit to the registrar, the dean of the appropriate college, the head of the appropriate academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed. VSU's official contact person for such record requests is the Custodian of Official Records in the Office of the Vice President for Academic Affairs. There will be a nominal fee for the retrieval and reproduction of any record requests.

(2) The right to request the amendment of the student's educational records that the student believes are inaccurate. Students may ask the University to amend a record that they believe is inaccurate. They should write the University official responsible for the

record, clearly identify the part of the record they want changed, and specify why it is inaccurate. If the university decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

(3) The right to consent to disclosures of personally identifiable information contained in the student's educational records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

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

Directory information: Valdosta State University publishes student information in the form of directories, programs, etc. Students who desire that directory information not be released without consent should notify the Office of the Registrar. The following is considered directory information unless notification is received to the contrary:

Student's name, address (local and home), telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, class schedule, photograph, full- or part-time status, e-mail address, and the most recent previous educational agency or institution attended by the student.

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

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failure by Valdosta State University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-4605. Telephone 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.

COMPUTING AND DATA NETWORKING FACILITIES

Mr. Joe Newton
Interim Chief Information Officer

VSU was recognized nationally in October 2001 by Yahoo! Internet Life magazine as one of the "Top 100 Most Wired" campuses in the United States and is known in the University System of Georgia as a technology leader. The following briefly describes this robust computing environment.

The university operates a variety of sophisticated, state-of-the-art computing and data networking facilities to support its academic, research, and administrative activities. The facilities include several powerful UNIX-based central servers, 2,800 microcomputers, 65 high-end workstations and 40-45 distributed file servers, all of which are interconnected via a high-speed data network.

Located in the Computer Center in Nevins Hall, three Hewlett-Packard 9000 large-scale business servers support all student- and finance-related processing as well as various other applications software systems. These three computers together comprise a total systems environment that provides one of the largest and most modern centers in the University System. VSU has a complete implementation of the SCT Banner Student Information and Financial Aid Systems, which greatly enhance student support operations such as admissions, registration, advising, and financial aid processing. Student registration and general access can be easily accomplished via the Web, the Campus Pipeline "portal," Touchnet kiosks, or the EPOS Integrated Voice Response system. Business and Financial computing operations are supported with software from the PeopleSoft Corporation. All systems utilize the Oracle database product.

The Data Communications Center in Ashley Hall operates:

- 1 Sun Ultra Enterprise 3000 providing electronic mail services for the students, faculty, and staff and DS1/DS3 circuit access to the state-wide PeachNet and other national and international networks.
- 2 Sun 450 servers, one for the Campus Pipeline web "portal" product and one for video streaming.
- 1 Sun Ultra Sparc 10 provides mailing list services.
- 3 Sun 420R servers: one supports VSU's popular and heavily utilized World Wide Web site and its thousands of pages; a second acts as the WebCT online course server; the third provides additional live and archived video streaming, to include interface with VSU-TV.
- 1 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>.
- 2 Sun E220R servers provide secondary support services for DNS, Mail, Web, and WebCT.

- 1 Compaq Proliant 2500 NT server supports web page development.

A very extensive and sophisticated fiber-optic based data network provides Ethernet/Fast Ethernet (10/100 Mbps), Gigabit Ethernet, and ATM communications between all servers and microcomputers. The 20 miles of fiber and 62 miles of copper wire connect all main campus buildings, as well as three 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.

In addition to the "hard-wired" network described, VSU has also implemented an impressive wireless data network. Over 80 wireless access points have been installed in 17 buildings around the campus to create an "umbrella" of coverage unrivaled by any school in the University System. All 1,800 students in the eight residence halls have wireless capability; seven academic buildings and the Library are supported, as well as three student "hang-out" locations. To increase utilization, 10 roll-around carts with 20 wireless laptops have been provided to various academic departments for student check-out to use in classes.

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 10-50 machines each, located throughout the campus. A special-purpose AutoCAD Lab for VSU's pre-engineering program is in Nevins Hall. The College of the Arts also runs AutoCAD products in support of its Interior Design program and specialized software in the computerized Music lab. Three 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 or XP (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 various colleges and administrative offices to provide additional support to students, faculty, and staff.

VSU's Odum Library operates two student computer labs with 20 PCs each, has 50 more PCs in student-friendly locations throughout the building, and has 35 Galileo workstations. In January 2001, the Library implemented a new web catalog, 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, 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, Room 114.



FINANCIAL AID FOR GRADUATE STUDENTS

Mr. Douglas Tanner
Director of Financial Aid
University Center

The purpose of the student aid program is to help make higher education a reality for persons who would be unable to attend without financial assistance. However, financial aid is awarded only to eligible students who have been admitted to the University. Transient students are not eligible for financial aid. The financial aid application may be submitted at any time after the applicant has applied for admission.

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

Graduate students must maintain a minimum graduate grade point average of 2.5 to be eligible for financial aid.

GRANTS

Vocational Rehabilitation Assistance. Vocational Rehabilitation provides assistance to students with physical limitations. Usually, fees are paid for eligible students. Apply through your local office of Vocational Rehabilitation, a division of the Department of Human Resources.

OTHER FEDERAL PROGRAMS

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

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

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

Montgomery GI Bill (Selected Reserve). This program of education benefits is for Reservists of the armed forces as well as the Army National Guard and the Air National Guard. For eligibility, a reservist must have a 6-year obligation to serve in the Selected Reserve, complete Initial Active Duty for Training, have a HS diploma or its equivalent,

and remain in good standing in a drilling Selected Reserve Unit. If a student has a parent who is a military veteran, the student may qualify for help from the U.S. Department of Veterans Affairs. Benefits may be awarded for pursuit of associate, bachelor's, or graduate degrees. Details are available in the Office of Veterans Affairs of Valdosta State.

LOANS

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

VSU Short-Term Loans. Short-term emergency loans are available from the Office of Business and Finance each semester. Apply to the VSU Office of Student Accounts in the Bursary.

EMPLOYMENT OPPORTUNITIES

Federal Work-Study Program (FWSP). The University participates in the Federal Work-Study Program. Eligible students may work part-time during the academic year. To be placed on FWSP, the student must complete and submit all required financial aid documents to the VSU Office of Financial Aid. Priority is given to those students who have completed financial aid applications by May 1.

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

Student Assistant Program. On-campus jobs, financed by the University, are also available. Each department has its own funds for this program. Inquiries should be made to Student Employment Services, located in Powell Hall West, 2nd Floor.

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. Application forms and information about VSU General Scholarships are available on line at <www.valdosta.edu/finaid>.

HOPE Teacher Scholarship. Funded by the Georgia Lottery for Education and is a component of the HOPE Scholarship Program. This scholarship provides financial assistance to teachers, counselors, and individuals seeking advanced degrees in critical fields of study in education. 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. Applications should be available late Spring Semester. Complete HOPE Scholarship Program regulations and a printable application form are available from Georgia Student Finance Commission at < www.gsfc.org/ > or call 770-724-9030 or toll-free at 1-800-505-GSFC, or contact the VSU Office of Financial Aid at 229-333-5935 and request a HOPE Promise Scholarship Application.

