

## **ECED: EARLY CHILDHOOD EDUCATION**

- ECED 5010 Student Teaching – Inclusive ECED** 0-20-5  
**Prerequisite:** Completion of all undergraduate coursework with a grade of “C” or higher and requirements to student teach as listed in the University’s Undergraduate catalog. **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  
**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 6000 Special Topics in Early Childhood Education** 3-0-3  
A study of current issues and concepts in early childhood education. May be repeated under different topics for a total of 6 credit hours with the approval of the program coordinator.
- ECED 7210 Assessment in Early Childhood Education** 3-0-3  
A study of the role of assessment in educational change. The course examines alternative evaluation strategies in early childhood education, ethics in assessment, and strategies for acquiring data in the classroom. Interpretation and use of assessment data are emphasized.
- ECED 7220 Early Childhood Inclusive Environments** 2-2-3  
Principles for creating effective, inclusive learning environments for all children in early childhood education, including children with disabilities. The areas studied include modification of classroom design for visibility, distractibility, and accessibility, and the integration of technology in supporting appropriate programs for young children.
- ECED 7230 Teachers as Mentors, Coaches, and Leaders in Early Childhood Education** 3-0-3  
An overview of the current research and leadership strategies to mentor, coach, support, and foster personal and professional growth of preservice and beginning educators.
- ECED 7320 Curriculum and Instructional Strategies P-5** 3-0-3  
Review of the content areas in the early childhood curriculum. Emphasis will be placed on implication of effective strategies that utilize a variety of resources and technologies to enhance teaching and learning within diverse environments.
- 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, mentoring, and various delivery systems for early childhood education programs. Focus is on the impact of relevant federal, state, or local public education issues and trends.
- ECED 7340 Action Research in Early Childhood Education** 2-2-3  
An examination of action research as self-reflective, systemic inquiry. Emphasis is placed on better understanding of teaching practice, reflection on current issues and problems, and discussion of questions, data collection and analysis, and conclusions.
- 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 Developing Creativity and Critical Thinking in Early Childhood Education** 3-0-3

An examination of how creativity and thinking skills can be developed across the curriculum.

**ECED 7550 Differentiating Instruction in P-5 Classrooms** 3-0-3

Investigation of differentiating content, process, and product (universal design) of the early childhood education curriculum to meet the needs of all children.

**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.

## **EDAT: EDUCATION–ACCOMPLISHED TEACHING**

**EDAT 5999 Professional Orientation** 0 credit hours

Required non-credit course that must be successfully completed at entry to advanced programs. Candidates are required to establish an electronic portfolio and provide evidence that all advanced entry requirements have been satisfactorily met.

**EDAT 6000 Professional Decision Making** 3 credit hours

Preparation for making informed decisions about effective practices, assessment of learning, and professional actions that will enable educators to optimize both instructional performance and student achievement. This course will focus on the self-assessment of individual student understanding and application of master teacher outcomes based on National Board for Professional Teaching Standards.

**EDAT 6001 Using Assessment to Improve Teaching and Learning** 3 credit hours

Advanced study of the critical role of formative and summative assessment implementation and evaluation in an effective standards-based P-12 classroom. The course addresses knowledge of assessment theory and skill in effective practice.

**EDAT 6115 Knowledge of Students and Their Learning** 3 credit hours

A critical examination of research and theories relevant to effective teaching and learning, student and teacher motivation, at-risk students, classroom management, variability in student learning, self-esteem, behavioral learning, cognitive learning, social learning, brainbased learning, multiple intelligences, and assessment. The course requires a 30-hour field experience (15 hours in the content area, 15 hours in special education) in the public school classroom.

**EDAT 6159 Multicultural Studies across the Curriculum** 3 credit hours

An examination of professional literature, curricula, and teaching practices related to cultural diversity in education settings. The course critically examines how traditional education promotes or hinders student success and identifies elements of culturally responsive pedagogy and their application to curriculum development and learning. The course requires a 10-hour field experience in which teachers explore the cultural resources of the communities in which they work.

**EDAT 6226 Curriculum Design for Student Achievement** 3 credit hours

An investigation of best practices in curriculum development, curriculum alignment reflecting state and national standards, and assessment in ensuring high student achievement. The course explores subject-specific pedagogical content, related content areas, and inclusion of resources and technology that enhance curriculum development and implementation in the classroom. The course requires a 30-hour field experience in the public school environment in activities related to curriculum development and alignment.

**EDAT 7100 Research Methodology in Education** **3 credit hours**

A survey of education and educationally-related research methods incorporating an applied approach to research design. The ability to read, interpret, conduct and report research is emphasized to improve practice in educational settings.

**EDAT 7131 Enhancing Student Performance** **3 credit hours**

Best practices for selecting and adapting curriculum instructions resources and assessments in order to maximize student learning. The course provides teachers with a way to identify, analyze, and use results from student assessments to plan instruction aimed at enhancing and demonstrating student learning.

**EDAT 7132 Framework for Teaching** **3 credit hours**

A study of teaching and learning strategies associated with effective teaching practices. Emphasis is placed upon the relationships that exist between student development, instructional practices, educational environments, continuous reflection and assessment, learning communities, and dispositions of the profession.