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.

Louise S. Chastain Scholarship. This fund was established by Mrs. Chastain for students pursuing a Master of Social Work degree. Preference is given to residents of Thomas County, Georgia. Apply to the Division of Social Work.

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 9 hours per semester with a B or better grade point average. Apply to the College of Education.

Air Force ROTC. Scholarships are available to students enrolled in ROTC at Valdosta State University and are based on performance, academic achievement and leadership potential. For further information contact the Air Force ROTC, Valdosta State University.

A. B. "Sonny" Martin Scholarship. This scholarship is awarded based on recommendations by the College of Education Scholarship Committee. Students must be pursuing a Master of Education Degree. Based on ability and promise. For application and deadline information, contact the College of Education.

Dorothy Smith Salter Scholarship. This scholarship is awarded to a graduate of VSU who has been admitted to the Medical College of Georgia Doctor of Medicine degree program and who plans to practice in Georgia. The scholarship covers the full cost of tuition and fees and is renewable for up to three years, provided the student is making satisfactory progress toward the degree. The scholarship is awarded by the Scholarship Committee of the VSU Alumni Association in consultation with the Pre-Medicine faculty advisor at VSU. Complete the VSU General Scholarship Application.

VSU Alumni Association Scholarship. This scholarship was created to recognize and support graduate students who have demonstrated a significant amount of academic achievement. The scholarship will be awarded at the beginning of each academic year in the form of a grant. The amount of the scholarship is equivalent to one year of in-state tuition, or two consecutive semesters. Application materials are available from the Graduate School.

Elizabeth Darlene Sikes Scholarship. This scholarship was established to recognize an outstanding graduate student in communication disorders. Based on continuous community service, good academic standing and financial need. Must provide two letters of support. For application and deadline information, contact the College of Education.

Speech and Hearing Scholarship. The members of the Valdosta Junior Service League have established this scholarship for a student majoring in communication disorders, who have completed 50 semester hours, has a minimum 2.5 grade point average, has demonstrated financial need (must have a FAFSA application on file with the Office of Financial Aid). Contact the Department of Special Education and Communication Disorders for application information.

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

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

FINANCIAL AID ACADEMIC REQUIREMENTS

In accordance with the Higher Education Act of 1965, as amended, students must be making satisfactory academic progress, to qualify for and continue to receive Title IV federal financial aid.

Graduate students are expected to maintain the academic standards outlined in the official catalog of Valdosta State University. Students who fail to meet the 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 who were placed on academic suspension at the end of the last semester they attended are not eligible for financial aid.

Graduate students must maintain a cumulative grade point average of not less than 2.5 in order to be eligible for financial aid.

Monitoring of Satisfactory Progress

Compliance with the academic requirements will be checked at the end of each semester and at the time the student applies for financial aid. The 67% completion requirements will be checked at the end of each spring semester. When students apply during the academic year the grade point average will be checked as of the last semester attended; the 67% completion requirement will be checked as of the end of the last academic year of attendance.

Summer Session

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

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:

Graduate students terminated from aid because of academic suspension or failure to complete 67% of their courses in an academic year must complete nine semester hours, at their own expense, at VSU with a grade of "C" or better in each of the courses before they will be eligible to receive financial aid in the future.

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.

FINANCIAL AID FOR INTERNATIONAL STUDENTS

Outstanding students may qualify for a waiver of the out-of-state tuition fees; such a waiver greatly reduces the cost of study at Valdosta State University. Interested international applicants should include with their applications a formal statement requesting consideration for a waiver of out-of-state tuition fees.

In addition to the tuition waivers, a limited number of graduate assistantships are available each year. Recipients work a specified number of hours in an academic department or with a faculty member and receive a partial waiver of tuition plus a small amount of money to help them with their living expenses. Students interested in information about graduate assistantships should write directly to: The Graduate School, Valdosta State University, Valdosta, GA 31698 USA.

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

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, Office of the Registrar, Nevins Hall, Valdosta State University, Valdosta, GA 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.



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

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, in Powell Hall East.

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 Fee Schedule

The Housing rate per semester includes the Residence Hall Activity Fee (\$20) and Post Office Box Fee (\$10). For your planning purposes, the rate of \$1,374 for dual occupancy is effective for 2005-2006. 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 and Phase I apartments are assigned on a point system and are generally available only to students who have previously lived on campus. Students interested in the apartments must complete an apartment interest form available through the Office of Housing and Residence Life. Rates include the Residence Hall Activity Fee (\$20) and Post Office Box fee (\$10). Rates for future academic years will be posted on our web pages and available on campus once the rates have been established. The following rates are effective for 2005-2006, per semester:

Efficiencies (one person only)	\$1,815
One Bedroom (one person only)	\$3,082
(two people, \$1,556each)	\$3,112

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.

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

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 is located between Hopper Hall and Langdale Hall on the main campus. 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	\$1,310
Breakfast, lunch, and dinner— 7 days a week	
Board Plan B	\$1,276
Any two meals— 7 days a week	
Board Plan C	\$1,405
Ten meals a week (7 days), with \$300 credited to a discretionary account.	
A la carte Meal Service (valid at all Dining Services locations) Available to students officially ranked as sophomores or above; minimum deposits are as follows:	\$750
Apartment A la carte minimum	\$375

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

The Loop Pizza Grill in the University Union serves lunch and dinner featuring pizza, salads, burgers, wraps, sandwiches, a variety of desserts, malts, and shakes. The Food Court in the University Center features a variety of fare, including deli sandwiches, salads, selections from the grill, hot bar, and a “grab and go” Chick-Fil-A Express. The Oasis Snack Bar in the Education Center offers hot and cold sandwiches, chips, and a variety of snacks. The Palms Dining Center is located on main campus, serving breakfast, lunch, and dinner Monday through Friday. The Palms offers a vegetarian line, deli line, comfort food line, nacho bar, salad bar, potato bar, soup bar, and yogurt bar for lunch and dinner. Blazer Cakes, in the Palms Dining Center, handles specialty cakes for all occasions. The Night Owl Convenience Store, located in Langdale Hall, carries a variety of snacks, grocery items, health and beauty aid products, and drinks.

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 1Card. Customers can shop on the web at <www.vsubookstore.com>. Telephone 229-333-5666.

HEALTH SERVICES

The Farber Health Center, located north of the Palms Dining Hall on N. Oak Street, provides routine health care, along with some emergency care, for all students who have satisfied the health fee requirement. Health care is provided by a physician, a nurse practitioner, registered nurses, a pharmacist, a medical technologist, and office staff.

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

Student IDs (VSU 1Cards) are produced during orientation and registration in the VSU 1Card Office located at 1204 N. Patterson Street next to the Bursary. Everyone must provide a driver's license or passport to have a VSU 1Card produced. The VSU 1Card is the property of Valdosta State University and must be returned to University officials upon request. It should be carried at all times. The VSU 1Card is not transferable. Unauthorized use, tampering, or alteration may result in disciplinary action and loss of privileges. Report lost or found VSU 1Cards to the VSU 1Card Office. Telephone: 229-259-2593.

The first VSU 1Card is produced at no charge to the cardholder. However, a fee is charged for all replacement cards. The VSU 1Card is required to access your residence hall, dining privileges, library materials, health services, athletic events, the recreation center, laundry and vending privileges, testing, check writing privileges, and FLEX Account.

Office hours are 8:30 a.m. through 5:00 p.m., Monday through Thursday, and 8:30 a.m. through 2:30 p.m. on Friday. Please visit our web pages at <www.vsu1card.com> for more information regarding VSU 1Card accounts and policies.



PUBLIC SERVICES AND CONTINUING EDUCATION

Mr. Bill Muntz, Interim Director
903 North Patterson Street

PUBLIC SERVICES

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 that are presented on campus as well as other sites located throughout South Georgia.

Public Services programs at Valdosta State are designed to aid residents of south Georgia in continuing their education. The personnel in Public Services desire to learn of the needs and interests of area residents that can be met best by the university. Efforts are made to identify resources located in the institution and in the community to develop educational programs and services to meet community needs and interests.

There are three major divisions in Public Services: Continuing Education, Distance Education, and Satellite Services.

CONTINUING EDUCATION (NON-CREDIT COURSES)

The Continuing Education Division oversees professional development programs, leisure-type programs, and adult and children's programs, for persons in Valdosta and surrounding communities. The division presents seminars and courses for persons in professions, business, and industry. Some courses are developed especially to meet the licensing or certification requirements of specific professional groups. Continuing Education activities also includes Learning in Retirement, Children's Programs, and Personal Enrichment Classes.

The Southern Association of Colleges and Schools requires the use of the CEU (Continuing Education Unit) by member institutions and provides this definition: "One continuing education unit is ten contact hours of participation in an organized, continuing education experience under responsible sponsorship, capable direction, and qualified instruction." Continuing Education administers the CEU procedures for the University.

DISTANCE EDUCATION

The Distance Education Division is responsible for faculty training and support of classes using the WebCT Vista online learning platform. The Distance Education Program provides support services to courses offered with off-campus locations using the GSAMS (Georgia Statewide Academic and Medical System) two-way interactive video network using two distance-learning classrooms on campus.

SATELLITE SERVICES

The Division of Satellite Services is responsible for creating professional video productions for all aspects of the University, using a broadcast quality digital television facility. The Satellite Services Division also receives programs via satellite and has satellite uplink capabilities. VSU is one of three educational agencies in the state, along with Georgia Public Television and the University of Georgia, with satellite uplinks.

The header is contained within a rectangular box with a black border. On the left side of the box, there is a decorative graphic consisting of a grey curved shape that transitions into a white curved shape, resembling a stylized 'U' or a page corner. The text 'UNIVERSITY GUIDELINES AND PROCEDURES' is centered in the white area of the box.

UNIVERSITY GUIDELINES AND PROCEDURES

BOARD OF REGENTS STATEMENT ON DISRUPTIVE BEHAVIOR

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

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

In recent years, a new and serious problem has appeared on many university 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 beliefs 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 flowering on university 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 obstruct or disrupt any teaching, research, administrative, disciplinary or other 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.

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 students affiliated with Valdosta State University are expected to abide by the Student Code of Ethics.

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.

DRUG-FREE WORKPLACE

Valdosta State University, as a senior unit of the University System of Georgia and recipient of federal funds, supports and complies with the Drug-Free Workplace Act of 1988 and the Drug Free Schools and Communities Act of 1989.

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 any changes will be publicized. Questions regarding this matter may be directed to the Office of Human Resources or the Office of the Vice President for Student Affairs.




VALDOSTA STATE UNIVERSITY ADMINISTRATION

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Ronald M. Zaccari, B. S., M. Ed., Ed. D. President
Thressea H. Boyd, B. A. Administrative Coordinator for the President

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Sharon L. Gravett, B. A., M. A., Ph. D. Assistant Vice President
for Academic Affairs
Honey L. Coppage Assistant to the Vice President
and Custodian of Records
Lee Bradley, A. B., M. A.,  Editor, VSU Catalogs
TBA Director, Center for International Programs

COLLEGES AND DIVISIONS

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College of Business Administration
Philip L. Gunter, B. S., M. A. Ed. S., Ph. D. Dean, College of Education
John C. Gaston, B. A., M. Ed., Ph. D. Dean, College of the Arts
Anita G. Hufft, B. S. N., M. N., Ph. D., R. N. Dean, College of Nursing
Brian U. Adler, B. A., M. A., Ph. D. Acting Dean, Graduate School
Martha M. Giddings, B. A., M. S. W., Ph. D. Director, Division of Social Work

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Vice President for Academic Affairs
Ruth Salter, B. B. A., M. B. A., Ph. D. Interim Director of Institutional Research

LIBRARY

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Betty D. Paulk, B. S., M. S., M. Ed., Ph. D. Associate University Librarian
Sherrida J. Crawford, B. S., M. L. S. Automated Systems Librarian
Tamiko Lawrence, B. S., M. S. L. S. Collection Development Librarian
Maureen J. Puffer-Rothenberg, B. A., M. L. S. Catalog Librarian
Alan Bernstein, B. A., M. Ed., M. A., M. L. I. S. Circulation Librarian

Jack R. Fisher, B.S., M.S., M.A. Acquisitions Librarian
 Cliff Landis, B.A., M.L.I.S. Reference Librarian
 Deborah J. Van Petten, B. A., M. L. S. Reference Librarian
 Denise L. Montgomery, B. A., M. S. Reference Librarian
 Deborah S. Davis, B. A., M. A. T., M. L. S. Reference Librarian
 Kenneth A. Smith, B. A., M. L. I. S. Reference Librarian
 Apryl Price, B. S., M. A. Reference Librarian
 Yolanda Hood, B. A., M.A., M. L. S., Ph.D. Reference Librarian
 Steven A. Scheuler, B. A., M. A., M. L. S. Kings Bay Librarian
 Guy V. Frost, B. M. E., M. M. E., M. L. S., Ed. S. Serials and Government
 Documents Librarian

REGISTRAR

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 Karen M. Shepard, B. G. S. Associate Registrar
 Stanley Jones, B. A. Assistant Registrar
 Patrick McElwain, B. A. Assistant Registrar
 Christy Grimes, B.A., M.A. Assistant Registrar

EQUAL OPPORTUNITY PROGRAMS AND MULTICULTURAL AFFAIRS

Maggie Viverette, B. S. Ed., M. Ed. Acting Assistant to the President for Equal
 Opportunity Programs and Multicultural Affairs