**EDAT 7133 Trends, Issues, and Research in Education** **3 credit hours**

Frameworks for designing and evaluating educational practices and programs within the context of current trends and issues in education. Emphasis is placed on specific research findings and their applications to practice, in addition to the development of analytical and communicative skills needed to improve teaching and learning.

## **EDET: TEACHING AND LEARNING–EXEMPLARY TEACHING**

**EDET 5999 Professional Orientation** **0 credit hours**

Required non-credit course that must be successfully completed at entry to advanced programs. Candidates are required to establish an electronic portfolio and provide evidence that all advanced entry requirements have been satisfactorily met.

**EDET 8001 Teacher Leadership Residency I** **1-0-1**

Graded “Satisfactory” or “Unsatisfactory.” Clinical practice related to Teacher Leadership Standards. Candidates complete residency requirements in the areas of school culture, mentoring and coaching, and interpersonal skills/problem solving in at least two school settings and with at least two stakeholder groups.

**EDET 8002 Teacher Leadership Residency II** **1-0-1**

**Prerequisite:** EDET 8001. Graded “Satisfactory” or “Unsatisfactory.” Clinical practice related to Teacher Leadership Standards. Candidates complete residency requirements in the areas of curriculum, assessment, and the conducting and application of research in at least two school settings and with at least two stakeholder groups.

**EDET 8003 Teacher Leadership Residency III** **1-0-1**

**Prerequisites:** EDET 8001 and EDET 8002. Graded “Satisfactory” or “Unsatisfactory.” Clinical practice related to Teacher Leadership Standards. Candidates design and conduct professional learning that is data-driven and research-based. Results are analyzed quantitatively and qualitatively and are presented to appropriate stakeholders

**EDET 8010 Reflective Teaching Practices Seminar** **3-0-3**

Introductory course for Educational Specialist Degree. National Board for Professional Teaching Standards are used for candidate’s 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 individualized program of study by identifying appropriate guided electives.

**EDET 8020 Using Assessment and Research Data** **3-0-3**

Techniques for establishing reliable and valid data sources for student, classroom, and school-improvement decisions. Candidates learn how to utilize technology tools for educational management.

- EDET 8030 Developing and Leading a Community of Diverse Learners`** 3-0-3  
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.
- EDET 8040 Strategic Planning for School Reform** 3-0-3  
**Prerequisite:** EDET 8020. Study of major theories and evidence-based practices in the design and development of research to evaluate the effectiveness of school-based programs, including curricular, co-curricular, and staff development initiatives for the improvement of student learning.
- EDET 8050 Action Research** 3-0-3  
**Prerequisites:** EDET 8020 and EDET 8040. Practical action research utilized for the purpose of school reform and student achievement. Students will examine the reflective roles of the classroom teacher and how reflection may lead to school improvement.
- EDET 8880 Capstone Seminar** 3-0-3  
**Prerequisites:** EDET 8020, EDET 8030, EDET 8040. Capstone course resulting in a portfolio demonstrating candidates' analysis of teaching, leadership, and mentoring. Analysis is based on GaPSC Teacher Leadership Program Standards, educational specialist degree goals, outcomes from teacher leader residency courses, and candidates' school improvement project.

## **EDUC: EDUCATION**

- EDUC 5999 Professional Orientation** 1-0-0  
Graded "Satisfactory" or "Unsatisfactory." Required non-credit course for all advanced teachers and other school personnel candidates that must be successfully completed at entry to advanced programs. Candidates are required to establish an electronic portfolio and provide evidence that all advanced entry requirements have been satisfactorily met. If an unsatisfactory grade is earned, the course must be repeated until a satisfactory grade is received.
- EDUC 8010 Reflective Teaching Practices Seminar** 3-0-3  
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.

<b>EDUC 8880 Capstone Seminar</b>	3-0-3
<b>Prerequisites:</b> 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.	
<b>EDUC 9000 Interdisciplinary Studies in Education</b>	3-0-3
A selection of interdisciplinary topics in education.	
<b>EDUC 9900 Special Topics in Education</b>	3-0-3
Advanced study of specific contemporary issues in education. May be repeated under different topics.	

## **ENGL: ENGLISH**

<b>ENGL 6000 Graduate Option</b>	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.	
<b>ENGL 7000 Approaches to Graduate Study</b>	3-0-3
An introduction to the fields and methods of research and writing in graduate literary study.	
<b>ENGL 7005 Introduction to Graduate Study for Middle and Secondary English Teachers</b>	3-0-3
An introduction to research methods in contemporary English studies and to advanced study of practical problems in literary criticism for language arts teachers.	
<b>ENGL 7010 Approaches to Critical Theory</b>	3-0-3
An introduction to the role and function of literary criticism in the context of literary studies.	
<b>ENGL 7100 British Literature for Language Arts Teachers</b>	3-0-3
Study of three or more British literary authors and periods in their historical and cultural context for language arts teachers.	
<b>ENGL 7110 Studies in British Literature to 1500</b>	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.	
<b>ENGL 7120 Studies in British Literature 1500-1660</b>	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.	
<b>ENGL 7130 Studies in British Literature 1660-1800</b>	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.	
<b>ENGL 7140 Studies in British Romantic Literature</b>	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.	
<b>ENGL 7145 Studies in Victorian Literature</b>	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.	
<b>ENGL 7150 Studies in Modern and Contemporary British Literature</b>	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.	
<b>ENGL 7200 American Literature for Language Arts Teachers</b>	3-0-3
Study of three or more major American literary authors and movements in their historical and cultural context for language arts teachers.	