OFFICE OF LEGAL AFFAIRS

Laverne Lewis Gaskins, B. A., M. Ed., J. D. University Attorney
 Felicia Hilson, B. A., M. S. C. J. Legal Assistant

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 and Chief Executive Officer, VSU Foundation
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 Sandra J. Fletcher, B. A. Director of Planned Giving and Major Gifts
 Whit Chappell, B. S., M. A. Director of Annual Giving
 Angela Culbreath, B. B. A. Chief Financial Officer
 Karen Johnson, B. S. Director of Database Management
 J. Jeffery Grant, B. F. A. Director of Publication and Design Services
 Ann Lacey, B. A. Director of Special Events

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 Phillip M. Strickland, B. S., M. Ed. Director, Management Information Systems
 Paul Worth, B. S. Network Coordinator
 Lisa Baldwin, B. S. Technical Support Coordinator
 Ezra S. Freelove, B. A. Webmaster
 Isaac M. Barton Systems Administrator, UNIX Systems
 Michael Johns Systems Programmer/DBA

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Teresa Williams, B. B. A., M. P. A., M. A. Administrative Coordinator
Carolyn Howard Admissions Specialist
Jennifer Norwood, B. S. Admissions Specialist

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and Enrollment Management
Arlene Gaumont, B. A. Associate Director of Admissions
Lisa Long, B. G. S. Associate Director of Admissions
Ryan Hogan, B. B. A. Admissions Counselor
Sue Ellen Warren, B. B. A. Admissions Counselor

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and Interim Director of Satellite Services
Julie Halter, B. A., M. Ed. Assistant Director, Continuing Education
Ann L. Kasun, B. A. Assistant Director, Distance Learning
Maureen McDonald, B. S., M. P. A. Continuing Education Program Coordinator
Suzanne Ewing, B. A. Continuing Education Program Coordinator

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Rebecca Bennett, B. S. Assistant Testing Officer
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Ryan Whitfield, B. S. Coordinator of Cooperative Education
Mike McKinley, B. B. A., M. P. A., M. S. Coordinator of Cooperative Education
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Sandra Griffin, B. S. Assistant Director of Financial Aid for Loans
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Michael Lee, B. S. Operations Manager for Financial Aid
Wanda DeWeese, B. S. Financial Aid Counselor & Scholarship Coordinator
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 Amber Rhoades, B. A., M. A. Area Director for Operations
 Teddi Walker, B. S., M. Ed. Area Director North
 Jason Sininger, B. A., M. A. Area Director South
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 Brett Logan, B. S., M. S. Residence Hall Director
 Aziz Agbo-Panzo, B. A. Residence Hall Director
 Willa Marie Curry, B.A. Residence Hall Director
 John Dingfelder, B. A. Residence Hall Director
 Njeri Pringle, B.A. Residence Hall Director
 Sage Archer, B. B. A., M. P. A. Director of Event Services
 Courtney Davis, B. F. A. Operations Manager, Event Services
 Robin Vickery, B. S., M. Ed. Director of Student Life
 Gerald Williams, B. S., M. P. A., M. Ed. Assistant Director of Student Life
 Cassie Kissinger, B. S., M. Ed. Assistant Director of Student Life for Greek Life
 John Wright, B. F. A., M. P. A. Assistant Director of Student Life
 Jennifer Burton, B. S., M. S. Assistant Director of Campus Recreation
 Shawn Phippen, B. S., M. S. Assistant Director of Fitness and Facilities
 Coleen Rasmussen, B. S., M. S. Assistant Director of Campus Recreation
 Marty Spells Assistant Director of Campus Recreation
 Richard Hammond, B. S., M. S. Director of Campus Recreation
 Daniel J. Messcher, M.D. Physician, Director of Student Health Services
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 Christia Williams, B.S.Ed. Coordinator of Deaf and Hard-of-Hearing Services

BUSINESSANDFINANCE

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 Jennifer Gay, B. B. A. Accounting Manager
 Bob Green, B. B. A. Bursar
 Jack Edgar, B. A. Assistant Director of Human Resources
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 Tommye Miller, B. A., M. A., M. Ed. General Manager, University Bookstores
 A. Kae Sinkule Director, Student Dining Services
 William J. Filtz, B. S., M. B.A. Director of Business Services
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 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
Danielle Teetzel, B. B. A. Director of Compliance and Academic Services
Russ Hoff, B. S., M. S. Director of Sports Medicine
Michael Doscher, B. S., M. S. Strength & Conditioning Coordinator

Coaches:

Ashley Anders, B. S. M. A. Assistant Coach, Football
Craig Barnes, B.S., M.Ed. Head Coach, Cross Country
Shawn Bostick, B. S. Assistant Coach, Football
Maurea Crain, B. A. Assistant Coach, Football
Jeff Daniels, B. S., M. Ed. Associate Head Coach, Men's Basketball
David Dean, B. B. A. Assistant Coach, Football
John Hansen, B. B. A., M. Ed. Head Coach, Tennis
Chris Hatcher, B. S. Head Coach, Football
Jennifer Head, B.A., M.Ed. Assistant Coach, Women's Basketball
and Senior Women's Administrator
Kiley Hill, B. S., M. Ed. Head Coach, Women's Basketball
Shannon Jernigan, B. S., M. Ed. Assistant Coach, Baseball
TBA Head Coach, Softball
Jared Purvis, B. S. Head Coach, Golf
Ryan Shirley, B.S. Assistant Coach, Football
Sia Poyer, B. S., M.S. Head Coach, Volleyball
Tommy J. Thomas, B. S., M. S. T. Head Coach, Baseball
Mickey Woods Facility and Transportation Coordinator
Jim Yarbrough, B. S., M. A. E. Head Coach, Men's Basketball

THE GRADUATE FACULTY

(verified at press time, May 2005)

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

- ADLER, Brian U. Professor of English and
Acting Dean of the Graduate School
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 Dean, College of Business Administration
B.S., Emory University; M.S., Ph.D., Georgia State University; 1982; 1992.
- ANDERSON, Patricia Professor of Adult and Career Education
B.B.A., University of Pennsylvania; M.Ed., Ed.D., Temple University; 1988;
1999.
- ANDREWS, Shirley P. Associate Professor of Early
Childhood and Reading Education
B.S., M. Ed. Mississippi State University; Ed.D., Valdosta State University;
1999; 2005.
- ANDREWS, Stanley C. Professor of Kinesiology and Physical Education
B.S., M.Ed., Mississippi State University; Ed.D., University of Mississippi,
1991; 2002.
- 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, Hemming A. 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. Professor of Adult and Career Education
B.S., M.S., Ph.D. Louisiana State University; 1993; 2002.