<b>ENGL 7210 Studies in American Literature to 1800</b>	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.	
<b>ENGL 7220 Studies in American Literature 1800-1865</b>	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.	
<b>ENGL 7230 Studies in American Literature 1865-1914</b>	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.	
<b>ENGL 7240 Studies in Modern and Contemporary American Literature</b>	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.	
<b>ENGL 7300 Studies in Special Topics</b>	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.	
<b>ENGL 7320 Studies in Genre</b>	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.	
<b>ENGL 7400 Multicultural Literature for Language Arts Teachers</b>	3-0-3
Study of three or more multicultural authors and movements, with an emphasis on race and culture in an historical and cultural context for language arts teachers.	
<b>ENGL 7500 Creative Writing for Language Arts Teachers</b>	3-0-3
An introduction to creative writing techniques in three genres: fiction, poetry and creative nonfiction. Teaching methods and pedagogy will be emphasized.	
<b>ENGL 7600 Studies in Rhetoric and Composition</b>	3-0-3
A focused survey in the area of rhetoric and/or composition theory.	
<b>ENGL 7610 Composition Theory for Language Arts Teachers</b>	3-0-3
Comparative study of contemporary theories of composition from the nineteenth century current-traditional paradigm, to process pedagogy and beyond, for language arts teachers.	
<b>ENGL 7620 Rhetorical Theory for Language Arts Teachers</b>	3-0-3
Study of contemporary theories of rhetoric, providing a review of key rhetorical theories that provide language arts teachers with alternative perspectives on the discourse of writers and speakers, their audiences, and the rhetorical situation.	
<b>ENGL 7710 English Language Change Past and Present</b>	3-0-3
Study of past and present changes in the English language that investigates how English is currently changing, the ways in which it has changed, and why educators in English need to be aware of such changes.	
<b>ENGL 7720 English Grammar for Language Arts Teachers</b>	3-0-3
Study of the grammatical standards and principles of effective writing through a review of grammatical principles and of rhetorical and stylistic techniques for language arts teachers.	
<b>ENGL 8100 Special Topics in British Literature</b>	3-0-3
Study of one or two major topics, authors, and/or movements in British literary history that will focus on historical context and specific genres, providing the kind of deeper background useful for language arts teachers.	
<b>ENGL 8110 Seminar in British Literature to 1500</b>	3-0-3
A seminar in the area of British literature to 1500.	

<b>ENGL 8120 Seminar in British Literature 1500-1660</b>	3-0-3
A seminar in the area of British literature from 1500-1660.	
<b>ENGL 8130 Seminar in British Literature 1660-1800</b>	3-0-3
A seminar in the area of British literature from 1660-1800.	
<b>ENGL 8140 Seminar in British Romantic Literature</b>	3-0-3
A seminar in the area of Romantic literature.	
<b>ENGL 8145 Seminar in Victorian Literature</b>	3-0-3
A seminar in the area of Victorian literature.	
<b>ENGL 8150 Seminar in Modern and Contemporary British Literature</b>	3-0-3
A seminar in the area of modern and contemporary literature.	
<b>ENGL 8200 Special Topics in American Literature</b>	3-0-3
Study of one or two major topics, authors, and/or movements in American literary history focusing on historical context and specific genres, providing the kind of deeper background useful for language arts teachers.	
<b>ENGL 8210 Seminar in American Literature to 1800</b>	3-0-3
A seminar in the area of American literature to 1800.	
<b>ENGL 8220 Seminar in American Literature 1800-1865</b>	3-0-3
A seminar in the area of American literature from 1800 to 1865.	
<b>ENGL 8230 Seminar in American Literature 1865-1914</b>	3-0-3
A seminar in the area of American literature from 1865 to 1900.	
<b>ENGL 8240 Seminar in Modern and Contemporary American Literature</b>	3-0-3
A seminar in the area of modern and contemporary American literature.	
<b>ENGL 8300 Seminar in Special Topics</b>	3-0-3
A seminar within the area of language and/or literature.	
<b>ENGL 8320 Seminar in Genre</b>	3-0-3
A seminar in genre studies.	
<b>ENGL 8400: Special Topics in Creative Writing</b>	3-0-3
Study of one or two genres in creative writing, emphasizing contemporary authors and their respective narrative techniques. Teaching methods and pedagogy will be emphasized.	
<b>ENGL 8600 Seminar in Rhetoric and Composition</b>	3-0-3
A seminar in the area of rhetoric and/or composition theory.	
<b>ENGL 8610 History of Rhetorical Theory</b>	3-0-3
Study of the development of the art of rhetoric in Western thought as it provides teachers of writing with alternative perspectives on the contemporary teaching of writing.	
<b>ENGL 8690 Workshop in Rhetoric and Composition</b>	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.	
<b>ENGL 8700 Directed Study</b>	3-0-3
Research in selected areas of language and literature.	



<b>ENGL 8710 Language in School, Community, and Society</b>	3-0-3
A survey of concepts and research in the study of the relationship between language and society as these apply to schools, communities, and the multilingual society of the United States.	
<b>ENGL 8720 English Language Learners</b>	3-0-3
Study of the development of English language proficiency and bilingualism among second language learners and the factors influencing language acquisition inside and outside the classroom.	
<b>ENGL 8800 Teaching College Composition</b>	3-0-3
A seminar for graduate students preparing to teach composition courses, including classroom observations, assignment design, and review of current pedagogy.	
<b>ENGL 8999 Thesis</b>	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.	

## **ESOL: ENGLISH FOR SPEAKERS OF OTHER LANGUAGES**

<b>ESOL 6010 Applied Linguistics for ESOL Teachers</b>	3-0-3
A study of the nature, structure, and diversity of language, emphasizing the phonological, syntactic, and semantic patterns of English in comparison and contrast with features of other selected languages. Prospective teachers will explore the principles of linguistic systems and major theorists and schools of linguistic thought within the cultural framework of working with communities of non-native English speakers.	
<b>ESOL 6020 Cultural Perspectives for ESOL Teachers</b>	3-0-3
A study of culture and its relationship with language and education. Prospective teachers will investigate theories related to the nature and role of culture and cultural programs in the construction of learning environments and support linguistically diverse learners.	
<b>ESOL 6030 Methods and Materials for Teaching ESOL</b>	3-0-3
Methods of teaching English at the elementary, middle, and high school levels to students whose first language is not English. Topics includes theories of second language acquisition, instructional strategies and materials, methods of evaluating proficiency and progress, and curriculum-building.	
<b>ESOL 6040 Assessing English Language Learners</b>	3-0-3
The application of TESOL theories, principles, and current research to the assessment of P12 and adult English Language Learners. This course emphasizes the importance of reading and literacy as fundamental factors in second-language acquisition.	
<b>ESOL 6050 Teaching English Grammar for ESOL</b>	3-0-3
A survey of practical approaches to teaching English grammar to English Language Learners (ELLs) based upon the application of second language acquisition research and theory. The course includes a review of common grammar questions and errors in ELL environments.	

## **FLED: FOREIGN LANGUAGE EDUCATION**

<b>FLED 7100 Professional Development</b>	3-0-3
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.	



<b>FLED 7500 Theory and Practice in Second Language Acquisition</b>	3-0-3
Discussion, analysis, and practice of the various theories and models of second-language acquisition.	
<b>FLED 7600 Research and Design</b>	3-0-3
Research curriculum design in foreign language education with emphasis contemporary issues.	

## **FREN: FRENCH**

<b>FREN 5630 Topics in French Language or Literature</b>	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.	
<b>FREN 6010 French Composition and Advanced Grammar</b>	3-0-3
Advanced study of grammar, practical composition, and refinement of written expression.	
<b>FREN 6400 French Phonetics and Advanced Conversation</b>	3-0-3
Study of phonetic principles and their applications.	
<b>FREN 6900 Special Topics</b>	3-0-3
Special topics in French language or French or Francophone literature, civilization, or culture. May be repeated up to a maximum of 6 hours if topics are different.	
<b>FREN 6950 Directed Study</b>	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**

<b>GEOG 5020 Geoscience Perspectives on Global Climate Change</b>	1-0-1
<b>Also offered as GEOL 5020.</b> 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.	
<b>GEOG 5050 Computer Cartography and Image Analysis</b>	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.	
<b>GEOG 5051 Introduction to Geographic Information Systems</b>	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.	
<b>GEOG 5052 Advanced Geographic Information Systems</b>	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.	
<b>GEOG 5053 Application Issues in Geographic Information Systems</b>	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.	