- 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; Acting Head of Department
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.
- BARNETT, Carol Ann Associate Professor of Special Education
and Communication Disorders
B.A., University of Florida; M.Ed., University of Louisville; Ph.D., University
of Illinois; 1997; 2002.
- BARO, Agnes L. Professor of Sociology, Anthropology,
and Criminal Justice
B.S., Southern Oregon State College; M.S., Southern Illinois University; Ph.D.,
Sam Houston State University; 2001.
- BASS, Jo Ann F. Professor of Early Childhood and Reading Education
B.S.Ed., University of Tennessee; M.Ed., Ed.S., Ed.D., University of Georgia;
1997; 2002.
- BASS, Randall V. Professor of Educational Leadership
B.S., Middle Tennessee State University; M.S., Ed.D., University of Georgia;
1997; 2002.
- BAUN, Michael J. Professor of of Political Science
B.A., M.A., University of Georgia; Ph.D., University of Virginia; 1996; 2001.
- BECHLER, David L. Professor of Biology
B.A., Indiana University; M.S. Northeast Louisiana University; Ph.D., Saint
Louis University; 1995.
- BLACKMORE, Mark S. Associate Professor of Biology
B.S., Michigan State University; M.S., Auburn University; Ph.D., University of
Utah; 1996; 2000
- 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.
- BRASHIER, Joe H. Associate Professor of Music
and Director of Bands
B.M.E., M.M.Ed., University of Southern Mississippi; D.M.A., University of
Kansas; 1998.
- BREVIK, Eric Charles Associate Professor of Physics,
Astronomy, and Geosciences
B.S., M.A., University of North Dakota; Ph.D., Iowa State University; 2001;
2005.
- BRIIHL, Deborah S. Professor of Psychology and Counseling
B.A., Juniata College; M.A., Ph.D., State University of New York; 1994; 2005.
- BROOKS, J. Michael Professor of Sociology, Anthropology,
and Criminal Justice
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; M.S., Ed.D., Lehigh University; 1996; 2000.
- BROWN, Byron K. Professor of English and Acting Director of the University Honors Program
B.A., M.A., Valdosta State College; Ph.D., University of Florida; 1984; 1994.
- BROWNE, Blaine L. Assistant Professor of Psychology and Counseling
B.A., Florida State University; M.S., University of Central Oklahoma; Ph.D., Oklahoma State University; 2002.
- BRUNK, Quincealea Associate Professor of Nursing
B.S.N., Morningside College; M.S.N., University of Missouri-Kansas City; Ph.D., University of Texas-Austin ; 2002.
- BUEHRER, David J. Professor of English
B.A., Bowling Green State University; M.A., Ph.D., University of Delaware, 1991; 2001.
- BYRD, Melanie Sue Professor of History
B.A., M.A., University of Akron; M.L.S., Kent State University, Ph.D., Florida State University, 1993; 2002.
- CALENDRILLO, Linda T. Dean, College of Arts and Sciences and Professor of English
B. A., St. John’s University; M. A., Ph.D., Purdue University; 2003.
- CAMPBELL, Charles R. Professor of Special Education and Communication Disorders
B.S., M.Ed., Florida Atlantic University; Ed.D., University of Kansas; 1994; 1999.
- CAMPBELL, Jonathan L. Associate Professor of English
B.A., M.A., Illinois State University; Ph.D., Purdue University; 1995; 2004.
- 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.
- 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 Professor of Accounting and Finance
B.A., Swarthmore College; M.Acc., Ph.D., University of Georgia; 1985; 2005.
- CHAMBERLIN, Linda L. Associate Professor of Biology
B.A., Clarion University of Pennsylvania; M.S., Texas Tech University; Ph.D., State University of New York at Buffalo; 1994.

- 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.
- CORBIN, Lynn A. Professor of Music
and Assistant Head of Department
B.M.E., Otterbein College, M.A., Ph.D., Ohio State University; 1996; 2001.
- COX, Carolyn A. 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; 2002.
- 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.
- DASINGER, Sheryl B. Associate Professor of Early Childhood
and Reading Education
B.S., M.S. Troy State University; Ph.D., University of Alabama; 1997; 2004.
- DAVEY, Michael J. Assistant Professor of English
B.A., State University of New York-Binghamton; M.A., Ph.D., Ohio State
University; 2002.
- DAVIS, Joyce M. Professor of Art
B.F.A., University of Georgia; M.A., University of North Carolina; Ph.D.,
University of Georgia; 1992; 2002.
- DIXEY, Brenda P. Professor of Early Childhood and Reading Education
B.S., Southeastern College; M.S., University of North Florida; Ph.D., Purdue
University; 1997; 2002.
- DUCHARME, Frances Adele Professor of Middle Grades and
Secondary Education and Head of Department
B.S., M.Ed., Ed.D., Louisiana State University; 1991.
- EASTMAN, Jacqueline K. Professor of Marketing and Economics
B.A., Ohio State University; Ph.D., Florida State University; 1993; 2002.
- ELDER, John F. Associate Professor of Biology
B.S., M.S. Ph.D., Virginia Polytechnic University; 1996; 2000.
- ERNEST, James M. Assistant Professor of Special
Education and Communication Disorders
B.A. Ed., University of Exeter; M.Ed., University of New Orleans; Ph.D.,
University of Alabama at Birmingham; 2002.
- FARES, Mary Azar Associate Professor of Physics,
Astronomy, and Geosciences
B.S., M.S., Ph.D., Tennessee Technological University; 1993; 2000.
- FARWELL, Douglas G. Associate Professor of Music
and Assistant Dean, College of the Arts
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 Associate Professor of English
B.A., M.A., University of Memphis; Ph.D. Florida State University; 1999; 2003.
- FREDENBERGER, William B. Professor of Management
B.S., The Citadel; M.B.A., Valdosta State College; Ph.D., University of Georgia;
1991; 1998.
- FUTCH, Joan W. Assistant Professor of Nursing
B.S.N., Armstrong State College; M.S.N., Medical College of Georgia; Ed.D.,
Valdosta State University; 1993.
- GASTON, John C. Professor of Communication Arts and
Dean, College of the 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. Professor of Middle Grades and Secondary
Education; Associate Dean, College of Education
B.S. (2), M.A., Kent State University; Ph.D., University of Oklahoma; 1996;
2005.
- GIBSON, Nicole M. Assistant Professor of Educational Leadership
B.S., Georgia College and State University; M.Ed., Ph.D., University of Georgia;
2002.
- GIDDINGS, Martha M. Associate Professor of Social Work and
Director, Division of Social Work
B.A., Louisiana State University; M.S.W., Ph.D., University of Georgia; 1995;
2000.
- GLEN, Carol M. Associate Professor of Political Science
B.A., University of Strathclyde; M.A., Ph.D., Florida 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.
- GOEL, Sudhir K. Professor of Mathematics and Computer Science
B.Sc., M.Sc., Delhi University; Ph.D., Bowling Green State Univ. 1987; 1992.
- GRAVETT, Sharon L. Professor of English and
Assistant Vice President for Academic Affairs
A.B., Davidson College; M.A., Ph.D., Duke University; 1989; 1999.
- GREEN, Robert B. Associate Professor of Educational Leadership
B.S., M.S., University of Southern Mississippi; Ph.D., Walden University;
2002; 2005.
- GRIFFIN, Michael R. Professor of Kinesiology and Physical Education
B.S.Ed., Georgia Southern College; M.S., University of Tennessee; Ph.D., Florida
State University; 1988; 2003.
- GUNTER, Philip L. Professor of Special Education and Communication
Disorders and Dean, College of Education
B. S., M.A., Tennessee Technological University; Ed.S. West Georgia College;
Ph.D., Vanderbilt University; 1993; 1998.