<b>GEOG 5100 Regional Planning and Environmental Management</b>	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.	
<b>GEOG 5120 Geosciences Field Trip</b>	1-8-3
<b>Also listed as GEOL 5120. Prerequisite:</b> 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.	
<b>GEOG 5150 Meteorology and Climatology</b>	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.	
<b>GEOG 5200 History of Life</b>	2-3-3
<b>Also listed as GEOL 5200.</b> 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.	
<b>GEOG 5210 Introduction to Hydrology</b>	3-2-4
<b>Also listed as GEOL 5210.</b> 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.	
<b>GEOG 5300 Introduction to Process Geomorphology</b>	3-3-4
<b>Also listed as GEOL 5300.</b> 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.	
<b>GEOG 5310 Physiography of North America</b>	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.	
<b>GEOG 5320 Geomorphology of Fluvial and Coastal Environments</b>	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.	
<b>GEOG 5410 Cultural Geography</b>	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.	
<b>GEOG 5510 Urban Community Planning</b>	3-0-3
Principles and applications of planning for neighborhoods, towns and cities with an emphasis on the United States. Topics covered include: public services, landuse decision making, economic development, growth management and the role of nongovernment organizations.	
<b>GEOG 5610 Economic Geography</b>	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  
**Also offered as BIOL 5810. Prerequisites: Three of the following courses: GEOG 1112, GEOG 1113, BIOL 2010, BIOL 2230, BIOL 2270.** An overview of factors controlling the distribution of plants and animals on the Earth. Topics discussed include ecological and evolutionary processes, geophysical and climatic phenomena, and historical and anthropogenic events that have influenced current distributions.
- GEOG 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 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 5400 Planetary Geology** 3-0-3  
**Also offered as ASTR 5400 . Prerequisite: ASTR 1010 or GEOL 1121 or GEOG 1113. Prerequisite or co-requisite: PHSC 1100 or PHYS 1111 or PHYS 2211.** A study of the geology of the terrestrial planets and solid-surface moons, asteroids, comets, and meteorites. The course will focus on comparative planetary geology, with emphasis on geologic processes on the surface (e. g., volcanism, impact cratering, tectonism, erosion, mass wasting, mineralogy, and petrology), planetary interiors, and data collection methods such as remote sensing and image analysis.
- GEOL 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. May be repeated for credit if topics are different.
- HIST 5120 History of Cuisine and Culture** 3-0-3  
 Overview of food and human society from early human civilization to the modern era. The course will emphasize changes in food production and consumption as well as the development of ethnic and cultural differences in cuisine.
- HIST 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.

<b>HIST 5202 Hellenistic Greece and Rome</b>	<b>3-0-3</b>
A study of Mediterranean civilization from the era of Alexander the Great through the fall of the Roman Empire. Greco-Roman contributions to western cultural traditions will be emphasized.	
<b>HIST 5203 Renaissance and Reformation</b>	<b>3-0-3</b>
A study of the cultural, intellectual, and religious life of Europe in the 14th, 15th, and 16th centuries.	
<b>HIST 5205 Europe in the Age of Louis XIV, 1648-1750</b>	<b>3-0-3</b>
A study of major trends in European history from the Peace of Westphalia to the Enlightenment. Cultural, social, and political achievements of European countries will be stressed.	
<b>HIST 5206 Revolutionary Europe, 1750-1815</b>	<b>3-0-3</b>
A study of major developments in Europe from the Enlightenment through the defeat of Napoleon. The impact of the French Revolution will be emphasized.	
<b>HIST 5207 Europe, 1815-1914</b>	<b>3-0-3</b>
A survey of the leading developments of the period in Europe, including social and nationalistic trends. Emphasis is placed on factors leading to World War I.	
<b>HIST 5208 Europe, 1914-1945</b>	<b>3-0-3</b>
A survey of the lost generation living in a society broken and disillusioned by World War I.	
<b>HIST 5209 Europe since 1945</b>	<b>3-0-3</b>
A study of European domestic and international affairs since 1945 with emphasis upon the major states.	
<b>HIST 5220 Medieval Civilization</b>	<b>3-0-3</b>
Survey of medieval society, politics, and culture from the disintegration of the Roman Empire to the first currents of the Renaissance and Reformation. The course will emphasize the great diversity of medieval Europe in areas including government, piety, social relations, intellectual life, and economic systems.	
<b>HIST 5230 Byzantine Empire and Society</b>	<b>3-0-3</b>
Examination of the development of Byzantium between the foundation of Constantinople in 330 and the fall of the city to the Ottoman Turks in 1453. The course will focus on the political, ideological, and cultural features of Byzantine civilization as a synthesis of ancient and medieval models.	
<b>HIST 5240 The Crusades</b>	<b>3-0-3</b>
Examination of the origin and development of the Crusades between the eleventh and the sixteenth centuries. The course will examine the theoretical foundations of crusading, the diverse character of the movement, and the evolving scope of its objectives.	
<b>HIST 5250 Power and Community in Medieval Europe</b>	<b>3-0-3</b>
Introduction to key concepts of public authority and social order that dominated medieval mentalities and affected political and cultural practices in Europe between the sixth and the sixteenth centuries. The course examines a range of ideas such as state, rulership, justice, sovereignty, liberty, divine power, and their practical expression.	
<b>HIST 5301 Britain to 1603</b>	<b>3-0-3</b>
History of the British Isles from prehistory to the advent of the Stuarts, with emphasis on political, social, economic, and cultural developments .	
<b>HIST 5302 Britain since 1603</b>	<b>3-0-3</b>
History of the British Isles from 1603 to the present, with emphasis on political, imperial, social, and economic developments.	
<b>HIST 5303 English Constitutional History</b>	<b>3-0-3</b>
A study of the development of English judicial and governmental institutions from the Anglo-Saxon period to the present.	

<b>HIST 5401 Slavic Europe to 1815</b>	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.	
<b>HIST 5402 Slavic Europe since 1815</b>	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.	
<b>HIST 5500 German History, 1700-1945</b>	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.	
<b>HIST 5502 Topics in German History</b>	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.	
<b>HIST 5601 World Military History to 1618</b>	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.	
<b>HIST 5602 World Military History since 1618</b>	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.	
<b>HIST 6100 United States Constitutional History</b>	3-0-3
Development of American constitutionalism from its origins in England and colonies to the present time.	
<b>HIST 6101 American Legal History</b>	3-0-3
History of American law from colonial times to the present. The course will examine developments in American legal history, especially the relationship between social and legal changes in such areas as criminal law, the law of slavery, and private law, particularly at the state level. The course also examines the development of such legal institutions as the bench and bar and legal education.	
<b>HIST 6105 European Ethnicity in American History</b>	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.	
<b>HIST 6198 Colonial North America to 1763</b>	3-0-3
A study of major themes in colonial history in North America to 1763. The course will examine such themes as the origins of European colonization, the development of slavery, gender and race relations, religion and society, the imperial struggle for North America, and intercultural relations among Europeans, Africans, and Native Americans.	
<b>HIST 6199 Revolutionary America, 1763-1789</b>	3-0-3
A study of the American Revolutionary era from the end of the Seven Years War to the ratification of the Constitution. The course examines political, economic, cultural, social, and military history of the period, with special emphasis on race & gender relations, the origins of American identity, the War for Independence, and the drafting and ratification of the Constitution.	
<b>HIST 6202 United States, 1789-1850</b>	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.	



<b>HIST 6203 United States, 1850-1877</b>	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.	
<b>HIST 6204 United States, 1877-1921</b>	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.	
<b>HIST 6205 United States, 1921-1945</b>	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.	
<b>HIST 6206 United States since 1945</b>	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.	
<b>HIST 6207 United States Diplomacy to 1921</b>	3-0-3
A study of United States foreign relations from the Revolutionary period through 1921.	
<b>HIST 6208 United States Diplomacy since 1921</b>	3-0-3
A study of United States foreign relations since 1921.	
<b>HIST 6209 United States in the 1980s</b>	3-0-3
A survey of the history of the United States in the 1980s. The course will provide students with a broad understanding of the major social, political, cultural, and economic trends and developments during the period.	
<b>HIST 6211 Georgia History through 1865</b>	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.	
<b>HIST 6212 Georgia History since 1865</b>	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.	
<b>HIST 6215 Introduction to Public History</b>	3-0-3
Overview of the major specializations in the field of public history. The course will provide students with an understanding of museums, exhibit design, archival work, and oral history. Students will develop skills in interpreting history for the public through interacting with public history professionals and completing group projects.	
<b>HIST 6219 Genealogy</b>	3-0-3
A survey of the major uses and methods of genealogical research. The course will explore oral traditions; census, probate, property, and military records; surname origins; legal, biological, and fictive kinships; and the DNA genealogical revolution.	
<b>HIST 6220 Local History</b>	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.	
<b>HIST 6221 The Old South</b>	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.	
<b>HIST 6222 The New South</b>	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.	

<b>HIST 6225 History of the American West</b>	3-0-3
History of the American West from Spanish colonial times to the present. The course will consider economic, social, political, and cultural developments of the region.	
<b>HIST 6226 Colonial South</b>	3-0-3
A study of the American South in colonial times, with special emphasis on the Deep South. The course will examine the interaction of African, English, French, Native American, and Spanish cultures.	
<b>HIST 6231 African American History to 1865</b>	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.	
<b>HIST 6232 African American History since 1865</b>	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.	
<b>HIST 6233 African American Cultural History</b>	3-0-3
An examination of the evolution of African American cultural expression from slavery to the present, emphasizing in particular literature, theater, visual art, film, and music.	
<b>HIST 6234 African American Intellectual History</b>	3-0-3
An examination of intellectual history of African Americans from the 17th century to the present. Topics may include the role of black intellectuals in American society, changing conceptions of race, and the global context of African American thought.	
<b>HIST 6240 American Social History</b>	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.	
<b>HIST 6241 Native American History to 1850</b>	3-0-3
Overview of Native American history in North America from the earliest human occupation of the continent to 1850. The course examines the economic, cultural, diplomatic, military, and social history of Native Americans, including the development and implementation of Indian policies by non-natives.	
<b>HIST 6242 Native American History since 1850</b>	3-0-3
Overview of Native American history in North America since 1850. The course examines the economic, cultural, diplomatic, military, and social history of Native Americans, including the development and implementation of United States Indian policy	
<b>HIST 6243 Native People in the American Southeast</b>	3-0-3
A study of the native peoples of the southeastern United States from prehistory to Removal. The course will emphasize social and cultural changes as well as relationships among native groups.	
<b>HIST 6250 History of Religion in the South</b>	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.	
<b>HIST 6261 Women in the U.S. to 1869</b>	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.	