- GUPTA, Sanjay Associate Professor of Accounting and Finance
B. Com., Calcutta University; M.B.A., Georgia Southern University; Ph.D.,
University of Central Florida; 1997; 2002.
- HALL, Kathryn L. Assistant Professor of English
B.A., M.A., Virginia Tech; Ph.D., Florida State University; 2001.
- HAND, Carl M. Professor of Sociology,
Anthropology, and Criminal Justice
B.A., Belmont Abbey College; M.A., Ph.D., University of Tennessee at
Knoxville; 1994; 2002.
- HARDIN, Shirley H. Professor of English and
Director of African-American Studies
B.S., Albany State College; M.A., Ph.D., Florida State University; 1976; 1998.
- HARDING, Charles Tayloe Professor of Music and Head of Department;
Chief Advancement Officer for the Arts
and Composer-in-Residence
B.M.E., University of Florida; M.M., D.Musc., Northwestern University; 1997; 2002.
- HARPER, Hill L. Associate Professor of Sociology,
Anthropology, and Criminal Justice
B.A., West Virginia University; M.R.C., University of Florida; Ph.D., Sam
Houston State University; 1995.
- HEATH, Inez A. Professor of Early Childhood and Reading Education
B.A., Seton Hill University; M.Ed., Boston State College, University of
Massachusetts; Ph.D., Florida State University; 1994; 1999.
- HEDGEPEETH, David J. Associate Professor of Early
Childhood and Reading Education
B.A., Pembroke State University; M.A., Fayetteville State University; Ph.D.,
University of Alabama; 1995; 1999.
- HESS, Marcy A. Assistant Professor of English
B.A., Indiana University of Pennsylvania; M.A., Ph.D., University of Alabama;
2002.
- HILGERT, Larry D. Associate Professor of Psychology and Counseling
B.A., Indiana University; M.A., Ph.D., Ball State University; 1983; 1991.
- HILL, David L. Assistant Professor of Political Science
B.A., Stetson University; M.A., Ph.D., University of Florida; 2002.
- HINKLE, Kerry T. Associate Professor of Psychology and Counseling
B.A. Parsons College; M.A., Ph.D., University of Iowa; 1999.
- HINKLE, Verilette A. Associate Professor of Curriculum
and Instructional Technology
B. S., M. Ed., University of Maryland; Ed. D., Valdosta State University. 2001;
2005.
- HOJJATIE, Barry Assistant Professor of Physics, Astronomy, and
Geosciences; Coordinator of the Engineering Program
M.S., Mississippi State University; Ph.D., University of Florida; 2003.
- HOLLAND, Phyllis G. Professor of Management
and Head of Department
B.A., Carson-Newman College; M.A., University of Tennessee; Ph.D.,
University of Georgia; 1987; 2003.
- HOLLIMAN, Diane C. Associate Professor of Social Work
B.A., Birmingham Southern College; M.S.W., University of Georgia; Ph.D.,
University of Alabama; 1999; 2005.

- HUANG, Wilson Associate Professor of Sociology,
Anthropology, and Criminal Justice
L.L.B., Central Police University; M.S., Arizona State University; Ph.D.,
University of Maryland; 1998; 2002.
- HUDSON, Clemente Charles Assistant Professor of Adult
and Career Education
B.S., Brigham Young University; M.Ed., Heritage College; Ph.D., Pennsylvania
State University; 2002.
- HUFFT, Anita G Professor and Dean, College of Nursing
B.S.N., University of Maryland; M.N., Louisiana State University Medical
Center; Ph.D., Texas Woman's University; 2004.
- HUITT, William G Professor of Psychology and Counseling
B.S., University of South Alabama; M.Ed., Ph.D., University of Florida; 1985; 2000.
- HULL, Karla M. Professor of Special Education and
Communication Disorders and Department Head
B.S., M.S., Arizona State University; Ed.D., University of Vermont; 1996; 2001.
- HULL, Robert A. Associate Professor of Special Education
and Communication Disorders
B.S., M.Ed., Clarion University of Pennsylvania; Ph.D., University of Cincinnati;
1986; 1999.
- HUMMEL, John H. Professor of Psychology and Counseling
B.S., M.A., Tennessee Technological University; Ph.D., Georgia State
University; 1990; 1995.
- HUMPHREY, James P. Associate Professor of Nursing
B.S.N., Valdosta State College; M.S.N., The University of Alabama at
Birmingham; Ph.D., Georgia State University; 1998.
- INDERGAARD, Lyle M. Associate Professor of Music
B.A., Minot State College; M.A., University of Wyoming; D.M.A., University
of Rochester; 1995; 2000.
- INMAN, Sandra Associate Professor of Nursing
B.S.N., Indiana State University; M.S.N., Valdosta State University; D.N.Sc.,
Rush University; 1996; 2004..
- IYER, Rajesh Associate Professor of Marketing and Economics
B.C., University of Bombay; M.B.A., M.A., University of South Dakota; Ph.D.,
Southern Illinois University; 2000; 2004.
- JACOBSEN, Karen J. Assistant Professor of English
B.A., Augustana College; M.A., South Dakota State University; Ph.D.,
University of Arkansas; 2002.
- JAMES, Christine A. Assistant Professor of Philosophy
B.A., Northwestern University; Ph.D., University of South Carolina; 2002.
- JOHNSON, Charles Associate Professor of History
B.A., Michigan State; M.A., Ph.D., Western Michigan University; 1997; 2001.
- JOHNSON, David L. Professor of Music
B.M., Samford University; B.C.M., M.C.M., Southern Baptist Theological
Seminary; Ph.D., University of Illinois at Urbana-Champaign; 1985; 1994.
- JOHNSTON, Robert G. Professor of Special Education
and Communication Disorders
B. A., M. A., Adams State College; Ph.D. University of Illinois; 1993.

- JUDD, Dianne L. Associate Professor of Early Childhood
and Reading Education
B.S., University of Tampa; M.Ed., Ed.S., Valdosta State University; Ph.D., Florida
State University. 1999; 2003
- KASPER, Mark J. Professor of Kinesiology and Physical Education
B.S., Eastern Illinois University; M.S., Eastern Illinois University; Ed.D.,
Columbia University; 1994; 2002.
- KICEY, Charles J. Associate Professor of Mathematics
and Computer Science
B.S., Ph.D, University of Pittsburgh; M.S., Ohio State; 1996; 2001.
- KINNEY, Jane M. Professor of English
B. A., Gustavus Adolphus; M.A., Purdue University; Ph.D., Duke University;
1993; 2003.
- KIRK, Kenneth P. Professor of Music
A.B., Duke University; M.A., Radford University; Ph.D., University of
Cincinnati; 1989; 2002.
- KNOWLES Jr., Fred E. Assistant Professor of Sociology,
Anthropology and Criminal Justice
B.A., Valdosta State University; M.Ed., National-Louis University; Ph.D.,
University of Missouri; 2003.
- KOEHLER, Wallace C. Associate Professor of Information Studies
and Director of the MLIS Program
B.A., M.A., M.S. University of Tennessee, Knoxville, M.A., Ph.D., Cornell
University, 2001.
- KROTSCH, Marsha V. Chief Planning Officer and
Associate Vice President for Academic Affairs;
Assistant Professor of Educational Leadership
B.A., M.Ed., Ed.D., College of William and Mary; 2002.
- LAMBERT-SHUTE, Jennifer J. Assistant Professor of Sociology,
Anthropology, and Criminal Justice
B.A., Western Illinois University; M.A., Appalachian State University; Ph.D.,
Virginia Polytechnic Institute and State University; 2004.
- LAHR, J. Steven Professor of Art
B.F.A., M.Ed., Ed.D., University of Nebraska at Lincoln; 1985; 1991.
- LANGFORD, George A. Associate Professor of Kinesiology
and Physical Education
B.A. University of South Florida; M.A. University of South Florida; Ed.D.
University of Alabama; 1999; 2004.
- LAPLANT, James T. Associate Professor of Political Science
and Assistant Dean, College of Arts and Sciences
B.A., University of Central Oklahoma; M.A., Ph.D., University of Oklahoma,
1996; 2001.
- LAUGHLIN, Martha J. Associate Professor of Sociology,
Anthropology, and Criminal Justice
B.A., Florida International University; M.S.W., Barry University; M.S., Ph.D.,
Nova University; 1999; 2003.
- LAUTERBACH, Sarah H. Associate Professor of Nursing
B.S.N., M.N, University of Florida; M.S.P.H., University of North Carolina,
Chapel Hill; Ed.D., Columbia University; 2004.

- LAZARI, Andreas Professor of Mathematics and Computer Science
B.Sc., Davis and Elkins College; M.S., New Mexico Institute of Mining and
Technology; Ph.D., University of Wyoming; 1991; 2001.
- LEADER, Lars F. Assistant Professor of Curriculum
and Instructional Technology
B.S., University of Arizona; M.A., Ph.D., Arizona State University; 1999.
- LEE, Julia M. Professor of Special Education and
Communication Disorders
B.S., M.S., Florida State University; Ph.D., University of Florida; 1985; 1994.
- LEECH, Donald W. Associate Professor of Educational Leadership
B.S., M.A.T., Jacksonville University; Ed.D., University of North Florida; 2000; 2004.
- LEVY, Louis H. Professor of Sociology, Anthropology, and Criminal
Justice; Vice President for Academic Affairs
B.S., University of Southwestern Louisiana; M.A., University of New Orleans;
Ph.D., Virginia Polytechnic Institute; 1989.
- LOCKHART, J. Mitchell Associate Professor of Biology
B.A., Hendrix College; M.S., University of Arkansas; Ph.D., University of
Georgia; 1999; 2003.
- LOUGHRY, William James Professor of Biology
B.S., University of Pittsburgh; Ph.D., University of California-Davis; 1991; 2001.
- LOWNEY, Kathleen S. Professor of Sociology, Anthropology,
and Criminal Justice
B.A., University of Washington; M.Ph., Ph.D., Drew University; 1989; 1998.
- MACHESKI, Ginger E. Professor of Sociology, Anthropology,
and Criminal Justice
B.A., M.A., Ph.D., Michigan State University; 1987; 1997.
- MARTIN, Ellice P. Assistant Professor of Middle
Grades and Secondary Education
B.S., University of Georgia; M.Ed., Ed.S., Ed.D., Valdosta State University;
2002.
- MAT SOM, Yahya Associate Professor of Adult and Career Education
B.S., University of Malaysia; M.S., Ed.D., Oklahoma State University; 2000;
2004.
- McCLUNG, Xavier V. Professor of Adult and Career Education
B.S.Ed., University of Central Arkansas; M.Ed., Ed.D., University of Arkansas;
1994; 2003.
- McCURDY, Kevin W. Associate Professor of Kinesiology,
Physical Education, and Athletics
B.S. Oklahoma State University; M.S. Oklahoma State University; Ph.D.
University of Arkansas; 1999; 2004.
- McDONALD, J. Scott Professor of Political Science
B.S., M.S., Ph.D., Northern Illinois University; 1998; 2003.
- McDONOUGH, Colleen M. Professor of Biology
B.S., University of Wisconsin-Madison; Ph.D., University of California-Davis;
1994; 2004.
- McELVEY, Randy Hugh Professor of Adult and Career Education
B.S., Valdosta State College; M.B.E., Georgia State University; Ed.S., Valdosta
State College; Ed.D., University of Georgia; 1991; 2002.
- McGAHEE, Donnie J. Professor of Adult and Career Education and
Director of Teacher Certification and Student Teaching
B.S., M.Ed., Georgia College; Ph.D., Georgia State University, 1982; 1992.

- McNEILL, Paula L. Associate Professor of Art
B.A., Arizona State University; M.A., University of Mexico at Albuquerque;
Ph.D., University of Missouri; 1996; 2001.
- MEACHAM, Michael G. Associate Professor of Social Work
B.S., M.A., Central Missouri State University; M.S.W., M. Phil., Ph.D., University
of Kansas; 1997; 2003.
- MERWIN, Gerald A. Assistant Professor, Kings Bay Campus
B.A., University of South Florida; M.A., East Carolina University; Ph.D., North
Carolina State College; 1999.
- MEYERS, Christopher C. Associate Professor of History
B.A., M.A., Ph.D., Florida State University; 200; 2005.
- MEYERS, Tracy Professor of Sociology,
Anthropology, and Criminal Justice
B.S., M.S., Ph.D. Florida State University; 1994; 2005.
- MIKKELSEN, Carol Professor of Music
B.S., B.Mus., University of Alabama; M.Mus., Indiana University; D.M.A.,
Florida State University; 1981; 2000.
- MILLER, Linda M. Associate Professor of Early
Childhood and Reading Education
B.S.Ed., M.S.Ed., Auburn University; Ed.D., University of Alabama; 2002.
- MILLER, Patricia Ann Professor of English
B.A., Texas Woman's University; M.A., Ph.D., University of Iowa; 1989; 1999.
- MINOR, Lynn Associate Professor of Early
Childhood and Reading Education
B.S.Ed., Auburn University; M.Ed., Ed.D., Valdosta State University; 2000; 2005.
- MOCH, Peggy L. Assistant Professor of Mathematics
and Computer Science
B.S., M.Ed., Ph.D., University of Central Florida; 2002.
- MONETTI, David Associate Professor of Psychology and Counseling
B.A., M.A., University of South Florida; Ph.D., Florida State University; 1999; 2004.
- MOORE, W. Kent Professor of Management and Associate Dean,
Harley Langdale, Jr. College of Business Administration
B.S., Southeast Missouri State College; M.A., University of Missouri at
Columbia; Ph.D., University of Texas at Austin; 1979; 1992.
- MORRIS, Betty Assistant Professor Division of Social Work
B.S., M.S.W., Florida State University; M.P.P.A., Jackson State University;
Ed.D., Nova Southeastern University; 2000.
- MORRIS, J. David Professor of Music
B.S., University of Tennessee; M.M., East Carolina University; Ph.D., Michigan
State University; 1985; 1990.
- MURRAY, Karin G. Associate Professor of Art
B.F.A., Troy State University; M.F.A., University of Alabama; 1995; 2000.
- MYERS-JENNINGS, Corine C. Professor of Special Education
and Communication Disorders
B.A., M.A., South Carolina State College; Ph.D., University of Florida; 1995;
2002.
- NIENOW, James A. Professor of Biology
B.A., M.A., University of California at San Diego; Ph.D., Florida State
University; 1995; 2002.