<b>HIST 6262 Women in the U.S., 1869 to the Present</b>	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.	
<b>HIST 6270 History of Women in the U.S. South</b>	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.	
<b>HIST 6280 History of U.S. Women Activists and Social Reformers</b>	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	
<b>HIST 6290 U. S. Military History</b>	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.	
<b>HIST 6291 U. S. Political History I</b>	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.	
<b>HIST 6292 U. S. Political History II</b>	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.	
<b>HIST 6295 Environmental History</b>	3-0-3
Overview of environmental history with particular emphasis on North America. The course will examine human impact on the environment from the earliest times to the present, as well as the development of conservation policies and the environmental movement.	
<b>HIST 6296 History of Contemporary Issues in the U.S.</b>	3-0-3
Overview of the longer term historical background of selected contemporary issues in the United States. The course will examine current political, social, cultural, and economic issues and problems including terrorism, economic conditions, and civil rights and liberties.	
<b>HIST 6301 Colonial Latin America</b>	3-0-3
The founding, growth, and development of Latin America by Spain and Portugal to the wars of independence.	
<b>HIST 6302 Republican Latin America</b>	3-0-3
Major historical trends in Latin America since the wars of independence.	
<b>HIST 6303 The Spanish Borderlands</b>	3-0-3
A study of the history of Spanish North America and its influence on the history of the United States and Native Americans, 1513-1850. Special emphasis will be placed on the region's diversity of peoples and intercultural relations as well as aspects of social, cultural, economic, imperial, and military history.	
<b>HIST 6304 The Caribbean</b>	3-0-3
Political, economic, social, and cultural developments of the major Caribbean countries, 1492 to the present.	
<b>HIST 6305 History of Mexico</b>	3-0-3
A survey of the history of Mexico from pre-Columbian times to the present. The course will examine social, economic, and cultural aspects of colonialism; imperial reform; independence and nation-building; liberalism and monarchism; federalism and centralism; foreign intervention; Mexican Revolution; industrialization; and neo-liberalism.	

- HIST 6306 History of Central America** 3-0-3  
 A survey of the history of Central America from pre-Columbian times to the present. The course will examine pre-Columbian indigenous society; Spanish conquest and colonialism; state formation and nation-building; economic underdevelopment; foreign intervention; Cold War and human rights; and the role of the Catholic church and liberation theology.
- HIST 6320 History of Indigenous Peoples of Latin America** 3-0-3  
 An examination of the history of indigenous peoples of Latin America from pre-Columbian times to the present. Topics include native agency and autonomy; adaptation and synthesis of indigenous culture to imposed colonial institutions; and post-colonial native activism and politics. Emphasis will be placed on indigenous accounts and perceptions of the region's past.
- HIST 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' 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.

<b>HIST 7000 Seminar in Historiography</b>	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.	
<b>HIST 7101/7102/7103/7104 Seminars in United States History</b>	3-0-3 each
Seminars on selected topics in the history of the United States.	
<b>HIST 7201/7202 Seminars in British History</b>	3-0-3 each
Seminars on selected topics in British history.	
<b>HIST 7301/7302/7303 Seminars in European History</b>	3-0-3 each
Seminars on selected topics in European history.	
<b>HIST 7401/7402 Seminars in Latin American History</b>	3-0-3 each
Seminars on selected topics in Latin American history.	
<b>HIST 7501/7502 Seminars in Asian History</b>	3-0-3 each
Seminars on selected topics in Asian history.	
<b>HIST 7600 Seminar in African History</b>	3-0-3
Seminar on selected topics in African history	
<b>HIST 7700 Seminar in Middle Eastern History</b>	3-0-3
Seminar on selected topics in Middle Eastern history.	
<b>HIST 7800 Seminar in Women's History</b>	3-0-3
Seminar on selected topics in Women's history.	
<b>HIST 7901/7902 Seminars in World History</b>	3-0-3
Seminar on selected topics in World History.	
<b>HIST 7950 Directed Study in History</b>	3-0-3
Supervised readings in areas of history not normally available in regular graduate course offerings, with regular conferences between instructor and student. May be repeated for up to 6 hours of credit if topics are different.	
<b>HIST 7970 Libraries and Literacy in History</b>	<b>3 credit hours</b>
<b>Also offered as MLIS 7970.</b> 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.	
<b>HIST 7999 Thesis</b>	3-0-3 to 6-0-6

## **INTL: INTERNATIONAL PROGRAMS**

<b>INTL 5000 Foreign Exchange</b>	0-0-0
A course for foreign students enrolled at VSU under official exchange agreements of the University.	
<b>INTL 5170 Topics in International/Intercultural Studies</b>	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.	
<b>INTL 5500 Study Abroad</b>	0-0-0 to 3-6-3
<b>Prerequisite: Acceptance to a VSU study abroad program.</b> 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 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, Evaluation, and Professional Learning** 3-0-3  
The study and implementation of needs assessment and program evaluation to inform the content and delivery of best practices in technology-based professional learning. The course includes an introduction to field research methods and data analysis.

**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 Performance Standards.

**ITED 7100 Foundational Theories in Instructional Technology** 3-0-3  
Introduction to theories of learning, instruction, communication, information, digital citizenship, and systems as applied to research and practice in the field of instructional technology.

**ITED 7200 Information Sources and Uses** 3-0-3  
Retrieval, evaluation, and integration of information and digital resources to support higher-order thinking skills in digital learning environments. Topics include legal issues, accessibility, and diversity in learner characteristics.

**ITED 7201 Information Resources and Services** 3-0-3  
Development and application of knowledge and skills necessary to provide information resources and services in P-12 school media centers. The course includes strategies for integrating information access skills into the curriculum, selecting and evaluating resources in various formats, building media center collections, and delivering traditional and electronic services.

**ITED 7202 Bibliographic Organization** 3-0-3  
Introduction to basic cataloging and classification tools and processes as applied to integrated electronic systems. This course includes bibliographic networks, resource sharing, and database maintenance and evaluation.

**ITED 7203 Administering School Media Centers** 3-0-3  
Study of school library media professionalism and the organization, functions, facilities, and management of P-12 school media centers. This course includes planning, coordinating, supervising, budgeting, and evaluating media center personnel, services, and programs.

<b>ITED 7299 Internship in School Media Centers</b>	<b>3 hours credit</b>
<b>Prerequisite: Approval of advisor.</b> Supervised field experience in administering P-12 school media centers.	
<b>ITED 7300 Instructional Technology for Teaching, Learning, and Assessment</b>	3-0-3
Integration of technology into personal teaching practice, emphasizing collaboration with other educators to improve teaching, learning, and assessment.	
<b>ITED 7302 Needs Assessment</b>	3-0-3
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.	
<b>ITED 7399 Internship in Technology Applications</b>	<b>3 hours credit</b>
<b>Prerequisite: Approval of advisor.</b> A university-supervised field experience in an instructional technology setting.	
<b>ITED 7400 Digital Learning Environments</b>	3-0-3
Creation, support, and effective management of digital learning environments. The course includes troubleshooting basic software and hardware problems and evaluation and selection of digital tools and resources for compatibility with school technology infrastructure.	
<b>ITED 7500 Vision and Planning for Instructional Technology</b>	3-0-3
Introduction to leadership principles in an instructional technology context. The course includes theory and practice in strategic planning, the change process, and funding strategies.	
<b>ITED 7600 Introduction to Discipline-Based Best Practices Literature</b>	3-0-3
Introduction to analyzing discipline-specific literature and applying the conventions of academic writing using the Publication Manual of the American Psychological Association.	
<b>ITED 7900 Special Topics in Instructional Technology</b>	1-0-1 to 3-0-3
In-depth study of specific issues in instructional technology. Course may be repeated under different topics.	
<b>ITED 8100 Theories, Models, and Perspectives of Instructional Technology</b>	3-0-3
Modeling and facilitation of theoretical perspectives concerning digital citizenship, change, communication, diversity, learning, and instruction for the legal and ethical integration of instructional technology in learning environments.	
<b>ITED 8200 Instructional Design for Training and Education</b>	3-0-3
Applications of systematic design principles to address an identified need in a training or education context. This course addresses learner characteristics, assessment (diagnostic, formative, summative), message design, and instructional strategies to support and enhance higher order thinking skills.	
<b>ITED 8299 Internship School Media Center</b>	<b>3 credit hours</b>
Field experience in administering P-12 school media centers, supervised through distance technology.	
<b>ITED 8300 Technology Tools for Training and Education</b>	3-0-3
<b>Prerequisite: ITED 8200.</b> Application of various technologies and products for instructional development. The course includes in-depth use of computer-related technology tools to design and create effective instructional materials and assist other educators in similar tasks that use technology to improve teaching, learning, and assessment.	
<b>ITED 8400 Technology for Learning Environments: Evaluation, Selection, Management, and Collaboration</b>	3-0-3
Research, review, and application of commercial and educational technology. The course includes facilitation of assistive/adaptive technology, troubleshooting of software and hardware, resource accuracy, and suitability of technology tools for learning environments.	



- ITED 8500 Leadership in Instructional Technology** 3-0-3  
The study and implementation of theories and techniques for working with individuals and groups to develop a shared vision for the use of technology in learning environments; to design and communicate a strategic plan; and to demonstrate leadership in securing resources needed to implement the plan.
- ITED 8600 Professional Development and Program Evaluation** 3-0-3  
The study and implementation of needs assessment and program evaluation to inform the content and delivery of technology-based professional learning programs.
- 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 Discipline-Based Best Practices Literature** 3-0-3  
Analysis of discipline-specific literature and synthesis of research through application of the conventions of academic writing, using the Publication Manual of the American Psychological Association.
- ITED 8970 Action Research Methods and Planning** 3-0-3  
**Corequisite:** ITED 8960 or permission of the instructor. Application of the ethics and principles of action research. The course includes design of technology-enhanced learning experiences and planning for subsequent evaluation to improve instruction and learning.
- ITED 8999 Action Research Project** 3 hours credit  
**Prerequisite:** ITED 8970. Implementation of research-based interventions to improve instructional practice and maximize learning. Students will use digital tools and resources to systematically collect and analyze data, interpret results, and communicate findings.

## **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 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 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.