- NOLL, Michael G. Associate Professor of Physics,
Astronomy, and Geosciences
M.A., Ph.D., University of Kansas; 2000; 2005.
- OSTAPSKI, S. Andrew Professor of Management
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THE UNIVERSITY SYSTEM OF GEORGIA

The University System of Georgia includes all state-operated institutions of higher education in Georgia—four research universities, two regional universities, thirteen senior colleges, and fifteen junior colleges. These thirty-four public institutions are located throughout the state. A fifteen-member constitutional Board of Regents governs the University System, which has been in operation since 1932. Appointments of Board members—five from the state-at-large and one from each of the state's Congressional Districts—are made by the Governor, subject to confirmation by the State Senate. The regular term of Board members is seven years. The Chancellor, who is not a member of the Board, is the chief executive officer of the Board and the chief administrative officer of the University System. The overall programs and services of the University System are offered through three major components: Instruction, Research, and Public Service and Continuing Education

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

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h—On-Campus Student Housing Facilities

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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
East Georgia College	A	Swainsboro 30401
Floyd College	A	Rome 30161
Georgia Perimeter College	A	Clarkston 30021
Gainesville College	A	Gainesville 30503
Gordon College	h, A	Barnesville 30204
Middle Georgia College	h, A	Cochran 31013
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INDEX

A	
Academic Calendar	2
Academic Dishonesty Policy	254
Academic Standards and Regulations	14
Access Office	20, 229
Accreditation and Memberships	8
Administration of the University	255
Admissions	12
Adult and Career Education Courses	131
Department	58
Adult and Career Education, Ed.D. Degree	58
M.Ed. Degree	62-63
Alcohol and Other Drug Education Office	230
Americans with Disabilities Act	234
Apartments	247
Application for Graduation	19
Application Procedures, Admissions	9
Applied Music Courses	187
Art Department	113
M.A.E. Degree	113
Art Education Courses	127
Art History Courses	129
Art Studio Courses	128
Arts and Sciences, College of	21
Arts, College of the	112
Astronomy Courses	129
Auditing Classes	16
Auxiliary Services	246


B	
Biology Department	22
M.S. degree	23
Biology Courses	137
Bookstore	248
Business Administration, College of	107
MBA Degree	108
WebMBA Degree	110
Business Education, M.Ed. Degree	64

C	
Calendar, Academic	2
Campus Map	4-5
Career Education, Ed.D.	58
Career Education, Ed.S.	60
Career Services	229
Check Cashing	225
Chemistry Courses	140
Clery Act	227
Clinical Counseling Psychology, M.S.	93
Communication Disorders Courses	142
Communication Disorders, M.Ed. Degree	106
Computer Science Courses	146
Computing Facilities	237
Cooperative Education	229
Counseling Center	230
Course Loads	17
Course Numbering	16
Courses of Instruction	131
Criminal Justice Courses	144
Criminal Justice, M.S. Degree	38
Cross-disciplinary Courses	17
Curriculum and Instruction Courses	141
Curriculum and Instructional Technology Department	65
Ed.D. Degree	66
Ed.S. Degree	69
M.Ed. Degree	67

D	
Deaf and Hard-of-Hearing, M.Ed.	105
Dean of Students	228
Degree Requirements, General	17
Dining Services	248
Disruptive Behavior Policy	251
Doctor of Education Degrees	54
Dormitories	246
Drug-Free Workplace Policy	233, 253

E	
Early Childhood and Reading Education Department	71
Early Childhood and Special Education, M.Ed.	105
Early Childhood Education Courses	148
Early Childhood Education, M.Ed. Degrees	71-74
Ed.S Degree	74
Education, College of	47
Education, EDUC Courses	150
Education Specialist Degrees	52
Educational Leadership Courses	168
Department	77
M.Ed. Degrees	77-79
Ed.S. Degree	79
Ed.D. Degree	80
English to Speakers of Other Languages Endorsement	26, 35
English Courses	150
English Department	25
English, M.A.degree	25-29
Equal Opportunity Statement	20, 234
F	
Faculty, Graduate School	260
Family Education Rights and Privacy Act	235
Fees	222-224
Financial Aid	239
Food Services	248
Foreign Language Education Courses	152
French Courses	153
G	
Geography Courses	153
Geology Courses	156
Grading System	14
Graduate School	9-20
H	
Health and Physical Education Major, M.Ed.	82-85
Health Services	232, 249
History Department	30
History, M.A. Degree	30
History Courses	158
Housing	246

I	
ID Card	249
In-State Residence Rules	244
Industrial/Organizational Psychology, M.S. Degree	95
Infirmary	232
Instructional Supervision Endorsement ...	81
Instructional Technology Courses	163
M.Ed. Degrees	67
Ed.S. Degrees	69
International Programs Courses	162
International Student Admission	11
Interrelated Special Education Early Childhood	105
J	
Judicial Affairs	232
K	
Kinesiology and Physical Education Courses	166
Department	82
M.Ed. Degree	82-85
L	
Library and Information Science Courses	179
Program	128
Loans	240
M	
Map of the Campus	4-5
Marriage and Family Therapy Courses	175
Marriage and Family Therapy, M.S. Degree	44
Master of Business Administration Courses	174, 220
MBA Degree	107-111
WebMBA Degree	110
Master of Education Degrees	50
Mathematics Courses	171
Maximum Course Load	17
Medical Withdrawal	16
Middle Grades and Secondary Education Courses	183
Department	86
Middle Grades Education Courses	178
M.Ed. Degree	86-89
Ed.S. Degree	89



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